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Consecutive Interpreting into B

Analysis of the students' difficulties in interpreting into English

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Preface

When I started the bachelor's programme in applied linguistics in the academic year 2011-2012, I decided to choose French-Chinese as a language combination. However, after my first year, I realised that I wanted to become an interpreter and –since Chinese is not taught in the Master in Interpreting– this was not possible for the students studying Chinese. So, after my first year, I "veered off" into a new direction. I decided to switch to the language combination French-English. I had already finished one year, so –except for the English courses– I enrolled in the second bachelor's courses. From that moment on, I have been taking classes in different years (always one class lower for English). In the academic year 2014-2015, I started my master's in interpreting and in the course of that year, I noticed that many students struggled with interpreting into their foreign languages. This eventually made me decide to choose interpreting into the foreign language as the subject for my master's thesis.

After reading various academic articles on the subject, I noticed that interpreting into the foreign language, also called B-language interpreting, is a topic that causes a great deal of controversy. Many researchers' opinions on B-language interpreting are miles apart. However, it also became clear to me that –although the desirability of B-language interpreting is a matter of dispute– it is common practice on the interpreting market. Since B-language interpreting is practised, it is relevant to look deeper into the specific problems it entails and in my thesis, I decided to investigate the problems with which students are often confronted when they are interpreting into their B-languages. If we obtain a better insight in the problems that students encounter in this interpreting setting, we can use these findings to focus on remedying these specific problems resulting in students who are better prepared for the labour market.

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Fifthly, I would like to thank my fellow students for completing my survey and for participating in my research, even though they were all busy writing a thesis themselves.

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Abstract

Directionality in interpreting is a highly debated topic, dominated by two influential schools: the Paris school advocates interpreting into one's mother tongue, whereas the Russian school prefers B-language interpreting. Many scholars have investigated B-language interpreting in different interpreting modes, trying to prove that one direction is superior compared to the other one.

My research does not state that one direction is superior to the other, but creates a model for the analysis and categorization of the mistakes that students make in consecutive B-language interpreting. By means of surveys among interpreter trainers and interpreting students and a concrete analysis of student errors that makes use of tailor-made error categories, I investigated which problems students often encounter in interpreting into their B-languages.

Although the interpreter trainers note that students commit many grammatical errors, my analysis shows that this is not necessarily the case. The students do, however, lack vocabulary to clearly convey the message of the source text. Furthermore, I noticed a decrease in specificity in the interpreted speeches as compared to the original speeches, which might have various reasons, e.g. an insufficient note-taking technique, partial comprehension, or, again, a lack of vocabulary.

My research contributes to the directionality debate by presenting a model for analysing the students' interpreting performances and my research could be extended to analyse specific difficulties for different language pairs in order to tackle the specific problems related to B-language interpreting in certain language-pairs.

Introduction

A vigorous debate is going on whether or not B-language interpreting is a practice that should be accepted in the interpreting profession. This paper, however, does not aim to answer this question. Its focus lies on the problems that students often encounter in consecutive interpreting into their B-languages. B-language interpreting is common on the interpreting market, but it is a highly demanding task with which interpreting students often struggle. This study aims to map out the mistakes that a limited number of Flemish and Dutch students often make when they express themselves in their B-language, English, in this specific case. Furthermore, it wants to identify other possible problems that students might encounter while they are learning to interpret consecutively into their B-languages. Based on informal observations of my peers, I indeed noticed that learning to interpret into B was not unproblematic.

This paper contains a theoretical part and a case study. The first chapter is the result of a literary study in which I first situate my field of research by defining different forms of interpreting and defining my research subject (1.1). Secondly, I discuss various opinions on B-language interpreting. I set forth the opinions of two influential schools, namely the Paris school and the Russian school (1.2). Besides these two schools, Gile's and Mead's more balanced views will be presented. The opinions on B-language interpreting also depend on the mode of interpreting (consecutive versus simultaneous). Thirdly, I discuss directionality in different modes of interpreting (1.3). Furthermore, I describe the current market trends (1.4) to show that –even though B-language interpreting is a highly debated topic and disagreement exists on its suitability for the professional interpreting market– it is a common practice in the interpreting profession and since English is the world's *lingua franca*, English is an important B-language that is much in demand. The debate on directionality also has an effect on interpreting training (1.5). In certain countries (e.g. Canada, the United States, Korea, China, the interpreting market is mostly *bilingual*, whereas in Europe the interpreting market is *multilingual*, resulting in different teaching methods. Interpreters in Europe usually know more than one foreign language and are often dedicated to learn more foreign languages as C-languages rather than spending time on bringing their B-languages to perfection. So, interpreting students envisioning a career in the European Institutions focus more on learning or perfecting an additional foreign language than on acquiring a solid B-language.

In this paper, the focus will be on consecutive interpreting from Dutch into English. All the subjects are native Dutch speakers with English as a B-language. They are either studying a Master in Interpreting or they are enrolled in the European Masters in Conference Interpreting program. I will briefly introduce my research method, but in the second chapter you can find an elaborate description of my methodology. First, to acquire an overview of the problems with which the students are often confronted in B-language interpreting, I distributed surveys to interpreter trainers. Their answers provide an insight which mistakes students often make and how the interpreter trainers deal with these mistakes in class. Secondly, I distributed surveys to my fellow students to know which aspects of B-language interpreting that they find particularly difficult. In both surveys, I included a letter of consent as to inform the participants (interpreter trainers and interpreting students) about my master's thesis. Thirdly, I recorded my fellow students when they were interpreting from Dutch (A) into English (B). Afterwards, I transcribed and analyzed these recordings to find out which mistakes the interpreting students often make in expressing themselves in their B-language.

In the third chapter of my thesis, I will present the results of my research. First, I will present the results of the survey completed by the interpreter trainers. More specifically, I will talk about the interpreter trainers' opinions on the interpreting students' grammatical knowledge, vocabulary knowledge, understanding of the source text and production of the target text, note-taking technique and general knowledge. I will also provide a list of exercises that interpreting professors use to improve the students' interpreting performances. Secondly, I will describe how interpreting students feel about B-language interpreting. I will discuss the advantages and disadvantages of both A-language and B-language interpreting, the difference in mastery of the students' B-languages and I will discuss whether or not the students think that note-taking is more difficult in B-language interpreting. I will also present some non-linguistic, culture-bound problems which students encounter in consecutive interpreting into their B-languages. Thirdly, I will present the results of my case study. To conduct this study, I recorded thirteen of my fellow students' Dutch-into-English interpreting performances and my analysis of their interpreted texts is partially based on Falbo's criteria (2002). I did, however, add some extra criteria, since Falbo's research does not specifically focus on B-language interpreting. My results should provide an insight in the problems that students often encounter in B-language interpreting and might serve as an indication to which aspects of the English language more attention needs to be given (1) in the language proficiency classes in the bachelor programme and (2) in the interpreting classes, given that the mistakes that students make, might also be linked specifically to the conditions of interpreting (e.g. working against the clock, analysing one's notes).

Chapter 1: Interpreting into B: To B or not to B ¹

The aim of this paper is to investigate which problems students often encounter while interpreting into their B-languages. The focus will be on consecutive interpreting only, however, in the first chapter, definitions of both consecutive and simultaneous interpreting will be provided, and the two main “interpreting ideologies” as well as the currently recurring expert opinions on B-language interpreting in consecutive and simultaneous interpreting will be discussed. Furthermore, the current market trends will be examined and directionality in interpreting training will also be considered.

1.1 Definitions

Below, I start by giving the definitions of a number of terms as used in an EU and AIIC context, and as they will be understood in this paper.

The Directorate General for Interpretation (2012), also known as DG SCIC (Service commun interprétation-conférence) formulates that in **consecutive interpreting**, the interpreter listens to the speaker and takes notes. This means that, when the speaker is finished, the interpreter delivers the speech in a different language using the notes he/she took while listening to the speaker. It is generally believed that consecutive interpreting is most suitable for small-scale meetings with only two or three languages (AIIC, 2012a).

Although the focus of this research lies mainly on consecutive interpreting, I also give a definition of simultaneous interpreting, since the opinions on B-language interpreting differ depending on the interpreting form.

The International Association of Conference Interpreters (Association Internationale des Interprètes de Conférence – AIIC) defines **simultaneous interpreting** as follows: "the interpreter sits in a booth, listens to the speaker in one language through headphones, and immediately speaks their interpretation into a microphone in another language" (AIIC, 2012a).

The term **retour interpreting** is used to denote interpreting from one's mother tongue into an acquired language. Some interpreters have an outstanding knowledge of a second language, so that they can work into this language from their mother tongue. The Directorate General for Interpretation (2012) notes that "some interpreters who have a retour language work into that language only in consecutive, not in simultaneous" (§2). According to DG SCIC, only a small number of interpreters has a sufficiently good knowledge of their second language to interpret into this language from all the other languages in their language combination.

¹ Lim (2003)

The European Commission's interpreting service (DG Interpretation) notes that "the French word for *return* is universally employed" (DG SCIC, 2012). However, the term "retour" seems to set the course that interpreting into one's mother tongue is regular and that "retour interpreting" is exceptional and uncommon. This is what one might call the "traditional" view on language use in interpreting, however, not all interpreters and researchers are in agreement about this today (see 1.2) Therefore, the term "retour interpreting" will not be used in this paper. Instead, the more neutral term **B-language interpreting** will be adopted.

The interpreter's language combination

Professional interpreters often have three or more working languages. However, this does not mean that they work in all possible directions. The different working languages of interpreters can be subdivided into active and passive languages. Two types of active languages can be distinguished, namely A-languages and B-languages (AIIC, 2012b)

A-language	The interpreter's mother tongue (or another language strictly equivalent to a mother tongue), into which s/he interprets from all other working languages, generally in the two modes of interpretation, simultaneous and consecutive. AIIC members are expected to have at least one A language.
B-language	A language into which the interpreter works from one or more of her/his other languages and which, although not a mother tongue, is a language of which s/he has perfect command. Some interpreters work into B languages in only one of the two modes of interpretation.

Table 1: Language classification - Interpreters' active languages (AIIC, 2012b)

Besides one or two (rarely three) active languages, an interpreter can also have a number of passive languages.

C-language	Passive languages are those languages of which the interpreter has complete understanding and from which s/he interprets. These are what interpreters call their C languages, according to AIIC classification.
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Table 2: Language classification - Interpreters' passive languages (AIIC, 2012b)

Nonetheless, this classification is also under discussion. Chris Guichot de Fortis (2007), for instance, senior interpreter at NATO, voices his opinion on the term 'perfect command', saying that these are 'poorly chosen' words. He defines a B-language as follows:

So, a 'B' language as practised at the highest level of international conferences (eg. OECD, World Bank, Council of Europe, NATO, various national ministries etc.) is a second language, the mastery of which can be assessed at a level slightly below that of a conference interpreter's mother tongue (say between 5% and 15%, although of course it is invidious to attempt to quantify such matters using figures (p. 2).

Chris Guichot de Fortis thus questions the AIIC's definition of a B-language. He notes that it is hard to say that an interpreter needs to have a 'perfect command' of his/her B-language because the term 'perfect command' is not well-delineated. Since linguistics is not an exact science, it is difficult to determine what a 'perfect command' implies.

1.2 Paris school vs. Russian school

The opinion of Chris Guichot de Fortis referred to above is not an exception. In fact directionality in interpreting has been widely debated, but up to now no consensus has been reached. The debate on whether or not B-language interpreting should be allowed or even preferred stems from the two different views voiced by two main groups: the Paris school and the Russian school. The Paris school advocates interpreting into A whereas the Russian school encourages interpretation into B. Both schools' specific reasons for adopting their specific views will be given below.

The pioneers of the Paris school, Seleskovitch and Lederer, believe that "near-native comprehension –but not production– can be achieved by non-natives" (Seleskovitch and Lederer, cited in Martin 2005, p. 84). In contrast, the Russian school focuses on the importance of comprehension, since its adherents believe that a speech must be fully understood by the interpreter in order for her or him to convey a qualitative interpretation. Thus, whereas the Paris school prefers A-language interpreting, since formulation is easier in the mother tongue, the Russian school reacts to this stating that the comprehension phase is the most important part in interpreting and that the content of the message must and can be conveyed even though the B-language might not be flawless (Iglesias Fernández, 2005).

Besides these language-related reasons, there are also ideological reasons for differences in the preferred interpreting direction. According to Martin (2005): it is not surprising that the Paris school prefers A-language interpreting, in her view:

It is obvious that the desire to avoid simultaneous interpreting into B languages is fully coherent with France's official language policy, which has traditionally placed the accent on safeguarding the purity of the French language and ensuring its use in international organizations (p. 85). In the case of the Soviet model, there are strong ideological conditioning factors which, before 1989, precluded the interpretation of Soviet thought being entrusted to non-Soviet interpreters (Gran & Snelling, cited in Martin, 2005, p. 85).

In other words, the responsibility of conveying the Soviet-Union's ideas could not be given to non-Soviet interpreters, whereas the French reason that interpreting into B might have a downward effect on the purity of the French language.

Next to the radical opinions of these two influential groups of interpreters and researchers, more balanced views exist. Gile (2005), for example, notes that "interpreting directionality preferences are contradictory and based on traditions rather than on research" (p. 9). In 1985, Gile developed his 'Effort Models', in which he describes interpreting as a combination of processes that require 'process capacity' (PC). Gile (2005) notes that "for simultaneous interpreting, the fundamental components were Listening and Analysis (L), Production of the Source Speech (P), and Short term memory Effort (M), a concept similar to working memory, along with a coordination component C" (p. 11). Gile (2005) developed another important concept, namely the 'Tightrope Hypothesis', in which he explains that "interpreters tend to work at levels of cognitive load close to saturation" (p. 12). Gile (2005) notes that "if interpreters work close to saturation level, directionality can also be analyzed in terms of 'comprehension load' and 'production load' and their inter-reactions" (p. 12). However, no consensus has been reached whether speech comprehension or speech production takes up the largest amount of processing capacity. Since there is no consensus yet, Gile (2005) gives the following example to illustrate that the preferred interpreting direction cannot be determined until it is known what takes up the largest amount of processing capacity. According to Tanaka: "comprehension takes up 30% of processing capacity requirements, and production 70%" (Tanaka, cited in Gile 2005, p. 13). However, according to Goldman-Eisler: "comprehension takes up a larger proportion of the PC requirements than production" (Goldman-Eisler, cited in Gile 2005, p. 13). Gile assumes that production does take up more processing capacity (compared to comprehension), but since this has not been proven yet, it is impossible to determine the preferred interpreting directionality. Gile (2005) claims that "these quantitative uncertainties can have wide-ranging implications on qualitative answers to the central issue of directionality at hand" (p. 14). The author stresses that language-specific factors are important as well and he presents Färber's example that "students [German-English language combination] did better in simultaneous in terms of completeness and accuracy when working into their B language" (Färber, cited in Gile 2005, p. 10). Gile suggests to further investigate these language-specific factors.

Mead (2005) provides another balanced view on B-language interpreting. He carried out a study on pausing during the production phase in consecutive interpreting. The main goal was to determine the preferred direction by investigating the level of fluency of interpreters. The 45 subjects in his study had Italian as their A-language and English as their B-language. Mead (2005) found that "pause duration was considerably greater in English than in Italian" (p. 136). Thus, it seems that interpreters do need to think more deeply when interpreting into their B-language. However, Mead (2005) underlines that the longer pauses do not necessarily pose problems, since "pause durations per minute are on the whole lower than those in improvised native speech" (p. 139). Pauses in consecutive interpreting are, in general, shorter than in improvised native speech and therefore these pauses –even the longer pauses during B-language interpreting" do not pose problems. Consequently, Mead (2005) notes that his study should not be seen "as a caveat against interpreting in B" (p.139).

1.3 B-language interpreting in different modes of interpreting

In some cases, the opinions on B-language interpreting seem to differ depending on the mode of interpreting that is taken into consideration. Below, different viewpoints on B-language interpreting in both consecutive and simultaneous interpreting will be discussed.

1.3.1 Directionality in consecutive interpreting

As described in 1.1, consecutive interpreting consists of two stages. In the first stage, the interpreter listens to the speaker and takes notes. In the second stage, the interpreter renders the message using his/her notes.

The listening (and analysis) stage is comparable in consecutive and simultaneous interpreting. The difference between the two forms of interpreting lies in the production stage. The simultaneous interpreter immediately produces the target speech, while listening to the continuation of it, whereas the consecutive interpreter first produces notes and secondly produces a part of the target speech, after which this procedure is repeated. According to Gile (2005), the cognitive load in consecutive interpretation is lower in the second stage (the reproduction) than in the first stage (the listening) Gile (2005) notes that:

when working in consecutive, interpreters could therefore be expected to try to reduce PC [processing capacity] requirements in speech comprehension, i.e. show preference for working from their native language, while not worrying unduly about speech production in their B language (p. 14).

In other words, in consecutive interpreting, the cognitive load for the interpreter is lower during the production phase than during the comprehension phase. Therefore interpreters might want to decrease the processing capacity in the comprehension phase by listening to a source speech in their mother tongue. This would mean that in consecutive interpreting, interpreters might even prefer working into their B-languages.

In addition, Gile (2005) also notes that:

many authors who speak against working into one's B language in simultaneous accept work into a B language in consecutive. At the same time, far from relegating consecutive to a lower, secondary status, they often speak about it as the noblest mode of interpreting (p. 15).

These two elements seem contradictory. In "the noblest mode of interpreting" (~consecutive), working into one's B-language is allowed or even preferred. In simultaneous, however, B-language interpreting is seen as a "necessary evil" (Wooding, cited in Donovan 2005, p. 148).

Another opinion on consecutive interpreting into B is expressed by Seleskovitch and Lederer (2002), who take the view that consecutive interpreting into B is acceptable if the following conditions are fulfilled:

- The interpreter's knowledge of his/her B-language must be excellent
- The interpreter's output must be correct
- The interpreter must have a thorough understanding of the subject
- The interpreter must have an excellent command of the required interpreting skills
- The interpreter needs to be able to distance himself/herself from his/her mother tongue (p. 124-125)

Seleskovitch and Lederer (2002) explain that an interpreter who has a profound knowledge of the terminology of the discourse and who is able to clearly convey the argumentation of the source speech into his/her B-language can do a marvellous job into his/her B-language. The few minor mistakes that the interpreter might make and the small interferences of his/her mother tongue might pass by unnoticed (p. 125).

Seleskovitch and Lederer (2002) are of the opinion that

l'interprétation consécutive en langue 'B' ne s'enseigne qu'à partir du moment où l'enseignant a acquis la certitude que les exercices de consécutive en 'A' ont mis en place tous les mécanismes de compréhension et d'expression [consecutive interpreting into B should not be taught until the teacher is certain that the consecutive interpreting exercises into A have established all the comprehension and expression mechanisms] (p. 125).

Furthermore, they also note that interpreter trainers should insist that consecutive interpreters take notes in the source language (in this case, in their B-language). Otherwise the risk exists that the interference of the interpreter's mother tongue becomes apparent (p. 125).

1.3.2 Directionality in simultaneous interpreting

The debate on whether or not B-language interpreting should be allowed, seems to be particularly heated in one mode of interpreting, namely in simultaneous interpreting.

According to Gile (2005), avoiding B-language interpreting in simultaneous seems to be linked to "the particular conditions of simultaneous" (p. 15). In other words, the fact that the simultaneous interpreter works under a considerable time pressure, seems to be an element against B-language interpreting. Similarly, Donovan (2005) notes that "the shortcomings of a B-language are likely to become more marked under the strain of SI" (p. 153). This reflects the Paris school's worries about the quality of B-language interpreting. In 2003, Donovan published a study on users expectations and in 2005, she investigated conference interpreters'

opinions on B-language interpreting. Donovan (2005) found that –even though users are quite happy with the quality of the interpretation– "interpreters found SI into B more tiring and stressful than SI into A" and that "nearly all also felt that their interpretation into B was less satisfactory in terms of quality (including accuracy)" (p. 151). In other words, although the interpreters have their doubts about the quality of their interpretation into B, users are often quite satisfied. The interpreters might feel uncertain about their output in simultaneous B-language interpreting because –in general– they practise A-language interpreting more than B-language interpreting.

To conclude, we could say that even though simultaneous B-language interpreting has been widely debated (see for instance Gile 2005; Donovan 2005; Pavlović; Iglesias Fernández 2005; Déjean Le Féal 2005; Martin 2005; Padilla 2005; Seel 2005; Lim 2005 and Guichot de Fortis 2007)², no consensus has been reached on the desirability of this directionality in interpreting and more research has to be done to develop suitable teaching methods for dealing with the specific difficulties of B-language interpreting both in consecutive and in simultaneous interpreting. Since interpreting into B is becoming more common on the market, interpreting training (in Europe) has to follow this tendency by offering more training in B-language interpreting (see 1.5).

1.4 Current market trends

The question whether or not B-language interpreting should be accepted (or preferred) has been hotly debated, but remains unanswered. Even though no consensus has been reached, B-language interpreting is commonly practised. Chris Guichot de Fortis (2007) notes that "the need for communication goes hand in hand with those of cost-effectiveness, speed and reliability, all of which increase the demand for biactive interpreters" (p. 3-4). According to Guichot de Fortis (2007), a biactive interpreter has two active languages and one or more C-languages.

The market trends in different parts of the world are also highly variable. According to Lim (2003), the interpreting markets in Asia and Europe are remarkably different. In Asia (in Korea in particular), interpreting students learn to work into their B-language (both in consecutive and simultaneous interpreting). On the European interpreting market B-language interpreting also seems to become more and more common. In this subchapter, the focus will be on the current market trends on the European market.

² All these authors write about directionality in simultaneous interpreting. Some authors are in favour of simultaneous B-language interpreting, some reject simultaneous interpreting into B, and some have a more balanced view (e.g. Gile). Nevertheless, it is clear that simultaneous B-language interpreting is a hotly debated topic.

1.4.1 Private market vs. institutions

Donovan (2005) notes that "SI [simultaneous interpreting] into B needs a genuine need on both the institutional and private markets" (p. 147). In other words, B-language interpreting is highly demanded on both markets. Donovan (2005) also writes that the formation of interpreting teams becomes easier as interpreters have two (or more) active languages (p. 147). If interpreters can be put into service in different booths (in their A-language and in their B-language), it might facilitate the formation of interpreting teams. The simplified formation of interpreting teams and the cost-effectiveness of interpreters with two (or more) working languages enhance "biactive interpreters" in value. This has probably contributed to the increasing number of interpreters with two active languages (since interpreters want to offer a B-language to increase their market value). According to Guichot de Fortis: "In 2011, from a random total sample of 1541 AIIC interpreters, the overall proportion of interpreters offering one or two 'B' languages (or two 'A's'), was 74.5% (65% in 2010, 57% in 2008)" (p. 10).

In the following table (by Guichot de Fortis), the evolution of the percentage of interpreters who have a second active language is shown.

Country or city (number of interpreters)	AB	2011	2010	2008	AA	2011	2010
Austria (75)	AB	72%	73%	65%	AA	10%	7%
Berlin (74)	AB	80%	72%	63%	AA	8%	7%
Brussels (343)	AB	49%	48%	40%	AA	5%	5%
Canada (122)	AB	82%	70%	72%	AA	5%	4%
Geneva (220)	AB	73%	61%	54%	AA	12%	8%
Munich (49)	AB	90%	84%	89%	AA	4%	10%
Paris (328)	AB	88%	93%	82%	AA	8%	8%
UK (125)	AB	69%	71%	62%	AA	6%	6%
USA (205)	AB	68%	63%	60%	AA	12%	10%

Table 3: B-languages in AIIC by country or city (Chris Guichot de Fortis, p.10)

As stated in 1.2, in the Western interpreting tradition (the Paris school), interpreters mainly work into their A-language. However, the table above shows that a lot of interpreters have a second active language (AA or AB) where AA means that the interpreters have two A-languages (see 1.1) and are bilingual and AB means that they have an excellent knowledge of their mother tongue and are proficient in another language. It is unclear why the number of interpreters with a second active language in Brussels is relatively low. It might be related to the fact that the European institutions –where interpreting into the mother tongue seems to remain the norm– provide a lot of work for interpreters based in Brussels.

The question arises whether the Western approach should not adopt a more balanced view on B-language interpreting. Indeed, it is clear that B-language interpreting is common on the interpreting market and that the need for it might rise in view of current worldwide migration streams.

1.4.2 English as a B-language

According to De Swaan (2002), English is the hypercentral world language. First, English counts a large number of native speakers and secondly, there are also a lot of people who speak English as a second language. Furthermore, English is the number one language when classifying languages according to their significance (representation in politics, economics, media...) (Calvet et Calvet, 2009, p. 33)

According to Heilbron and Sapiro (2007), English is indeed the hypercentral world language. The authors (2007) note that:

la communication entre langues périphériques passe très souvent par l'intermédiaire d'un centre. Plus une langue est centrale, plus elle a la capacité de fonctionner comme langue intermédiaire ou véhiculaire. Il est donc très probable que la traduction d'un livre vers une langue centrale est immédiatement suivie d'une vague de traductions dans d'autres langues [communication between peripheral languages often passes through an intermediary centre. The more a language is central, the better its capacity to function as an intermediary language or as a medium of communication. Thus, it is probable that a book translation into a central language will be followed by a wave of translations into other languages] (p. 3-4).

The above quote is about translation, but also highlights an important feature of English on the interpreting market, namely the use of English as a pivot for relay interpreting. Providing a relay can be quite stressful for an interpreter because he/she knows that the other interpreters rely on him/her to deliver an accurate interpretation into a number of other languages. With the enlargement of the European Union, interpreting into B has gained ground. Since interpreters with commonly used A-languages (e.g. English and French) do not (yet) know the languages of the most recent member states (e.g. Croatian, Romanian), the interpreters of these member states need to interpret into their B-language –often English– to provide a relay for other interpreters (see for instance Guichot de Fortis 2007, Donovan 2005 and Déjean Le Féal 2005). According to Silvestrini and Warner (2014) "English appears to be the most common retour language at the European Institutions" (p. 22). When looking into the required language profiles for the 2015 accreditation test to become a freelancer at the European Institutions, it is clear that English, French and German are the preferred B-languages. When the interpreters need to offer at least three languages –in an ABC or ACC combination– English is almost always required as a B-language or as a C-language (European Union, 2015 Language profiles in demand with the EU interpreting services).

The previous paragraph explains the situation of English as a B-language within the European Institutions. On the private market, English also plays an important role. Kalina (2005) indicates that meetings often take place in two different languages: the language of the country where the meeting is held and English (see also Déjean Le Féal, 2005). The participants listening to the English interpretation often do not have English as their mother tongue. Kalina (2005) notes that:

a number of non-native non-English participants at conferences appear to agree that it is easier for them to follow the pun-free, more explicit, less metaphorical and less idiomatic English version of a non-native interpreter than that of an English native speaker who delves in the linguistic abundance of his/her mother tongue (p.41).

Since a large number of people speak English as a second language, wide varieties of English exist. Native English speakers are habituated to these varieties and often accept small mistakes in the interpretation. Interpreters might find it difficult to understand the wide variety of English and might therefore even prefer working into English as a B-language.

1.5 Directionality in interpreting training

As mentioned in 1.2, the Paris school opposes B-language interpreting. However, on other interpreting markets B-language interpreting is seen as "part of the job". In Korea, for example, the interpreting market is focussed mainly on the English-Korean language combination and this also seems to be the case on other Asian markets (Lim, 2005). Déjean Le Féal (2005) notes that "in the United States demand is highest for interpretation between English and Spanish" (p. 167). A lot of conferences in the United States are bilingual (English-Spanish), so interpreters in the US also often work into their B-language. It seems that Europe is the only place in the world where B-language interpreting is not fully accepted. According to Lim (2003), interpreters in Europe often have one A-language and multiple B-languages or C-languages, while Asian interpreters often only have one A-language and one B-language (p. 151). Lim (2003) notes that the differences in the interpreters' language profiles and the different market situations might be at the basis of the opposed opinions on B-language interpreting (p. 151). Even though, European interpreting scholars might still reject (simultaneous) B-language interpreting, it is becoming more and more common on the interpreting market (see 1.4.1) and interpreting training should follow the market tendencies in order to turn out graduates who are ready for the labour market.

The European Masters in Conference Interpreting is an interpreting training programme at postgraduate level (EMCI, 2014). It is important to note that not all the course structures within the EU Consortium are the same: there are EMCI programmes corresponding to 60 credits and to 120 credits (EMCI, 2013). The EMCI Consortium proposed to introduce more B-language interpreting into the EMCI course structure (Aline Remael, personal communication, 23 February 2016). Students in the EMCI programme at the University of Antwerp are native Dutch speakers who know two other languages.

In consecutive interpreting, the students learn to interpret in both directions: from their acquired languages into Dutch (their mother tongue) and from Dutch (their A-language) into their other languages. However, in simultaneous interpreting, students only learn to interpret into their A-language (Dutch) (University of Antwerp, s.d.). At the end of the EMCI programme, students actually graduate with an ACC language combination. However, for the 2015 accreditation test to become an interpreter at DG Interpretation, three passive languages are required for candidates with Dutch A (Interinstitutional Committee for translation and interpreting, 2015). For the 2016 accreditation test, the language profiles in demand have changed and interpreters may also be admitted with an ACC language profile, if (1) his/her first C-language is English and (2) his/her second C-language is a language needed by the European Union interpreting services, namely Greek, Danish, Swedish, Finnish, Bulgarian, Latvian, Lithuanian, Czech, Estonian, Hungarian, Maltese, Polish, Romanian, Slovenian, Slovakian, Croatian (Interinstitutional Committee for translation and interpreting, 2016). Since the EMCI students graduate with an ACC combination (their C-languages being English, French, German, Portuguese, Spanish or Italian), it would be appropriate to say that the EMCI core curriculum does not correspond with the reality on the interpreting market. Furthermore, only a few EMCI students have a third passive language that they know well enough to pass the accreditation test to become a freelancer at the European Institutions. Peter Groeninck, coordinator of the interpreting department at the University of Antwerp, notes that acquiring a B-language (turning a C-language into a B-language) is actually not an asset for those willing to enter the European Institutions, since B-language interpreting is barely practised in the Dutch booth (Peter Groeninck, personal communication, 13 January 2016). From this, the following question arises: why should B-language interpreting be introduced if this is not an asset for the European Institutions? Peter Groeninck notes that students who have graduated from the EMCI programme can work on the private market before passing the EU accreditation test. However, on the private market, interpreters are often asked to interpret into their B-language. According to Peter Groeninck, recent EMCI graduates often try to work on the private market while continuing their efforts to acquire a third passive language. By working on the private market, recent graduates can (1) earn their living (2) keep practising and (3) acquire a third language to pass the EU accreditation test. To increase recent graduates' opportunities on the private interpreting market, Peter Groeninck believes it is a good idea to expand interpreting into B in the EMCI course structure. If recent graduates are not yet ready to pass the EU accreditation test, they have the opportunity to work on the private market and pass the EU accreditation test later on in their career. Peter Groeninck proposes to offer simultaneous B-language interpreting in the EMCI programme as an elective. In other words, students would have the option but the course would not be compulsory. If the elective is introduced, students wishing to learn simultaneous B-language interpreting will have to prove themselves in an aptitude test (Peter Groeninck, personal communication 13 January 2016).

When teaching simultaneous interpreting into B, the difficulties specific to B-language interpreting has to be taken into account. According to Déjean Le Féal (2005), these difficulties include (1) self-monitoring and (2) linguistic interference. Déjean Le Féal (2005) explains that simultaneous interpreters need to listen to the speaker and meanwhile also need to monitor their own output and, when working into B, monitoring one's own output seems to be more difficult than when working into A (p. 169). Déjean Le Féal (2005) also writes that "the interpreter may even be so focused on his own speech production that he fails to listen closely enough to the speaker and paradoxically fails to understand what is being said in his own mother tongue" (p. 169). The second difficulty to be taken into consideration, linguistic interference, becomes more apparent in simultaneous B-language interpreting than in consecutive interpreting because the source language can never be fully deactivated (Déjean Le Féal, 2005).

According to Déjean Le Féal (2005):

the B language is more susceptible to interference than the A language. This explains the tendency to be more literal when working into B than into A, with a detrimental effect not only on the aesthetic quality of expression, but also on clarity (p. 170).

Gile (2005) notes that "the combination of specific source languages with specific target languages may also influence processing capacity requirements" (p. 16). In other words, directionality also depends on the specific language pairs. Some language pairs might be more susceptible to language interference than others.

Donovan (2005) also reveals some difficulties specific to B-language interpreting:

1. Expression issues
2. Self-monitoring
3. Redundancy

The first two factors (expression issues and self-monitoring) can also be found with Déjean Le Féal. Donovan (2005) explains that, the third one, redundancy is common in simultaneous interpreting into B, because "the speed of delivery or density of information as actual speech production and monitoring seem to take up more effort and time in B" (p. 154).

It is clear that simultaneous B-language interpreting has some specific difficulties to overcome (see for instance Padilla 2005, Szabari 2002, Donovan 2005, Déjean Le Féal 2005, Minns 2002 and Láng 2002). I will not go into all of these difficulties and their possible solutions because that would lead us too far away from the specific aim of this thesis, namely the problems that students often encounter in consecutive B-language interpreting.

In consecutive interpreting training, Baxter (2012) writes about the principle of simplicity, which is specific to the production phase of the target text (p. 36). According to Baxter (2012), interpreting students need to be aware of their own possibilities and their own limits in order to know how far they can go in expressing themselves. This is even more important in B-language interpreting, since students often have more problems expressing themselves in their B-language (p. 36). By keeping it simple, interpreting students avoid the risk of stumbling over formulations in the target language with which they are not familiar. Donovan (2006) explains that the international use of English (see also 1.4.2) changes the attitude towards interpreting and that "the danger is that interpretation come[s] to be seen as a nuisance or a source of embarrassment rather than a useful service" (p. 2). In other words, interpreters really have to prove their surplus value in order to be seen as a service instead of a nuisance. In B-language interpreting, interpreters often feel insecure about the output of their target text. Baxter (2012) notes that "interpreters can reinforce the perception of themselves as trustworthy figures rather than a potential source of annoyance by reducing their margin of error, whilst at the same time providing a smoother production on the whole" (p. 36). So, in B-language interpreting, interpreters should keep it simple to produce a smooth target text instead of stumbling over difficult grammatical constructions and unfamiliar terminology resulting in a target text filled with hesitation. Baxter's principle of simplicity requires that students think ahead and plan beforehand what they intend to say and how they are going to say it (Baxter, 2012, p. 36). If an interpreter does not plan beforehand what he/she intends to say, this might result in incorrect grammatical constructions or unfinished sentences.

To conclude, it seems as though B-language interpreting is accepted all over the world, except in Europe, even though there too, attitudes are changing. Interpreting into one's B-language is common on the American market, on the Asian market (see 1.4) and the Russian school even prefers B-language interpreting (see 1.2). Since B-language interpreting has gained ground on the private market in Europe, Europe needs to adapt its hard-line view on B-language interpreting. At the University of Antwerp, students taking a master in interpreting or a European Masters in Conference Interpreting (EMCI) have B-language interpreting classes in consecutive only (see 1.5). In what follows, I will investigate which problems these students often encounter while interpreting from Dutch into their B-language, English.

Chapter 2: B-language interpreting

The above literature study shows that no consensus has been reached on B-language interpreting. However, it is clear that B-language interpreting is common on the interpreting market. It is mostly practised on the private market, but in some booths at the European Institutions, interpreters are also required to have a B-language (e.g. A = Lithuanian, Maltese, Estonian, Latvian)³. Since interpreting into B is practised, I believe that interpreting students need to be able to put up a good B-language interpreting performance. Based on informal observations, I noticed that my fellow students often have troubles interpreting into their B-languages. Therefore, I decided to study the problems with which the students are confronted when they interpret into their B-languages. In this chapter, I will formulate my hypothesis, present my research questions and explain my methodology in greater detail.

2.1 Summary of the challenges

Researchers who oppose B-language interpreting defend their views by asserting that one masters his/her B-language (almost) always less than one masters his/her mother tongue. According to Guichot de Fortis (2007), a conference interpreter's mastery of his/her B-language "(as practised at the highest level of international conferences) is at a level slightly below that of his/her mother tongue, namely between 5% and 15%" (p. 2). Nevertheless, Chris Guichot de Fortis does not take up a position against B-language interpreting, he even gives tips on how to acquire a second active language, but he also warns against the pitfalls in B-language interpreting, since a B-language is often less versatile than a mother tongue. Seleskovitch and Lederer (2002) agree that one masters his/her mother tongue better than his/her B-language and they note that the difference in the mastery of the language becomes more apparent in active language use. According to Seleskovitch and Lederer (2002):

Les didacticiens des langues savent que dans tous les secteurs du langage on comprend plus qu'on ne peut exprimer. Qu'il s'agisse de l'enfant apprenant à parler ou de l'adulte qui emploie sa langue, le lexique compris est beaucoup plus vaste que le vocabulaire utilisé activement [Language didacticians know that, in regard to language, we can understand more than we can express. Whether it is a child learning how to speak or an adult using his/her language, the lexicon that one can understand is larger than the vocabulary that one uses actively] (p. 139).

In other words, it is not because someone is able to understand everything he/she hears in a foreign language that he/she can express everything in this language. The Paris school seems to be worried about the quality of B-language production.

³ Interinstitutional Committee for translation and interpreting, 2015

Starting from the view that expression seems to be a problem, I want to investigate which mistakes students often make when they produce a target text in consecutive B-language interpreting.

2.2 Hypothesis, research questions and methodology

First, on the basis of the literature as described in the first chapter, I want to find out which mistakes students often make in interpreting from their mother tongue into their B-language. I will focus on consecutive interpreting from Dutch (A) into English (B) only. Since conferences often take place in two languages –the country's national language and English– English is an important B-language that is much in demand (see 1.4.2).

In the Dutch-English language combination, I presume, based on my own experience and informal observations of my peers, that students will experience the following problems in producing a target text:

- Grammar
- Pronunciation
- Formulation and phrasing
- Vocabulary and word choice
- Linguistic interference caused by the mother tongue

Adams and Hewetson (2015), who have been running summer workshops in London on interpreting into English as a B-language, note that the recurring problems in B-language interpreting into English are: prepositions, tenses, register, intonation and pronunciation. My methodology to investigate the problems in consecutive interpreting from Dutch (A) into English (B) will be described below.

Secondly, I want to find out how many mistakes the students make and whether the amount of mistakes varies significantly among students. In other words, I want to determine whether or not the students' linguistic competences vary considerably.

Thirdly, I want to determine whether students fail to understand the source text, which is in their mother tongue. During the listening phase, interpreters of course need to listen to the source speech, analysing the content and taking notes. According to Gile (2005), this can prove difficult, "especially in beginners, who have not yet learned how to manage Processing Capacity allocation between the Efforts and who tend to focus excessively on note-taking" (p.14). This means that interpreting students tend to focus too much on note-taking and by doing so they 'forget to listen' and they fail to grasp the meaning of the source text (which is in their mother tongue).

Fourthly, I want to find out how interpreter trainers deal with the mistakes made by their students and which exercises they use to remedy the language-specific problems that students encounter in B-language interpreting.

Finally, I also want to determine other possible problems that students often encounter when learning to interpret consecutively into their B-language. I want to discover whether or not they have problems with note-taking and I also want to know whether or not they feel insecure about their expression in their B-language. Do they feel that formulation is much more difficult in their B-language than in their A-language? What do they feel are the advantages and disadvantages of A-language interpreting? What are the advantages and disadvantages of B-language interpreting? Do they feel that there are differences in the level in which they master their different B-languages?

The aim of this research is to be able to answer the following questions:

1. Which mistakes do students often make in consecutive B-language interpreting?
2. Are these mistakes made by (almost) all students or are these mistakes made due to individual differences (with regard to their linguistic competences)?
3. Do students have problems understanding the source text (even though the source text is in their mother tongue)?
4. Which kind of exercises do interpreter trainers use to deal with the common mistakes made by students?
5. How do the interpreting students feel about interpreting into their B-languages?

In order to answer these questions, I used questionnaires and recordings.

2.2.1 Questionnaires

I have used two types of questionnaires. First, to find out if interpreting students indeed have problems with grammar, pronunciation, formulation and phrasing, vocabulary and word choice; and linguistic interference, I distributed surveys to interpreter trainers in order to learn from their experience. Their answers should contribute to gaining an insight into the most common mistakes made by students. The interpreter trainers' answers do not focus entirely on consecutive interpreting from Dutch (A) into English (B), but should provide an insight in the problems that students encounter in consecutive B-language interpreting (into different B-languages). In the survey, the interpreter trainers were asked about the mistakes that students make and about the mistakes that occur the most often.

Furthermore, the interpreter trainers were asked why they believe that certain mistakes occur more often than others and which exercises they use to remedy the language-specific problems that students encounter. The interpreter trainers could access the survey online in Dutch and English and the complete survey can be found in Annex A. I tried to reach the interpreter trainers through various communication channels. First, I sent a number of emails to interpreter trainers at the University of Antwerp, Ghent University and KU Leuven. Secondly, I distributed my survey through LinkedIn. Thirdly, I distributed my survey through Yammer, the communication channel used by the Belgian Chamber of Translators and Interpreters. And fourthly, I looked up interpreting schools associated with AIIC and I sent emails asking to fill in my survey. The survey was drawn up with Qualtrics Survey Software. I started setting up my survey using a trial account, but the University of Antwerp has a licence for this software, so I could use all possible functions in the software (e.g. to draw up the survey in multiple languages). I included a letter of consent into the survey so as to inform the participants about the research. The first set of questions (4) was employed to know how relevant the answers of the respondents are. In other words: do the respondents possess the level of experience to provide relevant answers? The second set of questions (9) serves to check which types of mistakes students often make in B-language interpreting and how the interpreter trainers deal with these mistakes in class.

Secondly, I distributed questionnaires among my peers at University of Antwerp to enquire about their intuitions regarding interpreting into L2. The goal of this questionnaire was to probe the students' feelings on B-language interpreting. I assured the students that there are no right or wrong answers and that it is important to give their honest opinion. I guaranteed the students that their responses would be kept strictly confidential and that they would be coded in order to maintain their anonymity. The students were asked what the (dis)advantages of A-language and B-language interpreting are and how (in)secure they feel about their expression in their B-languages. They were also asked whether or not they notice differences in the level in which they master their different B-languages. Furthermore, the students were being asked to indicate (any possible) non-linguistic problems in B-language interpreting (e.g. note-taking technique, insecurity, knowledge of the target culture). This survey was also drawn up with Qualtrics Survey Software. I also included a letter of consent in this survey so as to inform my fellow students about my research. The survey can be found in Annex B.

2.2.2 Recordings

In order to assemble a corpus for the categorization and analysis of the mistakes that students make, I recorded thirteen consecutive interpretations of non-specialised speeches on current topics. The original goal was to make recordings of at least two interpreting performances per student of a total number of nine interpreting students, but due to circumstances (e.g. absence) I was able to make thirteen recordings of eight participants

taking part in the study. The speeches are interpreted from Dutch (the source language) into English (the target language) All students are native Dutch speakers. Five of the subjects are students in the Master in Interpreting. Three of the subjects are students in the European Masters in Conference Interpreting. Do note that, although the subjects did not yet have experience in B-language interpreting from Dutch into English, they had already had a couple of months of interpreting training, during which they had already done interpreting exercises in which they were asked to reformulate English speeches in English (working B-B). Before I started recording, I provided a letter of consent to all the participants to inform them about my research. During classes, I recorded both the source speeches and the target speeches. I did receive the written versions of the target speeches, but I also wanted to record the spoken target speeches to be able to compare the source and the target speeches (since it is always possible that the speaker makes a mistake). To make the recordings, I used an Olympus digital voice recorder provided by the University of Antwerp. Then, I transferred the recordings to my laptop to listen to the recordings using VLC Media Player. Then, I transcribed the recordings into a Word document using VLC Media Player, since this program allows to slow down the tempo of the recordings. In order to compare the source text (ST) and the target text (TT), I entered both texts into an Excel file. I put the source text in one column, the target text in another column and I added extra columns to indicate the errors in correspondence with the criteria to analyse the students' B-language interpreting performances (see 3.3).

ST	TT	1. Linguistic Aspects										2. Content								
		1.1		1.2			1.3			1.4		1.5	2.1	2.2						
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7

Table 4: Template analysis of students' recordings

In this way, it is possible to compare the source text and the target text and to identify the different errors (see 3.3). After I analysed the students' interpreted texts and after I identified the students' errors, Excel counted the number of times each error occurred. This makes it possible to determine which problems the students encounter and which errors occur the most frequently in consecutive B-language interpreting.

Chapter 3: Empirical research

In this chapter, the results of my empirical research will be presented. In 3.1, I will show the results of the interpreter trainers survey. In 3.2, I will provide the results of the interpreting students survey and in 3.3, the analysis of the students' recordings will be presented.

3.1 Survey Interpreter Trainers

As stated in the second chapter, I distributed surveys to interpreter trainers in order to learn from their experience and to obtain an insight into the problems that students often encounter in B-language interpreting. The interpreter trainers' answers do not entirely focus on consecutive interpreting into English (B), but should provide an insight in the problems that students encounter in consecutive B-language interpreting (in different B-languages).

Qualtrics Survey Software counted a total number of seventeen responses. There were, however, four invalid responses. This is because seventeen respondents submitted the survey, but four of them gave unusable answers (e.g. typing X or -/-). Eight out of thirteen responses were from interpreter professors teaching in different interpreting school in Flanders (University of Antwerp, Ghent University and KU Leuven). Furthermore, I also received valid responses from interpreter professors based in Romania, the United States, Malta and Canada.

Twelve out of thirteen respondents stated that grammar is a problem in B-language interpreting. The only respondent that did not specify grammar as a problem answered that students are often inclined to translate too literally and that they have an inadequate knowledge of their B-language (which will probably lead to grammatical mistakes as well). So, all interpreter trainers seem to agree that grammar constitutes a problem in B-language interpreting and they name different grammatical problems (e.g. tenses, articles, gender in Roman languages, pronouns, agreement, prepositions). The interpreter trainers also note that these mistakes are universal and are made by almost all students. However, one of the respondents stated that the mistakes are different for every student and that it depends a lot on the location where the students have been on an Erasmus exchange. In general, the mistakes do not seem to be due to individual differences, but seem to be made by almost all students.

Interpreting students also seem to have an insufficient vocabulary knowledge resulting in unidiomatic language use. They use words in the wrong context and they are not aware of the register (e.g. tendency to informal language use). One of the respondents expressed this very appropriately: "it takes time to acquire the Fingerspitzengefühl, the real linguistic feeling or instinct".

Although it seems that production poses a major problem in B-language interpreting, source text understanding may also cause problems. Three respondents hold firmly to the idea that understanding poses problems too. Another four respondents note that understanding the source speech rarely poses problems, but that it occurs from time to time. A possible explanation why students sometimes fail to understand a source speech in their native language is that students lack background knowledge about the subject matter. Besides the linguistic competence, interpreting students also have to manage other competences to become a successful interpreter. They have to acquire an excellent note-taking technique and they must have a thorough general knowledge. The interpreter trainers note that these extralinguistic competences also pose problems. The students' note-taking technique apparently leaves a lot to be desired. Furthermore, the students should gradually expand their general knowledge.

The interpreter trainers use a whole range of exercises to deal with the common mistakes made by students:

Exercises to improve interpreting students' B-language interpreting performances
Text analysis exercises to get an insight in the structure of a speech
Gapped texts to expand the students' vocabulary
Sight translation to force the pace
Vocabulary exercises
Grammar exercises
Peer assessment and self assessment to make students more aware of the mistakes that are made
Round-table interpreting: interpreting a speech (one idea at a time) and ask for alternatives for all ideas in the text

Table 5: Interpreter trainers' educational methods: exercises to improve the students' B-languages

Usually, the interpreting students at the University of Antwerp are all native Dutch speakers, so the interpreter trainers teach to homogeneous classes. In Canada, however, the situation is different. The interpreter trainers who completed my survey, explained that they teach mixed classes. An interpreter trainer teaching French-to-English interpreting says that he teaches a heterogeneous group of students: some of the students are native English speakers, some of them are native French speakers. In Canada, the classes are not specifically labelled A en B and there are no C-languages in the curriculum. The most bilingual students are selected to participate in the interpreting programme. This demonstrates that the approach of teaching interpreting is different depending on the demand on the local interpreting market (see 1.4).

Based on the interpreter trainers' survey, it is possible to state that interpreting students encounter quite a lot of problems in B-language interpreting. The problems appear to be similar for almost students and seem to be only slightly subject to individual differences. Interpreter trainers provide a whole series of exercises to remedy the students' mistakes. Surprisingly, not only production, but also source speech understanding poses problems. I presume that the combination of different problems brings about an interpreting performance that is not (yet) on the level that it should be for the professional interpreting market. This might be partly due to the European system. In Europe, the Paris school (see 1.2) still seems to be prevalent and the interpreting education is oriented towards the European Institutions in which interpreting into the mother tongue is preferred (e.g. Dutch booth = A + CCC) and as a result, interpreting students in Europe tend to focus on acquiring another C-language rather than turning a C-language into a B-language. In Europe, interpreting students often know three or even four languages, whereas in Canada interpreting students often have one A-language and one B-language. This difference in language profiles (see also 1.5) might explain the different educational methods.

3.2 Survey Interpreting Students

I distributed surveys among my peers at the University of Antwerp to gain an insight in the students' attitudes towards B-language interpreting. In order to acquire an understanding of how they feel about B-language interpreting, I asked them to complete the survey accurately and I assured them that their responses would be kept confidential.

I distributed the survey among twelve students enrolled in the Master in Interpreting and among eight students enrolled in the postgraduate European Masters in Conference Interpreting. Eleven out of a total number of twenty recipients completed the survey in Qualtrics.

In this subchapter, I will discuss various aspects of the students' opinions on consecutive B-language interpreting. First, I will present their views on the advantages and disadvantages of both A-language and B-language interpreting and I will discuss the reasons why the students find or do not find that B-language interpreting is more difficult compared to A-language interpreting. Secondly, I will discuss their views on the difference in their mastery of their B-languages. Thirdly, I will discuss whether or not the students think that note-taking is more difficult in B-language interpreting. And finally, I will present some non-linguistic, culture-bound problems which students encounter in consecutive interpreting into their B-languages.

The students' perceptions of the advantages of A-language interpreting are in line with the Paris school's range of thoughts. All the students note that it is easy to express oneself in one's A-language. They note that they do not need to think either about grammar, or about word choice in their native language, because they have an extensive and rich vocabulary at their disposal. One of the respondents notes that –since he/she feels more self-confident in interpreting into his/her mother tongue, he/she usually delivers his/her interpretation more fluently and more smoothly.

In the following table, I will provide examples of the disadvantages of A-language interpreting (according to the students):

The students' views on the disadvantages of A-language interpreting

It might take too long to find the correct Dutch term, because you want to be too precise, because you want to find the exact equivalent.

It might happen that you have not completely understood an element in the source speech resulting in mistakes with respect to the content.

Since you are talking in your mother tongue, you need to make sure not to lose your concentration and to stay focused on the one hand, and on the other, you should make sure not to lose yourself in the speech as to stay objective.

Sometimes you use the wrong words, because you are influenced by your B-language, e.g. the French word 'condition' is sometimes translated into the Dutch word 'conditie', when it should be 'voorwaarde' [prerequisite] or 'omstandigheid' [circumstance].

Table 6: Disadvantages of A-language interpreting

Conversely, the interpreting students note that understanding the source speech perfectly, is a big advantage of B-language interpreting. Formulation, by contrast, is indeed seen as something that poses a lot of problems. The students agree that it is more difficult to express themselves in their B-languages. They say that they lack vocabulary to clearly convey the meaning of the source text. They also note that they sometimes formulate things in a long-winded way, because of doubts regarding the most idiomatic formulation in their B-languages. Furthermore, one of the respondents indicated that he/she feels clumsy and insecure when interpreting into his/her B-language and that he/she also uses more fillers. Apparently, the students are scared to make mistakes in their B-languages which might undermine the credibility of their overall interpreting performance. One student mentions that he/she experiences a lot of stress when he/she is interpreting. This makes it difficult for him/her to formulate sentences which are grammatically correct. He/she says that –due to the high level of stress– he/she makes mistakes that he/she would not make when talking in his/her foreign languages, but that he/she does make when interpreting from Dutch (A) into his/her B-language.

In brief, most students do feel that interpreting into B is more difficult than interpreting into A and they give the following reasons:

- lack of vocabulary
- insufficient knowledge of current expressions, phrases and idioms
- infrequent use of their foreign languages
- grammatical doubts
- syntactical errors

One student, however, noted that he/she uses (one of his/her) B-languages almost daily and as a result he/she feels completely comfortable speaking this language. Since the source text is in his/her mother tongue and he/she feels confident expressing himself/herself in his/her B-language, she does not think that interpreting into B is more difficult than interpreting into A.

It is important to remember that the International Association of Conference Interpreters defines a B-language as follows (see 1.1):

A language into which the interpreter works from one or more of her/his other languages and which, although not a mother tongue, is a language of which s/he has perfect command. Some interpreters work into B languages in only one of the two modes of interpretation (AIIC, 2012b).

Although the students enrolled in the Master in Interpreting and in the EMCI at the University of Antwerp, do learn to interpret into their foreign languages in consecutive interpreting (see 1.5), they note that they do not have the feeling that they possess "a true B-language". Consecutive B-language interpreting is part of the curriculum, but most students point out that they often feel insecure when interpreting into their foreign languages. The following figures indicate how the students replied to the question whether or not they feel insecure about their target language expression while interpreting into B. Figure 1 presents the results of the students' answers on interpreting into their first B-language, figure 2 presents the results of the students' answers to interpreting into their second B-language (since students at the University of Antwerp have two foreign languages in the curriculum).

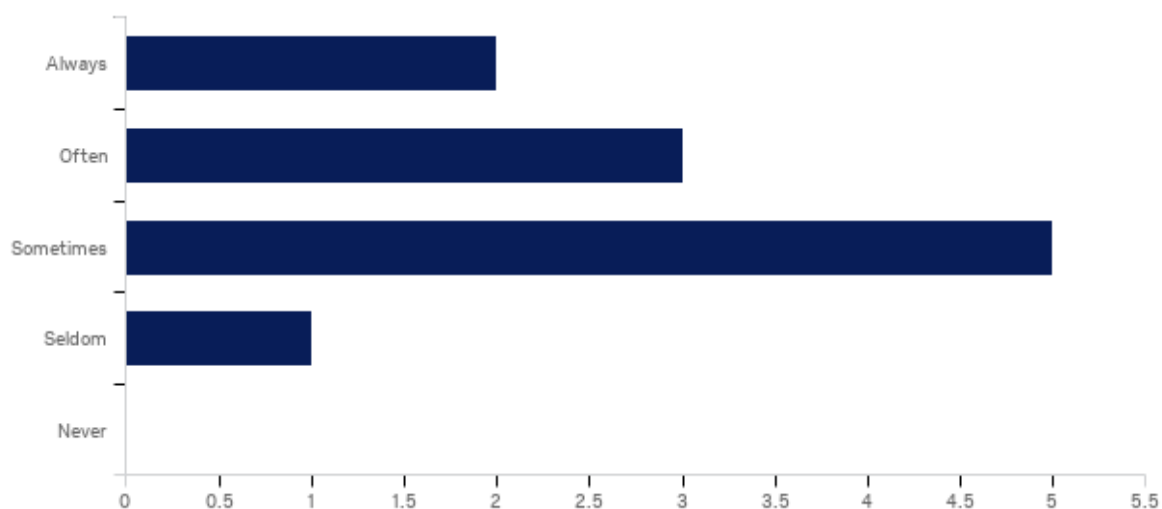


Figure 1: How insecure the interpreting students feel about interpreting into their first B-language (= question three of annex B --- Survey Interpreting Students)

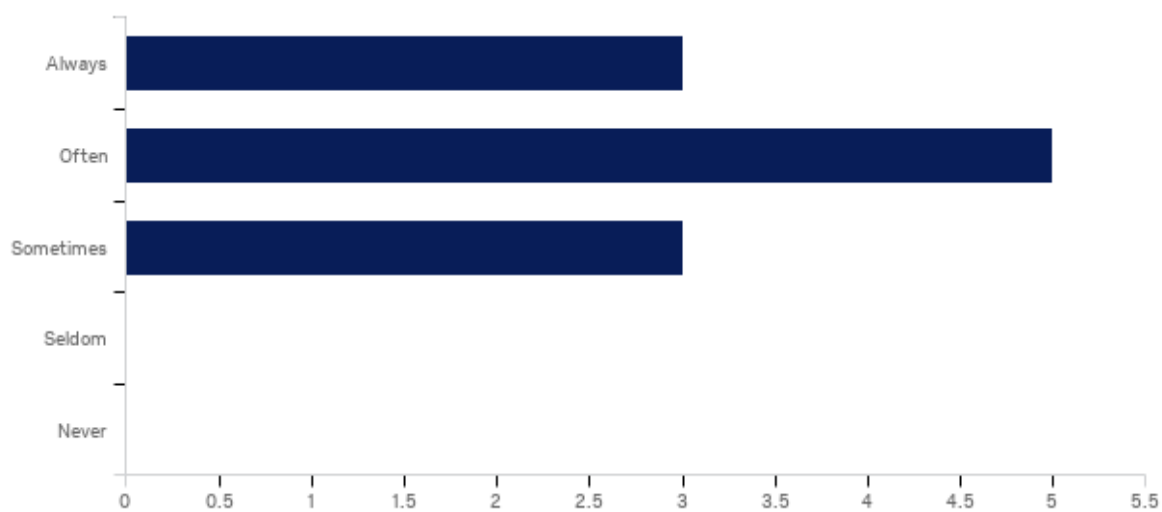


Figure 2: How insecure the interpreting students feel about interpreting into their second B-language (= question four of annex B --- Survey Interpreting Students)

These figures show that the students do not consider their two B-languages to be on the same level. Ten out of eleven students prefer one foreign language above the other and they provide various reasons for this preference:

- how long they have been studying the language
- how often they come into contact with the language
(television, radio, multilingual product names on packaging materials...)
- whether or not they speak the language often with family and/or friends
- whether or not the language is part of the language family of the student's native language

I also asked the students whether or not note-taking is easier in B-language interpreting than in A-language interpreting (question 12). The students' opinions on this matter, differ greatly.

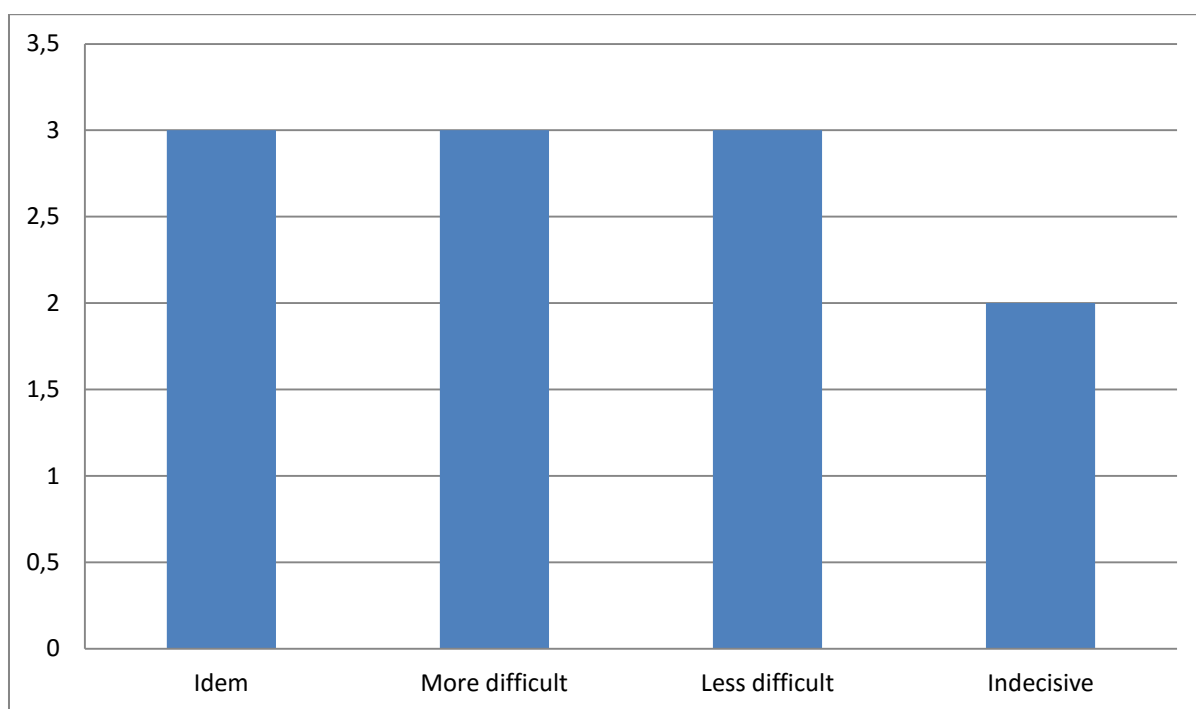


Figure 3: The interpreting students' opinions on note-taking in B-language interpreting

Three students indicate that note-taking is the same no matter the interpreting direction, three students say that it is more difficult in B-language interpreting and three students state that it is less difficult in B-language interpreting. Furthermore, two students are indecisive. These two students are of the opinion that certain aspects of note-taking are more difficult in B-language interpreting, e.g. taking notes in the target language. But, they also think that certain aspects of note-taking are easier when interpreting into B. This is, however, entirely personal. One of these students says that he/she writes down a lot more (full) words which results in messy, unreadable notes, whereas the other student notes that he/she feels a bit more relaxed when hearing a speech in his/her mother tongue, resulting in a better capacity to concentrate while listening, analysing the context and taking notes. The students voicing the opinion that note-taking is easier in B-language interpreting, say that this is due to a complete understanding of the source text. It must be noted that these students often take notes in Dutch (the source language), whereas the students who think that note-taking is more difficult in B-language interpreting try to take notes in the target language. Taking notes in the target language seems to be difficult and these students specify that, although they try to take notes in the target language (as taught in the note-taking course), they often write down words in the source language (their mother tongue) if they cannot immediately remember the word in their foreign languages.

The figures below present the results of the students' perception on their cultural knowledge of their foreign languages. Figure 4 shows the students' opinion on the cultural knowledge that they have in their first B-language.

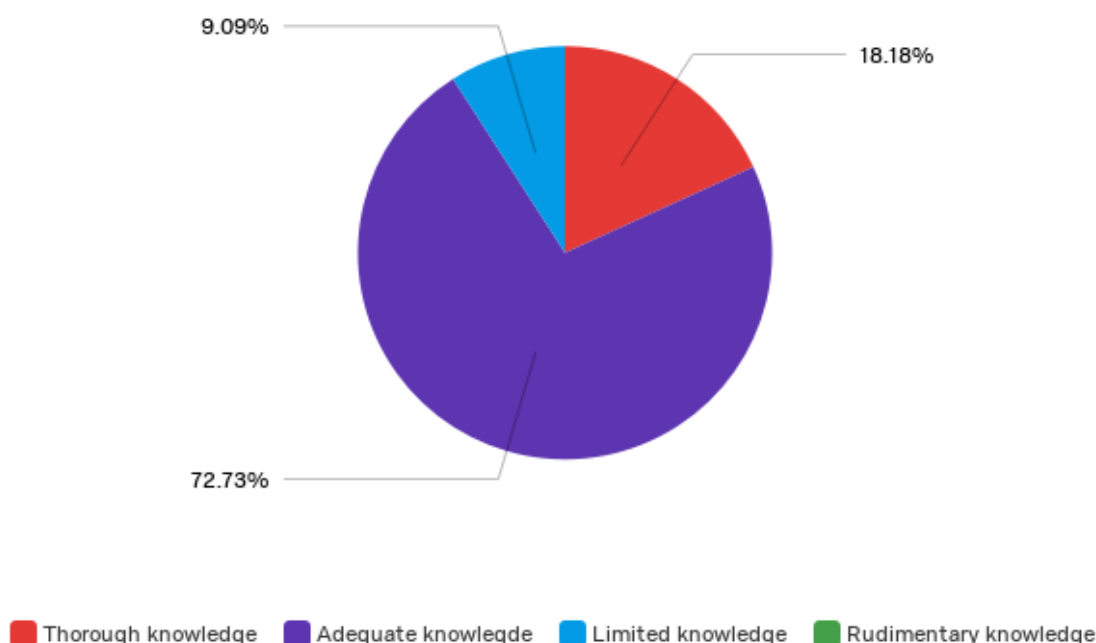


Figure 4: The students' cultural knowledge of their first B-language

Figure 5 shows how the students feel about the cultural background they have in their second B-language.

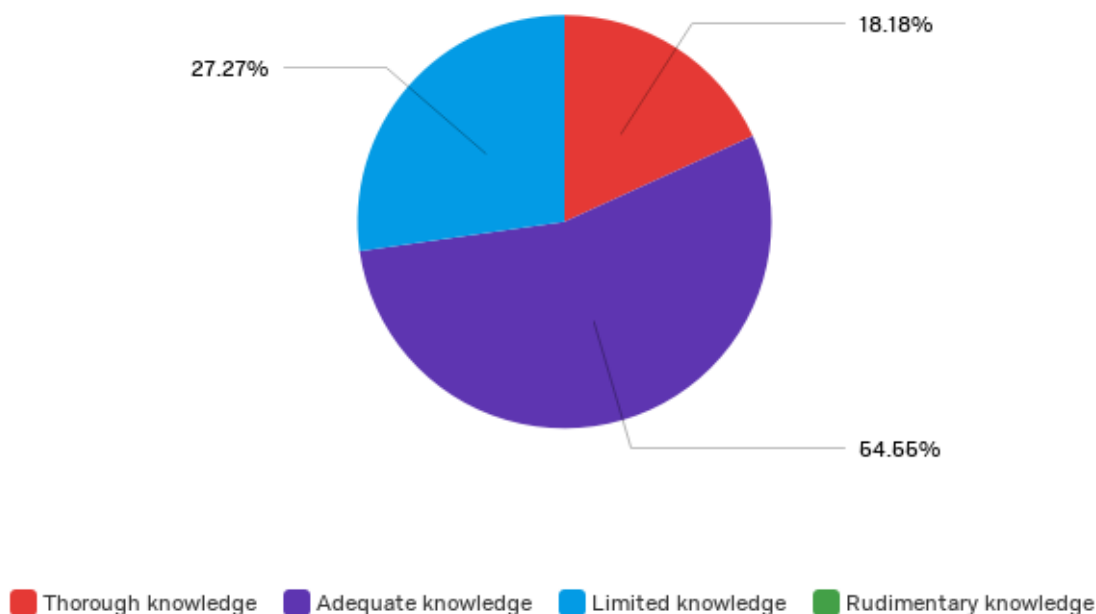


Figure 5: The students' cultural knowledge of their second B-language

To conclude, I will present the type of culture-bound problems which students encounter in consecutive B-language interpreting:

Culture-bound problems in consecutive B-language interpreting
Limited historical knowledge
Limited political knowledge
Limited knowledge about certain events and traditions
Differences between the cultures of the English-speaking countries
Differences between the cultures of the Spanish-speaking countries
Certain authorities/bodies/agencies

Table 7: Culture-bound problems in consecutive B-language interpreting

Furthermore, one of the students notes that the different authorities in Belgium and the Netherlands also pose problems. Names of people and institutions which sound familiar for Flemish people are not always known for Dutch people and vice versa.

It is interesting to see how the students feel about consecutive B-language interpreting. Concerning the production of a target text in their B-languages, the students share the same ideas. Production is indeed difficult in interpreting into B, but B-language interpreting also offers a considerable advantage, namely a complete understanding of the source speech. Furthermore, all students agree that they master their various languages on different levels. Their opinions on note-taking in consecutive B-language interpreting are, however, less homogeneous. The students do not agree whether or not interpreting into B facilitates or complicates note-taking, much seems to depend on the system they use, which may be interesting for research into teaching methods. Finally, students also encounter the culture-bound problems listed in table seven.

3.3 Analysis of Students' Recordings

Various researchers have discussed the topic of interpreting assessment (see for instance Altman 1994; Moser-Mercer 1996; Pöchhacker 2001; Garzone 2002; Grbić 2008; Hague, Melby & Zheng 2011 and Lee 2015)⁴. These authors' research focuses on different aspects of interpreting, not only on the purely linguistic aspects, but also on the extra-linguistic aspects (e.g. delivery, confidence and professionalism). My research excludes the extra-linguistic aspects of interpreting, focusing instead on (1) the linguistic aspects of interpreting and (2) the correct conveyance of the content. In order to carry out this research, I obviously need criteria to analyse the students' errors. For these criteria, I base my analysis principally on the criteria described in Falbo (2002). In her research, Falbo names the following criteria on the basis of which an interpreted text (IT) can be assessed:

⁴ All these authors write about interpreting assessment (in different modes of interpreting).

Falbo's criteria		
Cohesion	Morphosyntactic Errors	<ul style="list-style-type: none"> - Violation of morphological agreement - Verbal agreement - Anaphora - Cataphora - Connectors (Falbo 2002, p. 119)
	Lexical Errors	<ul style="list-style-type: none"> - Non-existent words - Violation of fixed collocations (Falbo 2002, p. 119)
	Inappropriate Formulations	<ul style="list-style-type: none"> -Shifts in register -Ill-formulated utterances (Falbo 2002, p. 119)
Coherence	Additions	[no specific subdivisions]
	Loss of Information	<ul style="list-style-type: none"> - Loss of absence: one or more ideas in the OT are totally missing in the IT - Loss by understatement: an idea in the OT is toned down in the IT - Loss by overstatement: an idea in the OT is emphasised in the IT - Loss by generalisation: the scope of an idea in the OT is extended in the IT - Loss of intensity: emotional and rhetorical features of an OT unit are not transferred to the IT - Loss of textual link: a part of the OT, which is well-placed in its micro-context, is placed in a different part of the IT, so that a different link is created in relation to the preceding and following units - Loss by substitution: an idea in the OT is altered when transferred to the IT (faux sens, contre-sens) (Falbo 2002, p. 123)
	Reintegration	This is not a category of error, but rather the restoration of informational correctness in the IT (Falbo 2002, p. 123).

Table 8: Falbo (2002) Criteria to assess an interpreting performance (pp. 119-123)

As mentioned above, my focus is on the linguistic aspects of consecutive interpreting and the conveyance of the content (which is similar to Falbo's subdivisions into cohesion on the one hand and coherence on the other). The first category –the linguistic aspects– include morphological and lexical errors and inappropriate formulations. These errors can be detected by listening to the interpreted text (IT) or reading its faithful transcription. The second category –the content– includes additions and omissions and these can only be observed through a comparison of the source speech and the interpreted speech or its transcription.

However, since Falbo's research does not specifically focus on B-language interpreting, a couple of extra subcriteria have been added to create a framework for assessing the errors in B-language interpreting more specifically. As my literature study indicates, students tend to make more mistakes in producing a target text in their B-language than in producing a target text in their mother tongue (see 1.2 and 2.1). Consequently, extra criteria to assess the students' interpreting performance were deemed necessary. After a first summary examination of the recorded performances of the students who agreed to take part in this experiment, I included an extra category to analyse the students' grammatical mistakes. This combined approach yields the following error classification:

Criteria Analysis Students' Recordings		
Linguistic aspects	Lexical Errors	<ul style="list-style-type: none"> - Vocabulary - Non-idiomatic language use
	Grammatical Errors	<ul style="list-style-type: none"> - Prepositions - Tenses - Other
	Morphosyntactic Errors	<ul style="list-style-type: none"> - Violation of morphological agreement (Falbo 2002, p. 119) - Verbal agreement (Falbo 2002, p. 119) - Syntax
	Inappropriate Formulations	<ul style="list-style-type: none"> - Shifts in register - Ill-formulated utterances (Falbo 2002, p. 119)
	Self-Repairs	The students sometimes correct their own linguistic mistakes.
Content	Additions	No further subdivisions
	Loss of Information (omissions)	<ul style="list-style-type: none"> - Loss of absence: one or more ideas in the OT are totally missing in the IT - Loss by understatement: an idea in the OT is toned down in the IT - Loss by overstatement: an idea in the OT is emphasised in the IT - Loss by generalisation: the scope of an idea in the OT is extended in the IT - Loss of intensity: emotional and rhetorical features of an OT unit are not transferred to the IT - Loss of textual link: a part of the OT, which is well-placed in its micro-context, is placed in a different part of the IT, so that a different link is created in relation to the preceding and following units - Loss by substitution: an idea in the OT is altered when transferred to the IT (faux sens, contre-sens) (Falbo 2002, p. 123)

Table 9: Criteria to assess the students' B-language interpreting performances

In the table above, the criteria described by Falbo have been combined with the criteria which I deem necessary to assess the students' B-language interpreting performances. I included these linguistic aspects in accordance with my literature study in which I state that B-language text production poses specific linguistic problems (see 1.2, 1.5 and 2.1). The people who are listening to the interpreter –also named "consommateurs purs"– can detect linguistic problems in the interpreted text, but they cannot compare the source text and the target text. So, besides these linguistic aspects, I also want to determine whether or not the students succeed in rendering the content of the source text properly by comparing the source and the target text.

First, students supposedly lack vocabulary knowledge to clearly convey the ideas of the source text (see 3.1 survey interpreter trainers). Sometimes, they do not know the words at all (they do not know the correct term) or sometimes, they use words in the wrong context, resulting in unidiomatic language use. These are all lexical errors that I will check in my error analysis. Secondly, it appears that grammatical errors are likely to recur regularly. Adams and Hewetson (2015) state that prepositions and tenses are common errors in B-language interpreting into English. Thirdly, students tend to make morphosyntactic errors. I think that students would not make the same errors when they talk in English, but rather that these errors are linked to the specific context of consecutive interpreting. Students may start their sentences too quickly and since they are so concentrated on deciphering their notes, they start losing track of where they are in the speech, which might lead to errors in word order (syntax) or to errors in agreement. Fourthly, when students are unsure of how to express a certain idea in their B-language, they might switch to informal language use or express themselves clumsily. In this case, the students' utterances are not completely wrong, but they do not entirely fit the situation in which they are used. Fifthly, students sometimes correct themselves when they notice that they have made a linguistic mistake or they rephrase their sentences so as to finish them correctly.

Regarding the content, the focus of my study is on additions and omissions. In the category of additions, I do not use additional subcriteria. However, in the category of omissions, I indicate different types of information losses, based on Falbo's research. The first subcriterion 'loss of absence' means that an element of the OT is completely missing in the interpreted text. The second subcriterion 'loss by understatement' is used when an element of the OT is toned down in the interpreted text. The above second subcriterion and the third subcriterion 'loss by overstatement', are opposites. 'Loss by overstatement' applies when an idea in the OT is stressed more expressly in the interpreted text. The fourth subcriterion 'loss by generalisation' is a variant on 'loss by understatement' and makes the information rendered less concrete. The fifth subcriterion is about elocution and concerns the conveying of emotional and/or rhetorical features of the OT in the interpreted text (e.g. rhetorical questions). The sixth criterion 'loss of textual link' relates to the structure of the interpreted version of the original speech. The links between the ideas in the OT need to come across clearly in the interpreted text. And the last subcriterion 'loss by substitution' is applicable when a notion in the OT is changed when conveyed in the interpreted version.

In 2.2.2, I mentioned that I recorded thirteen consecutive interpretations of non-specialised speeches on current topics. The goal was to analyse all thirteen interpreted texts in detail and I did analyse twelve out of thirteen texts. The last one, however, contained too many mistakes and shifts and it proved to be impossible to analyse this text. Consequently, I did not include this interpreted text in my corpus for the categorization and analysis of the mistakes that students make in consecutive B-language interpreting. However, I have included the transcription in the appendix.

In order to compare the source text (ST) and the target text (TT), I entered both texts into an Excel file. As mentioned in the second chapter, I put the source text in one column, the target text in another column and I added extra columns to indicate the errors in correspondence with the criteria to analyse the students' B-language interpreting performances. In Annex C, I included the transcriptions of the students' interpreted texts and between the square brackets, I indicated the number of the text out of which the examples are drawn.

In table nine, the criteria used to analyse the students' interpreted texts are shown and a brief explanation of these criteria is provided (p.39). Below, I will discuss whether or not these mistakes are made by students when they interpret from Dutch (A) into English (B). Although it is impossible to make an in-depth mathematical analysis of the students' difficulties in interpreting from Dutch (A) into English (B) and to check whether or not certain students make a lot more mistakes than others, since the source texts differ greatly (in length and in level of difficulty), I will indicate whether these mistakes occur quite often or only occur occasionally. For each category, I indicated the number of mistakes that the students made and I provided at least five representative examples (except when there are less than five errors in a category). The complete analysis can be found in Annex C.

Lexical errors ----- Vocabulary

The vocabulary that someone uses actively is broader in one's native language than in a foreign language (Seleskovitch and Lederer, 2002). When analysing the students' interpreted texts, I could see that the students sometimes have a limited (active) vocabulary in English. My analysis counts thirty instances of vocabulary problems.

	Source Text	Target Text
1	Mijn favoriete keuken is de Italiaanse: lasagne, pasta en pizza vind ik uitermate lekker. [Excel: text 5]	I love the Italian kitchen and I specially love lasagne, pasta and pizza
2	Kennen jullie toevallig volgende levenswijsheld: "Eet 's morgens als een keizer , 's middags als een koning, en 's avonds als een bedelaar"? [Excel: text 5]	Euhm, did you hear the -I think it's a Belgian expression- have breakfast like a ... AR: an emperor yes, like an emperor, lunch like a king and euhm a meal like euhm euhm a beggar.
3	Ik nam dus opnieuw de trein tussen Antwerpen en Brussel, ditmaal zo goed als elke weekdag. Ik was een pendelaar geworden. [Excel: text 6]	So, I was still taking the train between Antwerp and Brussels every week. Euhm... this meant that I had become a euhm... euhm AR: commuter commuter, thank you, I was looking for that word.
4	Dan moet ik dus een abonnement van De Lijn en een abonnement van de NMBS hebben. Nu heb ik enkel een abonnement van De Lijn nodig. [Excel: text 7]	Because, if I would take the train, I would also have to buy ... AR: take a season ticket take a season-ticket for both the NMBS and De Lijn.
5	Tegelijk beschouwden ze vis en zeevruchten als een waardig alternatief voor vlees, wat hen voordelige voedingsstoffen als omega-3 opleverde. [Excel: text 12]	They found that fish and sea fruit euhm were a good alternative for meat and euhm it has a lot of Omega 3.

In the first example, the student translated the word *keuken* as *kitchen*, but in English the word *kitchen* is used to denominate a room in a house. The Dutch word *keuken* also carries another meaning, namely *the art of cooking* and in this case, the English translation should be *cuisine*. When, in class, someone was unable to come up with a word, our interpreting professor (AR: Aline Remael) or the other students sometimes helped him/her out. In the transcriptions, this is indicated in blue. The student who was interpreting, was given some time to find the word, but if he/she was not able to, someone stepped in and came to the rescue. In the sixth example, the student (literally) translated the Dutch word *zeevruchten* into English, but *sea fruit* is not the correct English term. The correct translations for *zeevruchten* are *shellfish* or *sea food*.

Lexical errors ----- Non-idiomatic language use

The Oxford English Dictionary defines *idiomatic* as follows: "adhering to the manner of expression considered natural to or distinctive of a language". Using idiomatic expressions and fixed collocations often sets native speakers apart from people learning a language as a foreign language. The following examples illustrate five cases (out of 35) in which the interpreting students were able to convey the message, but did not express themselves idiomatically.

	Source Text	Target Text	Idiomatic expression
1	Dat zijn met andere woorden versies die gewone stervelingen zoals wij met succes kunnen namaken. [Excel: text 1]	and these light versions are recipes that normal people can make as well.	Mere mortals
2	Nu na de hipsters zelfs de normale mens ten prooi valt aan de superfoodhype, vind ik het hoog tijd om de hype een halt toe te roepen. [Excel: text 4]	After the hipsters, nowadays euhm normal/ ordinary people like these kinds of food as well and that's why I would like to halt it . AR: call a halt to call a halt to it.	Call a halt to something
3	Voor korte afstanden, zoals hier in de stad, verkies ik mijn fiets. [Excel: text 6]	If I'm travelling euhm short distances, like here in the city, I prefer to take a bike .	To go by bike To cycle
4	Er schijnen altijd mensen te zijn die een dringend telefoontje te dienen plegen. [Excel: text 8]	And in these silent compartments, it seems as though people always have to do an urgent phone call	To make a phone call
5	Het was geen goddelijke interventie, maar wel een gezond dieet en een strikte hygiëne waar de Tempeliers in de middeleeuwen hun lange leven aan te danken hadden. [Excel: text 12]	It wasn't a divine intervention that euhm caused the... the Knights Templar to have a long life, but it was euhm... a healthy diet and a strict hygiene.	<i>Caused</i> has a negative connotation, whereas <i>te danken aan</i> has a positive connotation. To owe (their life)

Grammatical errors ----- Prepositions

In my view, one of the greatest difficulties in learning a foreign language, is getting *the little words* right. With regard to prepositions, it is often impossible to make a one on one translation and consequently choosing the correct preposition often proves difficult in interpreting into one's B-language, as the examples demonstrate.

	Source Text	Target Text	Correct preposition
1	Mijn internationale vrienden hebben mij in het verleden vaak uitgelachen met mijn boterhammen: zij vinden het raar dat wij Belgen zoveel brood eten. [Excel: text 5]	My international friends always laugh with me because they think we eat a lot of bread.	Laugh at
2	Eenmaal afgestudeerd, kwam ik weer in Antwerpen wonen. Dit betekende echter niet dat ik geen gebruik meer maakte van ons spoor netwerk, integendeel . [Excel: text 6]	After graduating, I euhm moved back to Antwerp. But this d... didn't mean that I didn't use the Belgian railways anymore. In the contra... contrary,	On the contrary
3	Het was uiteindelijk op aansturen van de Franse koning Filips de Schone dat paus Clemens V aan het begin van de veertiende eeuw besliste om de orde te ontbinden. [Excel: text 12]	It was euhm the French king Philips... euhm... Philips De Schone... euhm AR: bel / beau ? Who euhm suggested pope Clemence V to dissolve this order in the 14th century. [Philip the Fair]	Suggest something to someone ⁵
4	In plaats daarvan werd ik me toch uitgescholden. Waar ik me wel niet mee bemoeide . [Excel: text 8]	But euhm... they told me euhm to ... not to meddle their business.	Meddle in Meddle with
5	In het najaar volgt dan op Canvas een "Week van de Stad" en een documentaire reeks rond Atelier De Stad". En vanaf nu is er al het webplatform Atelier De Stad, met een pak informatie ideeën en inzichten over het leven in de stad. [Excel: text 11]	And during the fall , euhm...euhm Canvas... euhm will air euhm... several shows on life in the city, as well as euhm... a documentary about euhm Atelier De Stad where they can find information, ideas and insights about life in the city.	In the fall

Grammatical errors ----- Tenses

In 2.2, I indicated that Adams and Hewetson (2015) are of the opinion that tenses cause problems in interpreting into English, but tenses did not pose big problems to the interpreting students at the University of Antwerp whose native language is Dutch. They hardly made any mistakes related to tenses, at least as compared to the number of mistakes made in the use of prepositions. In analysing the recordings of the students' interpretations, I could only find three instances in which the students committed an error in verb tense against eight instances of errors in the use of prepositions.

⁵ Suggest. (n.d.). In *Oxford Learners Dictionaries*. Retrieved July 11, 2016, from <http://www.oxfordlearnersdictionaries.com/definition/english/suggest?q=suggest>

	Source Text	Target Text	Correction
1	Het onderzoek toont aan dat de voorouders van de huidige mens waarschijnlijk snel leerden koken nadat ze hadden uitgevonden hoe ze vuur moesten maken. [Excel: text 2]	Euhm researchers are also able to conclude that our ancestors probably learnt how to cook very fast after they understood how to make fire.	In context: were able
2	Na meermaals het normen- en waardenverlies in Nederland met eigen ogen en oren te hebben mogen ervaren, besluit ik tegenwoordig meestal om maar gewoon in normale coupé plaats te nemen. [Excel text 7]	Euhm... after my experiences, euhm in the silent compartment, euhm, I decided to euhm sit in the normal compartments,	Present perfect: have decided A decision for the future based on earlier experiences
3	De criminaliteitsgraad per inwoner is meer gedaald in Brussel de afgelopen 15 jaar. [Excel: text 10]	In Brussels, the crimi... crimes have been decreasing more the past 15 years than in Antwerp and euhm...	Have decreased

In example three, in the source text, the adverbial adjunct of time *de afgelopen vijftien jaar* is not emphasized, whereas the use of the present perfect continuous stresses the duration of an ongoing action. In this case, the result is more important than the duration and consequently it would be more appropriate to use a present perfect than to use a present perfect continuous.

Grammatical errors ----- Other

When analysing the students' interpreted texts, I noticed that they made some other grammatical mistakes as well. These mistakes did not occur regularly and therefore, I did not put them into separate categories, but grouped them instead. The following examples (3) are the only "other" grammatical errors that the students committed (besides errors in the use of prepositions and tenses).

	Source Text	Target Text
1	Ook stopten ze geen stukken hout in de bak die zogenaamd dingen kookte, wat er volgens de onderzoekers op wijst dat de apen snappen dat alleen eten kan worden gekookt. [Excel: text 2]	Plus they understood, they never put any wood in the food bin. No. Plus they never put any wood in the bin that would not cook their food.
2	Het was geen goddelijke interventie, maar wel een gezond dieet en een strikte hygiëne waar de Tempeliers in de middeleeuwen hun lange leven aan te danken hadden. [Excel: text 12]	It wasn't a divine intervention that euhm caused the... the Knights Templar to have a long life, but it was euhm... a healthy diet and a strict hygiene.

3	De Oriënt Express was ooit de beroemdste luxetrein van de Belgische Compagnie Internationale des Wagons-Lits of CIWL, die van Parijs naar Istanbul reed. [Excel: text 9]	The Orient Express was once the most famous, euhm, luxury train, euhm, that was ran by the CIWL, euhm which stands for the Compagnie Internationale des Wagons-Lits. It rode from Paris to Istanbul.
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The first example shows the problem of a double negation due to which the meaning of the sentence is difficult to understand. In the second example, the student uses an article in combination with an uncountable noun, but "uncountable nouns cannot be preceded by *a* or *an*" (Oxford Dictionaries). In the third example, the student made a mistake against the verbal form (*that was ran* should be *that was run*).

Morphosyntactic errors ----- Violation of morphological agreement

In the context of consecutive interpreting, students may start their sentences too quickly and since they are so concentrated on deciphering their notes, they start losing track of where they are in the speech, which might lead to errors in agreement or instances of fuzzy cohesion. In my analysis, I indicated eight instances of violation of morphological agreement.

	Source Text	Target Text
1	Maar voordat deze trein in gebruik kon worden genomen, moesten er gedetailleerde afspraken gemaakt worden met meerdere spoorwegmaatschappijen. [Excel: text 9]	Euhm... there was... there were a lot of euhm detailed... agreements that had to be made before they could start the entire project and they did this with several train companies,
2	Tegelijk beschouwden ze vis en zeevruchten als een waardig alternatief voor vlees, wat hen voordelige voedingsstoffen als omega-3 opleverde. [Excel: text 12]	They found that fish and sea fruit euhm were a good alternative for meat and euhm it has a lot of Omega 3.
3	Een aantal historici verbonden aan de katholieke universiteit van Rome twijfelden aan deze verklaring en trokken dus op onderzoek uit. [Excel: text 12]	but historians of the catholic university of Rome questioned this and that's why they investigated it
4	Believers vereren de voedingsmiddelen omdat ze je meer levenskracht en energie zouden verschaffen, het immuunsysteem horen te versterken, je libido een boost geven en je lijf verstrakken. [Excel text: 4]	And believers of these kinds of foodstuffs believe that it gives you extra power, that it stimulates your libido, that it euhm that it euhm... improves your euhm life and your immune system.
5	Waar die believers niet bij stilstaan, is dat superfoods vaak de halve aardbol rondreizen in vervuilende vliegtuigen voor ze in hun mond terechtkomen. [Excel: text 4]	But these believers don't think about how the foodstuffs travel around half the world in planes that pollute before they end up in their mouth.

In examples one, two and three, the students used a subject pronoun (they and it), but it is unclear to which other constituent the subject pronoun refers. In the third example, the singular subject pronoun *it* refers to the plural noun *foodstuffs*. In the fourth example, the subject pronoun *they* seems to refer to *planes*, which is comparable to the problems in the first two examples. Namely, it is unclear to which constituent the subject pronouns refer resulting in instances of fuzzy cohesion.

Morphosyntactic errors ----- Violation of verbal agreement

In the previous section, I noted that –due to the specific context of consecutive interpreting– students sometimes forget how they started formulating their sentences resulting in errors in agreement and cohesive links. The difference between "violation of morphological agreement" and "violation of verbal agreement" is that in the former, the interpreting students misused the deictic or personal pronouns and in the latter, the students committed errors in subject-verb agreement. My analysis shows eight examples of "violation of morphological agreement" and only three examples of "violation of verbal agreement".

	Source Text	Target Text
1	Zo komt de reistijd al ongeveer op hetzelfde neer. [Excel: text 7]	So this means that the travel time for both means of transport are more or less the same.
2	Het waren namelijk een gezond dieet en een strikte hygiëne die de voornaamste redenen waren voor het lange leven van de Tempeliers. [Excel: text 12]	It was their healthy diet and their strict hygiene which was the main reason for their long life.
3	In Belgische treinen bestaan ze niet en in Nederlandse treinen houdt zich niemand aan het geluidsverbod. [Excel: text 8]	In euhm Belgium, these euhm silent train compartments does not exist... do not exist. In the Netherlands, euhm no one seems to euhm accept the noise ban.

Example one shows the use of a singular noun and a plural verb. Example two shows exactly the opposite, namely a singular verb that refers to two things. In the third example, the student first used a singular verb form after a subject in plural, but he/she noticed that something went wrong and he/she corrected himself/herself (self-repair).

Morphosyntactic errors ----- Syntax

The Merriam-Webster Dictionary defines *syntax* as follows: "the way in which linguistic elements (as words) are put together to form constituents (as phrases or clauses)", so syntax is about sentence structure and about word order. In my analysis, I indicated six syntactical errors.

	Source Text	Target Text
1	Wetenschappers van Harvard en Yale deden twee jaar lang negen experimenten met chimpansees in de Democratische Republiek Congo. [Excel: text 2]	Researchers from Yale and Harvard euhm did some tests on nine chimpanzees during two years in the Democratic Republic of Congo
2	Uit onderzoek blijkt dat de apen slim genoeg zijn om te kokkerellen. Wetenschappers van Harvard en Yale deden twee jaar lang negen experimenten met chimpansees in de Democratische Republiek Congo. [Excel: text 2]	Euhm chimpanzees are clever enough / are capable of cooking when the necessary tools are present and this is what researchers have euhm concluded that monkeys are clever enough to cook.
3	Bovendien hebben ze genoeg geduld om te wachten tot eten gekookt is in plaats van het rauw op te eten, schrijven de onderzoekers in het wetenschappelijke tijdschrift Proceedings of the Royal Society. [Excel: text 2]	[...] and that they also have the patience to wait until their food is done instead of euhm eating it raw instead . This is what researchers wrote in Proceedings of the Royal Society.
4	Wanneer ik het Brits en Belgisch spoornetwerk met elkaar vergelijk, en hiermee sluit ik af, moet ik zeggen dat ik qua prijs-kwaliteit zeer tevreden ben hier in België. [Excel: text 6]	Euhm... if I compare the euhm railway systems in the UK and Belgium, which is also what I want to conclude with, euhm I have to say that euhm... the... price euhm... AR: ratio, price quality ratio the price quality ratio, I'm quite satisfied with the one in Belgium. AR: Considering the price quality ratio, I'm quite satisfied with the service in Belgium.
5	Middeleeuwers schreven het uitzonderlijk lange leven van de ridders toe aan een goddelijke interventie. [Excel text 12]	Euhm... medieval people said that euhm their long lives were thanks to a divine intervention,

In general, in an English sentence, the place is put before the time, but in the first example this is not the case.

Examples two and three were pronounced by the same student. In this case, it is clear that the student was not able to monitor his/her own speech when he/she was interpreting. He/she repeated words which he/she had already said, resulting in an unclear sentence structure.

In the fourth example, the student hesitated because he/she could not find the English equivalent for the Dutch words *qua prijskwaliteit*. Because he/she hesitated, he/she lost track of what he/she was saying.

The student's utterance in the fifth example is not completely wrong, but he/she stays close to the Dutch sentence structure. In English, it would be more appropriate to say (for example): Medieval people said that they owed their long lives to divine intervention. Two types of mistakes therefore co-occur: non-idiomatic utterance (word choice) and syntax (word form in the current sentence).

Inappropriate formulations ----- Shifts in register

According to Biber (2006) "registers (such as conversation, newspapers, or academic prose) differ in both their situational characteristics (e.g., interactiveness, communicative purpose) and their linguistic characteristics (e.g., the use of features such as relative clauses or complex noun phrases)" (p.476). Young (2012) notes that register becomes intuitive in one's mother tongue, but in learning a foreign language, adopting the appropriate register is not as self-evident and it requires time and effort to learn to use the suitable register.

In analysing the students' interpreted texts, I noted that students tend to switch to informal language use and they sometimes use colloquial expression. In my analysis, I indicated seven instances of informal language use.

	Source Text	Target Text
1	Uit het onderzoek blijkt voorts dat de Tempeliers maximaal drie keer per week vlees aten. [Excel: text 12]	The investigation also says that the Knights Templar ate euhm... meat three times a week max .
2	Want superfoods zijn ongelooflijk duur. [Excel: text 4]	Cuz super foods are expensive.
3	Om de eenvoudige reden dat ik veel vaker een bus heb dan een trein. [Excel: text 7]	Cuz , I can take a bus and tram more often.
4	Mijn vriend en ik proberen elkaar ongeveer éénmaal per maand te zien en gewoonlijk wisselen we elkaar af: ik ga naar daar, hij komt naar hier, en zo verder. [Excel: text 6]	and me and my boyfriend try to see each other once a month. Euhm... we try to euhm... euhm... make it both ways AR: take turns
5	Elk weekend opnieuw of toch op zijn minst éénmaal per maand nam ik de trein tussen Antwerpen en Brussel. [Excel: text 6]	Let's say every weekend or at least once a month, I was taking the train from Antwerp to Brussels.

In the first example, the student used the abbreviation *max* for *maximum* and this does not fit a formal setting, such as an interpreting setting. Multiple students used the informal *cuz* instead of the formal word *because* (examples two and three). In the fourth example, the student's utterance is convenient in an informal setting, but in a formal setting "my boyfriend and I" would be more appropriate and in the last example, the use of the infix *let's say*, is not suitable for a formal setting.

Inappropriate formulations ----- Ill-formulated utterances

Since the interpreting students cannot express themselves as fluently in their B-language as they can in their mother tongue, they sometimes formulate things quite clumsily. In this case, the students' utterances are not always wrong, but they simply do not fit the situation in which they are used.

	Source Text	Target Text
1	Ook stopten ze geen stukken hout in de bak die zogenaamd dingen kookte, wat er volgens de onderzoekers op wijst dat de apen snappen dat alleen eten kan worden gekookt. [Excel: text 2]	Plus they understood, they never put any wood in the food bin. No. Plus they never put any wood in the bin that would not cook their food.
2	Aangezien superfoods gelabeld worden als hét summum van gezonde voeding, gaan mensen geloven dat gezond eten niet matcht met hun bescheiden portefeuille. [Excel: text 4]	Now that super foods have become very popular, people think that healthy food is not euhm... is not cheap food.
3	Wanneer ik niet thuis ben overdag, neem ik boterhammen mee of eet ik een broodje of een panini, het liefst één met mozzarella, tomaat, en pesto. [Excel: text 5]	When I don't eat at home, I usually take bread with me or I buy euhm a sandwich outside or a panini. And I like my panini with mozzarella, tomato and pasta... and pesto, I'm sorry.
4	Bovendien werken de lokale politiezones volgens hem goed in hun huidige vorm. [Excel: text 10]	He finds that the local police zones are good as they are and euhm... that's it.
5	Na deze 2 incidenten heb nog een aantal keer mensen rechtstreeks op hun gedrag aangesproken Of de dienstdoende conducteur gevraagd dit te doen. [Excel: text 8]	After... After these accidents, I continued to ask people or to ask the conductor to... to be quiet in the silent compartment.

In some cases, this might even lead to unintentionally funny pronouncements. In the fifth example, it seems as though the conductor was asked to be quiet, although the intended meaning is that the subject of the sentence (I) asked the conductor to talk to people about their behaviour. I indicated nineteen ill-formulated utterances.

Self-Repair

Students sometimes correct themselves when they notice that they have made a mistake or they rephrase their sentences so as to finish their sentences correctly.

	Source Text	Target Text
1	Ik ga het hebben over bepaalde voedingsmiddelen, namelijk over de zogenaamde superfoods. [Excel: text 4]	More precise... to be more precise , I will talk about foodstuffs and in particular about superfood.
2	Een ander argument om het zogenaamde superfood voorbij te lopen in de supermarkt: alles wat je lichaam nodig heeft, vind je zonder moeite op de markt in je dorp. [Excel: text 4]	Euhm... there are... there is another argument as well not to buy super foods, since we can buy everything we need on the local market.
3	Ook stopten ze geen stukken hout in de bak die zogenaamd dingen kookte, wat er volgens de onderzoekers op wijst dat de apen snappen dat alleen eten kan worden gekookt. [Excel: text 2]	Plus they understood, they never put any wood in the food bin. No. Plus they never put any wood in the bin that would not cook their food.
4	Wanneer ik niet thuis ben overdag, neem ik boterhammen mee of eet ik een broodje of een panini, het liefst één met mozzarella, tomaat, en pesto. [Excel: text 4]	When I don't eat at home, I usually take bread with me or I buy euhm a sandwich outside or a panini. And I like my panini with mozzarella, tomato and pasta... and pesto, I'm sorry.
5	Ik kan 5 verschillende bussen nemen (bus 81-85) en dan hoef ik eigenlijk nooit lang op een bus te wachten. [Excel: text 7]	The bus, I can take 5 different busses (number 81 till 85).
6	Nagelmakers was op het idee gekomen tijdens een reis in de Verenigde Staten waar hij kennis maakte met verschillende dergelijke langeafstandstreinen die het Amerikaanse continent doorkruisten. [Excel: text 9]	This dream... euhm... he came up with this dream after he made euhm a trip to the United... to the United States , where he saw euhm different trains that ran long distances and this gave him the idea for an international European train travel. Euhm, the American trains just crossed the euhm.. American continent.
7	Op dat ogenblik bestond de orde tweehonderd jaar. [Excel: text 12]	At that time, this order was euhm had existed for euhm 200 years.
8	De gemiddelde leeftijd in West-Europa bedroeg toen namelijk 25 tot 40 jaar, terwijl veel Tempeliers vlotjes de leeftijd van 60 haalden. [Excel: text 12]	Euhm... the... in Western Europe euhm... people only... their life expectations were between 25-40 years old, but a lot of Knights Templar reached the age of 60 easily.

The analysis of the transcribed recordings of the students' interpreting performances, shows that the students often reformulate their sentences. Sometimes, they successfully correct one of their own mistakes by

- adding a word (example one)
- correcting a verb form (example two and seven)
- correcting a slip of the tongue (example four)

However, the students' intentions to correct something sometimes results in the opposite, namely in making a mistake rather than correcting their previous utterance. In example number three, the student first got it right, but then he/she changed what he/she said with the result that his/her sentence means the exact opposite of what is meant.

The students also often reformulate their sentences, even though it is not absolutely necessary to do so. They probably do this to make sure that they will be able to finish their sentences correctly. However, if they restart their sentences too often, this might lead to confusion or this might annoy the audience. In example eight, the student restarted his/her sentence three times and this might make it hard for an audience to concentrate and to clearly understand the message of the speech.

In my corpus of twelve analysed speeches, I found as much as 45 instances, justifiable or otherwise, in which the students corrected themselves.

Additions

Mostly, when the students add something to the original, they do this to clarify something and this often does not alter the meaning or does not impede understanding.

	Source Text	Target Text
1	Keuze genoeg dus. [Excel: text 1]	And there is enough choice for the viewer.
2	Kennen jullie toevallig volgende levenswijshheid: "Eet 's morgens als een keizer, 's middags als een koning, en 's avonds als een bedelaar"? [Excel: text 5]	Euhm, did you hear the -I think it's a Belgian expression- have breakfast like a ... AR: an emperor yes, like an emperor, lunch like a king and euhm a meal like euhm euhm a beggar.
3	[...] er nog een hele trein was om dit te doen. Toen ik nog een hele scheldpartij over me heen kreeg, heb ik het maar opgegeven. [Excel: text 8]	Euhm... and when I said that they could talk about all this in the rest of the train, but not in the silent compartment, they kept on saying that I should not meddle with their business and I just gave up, I didn't even try to tell 'm anymore.
4	Moeten we ook fuseren op lokaal vlak? Is dat verstandig? [Excel: text 10]	he doesn't think it's necessary to fuse the local, the six local police forces.

5	<p>Eenmaal afgestudeerd, kwam ik weer in Antwerpen wonen. Dit betekende echter niet dat ik geen gebruik meer maakte van ons spoornetwerk, integendeel.</p> <p>Ik begon namelijk vrij snel een stage bij de DG Ontwikkelingssamenwerking, deze maakt deel uit van de FOD of Federale Overheidsdienst Buitenlandse zaken en is gelegen te Brussel. Ik nam dus opnieuw de trein tussen Antwerpen en Brussel, ditmaal zo goed als elke weekdag. Ik was een pendelaar geworden. [Excel: text 6]</p>	<p>After graduating, I euhm moved back to Antwerp. But this d... didn't mean that I didn't use the Belgian railways anymore. In the contra... contrary,</p> <p>I was living in Antwerp, but I started doing an internship euhm at the federal public service euhm... Foreign Affairs euhm in Brussels, so I was still taking the train between Antwerp and Brussels every week. Euhm... this meant that I had become a euhm... euhm AR: commuter commuter, thank you, I was looking for that word.</p>
6	<p>Het resultaat is deze zomer en dit najaar te zien en te beleven in Atelier De Stad. [Excel: text 11]</p>	<p>Euhm... euhm... ik heb geen idee. Euhm... the result will be the euhm... Atelier De Stad which will take place this summer and fall.</p>
7	<p>Met Atelier De Stad willen die initiatiefnemers uitzoeken hoe we nu en morgen best omgaan met de stad. Dat zegt Paul Eyskens, de eindredacteur van De Canvasconnectie. [Excel: text: 11]</p>	<p>Euhm... ik kan niet lezen wat ik geschre... euhm. AR: ... How to live euhm... and AR: in the city of today and tomorrow aaaah oké, says Paul Eyskens, editor in chief of euhm Canvas Connectie.</p>

In examples four and five, the students repeated information that had already been mentioned earlier in the speeches. It has, however, nothing to do with the order in which the relevant information is presented in the source and the target speech. In the interpreted version, the students decided to repeat a part of the information, but this does not impede understanding. It might even be a good idea to refresh the audience's memory.

In examples five and six, the additions come across as unprofessional when the interpreter indicates that he/she is not sure what he/she has written down and an audience might lose trust in the interpreter's ability to provide a qualitative interpretation.

Omissions ----- Loss of absence

This subcriterion applies when an element of the source text is completely missing in the target text, whereas the other subcriteria under "omissions" apply when an element of the source text is altered in the interpreted text. In my analysis, I was able to discover as many as 95 cases of loss of absence in contrast with only 18 additions.

	Source Text	Target Text
1	En zo krijgen de vele kookprogramma's die er al waren (Dagelijkse Kost, Komen Eten, De Perfecte Keuken , Plat Préféré, enzovoort enzoverder) er heel wat broertjes, zusjes, neefjes en nichtjes bij. [Excel: text 1]	So, other programs like Dagelijkse Kost and Plat Préféré have a lot of new brothers, sisters and cousins now.
2	Mijn internationale vrienden hebben mij in het verleden vaak uitgelachen met mijn boterhammen: zij vinden het raar dat wij Belgen zoveel brood eten. [Excel: text 5]	My international friends always laugh with me because they think we eat a lot of bread.
3	Als iets in de oven moet, zet ik die eerst aan om voor te verwarmen , want anders vergeet ik dat. [Excel: text 3]	First, I turn on the oven, euhm otherwise I'll forget.
4	Stichter en eerste Grootmeester Hugo van Payns stierf toen hij 66 was. [Excel: text 12]	The first master of the Knights Templar, Hugo van... van Payns died at the age of 66
5	Online vind je dan allerlei varianten, voor het deeg alleen al: [Excel: text 1]	I looked it up on the internet and I found a few recipes and these recipes were very different
6	In Bolivia – waar ik vijf maanden heb gewoond – was dit het geval. [Excel: text 5]	In Bolivia, for example, this is the case.
7	Er is nu al één gerechtelijke politie voor de grote zaken –zoals het terreurdossier– in Brussel. [Excel: text 10]	There already is one euhm... judicia... judiciary police AR: police force police force and euhm...
8	Daarna moet je natuurlijk wel nog van het Zuidstation hierheen komen. [Excel: text 7]	////
9	Die keek me eens gek aan en wees vervolgens met tegenzin de oude dametjes terecht. [Excel: text 8]	[...] he told two old ladies that they could not talk in the silent compartment.
10	Deze zomer en herfst kan iedereen die plannen gaan ontdekken en uittesten tijdens vijf feestelijke evenementen. [Excel: text 11]	So, this summer euhm... people are invited to test these plans during euhm several festive events.

Sometimes, when students omit an element of the source speech, it does not impede understanding as is the case in the first example. In an enumeration, it often does not cause problems to omit one of the elements. Even though the student did not mention two out of four cooking shows, leaving out fifty percent of the enumeration, this does not impede understanding. In the second example, there are also different elements that are omitted, but in this case, the target audience does not get a complete rendering of the source speech.

It is not always clear why certain elements of the source text are omitted. In examples three, four and five, the students might not have noted down the elements that are missing, or they might omit them because they lack vocabulary. It would be interesting to see why these words (voorverwarmen - to preheat / stichter - founder / deeg - pastry) are omitted. Unfortunately, it is impossible to look into the interpreter's head and the so-called think aloud protocols (TAP), which are used in translation research, are impossible to employ in interpreting studies.

In the source text of examples six and seven, the text between the dashes provides extra information. In both examples six and seven, this extra information is omitted. In example six, this does not pose problems, since the information is not crucial to understand the message, but in example seven, the information between the dashes is important and omitting this information will probably impede the target audience's understanding of the message that was intended in the source speech.

Sometimes, students even omit complete sentences (as in example eight) due to which the logic of the source text goes astray because the full source text goes as follows:

Als je naar de reistijd kijkt, zou het inderdaad sneller zijn om vanuit Beveren de trein te nemen naar Antwerpen Zuid. Je hoeft slechts 15-20 minuutjes op de trein te zitten. Daarna moet je natuurlijk wel nog van het Zuidstation hierheen komen [If you look at the travelling time from Beveren to Antwerp South, the train does seem like a quicker option. It would only take 15-20 minutes on the train. Afterwards, you obviously still need to come over here from the Antwerp South station].

In text seven of my analysis, multiple of these cases in which complete sentences are omitted, can be found.

In example nine, the omissions make the target text rather bland. The source speech was delivered with great panache and by wholly omitting *die keek me eens gek aan* (he looked at me in an odd manner) and *met tegenzin* (reluctantly), the message is toned down in the interpreted text.

In example ten, it does not matter much that the words *ontdekken* (discover) and *vijf* (five) are omitted. The source text is properly conveyed in the interpretation.

Omissions ----- Loss by understatement

The Cambridge Dictionary defines *understatement* as follows: "a statement that describes something in a way that makes it seem less important, serious, bad, etc. than it really is, or the act of making such statements". In other words, something is expressed less strongly than in the original formulation. In the context of interpreting, this means that the interpreted text is softened compared to the original speech. In fact, this also happens as a result of the omission in example nine above, showing that the categories I am using are not always watertight. This is an issue that I will return to in the conclusions.

	Source Text	Target Text	Correction (1 option)
1	Kookprogramma's hebben dus zeker geen invloed op mijn kookkunst. [Excel: text 1]	So, these programs don't really influence me	Do not influence me at all
2	en gelooft heilig in de voordelen van een lokale politie die dicht bij de mensen staat, en de mensen en de wijken beter kennen. [Excel: text 12]	Euhm... so Bernard Clerfayt believes that local police forces work better and it's also beneficial that they know the people euhm in their towns.	Firmly believes
3	Onze alledaagse voeding is minstens even gezond als superfoods en bovendien een pak vriendelijker voor je portemonnee. Want superfoods zijn ongelooflijk duur . [Excel: text 4]	Our daily food is healthy and is less expensive, cuz super foods are expensive .	At least as healthy Incredibly expensive
4	De volgende keer dat ik in de stiltecoupé zat en het wel erg rumoerig werd, heb ik simpelweg de conducteur om hulp gevraagd. [Excel: text 8]	Another time when people were talking in the silent compartment, I asked the conductor... Next time, I asked the conductor and	Really noisy
5	Middeleeuwen schreven het uitzonderlijk lange leven van de ridders toe aan een goddelijke interventie. [Excel: text 12]	Euhm... medieval people said that euhm their long lives were thanks to a divine intervention,	Exceptional(ly) long lives

The source texts lose some of their original vigour when transferred into the interpreted texts.

Omissions ----- Loss by overstatement

The Cambridge Dictionary defines *overstatement* as follows: "the act of describing or explaining something in a way that makes it seem more important or more serious than it really is". In other words, something is expressed more strongly than it was in the original text. Understatement and overstatement are antonyms. In the context of interpreting, loss by overstatement means that the utterances in the interpreted text carry more force than they do in the source speech.

	Source Text	Target Text
1	Zijn superfoods slecht voor je? Nee. [Excel: text 4]	Super food, is it bad for your health? No, definitely not .
2	Kook je beter sinds je die televisieprogramma's volgt? [Excel: text 1]	Do you really become a better cook after watching these shows?
3	Een tweede reden zijn de stakingen. Oké, De Lijn staakt ook wel eens, maar ik heb de indruk dat de werknemers van de NMBS het werk toch vaker neerleggen. [Excel: text 7]	The second reason why I prefer to go by tram and bus, is because of the strikes. Ok, I have to admit, the... De Lijn also strikes, but the NMBS strikes more often.
4	Zodra de chimpansees in de gaten kregen dat het eten in de ene bak gekookt werd, kozen ze er in de meeste gevallen voor om eten in die bak te doen en te wachten tot ze gekookte aardappels kregen. [Excel: text 2]	The monkeys understood that euhm understood and would only euhm place potatoes in the bin that would cook them in the end.
5	Volgens hem is er sowieso al overleg en coördinatie genoeg, en gegevens worden voldoende uitgewisseld. [Excel: text 10]	He also claims that there is enough cooperation and coordination and all information is being exchanged.

My analysis indicates fifteen instances of loss by understatement, but only five instances in which the students "emphasize" the message of the source text. In the first example, the use of the word *definitely* entails an increased emphasis (compared to the source text). In the second example, the student stressed the word *really*. In the third example, the speaker is more careful by saying *ik heb de indruk dat* (I have the impression that), which disappears in the interpreted text, rendering the message more powerful. In the fourth example, the student exaggerated the statement of the source text: he/she said that the chimpanzees would *only* place potatoes in the bin that would cook them, whereas the source text states that the chimpanzees *mostly (in de meeste gevallen)* chose to place the potatoes in the bin that would cook them. And in the fifth example, the source text notes that the data are sufficiently exchanged, whereas the target text conveys that all information is being exchanged.

Omissions ----- Loss by generalisation

Donato's research (2003) on strategies adopted by interpreting students in simultaneous interpreting includes generalisation as an interpreting strategy. She defines the concept of generalisation as: "replacing a segment with a superordinate term or a more general speech segment" (p.107). This definition is derived from Gile's work (1995) in which he drew up reformulation tactics. Gile (1995) notes that:

When interpreters find themselves momentarily incapable of understanding a speech segment or reformulating it in the target language, one possible solution is to reformulate the message in a less accurate manner by using a superordinate in the case of a single word, or by constructing a more general segment in the case of a whole clause or sentence (p. 206).

Since expression seems to pose problems in B-language interpreting⁶, it might indeed be necessary to cope with the difficulties in reformulating the source speech in the target language. Gile suggests that reformulating the message in a less precise or less detailed way might be a solution to the problem of B-language expression. This can be done by using a superordinate (e.g. using the word *red* rather than using *ruby* or using the word *weapon* rather than using *sword*) or by simplifying complicated speech segments. Although, Gile does not denominate the above coping strategy as a generalisation, Donato interprets it in this way.

Kader and Seubert (2014) indicate that "generalising as a sensible and conscious strategy can be resorted to in both modes of interpreting whenever the interpreter wants to boil down complex and detailed ideas to a more general message" (p.131). This means that, sometimes, if it is the interpreter's conscious choice, it can be valid to generalise complex ideas. However, according to Wörrlein (2007) "generalisation is used when the interpreter sees no other way to cope with a particular lexical or semantic problem (Wörrlein, cited in Kader and Seubert 2014), which might lead to an unjustified simplification.

My analysis indicates twenty generalisations.

	Source Text	Target Text
1	De zaden worden geteeld in Zuid-Amerika, waar ze een belangrijke component zijn in de basisvoeding van de plaatselijke bevolking. [Excel: text 4]	[...] it is grown in South America and there it is a very important food for the local people.
2	Onze alledaagse voeding is minstens even gezond als superfoods en bovendien een pak vriendelijker voor je portemonnee. [Excel: text 4]	Our daily food is healthy and is less expensive,

⁶ Seleskovitch and Lederer (2002), Donovan (2005), Déjean le Féal (2005), Guichot de Fortis (2007), Baxter (2012) & the opinions of (1) the interpreter trainers (2.2.1) and (2) the interpreting students (2.2.2)

3	Nu na de hipsters zelfs de normale mensen ten prooi valt aan de superfoodhype, vind ik het hoog tijd om de hype een halt toe te roepen. [Excel: text 4]	After the hipsters, nowadays euhm normal/ordinary people like these kinds of food as well and that's why I would like to halt it. <i>AR: call a halt to</i> call a halt to it.
4	Ook zijn er mensen die de behoefte schijnen te voelen om uitgerekend in de stiltecoupé de meest nutteloze en inhoudsloze gesprekken aan te gaan . [Excel: text 8]	Or euhm the people in these silent compartments are euhm always talking about the most... euhm stupid things, are having the most stupid conversations.
5	Als ik bijvoorbeeld nog dingen moet snijden terwijl er al andere ingrediënten op het vuur staan, zal er gegarandeerd iets verbranden. Als ik deze volgorde strak aanhoud, lukt het me nog wel om een recept te volgen . [Excel: text 1]	Euhm... if I have to cut up food and there's other food on the stove, there is a good chance some of it will burn, but if I stick to this order, euhm, I'll usually be fine.

In the above examples, the interpreting students use the strategy of generalisation, but in my opinion, the generalisations are unfortunate and examples of unwarranted simplifications.

The reasons for the generalisations can only be surmised, however, it would seem that they are mostly due to a lack of active idiomatic vocabulary or deficient note-taking techniques, or a combination of the two. The Dutch expressions that are lost are often idiomatic expressions and the students do grasp their meaning, but cannot come up with an equivalent idiomatic expression in their target language. This is particularly striking in example three, but would require further research.

Omissions ----- Loss of intensity

Loss of intensity is about elocution and concerns the conveying of emotional and/or rhetorical features of the source speech in the target speech (e.g. rhetorical questions). Below, I provided the five cases of loss of intensity.

	Source Text	Target Text
1	Maar kijk je ook naar al die kookprogramma's? Ter Ontspanning? Of om echt iets bij te leren? [Excel: text 1]	But do you watch these shows to relax or do you really learn something from them?
2	Moeten we ook fuseren op lokaal vlak? Is dat verstandig? [Excel: text 10]	he doesn't think it's necessary to fuse the local, the six local police forces.
3	Het is dan misschien wel zo dat je slechts een kwartiertje op de trein moet zitten om van Antwerpen naar Beveren te gaan, maar wat heb je daaraan als je wel eerst een half uur moet wachten? [Excel: text 7]	The train only takes me about 15 minutes, but I have to wait for about 30 minutes.

4	De reden dat de apen niet echt koken, heeft er vooral mee te maken dat ze geen vuur kunnen maken. [Excel: text 2]	Now, why don't monkeys cook for themselves yet? Researchers say it is because they do not know how to make fire.
5	Ik, naïef als ik ben, verwachtte een antwoord in de trant van: sorry, dat was ons helemaal ontgaan, gevolgd door een voorstel om ofwel het gesprek te beëindigen ofwel in een ander treinstel plaats te nemen. [Excel: text 8]	And n... naive as I can be, I expected apologies and I expected that they would end their conversation or that they would go and sit somewhere else in the train.

In the first example, there is a slight loss of intensity, but this does not pose any problems. The source speech contains three rhetorical questions, whereas the target speech only contains one rhetorical question. In the second example, the loss of intensity is greater than in the first example. The source text is interrogative, whereas the target text is affirmative.

In the third example, there are different cases of 'loss of absence' and this combined with the missing rhetorical question results in an interpretation which does not convey the logic of the original source speech and loses some of its irony. In the fourth example, the source speech is purely informative, whereas the target speech contains a rhetorical question, which seems to be a form of compensation. And in the fifth example, the source text contains a segment in direct speech, which was transferred to indirect speech in the interpretation.

Omissions ----- Loss of textual link

In interpreting, it is important that the connections between the ideas in the source text are carried forward into the target text. Otherwise, the audience may be overwhelmed with these disconnected thought fragments, and the core arguments would lose their impact. In other words, the disconnected ideas will make the argumentation fall flat.

	Source Text	Target Text	Correction (1 option)
1	Keuze genoeg dus . [Excel: text 1]	And there is enough choice for the viewer.	So, ...
2	Bovendien hebben ze genoeg geduld om te wachten tot eten gekookt is... [Excel: text 2]	and that they also have the patience to wait until their food is done	Furthermore
3	De apen kregen tijdens de onderzoeken aardappels die ze in twee bakken konden doen: [Excel: text 2]	During these tests, the researchers gave the monkeys potatoes and two bins.	... which/that they could...

4	Ondanks dat er duidelijk op de ramen van de coupé en in de coupé zelf te lezen valt dat er een geluidsverbod geldt, schijnt dit de meeste mensen te ontgaan of simpelweg niet te interesseren. [Excel: text 8]	Euhm... th... there is a sign on the door of the compartment, but sometimes people don't see it or they're just not interested, they don't accept it.	Despite
5	Hij kon daarbij gebruik maken van het relatienetwerk van het bankiershuis van zijn familie. [Excel: text 9]	He used his family's euhm network of relations, since his family euhm was a banker family.	To do so... In order to...
6	Want slimme burgers denken mee na over hoe we de stad "future fit" en "future proof" maken. [Excel: text 11]	Euhm... smart citizens are invited to think about how to make cities future fit and future prove	Because
7	Gezien vlees tijdens de middeleeuwen steevast op de grill belandde, vermeden ze hierdoor de bijhorende kankerverwekkende stoffen. Tegelijk beschouwden ze vis en zeevruchten als een waardig alternatief voor vlees, wat hen voordelige voedingsstoffen als omega-3 opleverde. [Excel: text 12]	And euhm... meat was always grilled in medieval times, so they didn't have the carcinogenic substances. They found that fish and sea fruit euhm were a good alternative for meat and euhm it has a lot of Omega 3.	Since... They also... They... as well ...which...

In consecutive interpreting, the interpreter needs to develop an effective note-taking system, in which he/she clearly indicates the links between the ideas. The words or symbols used to denote the links, are often written down in the margin.

If the links between the ideas are not clearly conveyed in the interpreted texts, this is because the students omitted the coordinators and subordinators (as in examples four, five and six). Another common denominator is that the students tend to replace specific conjunctions (such as *dus*, *bovendien*, *gezien*) by the less specific *and* (as in examples one, two and three). Example seven shows a combination of (1) omitting the conjunctions (*gezien*, *tegelijk*) and (2) replacing a subordinate by a coordinate. My analysis indicates 21 cases of loss of textual link.

Omissions ----- Loss by substitution

Loss by substitution applies when a segment of the source text is altered when conveyed in the interpreted version. It includes shifts in meaning and incorrect utterances. Since this is a frequently occurring criterion, I included one example from each interpreted speech.

	Source Text	Target Text	Correction (1 option)
1	Als je al iets van groentetaarten kent, kun je dan door eliminatie het beste recept zelf samenstellen . [Excel: text 1]	And if you know a thing or two about quiches, you know how to euhm eliminate between the recipes and pick the best recipe..	To put together
2	Wetenschappers van Harvard en Yale deden twee jaar lang negen experimenten met chimpansees in de Democratische Republiek Congo. [Excel: text 2]	Researchers from Yale and Harvard euhm did some tests on nine chimpanzees during two years in the Democratic Republic of Congo	Nine experiments
3	Vervolgens doe ik alle koude bereiding . [Excel: text 3]	Euhm, then I start with all the cold dishes .	Preparations
4	Believers vereren de voedingsmiddelen omdat ze je meer levenskracht en energie zouden verschaffen, het immuunsysteem horen te versterken, je libido een boost geven en je lijf verstrakken . [Excel: text 4]	And believers of these kinds of foodstuffs believe that it gives you extra power, that it stimulates your libido, that it euhm that it euhm... improves your euhm life and your immune system .	<ul style="list-style-type: none"> - To give vitality and energy - To reinforce the immune system - To boost the libido
5	Kennen jullie toevallig volgende levenswijshoud: "Eet 's morgens als een keizer, 's middags als een koning, en 's avonds als een bedelaar"? [Excel: text 5]	Euhm, did you hear the -I think it's a Belgian expression- have breakfast like a ... AR: an emperor yes, like an emperor, lunch like a king and euhm a meal like euhm euhm a beggar.	Dinner
6	Een aantal jaar geleden , toen ik mij in Brussel vestigde voor mijn Master Ontwikkelings-samenwerking, ben ik een vaste gebruiker geworden van de Belgische spoorwegen. [Excel: text 6]	Last year, I was... until last year , I was doing a master euhm... development other student: development cooperation development cooperation in Brussels and I was using euhm the Belgian railways a lot .	A couple of years ago
7	Als je naar de reistijd kijkt, zou het inderdaad sneller zijn om vanuit Beveren de trein te nemen naar Antwerpen Zuid . [Excel: text 7]	If you look at the time it takes to get from my home to school , the train does seem like a quicker option.	Beveren to Antwerp South
8	Daar is het meestal nog rustiger dan in de stiltecoupé en als mensen al lawaai produceren, dan weet ik tenminste dat ik het recht niet heb me daaraan te ergeren . [Excel: text 8]	euhm, often it is even, yeah, more quiet in the normal compartments than euhm in the silent compartment and euhm I know that if people are making noise in the normal compartment, I don't have the right to point it out to them .	<ul style="list-style-type: none"> To be annoyed To feel annoyed

9	Later reed de trein ook nog als een gewone internationale trein tussen Straatsburg en Wenen tot december 2009. [Excel: text 9]	Euhm, later it was changed into euhm a normal international train and it ran from Strasbourg to Vienna and it did this until September 2009.	December
10	"Als de lokale politie informatie heeft, kunnen en moeten zij die onmiddellijk uitwisselen met de federale politie", aldus Clerfayt. [Excel: text 10]	So, when there is euhm threat of terror , the local police has to work together with the federal poli... police.	If the local police has information, they can and should exchange this information with the federal police, according to Clerfayt.
11	Want slimme burgers denken mee na over hoe we de stad "future fit" en "future proof" maken. [Excel: text 11]	Euhm... smart citizens are invited to think about how to make cities future fit and future prove	To think along
12	Dit berichten historici in een recente publicatie over de orde, na een grondige studie over hun levensstijl. [Excel: text 12]	Euhm... this was said by historians euhm in a recent euhm publication. Euhm... they had investigated their lifestyle for a long time .	An in-depth study

In the above examples, an inaccurate word choice often leads to shifts as in example number five. The interpreting student definitely knows the word *dinner*, but he/she uses the word *meal*, which is not the appropriate word to use in this context. Examples one, three, eight and eleven indicate the same problem: the students unquestionably know the suitable words, but for some reason or another, they do not use them. It might be because they misunderstood the source text or it might be due to their note-taking technique.

Examples two, six and nine show small errors. In example two, the source speech mentions *negen experimenten met chimpansees*, whereas the target text talks about *some tests on nine chimpanzees*. The correct solution is of course: nine experiments with chimpanzees. In example six, the source speech says *een aantal jaar geleden* (English: a couple of years ago), whereas the target speech says *last year*. In example nine, the student is mistaken in the month (December versus September).

The criterion loss by substitution applies frequently, viz. 61 times.

To conclude, it is possible to say that, by and large, the interpreted versions are blander than the original speeches and various problems identified in different categories of the analysis are to blame for this. Completely omitting things (loss of absence), expressing certain assertions less strongly (loss by understatement) and generalising, all make the interpreted versions quite bland. Furthermore, the students also seem to have problems expressing themselves in their B-language⁷, resulting in non-idiomatic language use and vocabulary errors which lead to inaccurate translations as well. In brief, the interpreted texts are often softened compared to the original speeches and this becomes apparent in errors in different categories of the analysis, showing that the categories are not always watertight. My analysis indicates that the number of cases of softening (which can be found in different categories) is disproportional to the number of cases of reinforcement or strengthening. The same is true for the disproportion between additions and loss of absence. In my analysis, I was able to discover as many as 95 cases of loss of absence in contrast with only 18 additions.

It seems as though most of the mistakes are made by almost all students, but still, it remains impossible to determine whether or not there are great differences among the students. The interpreter trainers note that the mistakes are made by almost all students and do not seem to be due to individual differences. There might, however, be differences regarding the students' linguistic competences, but my analysis renders it impossible to clearly determine the individual differences, since (1) the source texts differ greatly (2) the corpus is limited and (3) the mistakes that are made might be linked to the specific context of consecutive interpreting (e.g. note-taking, interference of the mother tongue). One of the interpreting students noted that he/she makes mistakes that he/she would not make when talking in his/her foreign languages, but that –due to the context of interpreting– he/she makes a lot more mistakes. The students' linguistic competences cannot be derived from this research. It is, however, possible to say that the students lack vocabulary to clearly convey the message of the source speech into the interpreted version, showing that the interpreting students might have to work on expanding their active vocabulary.

⁷ Interpreter trainers (page 28)
Interpreting students (pages 31-33)

Conclusion

My literature study shows that B-language interpreting is a matter of dispute in which two influential schools –the Paris school and the Russian school– take the lead. The former advocates interpreting into A, since "near-native comprehension –but not production– can be achieved by non-natives" (Seleskovitch and Lederer, cited in Martin 2005, p. 84), whereas the latter is of the opinion that, in interpreting, a perfect understanding of the source text is the most important and that the content of the message can be conveyed even though the B-language might not be flawless (Iglesias Fernández, 2005). The preferred directionality sometimes seems to be more an ideological matter than an informed opinion. Nevertheless, there is another reason why interpreting into B is practised (and accepted), namely the market situation. It seems as though B-language interpreting is accepted all over the world, except in Europe, even though there too, attitudes are changing. B-language interpreting is a common practice on different interpreting markets (e.g. in Canada, the United States, Korea, China). Since B-language interpreting is gaining ground in Europe, interpreting students should be trained to deliver a qualitative interpretation. At the University of Antwerp, the interpreting students have consecutive B-language interpreting classes, but due to the European market situation, which is oriented towards interpreting for the European institutions, the students often choose to learn an extra C-language rather than to acquire a solid B-language which, of course, has an influence on teaching methods. Interpreting students envisioning a career in the European institutions tend to focus on mastering extra C-languages and as a result they put less effort in turning one of their C-languages in a "true B-language". This means that they often have a profound passive knowledge of their languages, but do not have a thorough active command of the languages they study. I therefore decided to investigate whether or not the students indeed have problems producing a target text in their foreign languages and I decided to look at the problems that students often encounter in interpreting into their B-languages and more specifically in interpreting from Dutch (A) into English (B).

At the University of Antwerp, the educational methods are mostly in line with the ideas of the Paris school: producing a target text in a foreign language is considered to be more difficult than understanding a source text in a foreign language. The interpreting students agree that producing a target text in their native language does not pose problems and that it is more difficult to express themselves in their B-languages (since they lack vocabulary to clearly convey the meaning of the source text). Since target text production seems to be problematic in B-language interpreting, I investigated which mistakes the students often make in producing a target text. The interpreter trainers note that grammar constitutes a problem in B-language interpreting and they name different grammatical problems (e.g. tenses, articles, gender in Roman languages, pronouns, agreement, prepositions). Furthermore, they also indicate a lack of vocabulary, a lack of general knowledge and a note-taking technique that leaves a lot to be desired. In table five (p.29), I presented the exercises used by the interpreter trainers to improve interpreting students' B-language interpreting performances.

Although the interpreter trainers noted that grammar poses major problems, my analysis shows that the students do not commit many grammatical errors in interpreting into B. The grammatical problems indicated by the interpreter trainers include pronouns and agreement, which in my analysis do not fall under the category of grammatical errors, but are classified under morphosyntactic errors, a category which also contained a fairly limited number of errors. According to the interpreter trainers, the students also have an insufficient vocabulary knowledge and my analysis shows that this is indeed the case: I identified no less than 65 lexical errors.

My analysis looks at the linguistic aspects of the students' B-language interpreting performances, but also investigates whether or not the students are able to clearly convey the message of the source text in the interpreted version –which can only be observed by comparing the source and the target text–. As mentioned above, besides lexical errors, the students do not commit many linguistic errors. My analysis shows that the students struggled more with content-related difficulties. I indicated as many as 95 cases of loss of absence. It is, however, important to note that completely omitting something (e.g. in an enumeration) does not always impede understanding. It is not always clear why certain elements of the source text are omitted. Omitting certain elements might be used as a coping strategy if the students are unable to come up with a certain word or a term.

Even though the interpreting students have difficulties in producing a target text in their foreign languages, production does not seem to be the only problem. Surprisingly, understanding the source text, which is in the students' mother tongue, poses problems too. A possible explanation could be that the interpreting students tend to focus too much on note-taking, due to which they fail to grasp the meaning of the source text. Another possible explanation for students sometimes failing to understand a source speech in their native language is that students lack background knowledge about the subject matter.

The students' perceptions on B-language interpreting are in line with the Paris school's range of thoughts: most students agree that formulation is more difficult in B-language interpreting than in A-language interpreting. The interpreting students note that B-language interpreting does offer a significant advantage, namely a perfect understanding of the source text. In this respect, the opinions of the interpreter trainers and the interpreting students differ. The interpreter trainers note that the students sometimes fail to understand the meaning of a source text in their mother tongue, whereas the students are of the opinion that they understand the source text perfectly. It is of course possible that the students are unaware of the fact that they indeed fail to grasp the meaning of the source text, when they concentrate on note-taking.

Proposed further research

The results presented in this paper are not exhaustive, since they are based upon a limited sample of empirical data and it is necessary to carry out a more extensive research on a larger number of interpreting performances to obtain more detailed results. In order to investigate the students' difficulties, it would also be interesting to carry out this research using the same source text(s) for every student.

My analysis demonstrates a disparity in the number of cases of softening and strengthening of the source speech in the interpreted version. As mentioned on page 64, there are different reasons due to which the interpreted versions are blander than the original speeches: errors in different categories may soften the sharpness of the source texts. It would be interesting to see whether or not interpreters sometimes deliberately choose to tone down the incisiveness of provoking utterances. In international relations, highly debated topics are being discussed and it would be interesting to investigate the role of the interpreter as a mediator.

My analysis also shows that the number of additions (18) is far lower than the number of cases of loss of absence (95). It would be interesting to see why the students leave out so many things. On page 55, I noted that TAPs are impossible to use in interpreting studies, so another technique should be adopted to know what is going on in the interpreter's head. It would certainly be interesting to know why the interpreting students reformulated the message in a less accurate manner and for further research, interviewing the students after their interpreting performances might give an insight in the reasons behind the omissions. My research could also be executed to investigate the problems that students might encounter in simultaneous B-language interpreting. If the students leave out less in simultaneous B-language interpreting, the students' note-taking technique in consecutive interpreting might be at the base of the large number of cases of loss of absence.

It would also be interesting to conduct this research with other language combinations, since the mistakes that are made could be language-specific. Each language pair might have its specific difficulties and instead of trying to prove whether or not B-language interpreting should be accepted (or even preferred) in the interpreting profession, it would be better to look at the specific difficulties for different language pairs. In this way, the educational methods could be reconsidered in order to tackle the specific problems related to B-language interpreting in certain language-pairs.

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Annexes

Annex A: Survey Interpreter Trainers

Annex B: Survey Interpreting Students

Annex C: Transcribed recordings + analysis

Annex A: Survey Interpreter Trainers

Q1 INFORMED CONSENT I agree to take part in this survey. I am aware that participation is totally dependent on me and that I can discontinue it at any time.

- ☐ Agree
- ☐ Disagree

Q2 Which diplomas do you have? When and where did you obtain them?

Q3 Do you work as an interpreter? If this is the case, for how long have you worked as an interpreter? Do you work as a freelancer? Do you work for a translation and interpreting office? For another institution? How many assignments do you have on average per month? OR Did you use to work as an interpreter? For how many years? How many interpreting assignments did you have on average per month?

Q4 What is your language combination? (A, B & C)

Q5 Do you teach B-language interpreting? If yes, into which language(s)? From which language(s)? For how long have you been teaching B-language interpreting? Please make an estimate of how many students you have been teaching B-language interpreting?

Q6 Which language-specific mistakes do students make in B-language interpreting? (e.g. grammar, formulation, word choice, syntax, terminology, false friends...). Specify the B-language(s) and give (if possible) an example of the mistake.

Q7 What are the 5 most common mistakes for every B-language that you teach?

Q8 Are these mistakes different for every student? Are there mistakes that (almost) all students make?

Q9 Are the mistakes sometimes linked to comprehension problems in the source language (the students' mother tongue)? If so, in what way?

Q10 Besides language-specific problems, what other problems occur in consecutive B-language interpreting?

Q11 How do you remedy these language-specific problems during the B-language interpreting classes?

Q12 How do you work on other problems (not language-specific) during B-language interpreting classes?

Q13 Do the students tend to correct themselves when they notice that they have made a mistake in their B-language? If yes, what type of corrections do they make?

Q14 If you teach consecutive interpreting into the students' mother tongue. Do you notice other problems in A-language interpreting than in B-language interpreting? If this is the case, what types of mistakes?

Annex B: Survey Interpreting Students

Q1 GEÏNFORMEERDE TOESTEMMING Ik ga akkoord om aan de enquête deel te nemen. Ik ben er me van bewust dat deelnemen volledig vrij is en dat ik op elk moment uit dit experiment kan stappen.

- ☐ Akkoord
- ☐ Niet akkoord

Q2 Wat is uw A-taal? Wat zijn uw B-talen? (Dus: wat is uw moedertaal en naar welke andere vreemde talen tolkt u binnen het kader van uw opleiding?)

- ☐ A: _____
- ☐ B1: _____
- ☐ B2: _____
- ☐ C: _____

Q3 Wanneer u naar uw eerste B-taal (B1) tolkt. Voelt u zich dan onzeker over de manier waarop u uw zinnen formuleert? Met andere woorden, bent u onzeker over de manier waarop u zich in uw B-taal uitdrukt?

- ☐ Altijd
- ☐ Vaak
- ☐ Soms
- ☐ Zelden
- ☐ Nooit

Q4 Wanneer u naar uw tweede B-taal (B2) tolkt. Voelt u zich dan onzeker over de manier waarop u uw zinnen formuleert? Met andere woorden, bent u onzeker over de manier waarop u zich in uw B-taal uitdrukt?

- ☐ Altijd
- ☐ Vaak
- ☐ Soms
- ☐ Zelden
- ☐ Nooit

Q5 Wat vindt u de voor- en nadelen van het tolken naar de A-taal?

Q6 Wat vindt u de voor- en nadelen van het tolken naar de B-taal?

Q7 Vindt u het moeilijker om uzelf in uw eerste B-taal (B1) uit te drukken?

- ☐ Altijd
- ☐ Vaak
- ☐ Soms
- ☐ Zelden
- ☐ Nooit

Q8 Vindt u het moeilijker om uzelf in uw tweede B-taal (B2) uit te drukken?

- ☐ Altijd
- ☐ Vaak
- ☐ Soms
- ☐ Zelden
- ☐ Nooit

Q9 Indien u het moeilijker vindt om uzelf in uw B-talen uit te drukken. Waarom? Indien niet: waarom niet?

Q10 Merkt u verschillen tussen uw B-talen? Vindt u het in uw ene B-taal moeilijker of makkelijker om uzelf uit te drukken? Voelt u een verschil op vlak van zelfzekerheid naargelang de B-taal? Bij welke van uw twee B-talen voelt u zich het meest zelfzeker? Heeft u een idee waarom dit zo is?

Q11 Doen er zich naast taalgebonden problemen nog andere problemen voor?

Q12 Vindt u dat uw notitietechniek moeilijker of makkelijker loopt bij het tolken naar de B-taal? Waarom?

Q13 Vindt u dat u voldoende kennis heeft van de cultuur van de landen waar uw eerste B-taal (B1) gesproken wordt?

- ☐ Ruim voldoende kennis
- ☐ Voldoende kennis
- ☐ Geringe kennis
- ☐ Minimale kennis

Q14 Vindt u dat u voldoende kennis heeft van de cultuur van de landen waar uw tweede B-taal (B2) gesproken wordt?

- ☐ Ruim voldoende kennis
- ☐ Voldoende kennis
- ☐ Geringe kennis
- ☐ Minimale kennis

Q15 Als er zich een probleem stelt, over wat voor cultuurgebonden probleem gaat het dan gewoonlijk? Kun je het benoemen of omschrijven?

Annex C: Transcribed recordings + analysis

In the following pages, I included the transcribed recordings of the students' interpreting performances: the source text in the left column and the target text in the right column. The other columns were added to indicate the students' errors in interpreting into B.

The criteria to analyse the students' B-language interpreting performances:

1. Linguistic aspects
 - 1.1. Lexical errors
 - 1.1.1. Vocabulary
 - 1.1.2. Non-idiomatic language use
 - 1.2. Grammatical errors
 - 1.2.1. Prepositions
 - 1.2.2. Tenses
 - 1.2.3. Other
 - 1.3. Morphosyntactic errors
 - 1.3.1. Violation of morphological agreement
 - 1.3.2. Violation of verbal agreement
 - 1.3.3. Syntax
 - 1.4. Inappropriate formulations
 - 1.4.1. Shifts in register
 - 1.4.2. Ill-formulated utterances
 - 1.5. Self-Repair
2. Content
 - 2.1. Additions
 - 2.2. Omissions
 - 2.2.1. Loss of absence
 - 2.2.2. Loss by understatement
 - 2.2.3. Loss by overstatement
 - 2.2.4. Loss by generalisation
 - 2.2.5. Loss of intensity
 - 2.2.6. Loss of textual link
 - 2.2.7. Loss by substitution

Below, I indicated the subject of each text.

Text 1: Cooking shows

Text 2: Chimpanzees are clever enough to cook

Text 3: Queen of the kitchen

Text 4: Super foods

Text 5: Description of my eating pattern

Text 6: Train travel

Text 7: Travelling by train versus travelling by bus and tram

Text 8: Silent train compartments

Text 9: The Orient Express

Text 10: Merging the six local police zones in Brussels

Text 11: Atelier De Stad (City workshops)

Text 12: The Knights Templar

Text 13: The VRT

<p>Dagelijkse kost vind ik wel leuk omdat het doenbare recepten zijn, maar eigenlijk onthoud ik ze nooit en ik neem ook niet de moeite om ze op te zoeken online.</p> <p>Ik heb wel eens een Dagelijkse Kost-kookboek cadeau gedaan aan een vriendin, maar voor mezelf heb ik er nog nooit een gekocht.</p> <p>Kookprogramma's hebben dus zeker geen invloed op mijn kookkunst. Ik grijp gewoonlijk terug naar oude getrouwe recepten en recepten bedacht door een vriend van me die chef kok is en die mij 'light' versies van zijn recepten bezorgt.</p> <p>Dat zijn met andere woorden versies die gewone stervelingen zoals wij met succes kunnen namaken.</p> <p>Wat ik wel eens gedaan heb, is het internet raadplegen voor recepten.</p> <p>Dat is super handig.</p> <p>Onlangs wilde ik een quiche of groentetaart maken.</p> <p>Online vind je dan allerlei varianten, voor het deeg alleen al:</p> <p>met 1 ei, met anderhalf ei, met 2 dooiers en 1 eiwit enz.</p>	<p>I think that Dagelijkse Kost is a nice show because their / the recipes are easy and I can make them myself, but I never remember those recipes and I don't look for them online.</p> <p>Euhm I once gave euhm someone a book, a cook book from Dagelijkste Kost as a gift, but I have never bought one myself / for myself.</p> <p>So, these programs don't really influence me and I rather cook euhm recipes that I ... have that I ... AR: tried out have tried out before or euhm recipes that euhm a friend gave me who's euhm... AR: a chef a chef. Euhm he has given me some light versions of his recipes</p> <p>and these light versions are recipes that normal people can make as well.</p> <p>What I do, euhm do sometimes is go on the internet to look for recipes and that's very useful.</p> <p>For example, recently, when I wanted to euhm make euhm a quiche,</p> <p>I looked it up on the internet and I found a few recipes and these recipes were very different</p> <p>One said euhm one spoke about adding one egg, another said one and a half egg, another said two egg yolks and one egg white and so on and so forth.</p>	1										1							
												1							
		2											1	1					
			1																
													1						
													1						1
												1							1

Source text 2	Target text (transcription)	1. Linguistic Aspects										2. Content									
		3		2			3			2		3	1	10							
		0	3	0	1	1	0	0	3	0	2	3	1	4	0	1	1	1	2	1	
		1.1		1.2			1.3			1.4		1.5	2.1	2.2							
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	
Chimpansees zijn slim genoeg om te koken.	Chimpanzees are clever enough to cook.																				
Chimpansees kunnen koken als ze kookgerei voor handen zouden hebben.	Euhm chimpanzees are clever enough / are capable of cooking when the necessary tools are present											1									
Uit onderzoek blijkt dat de apen slim genoeg zijn om te kokkerellen .	and this is what researchers have euhm concluded that monkeys are clever enough to cook .								1												
Wetenschappers van Harvard en Yale deden twee jaar lang negen experimenten met chimpansees in de Democratische Republiek Congo.	Researchers from Yale and Harvard euhm did some tests on nine chimpanzees during two years in the Democratic Republic of Congo		1						1												
Zij concludeerden dat chimpansees genoeg inzicht hebben om te plannen wanneer iets klaar is en om het in apparaten te stoppen waarmee ze eten kunnen klaarmaken.	and after these tests, they concluded that chimpanzees euhm are capable of euhm preparing food if they have the right equipment													1			1				
Bovendien hebben ze genoeg geduld om te wachten tot eten gekookt is in plaats van het rauw op te eten, schrijven de onderzoekers in het wetenschappelijke tijdschrift Proceedings of the Royal Society.	and that they also have the patience to wait until their food is done instead of euhm eating it raw instead . This is what researchers wrote in Proceedings of the Royal Society.		1						1					1					1		
De apen kregen tijdens de onderzoeken aardappels die ze in twee bakken konden doen:	During these tests, the researchers gave the monkeys potatoes and two bins.																		1		

het eten in de ene bak werd door de onderzoekers gewisseld voor gekookt eten en met het eten in de andere bak werd niets gedaan.	The food that was put into one bin, was switched with cooked potatoes after a while. While the potatoes that were put in the other bin were left alone.		1																
Zodra de chimpansees in de gaten kregen dat het eten in de ene bak gekookt werd , kozen ze er in de meeste gevallen voor om eten in die bak te doen en te wachten tot ze gekookte aardappels kregen .	The monkeys understood that euhm understood and would only euhm place potatoes in the bin that would cook them in the end .									1	1		1		1				
Ook stopten ze geen stukken hout in de bak die zogenaamd dingen kookte, wat er volgens de onderzoekers op wijst dat de apen snappen dat alleen eten kan worden gekookt.	Plus they understood, they never put any wood in the food bin. No. Plus they never put any wood in the bin that would not cook their food. [Grammar: negations]				1					1	1		1						
De reden dat de apen niet echt koken, heeft er vooral mee te maken dat ze geen vuur kunnen maken.	Now, why don't monkeys cook for themselves yet? Researchers say it is because they do not know how to make fire											1					1		
Ook zijn ze volgens onderzoekers bang dat andere apen hun eten stelen.	and also because they are afraid that other primates may steal their food.																		
Het onderzoek toont aan dat de voorouders van de huidige mens waarschijnlijk snel leerden koken nadat ze hadden uitgevonden hoe ze vuur moesten maken.	Euhm researchers are also able to conclude that our ancestors probably learnt how to cook very fast after they understood how to make fire.				1														
	Thank you.																		

Source text 3	Target text (transcription)	1. Linguistic Aspects										2. Content								
		1	0			0			1	0	2	12								
		0	1	0	0	0	0	0	0	1	0	0	2	4	1	0	1	0	3	3
		1.1		1.2			1.3			1.4		1.5	2.1	2.2						
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7
Vanmiddag liep ik me in de supermarkt te bedenken wat ik vanavond wilde gaan eten.	This afternoon, I was walking through the supermarket, thinking about what to have for dinner tonight.																			
Gelukkig kreeg ik precies op dat moment een berichtje van een kotgenootje met een goed recept.	Luckily, right at that moment, I got a message from a roommate sending me a good recipe.																			
Als ik namelijk zelf moet bedenken wat ik ga koken , komt het vaak uit bij een simpel gerecht, want ik moet iets toegeven, ik kan niet koken.	Euhm... euhm because usually when I have to cook for myself, I end up using a very simple recipe. Cuz , I have to admit, I can't cook.									1										
Een recept volgen gaat meestal prima, ook wil dat ook nog wel eens op een fiasco uitlopen.	Euhm... following a recipe is fine, even though sometimes even that ends up being a disaster.																			
Inmiddels ken ik mezelf wel op dat vlak en weet ik precies hoe ik een recept aan moet pakken.	Euhm, luckily I know myself and I know how to handle a recipe.																			
Als iets in de oven moet, zet ik die eerst aan om voor te verwarmen , want anders vergeet ik dat.	First, I turn on the oven, euhm otherwise I'll forget.													1						
Vervolgens doe ik alle koude bereiding .	Euhm, then I start with all the cold dishes .																			
Ik zorg dus eerst dat alle groenten en al het vlees gesneden zijn.	I start cutting up the vegetables and the meat.																		1	
Dan pas zet ik het vuur aan om aan het daadwerkelijke koken te beginnen.	Euhm... then I turn on the stove and start the actual cooking.																			
Ik ken mezelf namelijk goed genoeg om te weten dat ik niet kan multitasken in de keuken.	Ik know myself: I am really bad at multitasking in the kitchen.																		1	

Source text 4	Target text (transcription)	1. Linguistic Aspects										2. Content									
		4		0			2			2		6	0	23							
		1	3	0	0	0	2	0	0	1	1	6	0	6	6	1	6	0	1	3	
		1.1		1.2			1.3			1.4		1.5	2.1	2.2							
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	
Ik ga het vandaag niet specifiek over koken hebben, maar wel over een onderwerp dat daar nauw bij aansluit.	Today, I will not talk about cooking in specific, but I will talk about a subject that is related to cooking.																				
Ik ga het hebben over bepaalde voedingsmiddelen, namelijk over de zogenaamde superfoods.	More precise... to be more precise, I will talk about foodstuffs and in particular about superfood.											1									
We kregen de afgelopen jaren kilo's tarwegras en chiazaad naar ons hoofd gesmeten .	For the past few years now, we heard a lot about Chia seed and other student: wheatgrass . We heard a lot about wheatgrass and Chia seed	1										1			1						
Deze voedingsmiddelen zouden een positieve werking op ons lichaam hebben.	and how they are supposed to have a good influence on our body.																				
Nu na de hipsters zelfs de normale mens ten prooi valt aan de superfoodhype, vind ik het hoog tijd om de hype een halt toe te roepen.	After the hipsters, nowadays euhm normal / ordinary people like these kinds of food as well and that's why I would like to halt it. AR: call a halt to call a halt to it.		1									1		1			1				
Boerenkool was tot twee jaar geleden enkel goed voor koeien, maar sinds Beyoncé, Jennifer Aniston en Gwyneth Paltrow de bladgroente verkiezen tot smoothie-ingrediënt nummer één, is ze populairder dan ooit.	Until... Up until two years ago, kale was only good for cows, but recently it has become the ingredient number one for a smoothie for Beyoncé, Jennifer Anniston and Gwyneth Palthrow. And so now it has become more popular than ever.											1									
In hetzelfde rijtje horen allerlei exotisch klinkende zaden en bessen.	We also find a lot of other exotic sounding seeds and berries.													1							

Onze alledaagse voeding is minstens even gezond als superfoods en bovendien een pak vriendelijker voor je portemonnee .	Our daily food is healthy and is less expensive ,														1		1			
Want superfoods zijn ongelooflijk duur .	cuz super foods are expensive .								1						1					
Aangezien superfoods gelabeld worden als hét summum van gezonde voeding, gaan mensen geloven dat gezond eten niet matcht met hun bescheiden portefeuille.	Now that super foods have become very popular , people think that healthy food is not euhm... is not cheap food .									1							1		1	1
Volstekte onzin natuurlijk.													1							
Zijn superfoods slecht voor je? Nee.	Super food, is it bad for your health? No, definitely not .															1				
Zijn ze overbodig? Absoluut.	But do we really need it? No, we don't.																			
Ze bieden geen onmisbare toegevoegde waarde voor je gezondheid, maar spelen ondertussen wel een belangrijke rol in de milieuvervuiling én ze plunderen je portefeuille .	So, super foods don't give that much advantage for your health, buy they do pollute and they cost us a lot of money .		1												2		1			

Source text 5	Target text (transcription)	1. Linguistic Aspects										2. Content								
		7		2			0			4		5	3	21						
		3	4	2	0	0	0	0	0	4	5	3	11	1	0	0	0	0	9	
		1.1		1.2			1.3			1.4		1.5	2.1	2.2						
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7
Ik kan enorm genieten van eten: of het nu ontbijt is, een middag- of avondmaaltijd, of een klein tussendoortje.	I enjoy eating a lot . I enjoy breakfast, lunch, meals and snacks.										2									
Wat dat ontbijt betreft, meestal eet ik 's morgens een kom cornflakes met een banaan.	For breakfast, I eat ce... euhm cereal and a banana.		1									1								
Toen ik nog bij mijn ouders woonde, werd dit op zondag vaak vervangen door heerlijke pistolets, sandwiches en croissants.	When I was still living at home with my parents, I usually ate rolls, sandwiches or croissants for breakfast.													1						1
En wanneer mijn Britse vriend op bezoek is, eet ik wel eens een Engels ontbijt met o.a. worst, spek, een spiegelei of roereieren.	And when my British friend comes to visit me, we usually have a British breakfast with euhm sausage, bacon and fried or scrambled eggs.																			1
's Middags eet ik normalerwijs boterhammen.	At noon, for lunch, I usually eat euhm bread.																			
Ik begin graag met zout beleg zoals kaas en ham.	I like to start with euhm salt... salty stuff like cheese or euhm or ham		1									1								
Afsluiten doe ik het liefst met zoet beleg zoals chocolade.	and I like to end with something sweet like chocolate.																			
Wanneer ik niet thuis ben overdag , neem ik boterhammen mee of eet ik een broodje of een panini, het liefst één met mozzarella, tomaat, en pesto.	When I don't eat at home, I usually take bread with me or I buy euhm a sandwich outside or a panini. And I like my panini with mozzarella, tomato and pasta... and pesto , I'm sorry .										1	1		1						

Mijn internationale vrienden hebben mij in het verleden vaak uitgelachen met mijn boterhammen : zij vinden het raar dat wij Belgen zoveel brood eten.	My international friends always laugh with me because they think we eat a lot of bread.			1										3					
Tussendoortjes probeer ik te vermijden, maar zeker in de namiddag heb ik meestal wel een hongertje . Ik probeer dan fruit te eten of één of ander droog koekje dat gezond is of er toch zo uitziet .	Euhm, I usually try to prevent eating snacks, but when I euhm do eat snacks, I choose some fruits or I euhm eat a healthy cookie.													2					
s Avonds heb ik een warme maaltijd . Ik probeer voldoende te variëren en steeds veel groenten toe te voegen.	In the evening, euhm, I eat something warm . I try to euhm use, I try to euhm have a lot of variation and add vegetables.		1									1							
Mijn favoriete keuken is de Italiaanse: lasagne, pasta en pizza vind ik uitermate lekker.	I love the Italian kitchen and I specially love lasagne, pasta and pizza	1																	1
De Aziatische en Marokkaanse keuken leer ik steeds beter kennen en ook deze twee bevallen mij enorm .	and euhm I've, I've been learning... euhm more about the Morrocan and Asian kitchen .	1											1						
Kennen jullie toevallig volgende levenswijsheid: "Eet 's morgens als een keizer, 's middags als een koning, en 's avonds als een bedelaar"?	Euhm, did you hear the -I think it's a Belgian expression- have breakfast like a ... AR: an emperor yes, like an emperor, lunch like a king and euhm a meal like euhm euhm a beggar.	1	1									1							1
Zoals jullie hebben gemerkt, komt mijn eetpatroon niet volledig overeen met deze wijsheid.	Well, as you can see, my eating habits are not like that.																		1
Is het misschien aangewezen om 's middags warm te eten?	Maybe our lunches are supposed to be warm.																		1
In Bolivia – waar ik vijf maanden heb gewoond – was dit het geval.	In Bolivia, for example, this is the case.												1						
De middagmaaltijd was de belangrijkste maaltijd en bestond gewoonlijk uit twee of drie gangen: soep en als hoofdgerecht een grote lap vlees , aardappelen en rijst.	For lunch, they eat euhm warm and they have a menu of two or three courses. They start with soup and then eat meat and potatoes and rice.												1	1					1

Source text 6	Target text (transcription)	1. Linguistic Aspects										2. Content								
		9	1			1			2		2	1	6							
		6	3	1	0	0	0	0	1	2	0	2	1	2	0	0	0	0	0	4
		1.1		1.2			1.3			1.4		1.5	2.1	2.2						
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7
Voor korte afstanden, zoals hier in de stad, verkies ik mijn fiets. Niets kan op tegen wat beweging en frisse lucht.	If I'm travelling euhm short distances, like here in the city, I prefer to take a bike . There is nothing better than having some euhm... AR: taking the air yeah, taking the air, and euhm... euhm... other student: physical exercise physical exercise, thank you.		1																	
Voor lange afstanden volstaat mijn fiets uiteraard niet meer.	Euhm, however, if I'm travelling long distances, of course my bike is not enough.	2																		
In dat geval is de trein mijn favoriete manier van reizen.	Then I prefer to take the train.																			
Een aantal jaar geleden , toen ik mij in Brussel vestigde voor mijn Master	Last year , I was... until last year, I was doing a master euhm... development other student: development cooperation development cooperation in Brussels and I was using euhm the Belgian railways a lot .	1										1								2
Ontwikkelingssamenwerking , ben ik een vaste gebruiker geworden van de Belgische spoorwegen.	Let's say every weekend or at least once a month, I was taking the train from Antwerp to Brussels.									1										
Elk weekend opnieuw of toch op zijn minst éénmaal per maand nam ik de trein tussen Antwerpen en Brussel.	After graduating, I euhm moved back to Antwerp. But this d... didn't mean that I didn't use the Belgian railways anymore. In the contra... contrary.			1								1								
Eenmaal afgestudeerd, kwam ik weer in Antwerpen wonen. Dit betekende echter niet dat ik geen gebruik meer maakte van ons spoornetwerk, integendeel.																				

<p>Ik begon namelijk vrij snel een stage bij de DG Ontwikkelingssamenwerking, deze maakt deel uit van de FOD of Federale Overheidsdienst Buitenlandse zaken en is gelegen te Brussel. Ik nam dus opnieuw de trein tussen Antwerpen en Brussel, ditmaal zo goed als elke weekdag. Ik was een pendelaar geworden.</p> <p>Vandaag de dag, nu ik in Antwerpen studeer, neem ik nog regelmatig de trein naar Brussel, voornamelijk om af te spreken met mijn Brusselse vrienden, maar ook omdat ik van daaruit de Eurostar naar het Verenigd Koninkrijk kan nemen. Mijn vriend studeert dit jaar namelijk in het Verenigd Koninkrijk. Mijn vriend en ik proberen elkaar ongeveer éénmaal per maand te zien en gewoonlijk wisselen we elkaar af: ik ga naar daar, hij komt naar hier, en zo verder. Hij studeert in Coventry, een stad ten Noordwesten van Londen, wat betekent dat ik niet alleen de Eurostar moet nemen, maar ook een andere binnenlandse trein.</p> <p>Wanneer we bij zijn ouders afspreken in Wales, is dit eveneens het geval.</p>	<p>I was living in Antwerp, but I started doing an internship euhm at the federal public service euhm... Foreign Affairs euhm in Brussels, so I was still taking the train between Antwerp and Brussels every week. Euhm... this meant that I had become a euhm... euhm AR: commuter commuter, thank you, I was looking for that word.</p> <p>Euhm, now I'm studying in Antwerp, but I still take the train to Brussels. This is mostly to visit my friends in Brussels, but also euhm to take the Eurostar to the United Kingdom.</p> <p>My boyfriend is studying in euhm the United Kingdom this year and me and my boyfriend try to see each other once a month. Euhm... we try to euhm... euhm... make it both ways AR: take turns</p> <p>My boyfriend is studying in Coventry, which is a city in the North-West of London AR: to the North-West of London euhm..., so euhm, I don't just have to take the Eurostar, but I also have to take another train in the U... euhm... AR: of the national railroad service of the national railroad service.</p> <p>This is also the case when we euhm want to see his parents in Wales.</p>	<table><tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1												1	1																				1																												1								1											1																																							
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<p>Het Britse spoornetwerk is dus ook geen onbekende voor mij.</p> <p>Wanneer ik het Brits en Belgisch spoornetwerk met elkaar vergelijk, en hiermee sluit ik af, moet ik zeggen dat ik qua prijs-kwaliteit zeer tevreden ben hier in België.</p>	<p>So, I'm not unfamiliar with t... the British railway system. AR: I would say: I'm quite familiar with... / ... has no secrets for me.</p> <p>Euhm... if I compare the euhm railway systems in the UK and Belgium, which is also what I want to conclude with, euhm I have to say that euhm... the... price euhm... AR: ratio, price quality ratio the price quality ratio, I'm quite satisfied with the one in Belgium. AR: Considering the price quality ratio, I'm quite satisfied with the service in Belgium.</p>		1																
		1							1										

Source text 7	Target text (transcription)	1. Linguistic Aspects										2. Content									
		2		1			1			2		4	0	20							
		1	1	1	0	0	0	1	0	1	1	4	0	14	0	1	0	1	1	3	
		1.1		1.2			1.3			1.4		1.5	2.1	2.2							
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	
Dames,	Ladies,																				
Ik neem niet zo vaak de trein, maar ik kom meestal wél met het openbaar vervoer naar school.	I don't take the train very often. Usually I euhm... I use the public transport to go to school.																		1		
Ik woon in Beveren-Waas en ik neem de bus naar Linkeroever om daar dan de tram naar Antwerpen te nemen.	I live in Beveren-Waas and to go to school, I take the bus to Linkeroever and from then on the tram.													1							
Soms vragen mensen me wel eens waarom ik niet met de trein naar Antwerpen kom, want dat gaat toch veel sneller?	Sometimes people ask me why I don't take the train, because the train is quicker.													1							
Ik zal nu uitleggen waarom ik toch verkies om met de bus en de metro te komen.	So, I would like to explain you why... the reason.			1								1		1							
Als je naar de reistijd kijkt, zou het inderdaad sneller zijn om vanuit Beveren de trein te nemen naar Antwerpen Zuid .	If you look at the time it takes to get from my home to school , the train does seem like a quicker option.																			1	
Je hoeft slechts 15-20 minuutjes op de trein te zitten .	It would take me about 15-20 minutes.													1							
Daarna moet je natuurlijk wel nog van het Zuidstation hierheen komen.														1							
Als het met de trein zo snel gaat?														1							
Waarom neem ik dan toch de bus en de tram?	So, why do I take the bus and the tram?																				
Om de eenvoudige reden dat ik veel vaker een bus heb dan een trein.	Cuz , I can take a bus and tram more often.									1											

Het is dan misschien wel zo dat je slechts een kwartiertje op de trein moet zitten om van Antwerpen naar Beveren te gaan , maar wat heb je daaraan als je wel eerst een half uur moet wachten?	The train only takes me about 15 minutes, but I have to wait for about 30 minutes.														2				1	
Ik kan 5 verschillende bussen nemen (bus 81-85) en dan hoef ik eigenlijk nooit lang op een bus te wachten .	The bus, I can take 5 different busses, number 81 till 85.										1				1					
Zo komt de reistijd al ongeveer op hetzelfde neer.	So this means that the travel time for both means of transport are more or less the same.							1												
Een tweede reden zijn de stakingen. Oké, De Lijn staakt ook wel eens, maar ik heb de indruk dat de werknemers van de NMBS het werk toch vaker neerleggen.	The second reason why I prefer to go by tram and bus, is because of the strikes. Ok, I have to admit, the... De Lijn also strikes, but the NMBS strikes more often.																1			
Dan sta je daar in het station the wachten op een snelle trein die niet komt opdagen...															1					
Soms zijn de stakingen ook per provincie. Dan is natuurlijk het treinverkeer in alle provincies verstoord, maar met de bus en de tram is dat minder een probleem.	Sometimes, they strike, euhm... the strikes happen per... per province AR: province, in the whole province, affect the whole province affect the whole province. But for bus and tram, this is less of a problem. Because , if there is a strike in one province then the train... tr... euhm train traffic is disrupted everywhere. Whilst this is not the case for busses and trams.		1									1								1
Beveren ligt in de provincie Oost-Vlaanderen. Als er stakingen zijn in Oost-Vlaanderen kan ik de fiets nemen naar Linkeroever en dan daar de tram nemen naar school.															1					
Als er stakingen zijn in de provincie Antwerpen rijden de bussen meestal wel tot Linkeroever en dan kan ik gewoon te voet via de Sint-Annatunnel naar school gaan.	If there is a strike in the province of Antwerp, then I can still take the bus to Linkeroever and then from Sint-Anna , I can go to school on foot.																			1

Een derde reden is de kostprijs.	The third reason why I prefer to take the train, is... euhm why I prefer not to take the train, is because it's less expensive.											1	1						
Het is niet ongelooflijk duur om de trein te nemen van Beveren naar Antwerpen, maar als ik dit toch zou doen, dan zou ik ook hiervoor een abonnement moeten hebben.															1				
Dan moet ik dus een abonnement van De Lijn en een abonnement van de NMBS hebben. Nu heb ik enkel een abonnement van De Lijn nodig.	Because, if I would take the train, I would also have to buy ... AR: take a season ticket take a season ticket for both the NMBS and De Lijn.	1													1				
Nu weten jullie waarom ik toch verkies om met de bus en de tram naar school te komen in plaats van met de trein.	So, now you know why I take the bus and tram instead of the train.														1				

Source text 8	Target text (transcription)	1. Linguistic Aspects										2. Content									
		6		2		2		5	3	3		35									
		2	4	1	1	0	0	1	1	1	4	3	3	17	4	0	4	1	1	8	
		1.1		1.2			1.3			1.4		1.5	2.1	2.2							
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	
In tegenstelling tot Julia, reis ik graag met de trein.	Euhm... contrary to Julia, I love travelling by train																				
Ik zou zelfs zo ver gaan te stellen dat de trein, na de fiets, mijn favoriete vervoersmiddel is.	and besides a bicycle, it is actually my second favourite euhm transport .		1											1							1
Je kan rustig iets lezen of van het uitzicht genieten zonder op het verkeer te hoeven letten.	You can read on the train, euhm you can just sit quietly without having to euhm to look out for euhm all the other traffic.										1			1							
Er is echter een ding waar ik me groen en geel aan kan ergeren: de stiltecoupés.	But there is one thing that euhm... one thing euhm that really annoys me and that's euhm the silent train compartment.																				
In Belgische treinen bestaan ze niet en in Nederlandse treinen houdt zich niemand aan het geluidsverbod.	In euhm Belgium, these euhm silent train compartments does not exist... do not exist. In the Netherlands, euhm no one seems to euhm accept the noise ban.							1				1									1
Ondanks dat er duidelijk op de ramen van de coupé en in de coupé zelf te lezen valt dat er een geluidsverbod geldt, schijnt dit de meeste mensen te ontgaan of simpelweg niet te interesseren.	Euhm... th... there is a sign on the door of the compartment, but sometimes people don't see it or they're just not interested, they don't accept it .												1	1						1	2
Er schijnen altijd mensen te zijn die een dringend telefoontje dienen te plegen	And in these silent compartments, it seems as though people always have to do an urgent phone call		1																		
Dat uiteindelijk over iets banaals blijkt te gaan als het soort gebak dat dient te worden ingekocht .	euhm... which is actually quite banal, it's... it's quite stupid , just on for example which cake they're going to bake tonight.										1		1								1

<p>Ook zijn er mensen die de behoefte schijnen te voelen om uitgerekend in de stiltecoupé de meest nutteloze en inhoudsloze gesprekken aan te gaan.</p> <p>Zo heb ik een keer in een stiltecoupé gezeten waarin zich iedereen, op twee meisjes na, aan het geluidsverbod wist te houden.</p> <p>Aangezien de meisjes in kwestie van buitenlandse afkomst waren en zich daarom misschien niet bewust waren van het geldende geluidsverbod, heb ik ze daarop attent gemaakt.</p> <p>Ik, naïef als ik ben, verwachtte een antwoord in de trant van: sorry, dat was ons helemaal ontgaan, gevolgd door een voorstel om ofwel het gesprek te beëindigen ofwel in een ander treinstel plaats te nemen.</p> <p>In plaats daarvan werd ik me toch uitgescholden.</p> <p>Waar ik me wel niet mee bemoeide.</p> <p>Als ik er zo'n last van had dan kon ik toch zelf ergens anders gaan zitten.</p> <p>Ik opperde dat ik expres in deze coupé was gaan zitten om huiswerk te kunnen maken. En dat, als de dames het echt noodzakelijk achtten om hun boeiend gesprek dat varieerde van het beoordelen van de looks van een van hun mannelijke klasgenoten tot het bepalen van de kleur nagelak die ze dezelfde avond zouden dragen, voort te zetten,</p>	<p>Or euhm the people in these silent compartments are euhm always talking about the most... euhm stupid things, are having the most stupid conversations.</p> <p>Euhm... a while ago, I was in one of these silent compartments and everyone was quiet except for two girls.</p> <p>But the two girls were foreigners, so I thought they maybe just didn't know that it was a silent compartment. So I decided to tell them.</p> <p>And n... naive as I can be, I expected apologies and I expected that they would end their conversation or that they would go and sit somewhere else in the train.</p> <p>But euhm... they told me euhm to... not to meddle their business.</p> <p>And euhm... when I said that I was in the silent compartment to make some homework, they just euhm kept on talking about the looks of a male classmate, the colour of nail polish that they would wear the same evening.</p>											1		1			1				
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		1																			
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Maar telkens tevergeefs. Blijkbaar, en ik citeer uit een gesprek met een van de herriemakers, ben ik een frigide kreng dat nodig eens van bil moet gaan.	But too bad, they often didn't do this and I was even called a bitch that really had to have sex.									1				1				
Na meermaals het normen- en waardenverlies in Nederland met eigen ogen en oren te hebben mogen ervaren, besluit ik tegenwoordig meestal om maar gewoon in normale coupé plaats te nemen	Euhm... after my experiences, euhm in the silent compartment, euhm, I decided to euhm sit in the normal compartments,	1			1								1			1		
Daar is het meestal nog rustiger dan in de stiltecoupé en als mensen al lawaai produceren, dan weet ik tenminste dat ik het recht niet heb me daaraan te ergeren.	euhm, often it is even, yeah , more quiet in the normal compartments than euhm in the silent compartment and euhm I know that if people are making noise in the normal compartment, I don't have the right to point it out to them.								1									1
	Thank you.																	

Source text 9	Target text (transcription)	1. Linguistic Aspects										2. Content								
		3		1			1			1		5	1	16						
		2	1	0	0	1	1	0	0	0	1	5	1	4	0	0	0	0	3	9
		1.1		1.2			1.3			1.4		1.5	2.1	2.2						
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7
	So, ladies,																			
De Oriënt Express was ooit de beroemdste luxetrein van de Belgische Compagnie Internationale des Wagons-Lits of CIWL, die van Parijs naar Istanbul reed.	The Orient Express was once the most famous, euhm, luxury train, euhm, that was ran by the CIWL, euhm which stands for the Compagnie Internationale des Wagons-Lits. It rode from Paris to Istanbul.					1														
Deze trein reed als gewone lijndienst met onderbrekingen en via verschillende routes en ook onder verschillende namen tussen 1883 en 1977.	This train was active on this line from 1883 until 1977 and on the way it had different stops , euhm, sometimes it changed routes and it also changed names.	1																		1
Later reed de trein ook nog als een gewone internationale trein tussen Straatsburg en Wenen tot december 2009.	Euhm, later it was changed into euhm a normal international train and it ran from Strasbourg to Vienna and it did this until September 2009.																			2
De Oriënt Express was de vervulling van de droom van de Belgische ingenieur George Nagelmakers.	The Orient Express was the result of the dream of a Belgian engineer, named George Nagelmakers.																			
Een droom om internationaal treinreizen in Europa mogelijk te maken.														1						
Nagelmakers was op het idee gekomen tijdens een reis in de Verenigde Staten waar hij kennis maakte met verschillende dergelijke langeafstandstreinen die het Amerikaanse continent doorkruisten.	This dream... euhm... he came up with this dream after he made euhm a trip to the United... to the United States , where he saw euhm different trains that ran long distances and this gave him the idea for an international European train travel . Euhm, the American trains just crossed the euhm.. American continent.		1									2	1							1

De Oriënt Express was de eerste en ook de belangrijkste internationale trein die voor, de door hem opgezette CIWL, dus Compagnie Internationale des Wagons-Lits, heeft gereden.	The Orient Express was the first and the most important international train ran by the CIWL,																			
Het begon allemaal als demonstratieproject om te laten zien hoeveel sneller en comfortabeler internationaal treinreizen kon zijn als je de reis niet voortdurend hoefde te onderbreken om te eten, te slapen, over te stappen tussen verschillende maatschappijen en voor grensfomaliteiten .	euhm... and it was originally supp... only supposed to be a demonstration, a project to show that it is possible to travel faster and more comfortable through Europe if you travel by train. Euhm, it is so because you would not have to stop to eat, to sleep, to transfer trains or to euhm... you could also skip the annoying border... checks.									1	1		1							
Hiertoe creëerde hij een trein die gold als een hotel op wielen, met slaaprijtuigen en een restauratiecoupé.	So mister Nagelmakers created this train euhm to be a hotel on wheels. There were sleeping wagons and restaurant wagons.																			
Nagelmakers heeft al zijn diplomatieke gaven moeten inzetten om de onderhandelingen hierover met nationale regeringen en spoorwegmaatschappijen tot een goed einde te brengen .	Nagelmakers had to use all of his diplomatic resources to be able to create this success.												1							2
Hij kon daarbij gebruik maken van het relatienetwerk van het bankiershuis van zijn familie.	He used his family's euhm network of relations, since his family euhm was a banker family.																	1		
Zijn familie voorzag onder meer de Belgische koning Leopold II van financiële middelen voor zijn luxueuze levensstijl.	For example , they provided euhm King Leopold II all of the financial resources to euhm live his luxurious life.																	1		
Maar voordat deze trein in gebruik kon worden genomen , moesten er gedetailleerde afspraken gemaakt worden met meerdere spoorwegmaatschappijen.	Euhm... there was... there were a lot of euhm detailed... agreements that had to be made before they could start the entire project and they did this with several train companies,					1						1								

<p>De rijtuigen werden geleverd door de CIWL, de locomotieven door de verschillende betrokken maatschappijen.</p> <p>Als vervolg op de Oriënt Express, heeft de CIWL een netwerk van internationale treinen, slaaprijtuigen en restauratierijtuigen opgezet, een netwerk dat heel Europa omspande en vertakkingen had tot ver daarbuiten.</p>	<p>for example, all of the wagons were provided by the CIWL, while the locomotives were provided by the different train companies that joined the project.</p> <p>As a result, the CIWL created a network of trains with sleeping and euhm dining wagons.</p> <p>Euhm, the network ran through all of Europe and had sidetracks at euhm outside of Europe at certain points.</p>																		
													1					1	
		1									1								1
<p>Het heeft de norm gezet voor internationale treinreizen en heeft internationaal reizen in het algemeen aanzienlijk vergemakkelijkt.</p> <p>Pas in de tweede helft van de 20ste eeuw werd dit soort treinreizen minder populair en werd het achterhaald door vliegtuigen.</p>	<p>This train set the norm for all international train travel, plus it made travelling internationally a lot easier.</p> <p>Only in the second half of the twentieth century, the popularity of long distance train travel diminished as a result of the growing popularity of travelling by plane.</p> <p>Thank you.</p>																		

Source text 10	Target text (transcription)	1. Linguistic Aspects										2. Content									
		7	1			0			1		6	2	25								
		2	5	0	1	0	0	0	0	1	6	2	13	1	1	1	1	1	7		
		1.1		1.2			1.3			1.4		1.5	2.1	2.2							
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	
	Good afternoon,																				
Bernard Clerfayt, de burgemeester van Schaarbeek, vindt het geen goed idee om de zes verschillende politiezones in Brussel te laten samensmelten.	Bernard euhm Clerfayt, the mayor of Schaarbeek says that he doesn't think it's a good idea to fuse the six police zones in Brussels.		1																		
Clerfayt ziet er geen voordelen in.	He says that euhm this wouldn't be beneficial at all.																				
Volgens hem is er sowieso al overleg en coordinatie genoeg, en gegevens worden voldoende uitgewisseld.	He also claims that there is enough cooperation and coordination and all information is being exchanged.															1					
Bovendien werken de lokale politiezones volgens hem goed in hun huidige vorm.	He finds that the local police zones are good as they are and euhm... euhm that's it.										1								1	1	
Terreurbestrijding is een federale materie.	Euhm... so fighting terror is a federal matter.		1																		
"Als de lokale politie informatie heeft, kunnen en moeten zij die onmiddellijk uitwisselen met de federale politie", aldus Clerfayt.	So, when there is euhm threat of terror , the local police has to work together with the federal poli... police.											1		1						2	
Een fusie tot één grote Brusselse politiezone, zoals de Brusselse minister-president Rudi Vervoort gisteren voorstelde, is niet aan de orde voor Clerfayt.	Euhm... the Brussels, the minister of Brussels, Rudy Vervo... Vervoort proposed to make one police zone in Brussels, but euhm... Bernard Clerfayt doesn't think this is a good idea.		2									2					1				
Er is nu al een fusie voor alle grote zaken.														1							

<p>Er is nu al één gerechtelijke politie voor de grote zaken -zoals het terreurdossier- in Brussel.</p> <p>Moeten we ook fuseren op lokaal vlak? Is dat verstandig?</p> <p>Clerfayt verwijst in deze context naar Antwerpen waar één grote politiezone bestaat.</p> <p>De politiedienst kost de Antwerpenaar nu méér per inwoner dan in Brussel.</p> <p>En is er een efficiëntieverhoging? Nee, het kost alleen meer.</p> <p>En is het doeltreffender? Nee.</p> <p>De criminaliteitsgraad per inwoner is meer gedaald in Brussel de afgelopen 15 jaar.</p> <p>Nabijheidspolitie werkt gewoon beter.</p> <p>Clerfayt zegt dat de "nabijheidspolitie" ervoor zorgde dat de criminaliteit in de gemeente Schaarbeek al met 35 procent daalde sinds hij burgemeester is,</p> <p>en hij gelooft heilig in de voordelen van een lokale politie die dicht bij de mensen staat, en de mensen en de wijken beter kennen.</p> <p>Zo kunnen zij ook beter informatie verzamelen over criminele fenomenen.</p>	<p>There already is one euhm... judicia... judiciary police AR: police force police force and euhm...</p> <p>he doesn't think it's necessary to fuse the local, the six local police forces.</p> <p>He refers to Antwerp and says that in Antwerp, there is one big police force and</p> <p>it costs euhm the citizens more than in Brussels</p> <p>and is it more effective? No.</p> <p>In Brussels, the crimi... crimes have been decreasing more the past 15 years than in Antwerp and euhm... the local police forces work better.</p> <p>Only in Schaarbeek, criminality has decreased by 35% since euhm Bernard Clerfayt became mayor.</p> <p>Euhm... so Bernard Clerfayt believes that local police forces work better and it's also beneficial that they know the people euhm in their towns.</p>																				1												1		1					
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Volgens Clerfayt bewijst het verleden zijn gelijk:	Another proof... another example is																				1
in Verviers en in Charleroi zijn er terroristen gestopt door een politiezone met eenzelfde omvang als die in elk van de zes Brusselse zones.	Verviers and Charleroi. In these two regions, euhm... police... the police was able to stop terrorists and these regions work with local police forces as well.											1		1							
Als er nu in Brussel iets niet goed werkt, dan ligt dat aan het gebrek aan middelen bij de overkoepelende gerechtelijke politie en de inlichtingendiensten, aldus nog Clerfayt.	So, if there's something wrong about these police forces than it would be the judiciary police force.													3							1

Source text 11	Target text (transcription)	1. Linguistic Aspects										2. Content									
		4	2			1			1		2	4	21								
		3	1	2	0	0	1	0	0	0	1	2	4	11	0	0	2	0	2	6	
		1.1		1.2			1.3			1.4		1.5	2.1	2.2							
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	
Vandaag is het webplatform Atelier De Stad gelanceerd, een maand voor de start van een hele zomer vol evenement rond "de stad".	Euhm... today, the online platform Atelier De Stad was launched and this is precisely one month before several summer events involving the city will take place.																				
In vijf stadsateliers hebben de inwoners samen met kunstenaars, architecten, stadsplanners, designers, filosofen en wetenschappers, jong of oud, amateur of professioneel, nagedacht over de stad van morgen.	In five euhm city workshops, euhm inhabitants were asked euhm... to collaborate with artists, architects, city planners, designers, philosophers and scientists euhm to think about the city of tomorrow. Euhm... young people as well as old people were involved. Euhm... professionals as well as amateurs were involved.																				
Het resultaat is deze zomer en dit najaar te zien en te beleven in Atelier De Stad.	Euhm... euhm... ik heb geen idee. Euhm... the result will be the euhm... Atelier De Stad which will take place this summer and fall.											1				1					
Het initiatief is mede georganiseerd door Canvas.	Euhm... co-creator of this initiative is Canvas, euhm...																				
De stadsateliers zijn georganiseerd in Oostende, Kortrijk, Brussel, Gent, Hasselt en Genk.	which has helped euhm with setting up euhm city workshops in Oostende, Kortrijk, Brussels, Ghent, Hasselt and Genk.											1									
De deelnemers hebben samengewerkt rond de vraag hoe samenwonen in de stad beter, aangenamer, gezelliger of mooier kan worden.	Euhm... all the people partaking in this project have all thought about how to make living together in a city better, more agreeable , euhm more fun and more beautiful.	2								1											

De ambassadeur van Atelier De Stad is Koen Fillet en volgens hem is leven in de stad dé uitdaging van de toekomst.	Euhm... ambassador of the project, Koen Fillet, euhm says... says that this is the challenge of tomorrow.						1							1					
Koen Fillet zal in het najaar ook de presentator zijn van een talkshow over de stad op Canvas.	He will also be hosting a talk show about the city on Canvas.													1					
Volgens hem zal in 2050 niet de helft, maar 80 procent van de wereldbevolking in de stad wonen.	He says that in 2050, not 50 percent, but 80 percent of all people on our planet will live in cities																		
In Vlaanderen zullen er tegen dan maar liefst één miljoen mensen bijkomen.	and by that time Fl... euhm... Flanders will have euhm... euhm... one million extra euhm euhm... inhabitants.											1							
Het is dus hoog tijd om na te denken over de manier waarop we onze steden vorm zullen geven, en hoe we ons leven er zullen organiseren om het voor iedereen aangenaam te houden.	So, now more than ever, it is time to think about how to shape our cities, so that living in the city can become agreeable for everyone.		1											1					
En dat is niet alleen een zaak van beleidsmakers en stadsplanners, maar van ons allemaal.	And this is not just the task of city planners, euhm... it is everyone's job to think along.	1																	
Want slimme burgers denken mee na over hoe we de stad "future fit" en "future proof" maken.	Euhm... smart citizens are invited to think about how to make cities future fit and future prove																	1	1
En daar wil Atelier De Stad toe bijdragen.	and Atelier De Stad wants to contribute to that.																		

Source text 12	Target text (transcription)	1. Linguistic Aspects										2. Content									
		13		4			6			5		6	0	16							
		5	8	1	0	3	4	1	1	1	4	6	0	3	1	0	3	0	6	3	
		1.1		1.2			1.3			1.4		1.5	2.1	2.2							
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	
	Ladies and gentlemen,																				
Het was geen goddelijke interventie, maar wel een gezond dieet en een strikte hygiëne waar de Tempeliers in de middeleeuwen hun lange leven aan te danken hadden.	It wasn't a divine intervention that euhm caused the... the Knights Templar to have a long life, but it was euhm... a healthy diet and a strict hygiene.		1			2															
Dit berichten historici in een recente publicatie over de orde, na een grondige studie over hun levensstijl.	Euhm... this was said by historians euhm in a recent euhm publication. Euhm... they had investigated their lifestyle for a long time .													1					1		
Anno 2016 spreken de ridders van de Orde van de Tempeliers nog steeds tot de verbeelding .	Euhm... now in the 21st century, euhm the Knights Templar are still very euhm euhm... exciting for us .		1														1				
Deze orde onstond aan het begin van de twaalfde eeuw om christelijke pelgrims te beschermen tijdens kruistochten naar het zogenoemde "Heilig Land".	Euhm... they euhm were created in the beginning of the 12th euhm century euhm to protect the Christian pilgrims during their crusades to the so-called holy land																				
In geen tijd groeide de orde uit tot een machtig en steenrijk verbond.	and then euhm... euhm the Knights Templar grew very quickly to a very powerful and rich covenant,								1												
Daardoor kwamen de Tempeliers echter in het vizier van verschillende wereldrijke heersers die hen liever kwijt dan rijk waren.	but, euhm they euhm became the target of some euhm euhm... world... AR: leaders leaders euhm who would rather not have them .	1	1																1		

Het was uiteindelijk op aansturen van de Franse koning Filips de Schone dat paus Clemens V aan het begin van de veertiende eeuw besliste om de orde te ontbinden .	It was euhm the French king Philips... euhm... Philips De Schone... euhm AR: bel/ beau ? Who euhm suggested pope Clemence V to dissolve this order in the 14th century. [Philip the Fair]	1		1														1
Op dat ogenblik bestond de orde tweehonderd jaar.	At that time, this order was euhm had existed for euhm 200 years.										1							
Tijdens hun tweehonderdjarige bestaan, gingen de ridders om een opmerkelijke feit bekendstaan : ze leefden lang.	During this existence of 200 years , euhm the Knights Templar were euhm famous for their long lifes.									1						1		
De gemiddelde leeftijd in West-Europa bedroeg toen namelijk 25 tot 40 jaar, terwijl veel Tempeliers vlotjes de leeftijd van 60 haalden.	Euhm...the... in Western Europe euhm... people only... their life expectations were between 25-40 years old, but a lot of Knights Templar reached the age of 60 easily.										3							
Stichter en eerste Grootmeester Hugo van Payns stierf toen hij 66 was.	The first master of the Knights Templar, Hugo van... van Payns died at the age of 66												1					
De laatste Grootmeester Jacques de Molay kwam om het leven op de brandstapel op de leeftijd van 67.	and the last master, Jacques de Molay died at the... other student: stake stake at the age of 67.	1																
Middeleeuwers schreven het uitzonderlijk lange leven van de ridders toe aan een goddelijke interventie.	Euhm... medieval people said that euhm their long lives were thanks to a divine intervention,		1			1					1				1			
Een aantal historici verbonden aan de katholieke universiteit van Rome twijfelden aan deze verklaring en trokken dus op onderzoek uit.	but historians of the catholic university of Rome questioned this and that's why they investigated it						2											
Hun conclusies zijn wereldser van aard.	and euhm... they had a much more mundane explanation.																	
Het waren namelijk een gezond dieet en een strikte hygiëne die de voornaamste redenen waren voor het lange leven van de Tempeliers.	It was their healthy diet and their strict hygiene which was the main reason for their long life.							1										

<p>Zij leefden volgens een welbepaalde code die grotendeels was gebaseerd op de leefregels van de cisterciënzers.</p> <p>Een van de historici, Francesco Franceschi legt het als volgt uit:</p> <p>De Tempeliers moesten verplicht hun handen wassen voor het eten.</p> <p>Hun eetzaal was steevast brandschoon en hun tafels waren met tafellakens bedekt.</p> <p>Jagen was strikt verboden.</p> <p>Vis, kaas, olijfolie en vers fruit stonden dan weer hoog aangeschreven.</p> <p>Zulke eetgewoontes stonden in scherp contrast met die van veel andere rijke middeleeuwen.</p> <p>Hun dieet was vaak rijk aan vet en calorieën wat ziektes als diabetes en jicht veroorzaakte, maar ook een hoge bloeddruk en obesitas.</p> <p>Uit het onderzoek blijkt voorts dat de Tempeliers maximaal drie keer per week vlees aten.</p> <p>Gezien vlees tijdens de middeleeuwen steevast op de gril belandde, vermeden ze hierdoor de bijhorende kankerverwekkende stoffen.</p> <p>Tegelijk beschouwden ze vis en zeevruchten als een waardig alternatief voor vlees, wat hen voordelige voedingsstoffen als Omega 3 opleverde.</p> <p>Tot slot dronken de Tempeliers slechts kleine hoeveelheden wijn .</p>	<p>They lived according to a code euhm based on the euhm rules, on the lifestyle of the Cistercians.</p> <p>Euhm... one of the historians, Francesco Franceschi, euhm said that: euhm... they were obligated to wash their hands before dinner.</p> <p>Their dinner room was very clean, euhm they had napkins on the table and euhm they were forbidden to hunt.</p> <p>Euhm... fish, cheese, olive oil and fresh fruit were very important to them.</p> <p>Euhm... and these euhm...euhm... eating habits were very contrary to a lot of other rich medieval people which... they ate a lot of fat and calories which euhm... caused euhm diseases like diabetes, gout, high blood pressure and obesity.</p> <p>The investigation also says that the Knights Templar ate euhm... meat three times a week max.</p> <p>And euhm... meat was always grilled in medieval times, so they didn't have the carcinogenic substances.</p> <p>They found that fish and sea fruit euhm were a good alternative for meat and euhm it has a lot of Omega 3.</p> <p>They also drank small portions of wine.</p>	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td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Conclusie?	So the conclusion is																					
Het dieet en de levensstijl van de Tempeliers verklaart hun lange leven.	that their long lives were euhm due to their healthy diet and euhm lifestyle.																					
In dit geval is het motto "leren van het verleden" meer dan ooit aangewezen.	So, the euhm... the catchphrase learning from the past is euhm very clear here.		1																			
	Thank you.																					

Source text 13	Target text (transcription)	1. Linguistic Aspects										2. Content						
		0		0		0		0	0	0		0						
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1.1		1.2			1.3			1.4		1.5	2.1	2.2				
		1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.4.1	1.4.2	/	/	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5
De voorbije dagen werd de journalistieke aanpak van VRT Nieuws op een aantal fora in twijfel getrokken.	A couple of days ago, the journalistic approach of the VRT was questioned in several fora																	
Ten onrechte.	and this in itself wasn't justified.																	
De klopjacht naar Salah Abdeslam, de zware aanslagen in Brussel en de onophoudelijke politieacties die daarop volgden:	After the big search for Salah Abdeslam, the attacks in Brussels and the following ongoing police actions,																	
het zijn droevige maar ook boeiende dagen voor journalisten.	it were difficult times, but also interesting times for journalists.																	
Op een redactie onder hoogspanning worden à la minute moeilijke keuzes gemaakt:	Journalists were under a lot of tension and had to make choices																	
hoe geven we de feiten zo snel en volledig mogelijk mee, zonder onze eigen mensen of politieacties in gevaar te brengen ?	to cover facts quickly and completely and this without harming their own people and also the police actions.																	
Hoe informeren we zo betrouwbaar mogelijk over acties die volop gaande zijn en waarvan de context niet altijd duidelijk is?	Euhm... they had to think about how to give information in a reliable way, euhm whilst the actions, police actions, were still going on and euhm while sometimes the context wasn't always clear.																	
In tijden van maatschappelijke ontreddering zijn de kwaliteitseisen die men stelt aan journalistiek nog hoger dan normaal.	Euhm... those are difficult times for... or euhm in difficult times, people demand high quality.																	
Dat is volkomen terecht en goed.	This is justified and this is also good.																	

De emoties over wat media moet doen en niet doen, laaien dan hoog op.	Euhm... it brings about... it brings about a lot of emotions about how the media should and could do its job.																			
Maar wanneer de vrije meningsuiting gebruikt wordt om foute of zelfs manipulatieve informatie te verspreiden over de journalistieke aanpak van VRT Nieuws of van andere mediaspelers, dan is een grens overschreden.	But, when the media makes euhm... or... euhm... tells us about mistakes or misleading information that have been told by the VRT or other media channels, then these media have crossed a line.																			
We leggen u graag uit hoe we wél te werk gaan.	We always think... or we like to tell you now how we work.																			
Als openbare omroep staat onze betrouwbaarheid altijd voorop.	Euhm... if we give information, we always think it's very important that these informations are reliable, so reliability is of great importance.																			
We vinden het cruciaal om informatie te checken en te dubbelchecken voor we ze verspreiden.	We always check our information, we even double check it before we euhm... send it into the world.																			
Snel als het kan, traag als het moet.	We like to do this in a quick way, euhm...																			
We proberen het hoofd koel te houden als hardnekkige geruchten door veelvuldige overname op sociale media verward dreigen te worden met feiten.	We always try to keep calm... and if rumours are spread throughout or on social media and these rumours are euhm... put forward as facts,																			
We kunnen u verzekeren: dat is veel moeilijker dan ze gewoon over te nemen en verder te verspreiden.	then it's easier... euhm... that's difficult for us.																			
Maar het is onze verdomde plicht om dat te doen:	It's easier for us to take them as they are,																			
betrouwbaar en accuraat blijven, ook en zeker als de adrenaline door je keel giert en als je urenlang live op antenne zit.	but our duty is to be reliable and accurate. Even when and definitely if there is a lot of... if we have an adrenaline rush and... if we have to send out information live on television for multiple hours.																			

[illegible]