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SimConsec: the Technology of a Smartpen in Interpreting

(Diplomová práce)

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Prohlašuji, že jsem tuto diplomovou práci vypracoval samostatně a uvedl jsem úplný seznam použité literatury.

V …….. dne …….. Podpis ……..

Chtěl bych poděkovat PhDr. Veronice Sejkorové, Ph.D. za ochotu, odborné vedení a cenné rady, které mi v průběhu psaní práce poskytla.

List of abbreviations

AIIC - International Association of Conference Interpreters

CI - Consecutive interpreting

DVR - Digital voice recorder

GB - Gigabyte

ILO - International Labour Organisation

LSP - Language service provider

OLED - Organic light-emitting diode

PDA - Personal digital assistant

SI - Simultaneous interpreting

SimConsec - Simultaneous consecutive interpreting

ST - Source text

STM - Short-term memory

UN - United Nations

wpm - Words per minute

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1. Introduction

This Master‘s thesis is going to explore the topic of simultaneous consecutive interpreting (SimConsec). This mode of interpreting is a combination of simultaneous (SI) and consecutive interpreting (CI), in which the interpreter records the original speech with a recording device, then replays it and renders it simultaneously. As this hybrid mode gives an opportunity to listen to the original speech for the second time, it opens up new possibilities for research and performance improvement. Various technological devices, such as laptops, digital voice recorders, tablets or smartpens, have been tested in SimConsec. This research is going to test the technology of a digital pen or smartpen, in interpreting. The smartpen, which also works as a recorder, is used in SimConsec in the following way: the interpreter listens to the original speech while simultaneously recording it and taking notes. Then s/he replays the speech via earphones and renders it simultaneously into the target language whilst being supported by his or her notes. The aim of this research is to examine the possibility of enhancing an interpreter’s performance with the smartpen technology. As there are different approaches to quality in interpreting, it needs to be defined how quality is understood in this research. The present thesis defines quality as satisfying end-user expectations. The same approach was adopted in Hiebl’s (2011) thesis, in which the audience assessed performances delivered with a smartpen worse than performances delivered in traditional consecutive. The present thesis will test these results using the same type of a digital pen as Hiebl (2011), but a different accessory that enhances the quality of the recorded sound will be used. Orlando (2014) and Mielcarek (2017) conducted studies on SimConsec with a smartpen as well. They adopted a different approach than Hiebl (2011). The interpretations were evaluated by the authors on the basis of a video analysis with no audience involved. Unless otherwise stated, the present thesis defines *interpretation* as an oral rendition of the original into the TL. According to the results of Orlando’s (2014) and Mielcarek’s (2017) video-based analyses, SimConsec with a smartpen improves the accuracy of the performance. Accuracy will be called *source-target correspondence* in this thesis. These results will be tested in the present thesis using different accessories and evaluation methodology. The research questions are the following:

1) Will the audience assess the traditional consecutive mode higher than SimConsec with a smartpen, and will they also prefer traditional consecutive?

2) Will the assessment of *source-target correspondence* on the basis of a video analysis be better in SimConsec with a smartpen than in conventional consecutive?

The following hypotheses were based largely on the research by Hiebl (2011), Orlando (2014) and Mielcarek (2017):

1) The audience will prefer the traditional consecutive mode, which will be rated higher than SimConsec with a smartpen;

2) The video-based assessment of *source-target correspondence* will be in favour of SimConsec with a smartpen.

In the theoretical part of the thesis the second chapter defines and compares SI, CI and SimConsec. The chapter also discusses quality in interpreting and lays out some basic criteria for quality assessment used in the thesis. Unless otherwise stated, the terms *criterion* and *category* are used as synonyms in this research. Relevant SimConsec studies are summarised in Chapter 3. The studies are critically assessed, and research questions and hypotheses are formed in the fourth chapter. In the empirical part of the thesis Chapter 5 describes the empirical research designed to test the hypotheses. Chapter 6 presents the results of the experiment, which are evaluated according to the theoretical framework created in the second chapter. The seventh chapter includes a critical assessment of the results along with recommendations for future research. Chapter 8 summarises the thesis and present answers to the research questions as well as contributions of the thesis.

2. Interpreting

The term *translation* is often used to refer to *translation* as well as *interpreting* by the general public, and interpreters are often called translators. The general idea is that translators work with texts, whilst interpreters work with live speeches. This is a very common description given by dictionaries. For instance, Oxford Advanced Lerner's Dictionary (2019) defines interpreting as "translating one language into another as you hear it." Even though this applies to most interpreting assignments, it could be argued that there are types of interpreting this definition does not include, such as sign language interpreting or sight translation. In Merriam-Webster (2019) an interpreter is "one who translates orally for parties conversing in different languages." The example of sign language interpreting could be used here as well to show that the definition does not cover all types of interpreting. According to Cambridge English Dictionary (2019), an interpreter is "someone whose job is to change what someone else is saying into another language." Once again, this definition excludes sight translation.

Although all the aforementioned definitions are applicable in most interpreting situations and perfectly satisfactory for a layman, they do not capture the full meaning of the phenomenon. The definition that, from the author's point of view, does capture the full meaning by Franz Pöchhacker (2016, 11), who avoided the text vs speech dichotomy and defined interpreting as follows:

> Interpreting is a form of Translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language.

In the present thesis the term *interpreting* is always going to be understood in this sense, unless stated otherwise. The words "first and final" and "one-time" are essential. They are taken from one of the pioneers of interpreting studies and a representative of the Leipzig school Otto Kade (1968), who described interpreting as a type of translation where the ST in the SL is presented only once with a limited amount of time and little to no possibility for correction, which puts pressure on the interpreter. Kade (1968) points out that in translation the ST is permanently available, and it is possible to correct it at any time.

2.1 The process of simultaneous interpreting

SI is a mode of interpreting in which the interpreter renders the source speech in real time while the speaker continues to speak. SI is one of the most popular modes of interpreting today, mainly because of its efficiency (Müglová 2013, 188). In the early stages of its development, SI was often seen as an impossible task by the general public, but the research then showed that listening and speaking at the same time is possible if the topic is the same (Seleskovitch 1975). When interpreting simultaneously, the interpreter is rendering the piece of information that has been said while listening to the new one. The new information is held in short-term memory while the focus is on the rendition of the old one. The interpreter breaks the speech into units of and renders them into the TL one at a time.

The process of SI has been described in a number of models by leading experts, such as Gerver (1971), Lederer (1981), Moser (1978) and others. The Efforts Model by Daniel Gile (2009, 157-190) became one of the most influential models in the field. Although the model will not be described here in detail, it is going to be applied to SI, CI and SimConsec to illustrate the different efforts that interpreters make when they perform an interpreting task. Gile (ibid.) defines the following efforts: Listening and analysis (L), Short-term memory (M), Production (P) and Coordination of the other three efforts (C). (Gile 2009, 168-170) described SI in the following way:

$$SI = L + P + M + C$$

$$TR = LR + MR + PR + CR$$

$$TR \leq TA$$
$$LR \leq LA$$
$$MR \leq MA$$
$$PR \leq PA$$
$$CR \leq CA$$

In his formula he shows that when interpreting simultaneously, interpreters have to make all the above-mentioned efforts at once. The total processing capacity requirements (TR) comprise all capacity requirements for each effort together. The total processing capacity requirements must not be higher than the total processing capacity

available (TA). The capacity requirements for each effort cannot be higher than the capacity available.

2.2 The process of consecutive interpreting

In the consecutive mode the interpreter starts the rendition after the speaker has finished or made a pause for the interpreter to render what has been said. The interpreter usually stands close to the speaker and takes notes, which are then used as an aid during the rendition phase. The essential feature of CI, unlike in SI, is that the interpreter does not speak when the speaker does. One of the greatest disadvantages of CI is that the speech is being interrupted by the interpretation, which is typically as long as the speech itself. As a result, the time needed for the communication between the parties involved is nearly doubled. However, since the interpreter has more time to form the sentences, the interpretation must be of higher quality than in SI (Čeňková et al. 2001, 13).

Depending on the length of the speech segments, CI can be performed with or without taking notes. If the segments are short, interpreters can rely on their memory. If the segments are as much as several minutes long, the interpreter usually has to take notes to ease the memory strain. First works on note-taking by Herbert (1952) and Rozan (1956) appeared in the 1950s. The former published his practical handbook for conference interpreters, the latter laid out the seven basic principles of note-taking. Even though note-taking is a highly individual skill, the seven principles by Rozan (ibid.) are usually seen as essential. There are also other approaches, such as the one by Matyssek (1989).

As mentioned earlier, the Efforts Model by Daniel Gile was also applied to CI. It is presented here to show the efforts interpreters have to make in CI. According to the model, CI has two phases: *listening and note-taking* and *speech production*. Both phases are defined below (Gile 2009, 175-176).

Phase 1:

Interpreting = L + N + M + C

L - Listening and Analysis

N - Note-taking

M - Short-term Memory operations

C - Coordination

Phase 2:

Interpreting = Rem + Read + P + C

Rem - Remembering

Read - Note-reading

P – Production

C - Coordination

In the first phase the process involves listening and analyses, note-taking and memory operations. Everything has to be done in coordinated fashion. In the second phase the interpreter retrieves the ST from the memory, reads the notes and produces the TT. The pace of the speech in the second phase is set by the interpreter. For this reason, Gile (2009, 176) considers CI not as challenging as SI. As in SI, each effort must not require more processing capacity than available in order to interpret successfully. The total capacity available must be higher or equal to the capacity required.

2.3 The process of SimConsec

As the name suggests, the simultaneous consecutive mode is a combination of SI and CI. It is an alternative to conventional consecutive, in which the interpreter can take notes and listen to the original speech while recording it with a digital device. Then the interpreter replays the speech via earphones and renders is simultaneously. Various devices can be used, such as a digital voice recorder, laptop, tablet, smartphone or smartpen. The thesis is focused on the technology of a smartpen. It offers an opportunity to take notes and record the original speech with the same device. The notes are synchronised with the audio recording, so during the rendition, the interpreter can tap on any word, sign or part of the text in the notes and the audio starts replaying from the moment the word was written. This feature was not available in the previous studies on SimConsec conducted with laptops or voice recorders. The technology of a smartpen also gives an opportunity to slow down or speed up the recording during the rendition. This feature is available if the notes are written on special dot-paper with microchips on its surface. Simultaneous consecutive interpreting with a digital pen gives interpreters an opportunity to listen to a speech for the second time and render it simultaneously while being able to read their notes. The short-term memory load is decreased, and therefore, the interpreter can focus more on production. SimConsec with a smartpen

opened up new research possibilities in interpreting studies. Three research studies have been conducted with a smartpen that are relevant for the purposes of this thesis (Hiebl 2011, Orlando 2014, Mielcarek (2017). All three authors agreed that more research with this technology is needed as their studies reached different or even contradictory results. The simultaneous consecutive mode has been given many different names. Their list is presented below along with the authors who used it.

- Consecutive simultaneous (Ferrari 2001, Pöchhacker 2016)
- Simultaneous consecutive (Ferrari 2002, Hamidi and Pöchhacker 2007)
- Digitally remastered consecutive (Ferrari 2002)
- Digital voice recorder-assisted CI (Camayd-Freixas 2005)
- SimConsec (Hamidi and Pöchhacker 2007)
- Technology-assisted consecutive (Hamidi and Pöchhacker 2007)
- Consec-simul with notes (Orlando 2014)

The last example represents a slightly different process than the others. Orlando (2014) was trying to underline that smartpens give interpreters an opportunity to interpret simultaneously while reading their own notes. The present author will be primarily referring to this hybrid mode of interpreting as SimConsec. If it is necessary to specify that a smartpen was used in this mode, the term *SimConsec with a smartpen* will be used in the present thesis. The process of SimConsec with a smartpen was described by Orlando (ibid.) He adopted Gile's Efforts model and applied it to this hybrid mode in the following way (Orlando 2014, 41):

Phase 1: Listening 1 and analysis 1
Short-term memory operations
Note-taking

Phase 2: Listening 2 and analysis 2
Short-term memory operations
Long-term memory operations (reconstructing the speech)
Note-reading/Retrieving information/Anticipation/ Operating the pen
Production

In the first phase the interpreter takes notes as in regular consecutive. The notes might be slightly different since the interpreter is aware of the fact that the speech will be replayed through earbuds. In the second phase the interpreter listens to the speech one more time and renders the speech simultaneously whilst reading notes.

2.4 Quality in interpreting

This chapter contains a brief overview of quality in interpreting. This phenomenon has been defined by several leading experts. As the assessment of quality in interpreting is a thoroughly researched area, it is not the purpose of this chapter to present an extensive overview of approaches scholars have taken over the years. Only the studies relevant for the purposes of the thesis will be discussed. They represent a theoretical foundation for the evaluation of quality in the empirical part of the thesis.

First studies on quality of interpreting appeared in the 1980s, and since then it has become one of the most researched areas in the field. There is a general agreement that quality interpretation means providing a service, thanks to which all the members of a multilingual meeting are able to understand what the others are saying and communicate effectively, irrespective of their languages. In short, quality interpretation facilitates effective communication. Nevertheless, defining quality is a highly complex task, and that is why it has no universal definition. Quality in interpreting is often described as an elusive concept that can be perceived from many different angles (Kurz 2003, 5). Scholars and practitioners have been trying to define quality in various ways. First, there were attempts to define ideal quality, such as the one by Déjean Le Féal (1990, 155), who understood it as meeting the standards of quality. Shlesinger (1997, 124) understands quality as a norm-abiding action. According to Kurz (2001, 405), quality is the actual service minus the expectations of the evaluator. Gile (2003, 110) defines quality as the ideal balance between efforts described in his Efforts model.

The complexity stems from the fact that the definition of quality depends on various factors of the interpreting process, such as external conditions, interpreting situation or participants (i.e., clients, end-users, speakers and interpreters themselves). They usually perceive quality differently. Kurz (2001) in her study on quality expectations found out that certain criteria, such as *native accent, pleasant voice* and *correct grammar,* were of low importance in the eyes of the end-users. The end-users are considered the most important factor in quality assessment in the present thesis. The notion that the end-

user's needs and expectations must be seen as major indicators of quality is supported by Kalina (2005, 774) or Kurz (1993, 20). Seleskovitch (1986, 236) is of the opinion that an interpreter's performance must always be assessed by the end-user.

There are two main approaches to quality assessment: product-oriented and interaction-oriented (Pöchhacker 2001, 412). Prioritizing aspects such as accuracy or fidelity, the product-oriented approach is focused mainly on the interpretation and compares how faithfully the interpretation corresponds to the ST, whilst the interaction-oriented approach is focused on the listener (Pöchhacker 2001, 413). The first empirical research on quality expectations was carried out by Bühler (1986), in which she analysed the expectations of AIIC interpreters. The 47 subjects that took part in the research assessed the importance of 16 quality criteria via a questionnaire. Kurz (2001) tested end-user expectations in conference settings and found out that interpreters have higher expectations than end-users. Research by Collados Aís (1998/2002) suggests that end-users tend to be influenced by certain aspects of performance more than they realise. She compared expectations of end-users at a conference to their evaluation of the interpreting service after the conference. Regardless of the fact that the delivery-related aspects were not considered highly important, monotonous interpretations received significantly lower overall quality ratings, while vivid and confident interpretations with errors received a positive overall rating (Collados Aís (1998/2002). That is why Shlesinger (1997, 126) questions the capability of the audience to determine the quality of an interpretation. Furthermore, listeners who cannot understand the ST have limited possibilities to assess certain quality aspects, such as *fidelity, accuracy, style* or *terminology*. Thus, the overall quality rating can be significantly influenced by lively delivery. Collados Aís (1998/2002, 336) stated that the end-users are not very good assessors of quality because of they lack the knowledge of the SL, and as a result, deviations can remain unnoticed.

Quality is discussed in Barik's study (1971), in which he defined three types of deviations: omissions, additions and substitutions. The present author adopts his definitions in this thesis. Unless otherwise stated, their meaning is the following:

> **Omissions** - "...items present in the original version that are left out of the translation by the translator";
> **Additions** - "...material which is added outright to the text by the translator";
> **Substitutions** - "...material which is substituted by the translator for something said by the speaker" (Barik 1971, 200-204).

He divided each type into several subcategories. Barik (1971, 207), however, acknowledged that his system "...has obviously involved a good deal of subjectivity...", and that it should not be accepted as the ultimate quality standard, but he added that subjectivity is inevitable when we assess meaning or meaning equivalence. His method is not designed to determine the overall quality of an interpretation because there are other aspects of quality that need to be taken into account.

Bühler (1986, 233) discourages from striving for an absolute quality and subscribes to Pöchhacker's (1994, 242) "quality under the circumstances". Bühler (1986, 233) also says that an ideal interpretation is "appropriate for a specific context and purpose". There is a consensus in the state-of-the-art research that quality in interpreting is relative. In order to reach an assessment that is as objective as possible, Pöchhacker (2001, 422) advocates for a multi-method approach, i.e., studying quality from various points of view including both the product-oriented and interaction-oriented methodology into the overall assessment. This perspective is considered the most appropriate for the purposes of the thesis. The combination of audience response, self-assessment by the participating interpreters and video analysis are expected to bring the most objective results. Thus, the multi-method approach suggested by Pöchhacker (ibid.) will be adopted in the thesis. Since the thesis is going to evaluate quality from the end-user's point of view, most stress will be put on the audience response.

Quality in this thesis is defined as satisfying end-user expectations. It is going to be evaluated by the end-users, i.e., the audience. If the end-users are not able to assess quality effectively in some categories, the assessment will be carried out on their behalf by a group of judges. For more details, see Chapter 5.

3. Research into SimConsec

Interpreting was performed without any technology until the early 20th century. In the 1920s it became possible to interpret simultaneously due to technology, which made interpreting more efficient. Since then, researchers and practitioners of interpreting have been trying to find ways how to simplify the process of interpreting, help interpreters during their assignments and enhance their performance. The first attempts to streamline the process of interpreting were made by merging CI with SI more than 20 years ago. The following chapter offers a description of relevant research into SimConsec in a chronological order. The research studies are summarised in Table 1 at the end of this chapter.

3.1 Ferrari (2001, 2002)

Michele Ferrari (2001) was the first European Commission interpreter who in 1999 pioneered the research of digitally-aided consecutive. He did not think that delivering a perfect performance in consecutive was possible, especially when the original speech is delivered at a fast rate and the speaker uses a lot of technical terms. In his view, the interpreter is always forced to leave out some details due to memory strain, no matter how insignificant. Ferrari (ibid.) found it frustrating, and he began to seek new ways that would give him the possibility to render the original speech fully with all its details. Ferrari (2001) tried to use a PDA in his real interpreting assignment and received a positive reaction from the audience.

Then he decided to test different devices available at the time to boost his performance by decreasing the short-term memory load. The technology that assisted Ferrari (2002) in his testing in the European Commission was a PDA and a laptop. His research compared performances delivered in traditional consecutive with the technology-aided performances. The performances were rated by a jury of five professional SCIC interpreters. Two professional SCIC interpreters took part in the experiment. Ferrari was one of them. They performed an interpretation of a speech from Spanish to Italian. Ferrari's colleague rendered the speech in the conventional consecutive mode. Ferrari then rendered the same speech using a PDA. The rendition was assessed as too slow, so he tried to render the speech again with a laptop playing back the speech at 128% of its original speed. Traditional consecutive received higher rating for its *fluency*, *natural rhythm* and *optimal speed*. The technology-aided consecutive was appreciated for its

accuracy. Ferrari (2002) suggests that it is necessary to find an optimal playback speed of the recording. The idea of a new technology-aided hybrid mode of interpreting proved to be resonating in academic circles. Since then, several research studies on SimConsec with various technological devices have been carried out.

3.2 Camayd-Freixas (2005)

One of the researchers who conducted a similar study was a court interpreter and a professor of interpreting at Florida International University Erik Camayd-Freixas. He found traditional consecutive insufficient in legal settings because in order to render faithfully, the interpreter has to interrupt the speaker frequently. If the speakers are frequently interrupted, they tend to lose their train of thoughts, which can result in a speech or testimony that is not as spontaneous. This can ultimately affect the speaker's credibility in the eyes of the jury or the judge. His other point was that interpretations are not accurate enough (Camayd-Freixas 2005, 41). Like Ferrari (2001), he is of the view that note-taking is insufficient because the interpreter is not able to write down everything. The notes have to be read, which results in less eye contact with the audience, and the note-taking skills take a long time to learn. He is also of the opinion that certain aspects of the speech, such as intonation, voice quality and expressiveness, cannot be effectively written down, and therefore, they are sometimes left out in the interpretation. For all these reasons Camayd-Freixas proposes digitally-aided consecutive because it can decrease the memory load and gives the interpreter an opportunity to focus more on production.

Camayd-Freixas (2005) started to use a digital voice recorder LinguaSonic™ with earbuds for interpreting in legal settings. His accuracy and endurance dramatically increased. As a result, he decided to conduct an experiment at Florida International University to test the method. The experiment was conducted with 24 participants, partly advanced students of interpreting, partly professional interpreters with a few years of experience. The aim of the experiment was to compare renditions done with the digital voice recorder and renditions done without it. Before the experiment, each interpreter was allowed to familiarise themselves with the recorder for five minutes. They were not allowed to take notes during the listening phase or pause the audio recording during the rendition.

The subjects were divided into two groups of 12. They were interpreting several unrelated utterances of increasing length from English to Spanish and vice versa. All the

interpreters rendered two series of utterances: one in conventional consecutive and the other with the voice recorder. Camayd-Freixas (2005) recorded and then evaluated all the renditions for *accuracy*. They were assessed by counting how many words were left out in each utterance. This methodology will be discussed in Chapter 4. When performing with the voice recorder, all the interpreters reached a higher level of *accuracy*, irrespectively of the length of the sentences in the ST. *Accuracy* in traditional consecutive was lower, and with longer utterances it began to decrease steadily, as shown in the following diagram. This phenomenon was observed in both groups and both ways of interpreting. The overall accuracy of interpreters with the digital voice recorder increased from 71% to 96%.

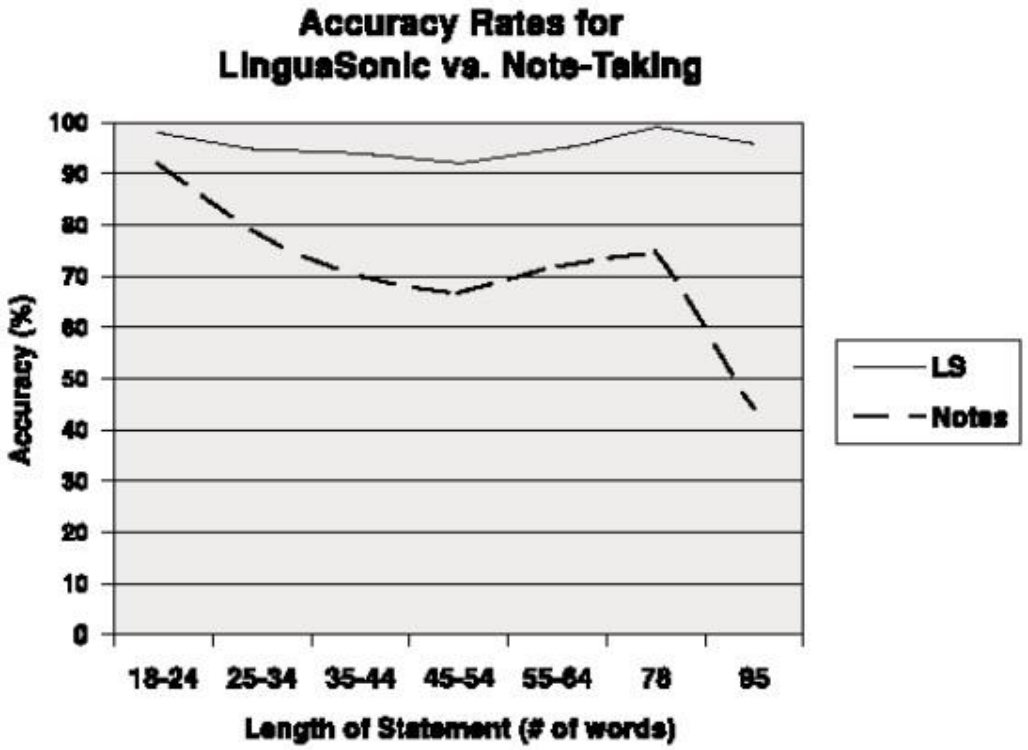


***Figure 1**: Accuracy rates with a digital recording device vs conventional consecutive (Camayd-Freixas 2005, 45)*

Camayd-Freixas (2005) assumes that using a digital voice recorder could enhance the quality of an interpretation as well as shorten the training process. He also believes that it gives the speakers at court an opportunity to speak more openly and naturally thanks to reduced interruptions. However, the issue of confidentiality arises when an interpreter wants to record a meeting or a hearing at court. According to Camayd-Freixas (2005),

the interpreter is obligated to explain the purpose of the device to the judge and all parties involved, each of whom must agree with it, and the interpreter must erase the footage in front of the parties immediately after the meeting. Camayd-Freixas (2005) sees SimConsec as superior to the traditional consecutive mode which will, in his view, become obsolete in the future. He is also convinced the interpreter training is ultimately going to be altered to fit the needs of the future market.

3.3 Hamidi (2006) / Hamidi and Pöchhacker (2007)

Another research study on SimConsec with a digital voice recorder was conducted at the Vienna University Centre for Translation Studies. It was a Master's thesis by Hamidi (2006), which was later converted into a research paper (Hamidi and Pöchhacker 2007). She compared the performances of three professional interpreters in the traditional consecutive mode with their performances in SimConsec. The participating subjects interpreted two short comparable speeches from French to German (their mother tongue). The speeches were in the form of video recordings which were played in three experimental sessions in order to equalize the conditions for all three interpreters. The first speech was interpreted with a notepad and a pen and the second one with the voice recorder. The subjects were professional conference interpreters with no less than 10 years of experience in SI as well as CI. Two of the subjects were members of AIIC, and one subject had used a digital recorder before. The interpreters had a few minutes before the experiment to familiarise themselves with the digital voice recorder, and they were not allowed to speed up or slow down the playback during the rendition. The renditions were video-recorded and assessed. After the experiment, the interpreters shared their views on the technology-assisted consecutive mode.

To evaluate the quality of the performances, Hamidi (2006) adopted Pöchhacker's (2001) multi-method approach. The video-recorded interpretations were evaluated by an audience, the author of the research and the interpreters themselves. The audience of nine members were separated into three groups. All the members of the audience were university educated or students with little to no experience with interpreting. Each group evaluated performances of one interpreter via a questionnaire. In the questionnaire they were asked to give the overall impression and assess the comprehensibility of the interpretations. The audience assessed the interpretations for the following criteria: *fluency of delivery*, *quality of expression*, *clarity and cohesion, intonation and*

emphasis, contact with the audience and *confidence and professionalism*. The goal was to compare only the two interpretations delivered by each interpreter, not the interpreters with each other. The audience response to the SimConsec performances was generally positive.

Another part of the assessment was Hamidi's (2006) video-based analysis of the performances. The interpretations were video-recorded, transcribed and analysed. She evaluated them for *fluency*, *quality of expression*, *source-target correspondence, prosody, eye contact with the audience* and *confidence and professionalism*. According to the video-based analysis, the performances of two out of three of interpreters improved with the voice recorder in *fluency, prosody, quality of expression* and *source-target correspondence.* Their delivery was more dynamic and livelier. Furthermore, the results suggest that digital voice recorder-aided consecutive does not improve *eye contact with the audience.*

The evaluation of *fluency* was based on how many hesitations as well as long and short pauses the interpreters had made. Short pauses were defined as more than a second, long ones as more than 1.5 seconds. The video analysis of the performances showed that two out of three interpreters made more pauses in conventional consecutive. All the subjects made more hesitations when interpreting without the digital voice recorder. In *prosody,* Hamidi (2006) evaluated final pauses, pauses within constituents, incompatible stress, elevated pitch at the end of meaning units, segment lengthening and acceleration. *Quality of expression* was assessed based on the number of grammatical, lexical, and syntactical mistakes, false starts, repetitions, reformulations and slips of the tongue.

Hamidi (2006) developed a system to evaluate *source-target correspondence*. She simplified Barik's (1971) classification of deviations. Hamidi (2006, 61) did not take into account Barik's (1971) subcategories of omissions, additions and substitutions and divided the deviations into meaning-relevant and meaning-irrelevant. In this system, the author decides whether a deviation is going to be evaluated as meaning-relevant or meaning-irrelevant. The evaluation is based on the skopos theory, which understands translation as a purposeful action (Reiss and Vermeer 1984). The author decides based on whether the communicative function of the ST was fulfilled. Therefore, a deviation was considered meaning-relevant if the message of the original was distorted, and the audience was not able to understand the ST as if it had been uttered in their native language. If the communicative purpose of the ST was fulfilled in the sense of the skopos theory, the deviation was evaluated as irrelevant. This evaluation methodology

will be further discussed in Chapter 4.

Two out of three interpreters gave a positive rating to their overall performance in the simultaneous consecutive mode. Insufficient sound quality was pointed out in two out of three experimental sessions, but the interpreters found the method more comfortable than traditional consecutive. Furthermore, the participants appreciated that the method is not as demanding as regular consecutive because it gives the interpreter the possibility to listen to the original speech again. The fact that the interpreter cannot shorten long and verbose sentences was seen as the greatest disadvantage of the simultaneous consecutive mode. The participating interpreters agreed they potentially could use the recorder in their assignments. Hamidi (2006) concludes that regardless of a small number of participants, methodology issues and challenges in quality assessment, solid data were collected in the experiment.

3.4 Sienkiewicz (2010) and Hawel (2010)

One of the most extensive experimental works in SimConsec with a digital voice recorder known to the present author is the experiment carried out in 2008 by Roswitha Schöpf and Birgit Sienkiewicz at the Centre for Translation Studies at the University of Vienna, which was used as a basis for two Master's theses: one published by Sienkiewicz (2010) and the other by Hawel (2010). In total, eight professional conference and court interpreters with no less than 20 years of experience, including six AIIC members, were invited to interpret two short comparable speeches – each little over eight minutes of length. The speeches were interpreted from English to German. All interpreters had German as their mother tongue. As in the previous study by Hamidi (2006), each interpreter rendered one speech in the traditional consecutive mode and one speech in the simultaneous consecutive mode with the voice recorder. The subjects were not allowed to make notes during simultaneous consecutive, speed up or slow down the playback. The interpreters were allowed to familiarise themselves with the technology they were about to use and do a test run for a few minutes before they started to interpret. The speeches were interpreted in front of a live audience of 49 students of interpreting, 27 of which had English as their working language. The audience was divided into eight small groups of four to eight students. Each group assessed one interpreter as the interpreters were not supposed to be compared with each other. The performances were video-recorded for the purposes of the video-analysis, which was conducted by Hawel (2010). She assessed the interpretations for *source-*

target correspondence and *quality of expression*. S*ource-target correspondence* was assessed using Hamidi's (2006) classification system. In order to make the results more objective, Hawel (2010) and Sienkiewicz (2010) evaluated this category together.

Other categories, such as *fluency* and *eye contact*, were video-analysed and evaluated by Sienkiewicz (2010), who also analysed the audience response. The quality criteria evaluated by the audience were *fluency, quality of expression, intonation, clarity and coherence, eye contact with the audience* and *confidence and professionalism*. The SimConsec performances received higher average ratings in all these quality criteria. Four out of eight subjects performed better overall in the simultaneous consecutive mode. Nevertheless, when asked about their overall assessment, the audience chose the conventional consecutive mode in seven out of eight cases (Sienkiewicz 2010, 83-85). Sienkiewicz concludes that this was caused by the presentation factor, i.e., eye contact, fluency and natural appearance. She reached this conclusion based on the answers to the open-ended questions in her questionnaire.

All renditions were recorded, transcribed and subsequently analysed. According to the results of the intertextual analysis (i.e., *source-target correspondence*), the SimConsec performances were better in seven out of eight cases. The intratextual analysis (i.e., *quality of expression*) of the SimConsec performances showed better results in four categories: *false starts, repetitions (style), repetitions (fluency)* and *reformulations*. Traditional consecutive obtained better results in three categories: *slips of the tongue, grammatical mistakes* and *lexical mistakes*. The interpreters participating in the experiment made the same number of syntactical mistakes in both modes. The results in *source-target correspondence* were clearly in favour of SimConsec. This mode was also slightly better in *quality of expression* (Hawel 2010).

3.5 Hiebl (2011)

The following study by Hiebl (2011) is of particular importance for the purposes of the present thesis as it was carried out with the same type of technological device as in the present experiment. The study focused on the possibility of enhancing an interpreter's performance with a Livescribe Smartpen Echo™. As in previous studies, it compared performances delivered in the conventional consecutive mode and performances in SimConsec. The thesis by Hiebl (ibid.) was conducted at the University of Vienna. Four professional interpreters with no less than six years of experience and three student interpreters in the final stages of their studies took part in the experiment. They were

interpreting four-and-a-half minute speeches from Italian to German (their mother tongue).

Hiebl (ibid.) decided to choose a different approach than in all previous studies described. Each interpreter performed three interpretations of speeches, which were of easy, medium and hard level of difficulty. The interpreters were taking notes with the digital pen during the speech. After the original speech, they decided in which mode they were going to interpret and started the rendition. The speeches were interpreted in front of a live audience of 35 members. They were separated into five groups of five members, who could not understand the Italian original. The evaluation was done via a questionnaire which was adopted from Sienkiewicz (2010). The interpreters evaluated their own performances as well. The quality criteria were *overall impression, fluency, quality of expression, intonation, clarity and coherence, eye contact with the audience* and *confidence and professionalism*.

Unlike in other experiments on SimConsec, the participating interpreters were given as much as several days to get themselves familiarised with the smartpen and do some test runs. The analysis of the results showed that all the interpreters had chosen the simultaneous consecutive mode for the ST they considered the most challenging. The other two STs were interpreted most of the times in traditional consecutive.

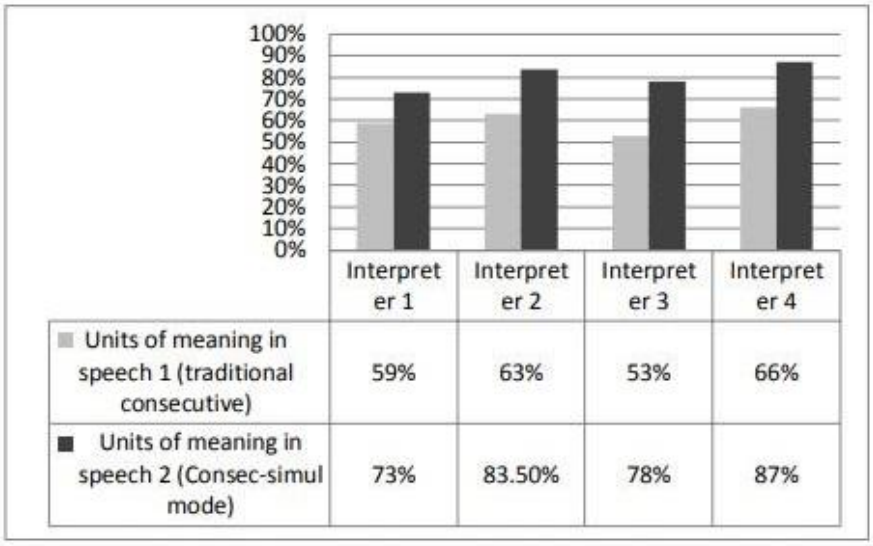
When deciding between the conventional consecutive mode and the hybrid mode, the audience inclined towards the conventional consecutive mode. In most cases the performances with the smartpen were rated worse than conventional consecutive. The results were equal in *quality of expression* and *intonation*, but traditional consecutive prevailed over SimConsec in the remaining five categories (Hiebl (2011, 80). The difference was most significant in *fluency* and *contact with the audience*. When asked about their personal preference, the interpreters participating in the experiment opted for regular consecutive. Their complaints included mostly the sound quality, and in some cases the notes in simultaneous interpreting were considered more of a burden than an aid. The participants stated they would only use SimConsec for fast and dense speeches containing many figures. Most of the interpreters were rather sceptical about using the smartpen to enhance the quality of their performance in a real interpreting assignment. Nevertheless, in most cases they agreed that the simultaneous consecutive mode has some potential in the future, and they were positive about the future use of the smartpen technology in interpreter training. Finally, Hiebl (2011) concludes that for now the simultaneous consecutive mode is not received well enough to replace conventional

consecutive, but there is some evidence suggesting that it could happen in the future. However, no general conclusions on whether the hybrid mode will ever play a role in everyday life of an interpreter can be drawn, and more research into this field is needed.

3.6 Orlando (2014)

Another research paper investigating the digital pen technology and its potential to enhance performance in interpreting was published by a professor of interpreting at Monash University in Australia Marc Orlando. Four professional interpreters with no more than three years of experience took part in the experiment. Their interpretations delivered in the consecutive mode were compared with interpretations delivered in the hybrid mode. Orlando used the following criteria to evaluate the quality of the performances: *accuracy*, *eye contact*, *disfluencies* and *duration and flow speed.* All the subjects involved in Orlando's (2014) had tried a smartpen in interpreting before. The device used in the experiment was a Livescribe Smartpen Pulse™ with a Livescribe 3D Recording Headset (earbuds with a built-in microphone) and a Livescribe notebook. Each participant interpreted two short comparable pre-recorded speeches from English to French delivered by an English native speaker. French was the mother tongue of all participating interpreters. The interpretation was performed from English to French. The participants were given 30 minutes to do some test runs with the smartpen. During the experiment they were allowed to speed up or slow down the playback. The first speech was rendered in conventional consecutive, the second in SimConsec with the smartpen. There was a break after the first round of renditions to prevent fatigue. Then the interpreters assessed their own performances in a questionnaire.

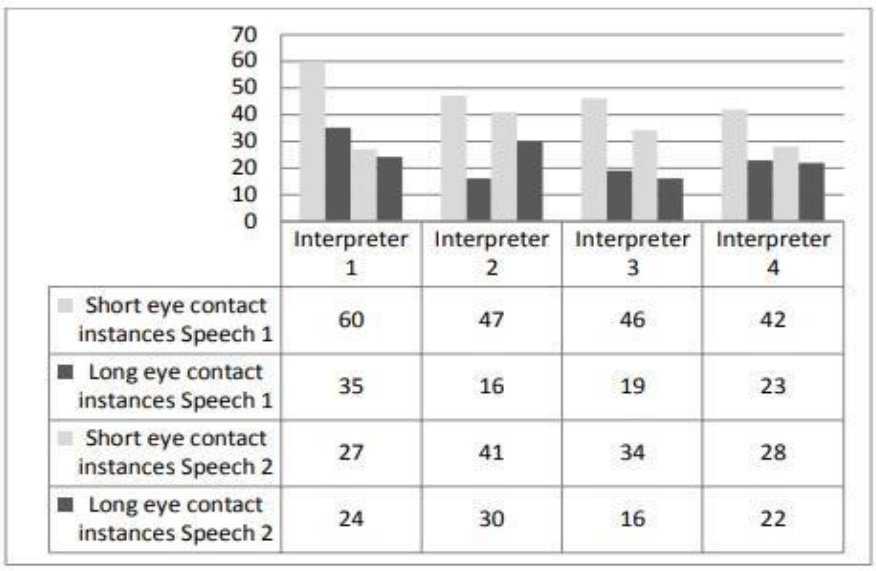
No audience evaluated the performances. The performances were video-taped, transcribed, analysed and assessed by Orlando (2014) and his assistant. *Accuracy* was measured using Orlando's (2014, 44) evaluation system based on counting "units of meaning" by Seleskovich (1989). Both original speeches were divided into units of meaning which were subsequently compared to the renditions. The results in *accuracy* represented how many units each interpreter managed to render fully. This methodology will be discussed in Chapter 4. The results are expressed in percentage terms in Figure 2. All four subjects increased the accuracy of their interpretations with the smartpen: the number of transferred units of meaning increased in all cases. Orlando (2014, 46) points out that the highest score in traditional consecutive was lower than the lowest score in SimConsec. According to his results, interpreting with a smartpen increases *accuracy.*



	Interpreter 1	Interpreter 2	Interpreter 3	Interpreter 4
Units of meaning in speech 1 (traditional consecutive)	59%	63%	53%	66%
Units of meaning in speech 2 (Consec-simul mode)	73%	83.50%	78%	87%

***Figure 2**: Comparative presentation of units of meaning rendered in informants' interpretations in both modes (Orlando 2014, 46)*

In the next category Orlando (2014, 47) defines short and long eye contact; short eye contact is defined as less than 1.5 seconds and long one more than 1.5 seconds. Almost in all cases, traditional consecutive prevailed over SimConsec in the number of eye contact instances, as seen in Figure 3. The only exception when the number increased was the number of long eye contacts of Interpreter 2.



	Interpreter 1	Interpreter 2	Interpreter 3	Interpreter 4
Short eye contact instances Speech 1	60	47	46	42
Long eye contact instances Speech 1	35	16	19	23
Short eye contact instances Speech 2	27	41	34	28
Long eye contact instances Speech 2	24	30	16	22

***Figure 3**: Comparative presentation of the number of short and long eye contact*

instances by each participant in both modes (Orlando 2014, 47)

The next quality criterion was disfluencies. In order to define disfluencies, Orlando (2014, 48) adopts the definition by Garnham (1985, 206) and understands them as "false starts, unfilled pauses, 'ers, ums, ahs', repetitions, redirections, interjections, stuttering and slips of the tongue". Figure 4 shows the results in this category.

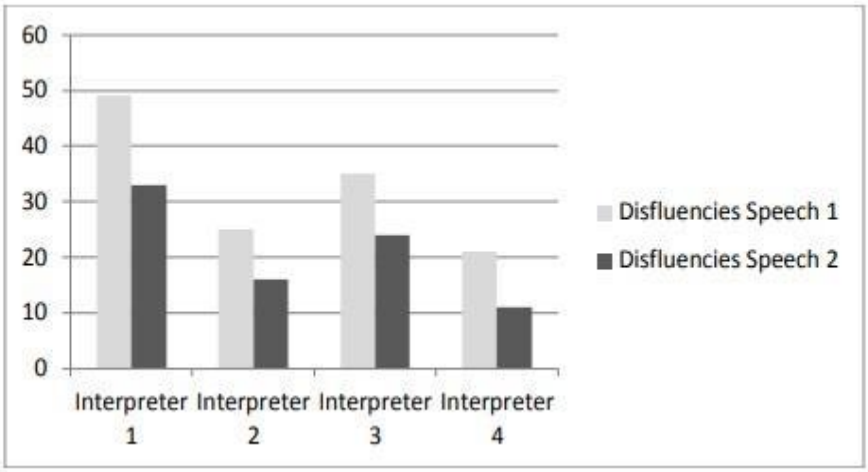


***Figure 4**: Comparative presentation of the number of disfluencies for each informant in both modes (Orlando 2014, 48)*

All the participating interpreters made fewer disfluencies in SimConsec. The hybrid mode also did not significantly lengthen the interpretation. Three out of four subjects used the slow down option the smartpen offers. The subjects also stated that the digital pen was easy to use for them. They felt more confident with it and preferred the simultaneous consecutive mode over regular consecutive. All of them agreed that they could use the smartpen in their future assignments.

3.7 Mielcarek (2017)

The last study that is going to be mentioned in this section is the Master's thesis by Mielcarek (2017) conducted at the University of Vienna. The same model of a smartpen as in the present experiment was used: a Livescribe Echo™ Smartpen. Sony MDR-ZX 610 noise-isolating headphones with a built-in microphone were used to solve the problem with sound quality that Hiebl (2011) was having. These over-ear headphones are made up of two big earmuffs covering the whole ear, which are connected with a headband. The choice of accessories will be discussed in the Chapter 4.

The ST in Spanish was interpreted to German. Four students of interpreting in the final stages of their studies took part in the experiment. Two of them had Spanish as their mother tongue and two of them German. Mielcarek (2017) compared two different devices in her experiment: the aforementioned smartpen and a digital voice recorder. Each interpreter rendered three comparable speeches. The interpreters were given a glossary with terms contained in the STs and their possible translations. The first speech was done in conventional consecutive, the second with the smartpen and the third with the voice recorder. The interpreters were briefed on how to use the devices.

The performances were video-recorded, analysed and evaluated by the author. No audience was involved; the performances were evaluated solely on the basis of a video-based analysis. Mielcarek (2017) evaluated *fluency* and *accuracy*. *Fluency* was evaluated according to the number of pauses, false starts and hesitations each subject made in his or her interpretation. *Accuracy* was evaluated according to the number of omissions, additions and substitutions. Mielcarek (2017) adopted the system of deviations by Barik (1971) and simplified it. She did not take into account his subcategorization. She states that the subcategories can be assessed only subjectively, and thus, she decided to leave them out (Mielcarek 2017, 19). The results showed no major differences in *fluency* between SimConsec with a smartpen and regular consecutive. The smartpen proved more efficient in *accuracy* as the number of deviations was the lowest in the case of all four interpreters.

All the aforementioned studies on SimConsec are summarised in Table 1. It contains essential information, such as what kind of device was used, how many interpreters participated, what was the language combination, who assessed the performances and what were the results.

Ferrari (2002)	PDA and a laptop, 2 professionals (including himself), Spanish to Italian, rated by a jury (5 professional interpreters), boost in *accuracy*
Camayd-Freixas (2005)	Digital voice recorder (DVR) with earbuds, 24 participants (students + professionals), English and Spanish both ways, no audience, boost in *accuracy*
Hamidi (2006) / Hamidi and Pöchhacker (2007)	DVR, 3 professionals, French to German, small audience (9), positive response, video-based analysis, positive results
Sienkiewicz (2010)	DVR, 8 professionals, English to German, audience (49), preferred traditional consecutive, video-based analysis, increased *eye contact*
Hawel (2010)	DVR, 8 professionals, English to German, video-based analysis, both modes the same in *quality of expression*, boost in *source-target correspondence*
Hiebl (2011)	Livescribe Smartpen Echo™ with no headphones (reported bad sound quality), 7 interpreters (4 professionals, 3 students), Italian to German, audience (35), negative results - preferred traditional consecutive
Orlando (2014)	Livescribe Smartpen Pulse™ with a Livescribe 3D Recording Headset, 4 professionals (1 to 3 years of experience), English into French, no audience, video-based analysis, boost in *accuracy*, fewer *disfluencies*
Mielcarek (2017)	DVR, Livescribe Echo™ Smartpen. Sony MDR-ZX 610 noise isolating headphones, 4 students (2 Spanish as A language, 2 German), Spanish to German, no audience, boost in *accuracy*

***Table 1**: An overview of relevant research into SimConsec*

4. Critical analysis of previous research

Although research into SimConsec started more than 20 years ago, there have not been many research studies investigating whether a smartpen is able to boost an interpreter's performance. As the field of simultaneous-consecutive interpreting is dependent on technological development, researchers and practitioners were able to conduct studies only with the devices available at the time. The first trials with a laptop by Ferrari (2001) had promising results. Consequently, several research studies were carried out soon after.

Camayd-Freixas (2005) carried out an experiment with 24 advanced students of interpreting and young professional interpreters. Their level of expertise or experience is not specified in the article. Nevertheless, the number of interpreters the professor managed to get involved is the greatest of all studies on SimConsec found by the author of this thesis. Camayd-Freixas (2005) was trying to solve the problems he was facing when interpreting in the courtroom, namely, lack of accuracy and interrupting the speaker. His results were strongly in favour of SimConsec over conventional consecutive, but the only criterion, for which the interpretations were evaluated, was *accuracy*. Camayd-Freixas (2005, 40) saw the voice recorder as a "revolutionary" device, but it is necessary to point out that the impact this device had on CI has not been so great. There are many factors that influence the overall quality of interpreting, and even though *accuracy* is one of the most important categories, it is by no means the only measurement of quality. For instance, Bühler (1986) in her study rated the importance of as much as 16 quality criteria.

The methodology that was used by Camayd-Freixas (2005) could also be put under scrutiny. The average *accuracy* of each interpretation was measured by counting the words missed in each statement. The overall results show the percentage of words the interpreter managed to render from the original speech into another language. This kind of methodology contradicts the generally accepted principles in translation studies, which says that we should translate not word for word, but sense for sense. Therefore, this methodology to assess *accuracy* is considered inappropriate for the purpose of the thesis.

A digital voice recorder was also used by Hamidi (2006), Sienkiewicz (2010) and Hawel (2010). According to Hamidi's (2006) video-based analysis, it permits better

performance in *source-target correspondence*. The same results were reached by Hawel (2010) and Sienkiewicz (2010). The methodology they used to evaluate interpretations for *source-target correspondence* was adopted from Hamidi (2006). As it is highly relevant to this research, the methodology will be discussed here.

As explained in Chapter 3, the evaluation system by Hamidi (2006) to evaluate *source-target correspondence* is based on Barik (1971), who introduced three types of deviations (omissions, additions and substitutions) as well as several subcategories for each type. Barik (1971, 207) admits that his system is subjective to a certain extent "…both in terms of categories delineated and in the assignment of events to these categories…" Hamidi (2006) simplified Barik's (1971) classification; she adopted his three types of deviations and divided them into meaning-relevant and meaning-irrelevant. As explained earlier, in this evaluation system by Hamidi (2006), the author decides whether a deviation is meaning-relevant or not. The author decides based on whether the communicative function of the ST was fulfilled. This methodology is based on the skopos theory. The skopos theory understands translation as a purposeful action; the purpose is determined by the audience, who have their specific cultural knowledge, communicative needs and expectations, so every translation is focused on its expected audience (Reiss and Vermeer 1984, 12).

It could be legitimately argued that Hamidi's (2006) methodology to assess *source-target correspondence* is not ideal because the interpretations are evaluated by the author, and therefore, the evaluation is never going to be entirely objective. However, as Barik (1971, 207) says, some degree of bias when evaluating meaning equivalence is inevitable. The bias issue concerns other studies on SimConsec that evaluated *source-target correspondence* or *accuracy* as well. The present author is going to argue that, the *accuracy* assessment in Orlando (2014) and Mielcarek (2017) works on a similar principle as in Hamidi (2006). Orlando (2014) and Mielcarek (2017) did not divide deviations into meaning-relevant and meaning-irrelevant, as Hamidi (2006) did. Nevertheless, they still had to decide in the case of each deviation if it was serious enough to be counted as a deviation or not. Examples 2 and 3 that illustrate the present author's point are given later in this chapter. Hamidi's (2006) methodology is seen by the author of this thesis as more objective than the methodology by Camayd-Freixas (2005), who evaluated *accuracy* by counting how many words the interpreter transferred from SL to TL. The present author modified Hamidi's (2006) methodology in an attempt to make it more objective. For more details, see Chapter 5.

The following three studies on SimConsec carried out with a smartpen are the most relevant to this research. The smartpen technology in simultaneous consecutive interpreting was used for the first time in Hiebl's (2011) research. As in the present thesis, Hiebl (ibid.) assessed the performances from the audience's point of view. The audience preferred traditional consecutive over SimConsec. The key fact is that no Livescribe 3D Recording Headset was used by Hiebl (2011, 90) because it was unavailable at the time of the experiment. The headset was tested by Hiebl (ibid.) when it was released, which was after the experiment, and she reported that the sound quality of the recording increased with it. Some interpreters participating in Hiebl's (2011) experiment complained that the sound quality of the recording was poor. Furthermore, the constant scratching noise made by the smartpen on the paper that was heard on the recording was also reported by the interpreters as disturbing. For this reason, it was decided to use the Livescribe 3D Recording Headset in this thesis, as in Orlando (2014). The sound quality is expected to be high enough. The performances in Hiebl (2011) were evaluated only by the audience, i.e., no video-based analysis was carried out by the author. As a result, the *accuracy* of the interpretations could not be assessed.

The approach Orlando (2014) took in his study to measure *accuracy* was based on Seleskovitch (1989). He chunked the source texts into units of meaning and counted how many of them the interpreter managed to transfer. A unit of meaning can be seen as a rather vague term. Čeňková (2008, 30) mentions that it is inconsistent, and that the length of such units depends on the language combination, the speaker's pace or linguistic and extralinguistic factors.[1] Thus, it is possible that different researchers might reach a different number of units of meaning in the same speech. Orlando (2014, 44) gives the following example, which is going to be used to explain the present author's point. It will be referred to as Example 1.

[1] Original quote: Jednotka simultánního tlumočení je jednotka značně proměnlivá. Její délka závisí na organizaci a charakteru výchozího projevu a na podmínkách, za nichž proces simultánního tlumočení probíhá (tj. zejména jazyková kombinace, tempo řečníkova projevu a další lingvistické a extralingvistické faktory).

> ***Example 1***: In order to soften France's image abroad, Nicolas Sarkozy pledged to do more to combat AIDS and help Africa in a big speech delivered recently in New York.
>
> In the above sentence, taken from one of the speeches, the units of meaning to be identified by the interpreter would be: 1) Nicolas Sarkozy, 2) in a speech in NY, 3) promised to increase fight on AIDS, 4) and help Africa, 5) to soften the image of France, 6) abroad. This amounts to 6 units.

The units of meaning in this sentence could very well be as follows: 1) Nicolas Sarkozy, 2) in a speech 3) in NY, 4) promised 5) to increase 6) fight on AIDS, 7) and help Africa, 8) to soften the image 9) of France, 10) abroad. Since Orlando (2014) did not include the transcriptions of the original speeches or the interpretations, it is unclear how they were divided into units of meaning. The present thesis contains transcriptions of both original speeches with highlighted units of meaning as well as the transcriptions of all fourteen interpretations with highlighted deviations (see Appendix 4) and a detailed description of how they were assessed.

Another question emerges when we consider how the units were counted. Orlando (2014, 44) says, "The measurement consisted in checking the number of units of meaning understood by the interpreters and rendered fully in their performance." The term "fully rendered unit" might seem as self-explanatory at first sight, but a closer examination might raise some questions. The following is ***Example 2***, which was mentioned earlier. Let us assume an interpreter rendered the first unit of meaning, i.e., Nicolas Sarkozy as "Sarkozy" (without the first name). Although the first name of the politician is probably not necessary in this case, it is not clear whether this would be counted by Orlando as a "fully rendered unit" or not.

The last study discussed in this section will be the one by Mielcarek (2017). She tried to solve the problem with sound quality that Hiebl (2011) was having by using Sony MDR-ZX 610 noise isolating over-ear headphones with a built-in microphone. As previously mentioned, the headphones are made up of two big earmuffs covering the whole ear, which are connected with a headband. Even though it was possible to connect the headphones to the pen and use them for the interpretation, the interpreters

could not have the headphones on during the listening phase because they would be unable to hear the original speech. As the noise isolating headphones were not designed to be used together with a smartpen, the interpreters were able to put them on only for the rendition. It is also possible that the interpreters were not able to hear themselves properly during the interpretation. However, they could wear the headphones only on one ear. Mielcarek (2017) proved that the experiment is doable with these Sony headphones, but this technology is not considered ideal for SimConsec by the present author. The Livescribe 3D Recording Headset designed for the smartpen that was used in our experiment includes two small earbuds, which do not block ambient noise, so the interpreters can wear them for the whole interpreting session. They are also more appropriate for aesthetic reasons as they are a lot less visible than the Sony over-ear headphones.

At the beginning of the experimental session the interpreters were handed out a glossary with terms contained in the STs and their possible translations. This seems as a valid approach to simulate interpreters' preparation. The lack of preparation might be an issue for some interpreters, as found out in the pilot study described in Chapter 5. Thus, the approach by Mielcarek (2017) will be adopted in our experiment. She simplified the classification system of deviations by Barik (1971) and counted only those omissions, additions and substitution that changed the purpose of the ST, as in Hamidi (2006). As mentioned above, this means that the author had to decide which units were going to be counted as deviations and which were not. Mielcarek (2017, 64) gives the following example to show a unit that was not counted as a deviation:

> ***Example 3***:
> Original: "Nunca me olvidaré de ese día, yo tenía 12 años y mi hermana 10."
> Translation: (Ich werde diesen Tag nie vergessen) Ich war 10 Jahre alt und meine Schwester 12 (ich 12, Schwester 10).

The speaker said that she had been 10 years old and her sister 12.[2] The interpreter accidentally switched the ages in the rendition. Mielcarek (2017, 64) did not evaluate this deviation as a serious mistake and did not count this as a deviation.

[2] The present author's translation.

4.1 Research questions and hypotheses

Various devices have been tested in research studies on SimConsec. Initially, the studies were conducted with digital voice recorders. To the best knowledge of the present author, there have been three studies that investigated the technology of a digital pen in interpreting and its potential to boost performance that are relevant for the purposes of the present thesis. One of them is a Master's thesis by Hiebl (2011), in which an audience compared performances delivered in the conventional consecutive mode and the simultaneous consecutive mode with a smartpen. In five out of seven quality criteria, the SimConsec performances were rated worse than the performances in the conventional consecutive mode. As mentioned above, Hiebl (2011, 90) could not use the Livescribe 3D Recording Headset that improves the sound quality as it was not available at the time of her experiment. It is necessary to determine if the Livescribe headset enhances the quality of the recording sufficiently, and if it affects the overall quality assessment given by the audience. Hiebl's (2011) results are the only available data on the audience response to the smartpen technology when it is used as a tool to improve performance in interpreting.

Another study on SimConsec with a smartpen was conducted by Orlando (2014). Orlando's (2014, 50) results suggest that the sound quality with the Livescribe headset is sufficient in the eyes of the interpreters participating in his research as all of them preferred SimConsec over traditional consecutive. All of the interpreters felt more confident with the digital pen, and most of them thought they had performed better with it. They improved their performances in two out of four quality criteria, namely *accuracy* and *disfluencies*. No major difference in quality was found between SimConsec and conventional consecutive in the other two categories, i.e., *eye contact* and *duration and flow speed* (Orlando 2014, 50). The author carried out a video-based analysis and assessed the interpretations; no audience was involved in the assessment.

The third study was carried out by Mielcarek (2017), who compared three performances: one in regular consecutive, one in SimConsec with a smartpen and one in SimConsec with a digital voice recorder. No audience was included, and the performances were evaluated by the author, as in Orlando's (2014) research. Mielcarek (2017) focused on two quality criteria: *fluency* and *accuracy*. The performances in the traditional consecutive mode and SimConsec with a smartpen received similar ratings for *fluency*. SimConsec with a smartpen prevailed over the other two modes in *accuracy*. Hamidi (2006), Sienkiewicz (2010) and Hawel (2010) called this category

source-target correspondence. Since their methodology will be adopted in the present thesis, this quality criterion will be called *source-target correspondence*. For details, see Chapter 5.

To summarise, Hiebl's (2011) audience response was clearly in favour of conventional consecutive as the smartpen did not improve the performances in any quality criteria. According to Orlando's (2014) and Mielcarek's (2017) video-based analysis, SimConsec with a smartpen improves *accuracy*. These results will be tested in the present thesis. The research questions are the following:

1) Will the audience assess the traditional consecutive mode higher than SimConsec with a smartpen, and will they also prefer traditional consecutive?
2) Will the assessment of *source-target correspondence* on the basis of a video analysis be better in SimConsec with a smartpen than in conventional consecutive?

Different accessories and methodology than in Hiebl (2011), Orlando (2014) and Mielcarek (2017) will be used to answer the research questions. The Livescribe 3D Recording Headset that was unavailable at the time of Hiebl's (2011) thesis will be used in the present experiment. The experiment will be conducted with a later version of the Livescribe smartpen and a headset than in Orlando (2014). Regarding methodology, the performances in the present experiment will be evaluated online by an independent audience. The video-based analysis to evaluate *source-target correspondence* will be adopted from Hamidi (2006) and slightly modified. *Accuracy* or *source-target correspondence* improved in most studies on SimConsec which carried out a video-based analysis (Ferrari 2002, Camayd-Freixas 2005, Hamidi 2006, Hawel 2010, Orlando 2014, Mielcarek 2017). This phenomenon does not seem to be influenced by the type of the technological device used in the experiment. Therefore, it seems reasonable to expect that Orlando's (2014) and Mielcarek's (2017) results will be confirmed, and the performances with the smartpen will have closer *source-target correspondence*. According to the results collected by Sienkiewicz (2010), the audience prefer regular consecutive over SimConsec with a digital voice recorder. Since Hiebl (2011) reached the same results with a smartpen, it could be assumed that the present experiment will yield the same results as Hiebl's (2011) experiment. The hypotheses

based on the above-mentioned research are the following:

1) The audience will prefer the traditional consecutive mode, which will be rated higher than SimConsec with a smartpen;
2) The video-based assessment of *source-target correspondence* will be in favour of SimConsec with a smartpen.

5. Empirical research

This chapter is going to describe the empirical research that was designed to answer the research questions and test the hypotheses. The chapter is divided into several sections, each focusing on a specific aspect of the research. The first section briefly describes the methodology of the research. It is followed by details about the audience, interpreters, smartpen, STs, pilot study, experiment, transcription, evaluation criteria and evaluation process.

5.1 Methodology

The goal of the thesis is to test whether a smartpen has the potential to boost an interpreter's performance. For this purpose, performances delivered in the conventional consecutive mode were compared with performances delivered in SimConsec with a smartpen. In order to test the first hypothesis, the performances were assessed by an independent audience. Quality was in this research defined as satisfying end-user expectations. Since this thesis evaluated quality from the end-user's point of view, the audience response was regarded here as the main factor in the assessment of quality. The quality criteria that were used to assess the performances were based on Kurz (2001), who rated the significance of various quality criteria in the eyes of the audience. In order to test the second hypothesis, the renditions were transcribed and assessed for *source-target correspondence* by a group of judges. The way the renditions were assessed will be described below.

5.2 Audience

In total, 35 people served as members of the audience. 31 of them were secondary school students between ages 17 and 19. The other four members were adults aged 42 to 57 with secondary or higher education. In order to make the conditions as realistic as possible, all the members of the audience were Czech native speakers with limited understanding of the SL. 32 of them had heard a professional interpretation before. The audience was divided into seven groups – one for each interpreter. Each group had five members. They assessed only the two performances delivered by their allocated interpreter and chose which one was better: the one in the conventional consecutive mode or the one in SimConsec. This was to make sure that the interpreters were not compared with each other. It needs to be pointed out that the audience assessed the performances from a video recording. No audience was present in the room at the time

of the rendition.

5.3 Interpreters

All seven participating interpreters were Czech native speakers with English-Czech language combination. Three of them were professionals with 3 to 25 years of experience and four were students of interpreting in the final stages of their studies. They were studying English for Translation and Interpreting at Palacký University Olomouc. All the participating interpreters work regularly in both the simultaneous and consecutive modes. None of them had any experience with a smartpen or any other device in SimConsec. Their renditions were video-recorded by the author of this thesis. Then they filled out a short questionnaire, in which they assessed their own performances and commented on their experience with the smartpen. The questionnaire is included in Appendix 3.

5.4 Livescribe Echo™ Smartpen

The digital pen used in the experiment was a Livescribe Echo™ Smartpen. It has an ink cartridge, and it is held as a regular pen. It has a built-in microphone, speaker, infrared camera and memory storage of 8 GB. It also features a small OLED display for easier operation. It can capture handwriting as well as record, store and replay audio. The accessories used in this research were a Livescribe 3D Recording Headset and a Livescribe notebook.

The notes have to be taken on special dot paper with printed microchips on its surface in order to operate the smartpen and use all of its features. The microchips are almost invisible to the human eye. These Livescribe dot-paper notebooks were used in our experiment. The smartpen is controlled via control buttons printed at the bottom of each page of the notebook. They are activated simply by tapping on them with the tip of the pen. There are buttons to start, pause, stop, replay or go to a certain part of the recording, adjust playback speed and volume. At the beginning of the original speech, the interpreter taps on the record button and hears a soft beep sound. He or she starts to take notes while having the earbuds on. After the speaker has finished or made a pause, the interpreter taps first on the stop button, then on the replay button and starts rendering simultaneously while listening to the recorded speech. All the controls are functional during the replay. Thanks to the synchronization of the notation and the audio recording, it is also possible to tap anywhere on the notes, e.g., a word or a sign and

listen to the part of the speech that was recorded when the note was being taken. This is an effective tool for replaying chosen parts of the speech and skipping other parts during the rendition.

The Livescribe 3D Recording Headset includes two small wired earbuds that can be plugged into the top of the smartpen. The interpreter has them on for the whole time of the interpreting process, including the listening phase. It is possible to listen to just one of the earbud during the rendition. The headset has a small microphone in each earbud, which enhances the quality of the recorded sound. The headset was designed to be paired up with a Livescribe Echo™ Smartpen, so the original speech is well audible even when the interpreter has the earbuds plugged in his or her ears whilst the smartpen is recording the sound. The recorded audio as well as the recorded notes can be transferred to a computer via a micro USB cable. The Livescribe software that comes with the smartpen offers an opportunity to listen to the audio recording and watch the notes being taken in real time.

5.5 Source texts

Two original speeches in English were written for the purpose of the experiment so that their levels of difficulty were exactly the same. After the pilot study described below, it was decided to make video recordings of the two original speeches in advance and play them on a projector on the spot, instead of reading them aloud. The speeches in the video were delivered by the present author. The interpreters were informed about this procedure before the experiment, and they all agreed. The audio as well as the video were of good quality, and each subject could see and hear the speaker well. The first speech called Racial Equality had 4 minutes and 5 seconds, 500 words, 12 proper names, 3 dates and 6 figures. Its delivery rate was 122 words per minute. The second speech called Mars had 4 minutes and 3 seconds, 494 words, 12 proper names, 3 dates, 5 figures and one abbreviation. Its delivery rate was 122 words per minute as well. Both speeches were divided into units of meaning (see Appendix 4). The first speech had 111 units of meaning and the second 110. All the necessary data about the original speeches are presented in Table 2. For the original speeches, see Appendix 1.

	Time	Words	WPM	Proper names	Dates	Figures	Abbr.	Units of meaning
Racial Equality (Consec)	4:05	500	122	12	3	6	0	111
Mars (SimCon)	4:03	494	122	12	3	5	1	110

***Table 2**: Details about the original speeches*

5.6 Pilot study

The following pilot study was conducted before the full-scale experiment to test its feasibility. The pilot study was carried out at Palacký University Olomouc on October 8, 2019. Two professional interpreters interpreted two short speeches in front of a live audience of six German Studies undergraduate students. The first speech was interpreted in the consecutive mode and the other in SimConsec with a smartpen. The performances were video-recorded. The audience members were all Czech native speakers who did not have English as their major. During the pilot study it became clear that it was going to be challenging to find students with little to no command of English who would be willing to participate in the research and fill out a questionnaire. Therefore, the original idea to have a live audience had to be abandoned.

The speeches were read aloud at approximately the same rate. Some deviations occurred as it proved challenging to read both speeches at the same words per minute rate. In the experiment, each of the two original speeches would have to be read seven times – once for each interpreter. As the aim of the experiment was to test two modes of interpreting, the speeches had to be of the same difficulty. One of them could not be read faster than the other. It was decided to pre-record the speeches in advance to ensure equal conditions for all interpreters during the actual experiment.

The interpreters participating in the pilot study were given no terminology and little to no information about the topics of the speeches. This method proved ineffective as one

of the two participating interpreters failed to render the speech. Thus, before the full-scale experiment the subjects received some general information about the ST speeches including the official names and dates of the fictional conferences that were referred to in the speeches, their main topics, objectives and lists of speakers with their job titles. The subjects also received a list of terms that were contained in the STs and their possible translations. This was done to simulate the interpreters' preparation.

5.7 Experimental procedure

The experiment was carried out at Palacký University Olomouc in two experimental sessions in October and December 2019. Before the experiment, the participating interpreters were briefed on how to use the digital pen. They were allowed to do a test run, for which they were given a third speech that was prepared for this purpose. One at a time, the interpreters listened to and rendered the first pre-recorded speech that was replayed to them from a video. The first round was done in conventional consecutive. After a short break, the same process was repeated with the second speech, which was rendered with the smartpen. Apart from the present author and the performing interpreter, nobody else was present in the room during the whole interpreting process. The performances of each interpreter were video-recorded. To simulate the eye contact with the audience, the interpreters looked into the camera. Later the video-recorded performances were replayed to an audience that evaluated the performances online. The participating interpreters evaluated their own performances as well. Finally, the video-recorded interpretations were transcribed and evaluated for *source-target correspondence.*

5.8 Transcription

The performances of the participating interpreters were video-recorded, transcribed and analysed. In total, 14 renditions were transcribed. The transcription was done in order to assess *source-target correspondence*. The transcription was essential for the video-based or transcript-based analysis, as Hamidi (2006) calls it. It should be noted that she deliberately avoids the term *text-based analysis*, as does the present author. Although the present transcription is orthographic, it is not considered a text because it lacks the necessary qualities of a text. However, there are features that are in compliance with the standard orthographic rules of Czech, such as capitalisation or punctuation. For the most part it has a form of a regular text because phonetic transcription would not be as

readable and effective. The transcription is regarded here as a written product of interpreting, which, unlike text that can be reread several times, is "...produced on the basis of a one-time presentation of an utterance..." (Pöchhacker 2016, 11). The transcription, i.e., this recorded set of verbal utterances, has its own logical rules for recording the interpreters' utterances to meet the needs of the evaluation. This methodology is supported by Kalina (1998, 135).

The transcription does not always comply with the orthographic rules of the standard Czech language. For instance, Interpreter 1 in his second speech used a colloquial form of inflection *kosmonauta Juriho Gagarina*. All the slips of the tongue and false starts, such as *Nelsona Mendely* or *africkoamerická komunice… komunita* were recorded. Such disfluencies are followed by three dots, as in *od roku… od 70. let 20. století*. Full stops at the end of sentences were put only if the interpreter used a falling intonation. Appendix 4 shows the transcripts compared to the ST. Omissions, substitutions and additions are highlighted in it. The evaluation system and the highlighting system are explained in the next section.

5.9 Evaluation criteria

The following are the evaluation criteria for testing the first hypothesis. Since the present thesis assessed quality from the end-user's point of view, it was necessary to include such quality criteria that are considered significant in the eyes of the end-users. Kurz (2001) in her series of surveys asked 124 delegates to rate the significance of eight quality criteria taken from Bühler's (1986) pioneering work on quality, which were *native accent, pleasant voice, correct grammar, fluency of delivery, logical cohesion, sense consistency with original message, completeness of interpretation* and *correct terminology*. These criteria served as the basis for assessing quality in the present thesis. The criteria that were rated as least significant in Kurz (2001) were also evaluated. As previously explained in Chapter 2, the delivery-related criteria may influence the rating given by an audience in other categories as well (Collados Aís (1998/2002). The only two excluded criteria were *accent* and *terminology* for the reasons explained below.

Accent was excluded because all interpreters participating in our research were Czech native speakers with standard Czech accent. *Grammar* was broadened to make it more relevant. This category is called *quality of expression* in this research. It includes the same subcategories as in other studies on SimConsec that used this criterion, such as grammatical, lexical, and syntactical mistakes, false starts, repetitions, slips of the

tongue and reformulations (Hamidi and Pöchhacker 2007, Hawel 2010, Sienkiewicz 2010). Before assessing it, the audience was told that *quality of expression* refers to any kind of the aforementioned mistake in the Czech rendition. Since the members of the audience were Czech native speakers, they were considered competent enough to assess this category objectively. *Terminology* was excluded because of the results of the pilot study. After the pilot study described below, it was decided to adopt Mielcarek's (2017) method, i.e., to provide the interpreters with some basic terminology contained in the ST. This was done to simulate their preparation.

Although the quality criteria were based on Kurz (2001), this thesis investigates a different mode of interpreting than she did, so it was necessary to add some new categories. Kurz (2001) carried out her research into quality criteria in SI, but in SimConsec with a smartpen the situation usually resembles CI much more than SI. The interpreter stands on a stage next to a speaker in front of an audience, takes notes and then renders the speech. Therefore, it is necessary to include quality criteria that are specific for CI. Such criteria were taken into account in several SimConsec studies (Ferrari 2002, Hamidi and Pöchhacker 2007, Sienkiewicz 2010, Hiebl 2011, Orlando 2014). They took into account categories such as *eye contact with the audience, overall impression* or *confidence and professionalism*. These will be included in the present research.

The *sense consistency* and *completeness* categories by Kurz (2001) must be given special attention. Since the members of the audience did not know the SL, they were not able to evaluate whether the interpreter rendered exactly what the speaker had said, or whether the interpreter omitted or added something that the speaker had not said in the original speech. Barik (1971) introduced his classification of deviations to assess interpretations for this meaning equivalence. Each type of the deviations was further divided into several subcategories (Barik 1971). His trichotomy was adopted and altered in various studies on SimConsec. Hamidi (2006) altered Barik's (1971) subcategories and called this quality criterion related to meaning equivalence *source-target correspondence*. Other authors who used Hamidi's (2006) methodology also called this criterion *source-target correspondence* (Hawel 2010, Sienkiewicz 2010, Hiebl 2011). Mielcarek (2017) did not use Barik's (1971) subcategories and called this criterion *accuracy*. Then there were authors who evaluated *accuracy* only by counting omissions. Camayd-Freixas (2005) counted missed words, Orlando (2014) units of meaning. Since Hamidi's (2006) methodology was adopted in the present thesis, the criterion was called

the same way she called it – *source-target correspondence*. In her study on end-user expectations, Kurz (2001) had two quality criteria associated with sense: *sense consistency* and *completeness*. The present author takes the view that *source-target correspondence* incorporates both *sense consistency* and *completeness* by Kurz (2001).

To summarise, the performances were assessed by the audience for the following quality criteria: *voice and intonation, fluency of delivery, clarity and cohesion, quality of expression, eye contact with the audience, confidence and professionalism* and *overall impression. Source-target correspondence* was evaluated by a group of three judges. For the sake of clarity, Table 3 summarises all the quality criteria used by Kurz (2001) and compares them with the criteria used in the present thesis. It also shows who the assessor was: the audience or the group of judges. The "X" sign means that the criterion was not assessed.

Criteria by Kurz (2001)	Criteria in this thesis	Evaluated by
Accent	X	X
Voice	Voice and intonation	audience
Fluency	Fluency	audience
Logical cohesion	Clarity and cohesion	audience
Grammar	Quality of expression	audience
Terminology	X	X
X	Eye contact with the audience	audience
X	Confidence and professionalism	audience
X	Overall impression	audience
Sense consistency	Source-target correspondence	group of judges
Completeness		

***Table 3**: Quality criteria in the present research compared with Kurz (2001)*

5.10 Evaluation process

5.10.1 The analysis of the audience response

The members of the audience were divided into seven groups. Each group was allocated one interpreter. Each member of the group assessed and compared only two performances delivered by their allocated interpreter. The audience assessed the video-recorded performances uploaded online via an online questionnaire. They were given all the necessary instructions needed to fill out the questionnaire, and they could ask as many follow-up questions as necessary. The first question asked whether the video recording was loud enough in order to assess the performances. The audience received instructions on how to download the video and increase its sound volume if necessary. The second question was whether they had heard a professional interpretation before. Then they were asked to rate both performances for seven quality criteria on a scale of 1 to 5 with 5 being the highest possible quality. Then they were asked which of the two performances they preferred and why. The questionnaire is included in the thesis (see Appendix 2).

5.10.2 The evaluation of source-target correspondence

This section describes how *source-target correspondence* was evaluated. This was the only criterion that was used to test the second hypothesis. The interpretations were compared to the original speeches. In order to evaluate *source-target correspondence*, the interpretations were first transcribed. As previously mentioned, the evaluation was carried out using Hamidi's (2006) modified evaluation system based on Barik's (1971) classification of deviations. Hamidi (2006) subdivided Barik's (1971) three types of deviations into meaning-relevant and meaning-irrelevant. If the message of the original speech was distorted, i.e., the listener could not understand the message as well as someone who understands the SL, the deviation was classified as relevant. If the communicative function of the ST was fulfilled in the sense of the skopos theory, the deviation was classified as irrelevant. If a deviation caused any kind of illogicality, incoherence or discontinuity, it was classified as relevant. In an attempt to make the evaluation more objective, two independent judges were invited to assess the transcribed renditions. The judges were students of interpreting in the final stages of their studies. They evaluated the renditions for *source-target correspondence* on behalf of the end-users together with the present author. All the performances were evaluated

by the same group of three judges. Thus, all the interpretations were rated equally. The main focus in analysing the results was on relevant deviations. Irrelevant deviations are not considered mistakes in the present thesis. They will be included in the final assessment only for the sake of transparency. They will not influence the assessment of *source-target correspondence*.

The above-mentioned authors who assessed *accuracy* or *source-target correspondence* in their studies on SimConsec explained their methodology by giving a few examples, and then they presented the final results. To make the evaluation more transparent, all the transcriptions with all highlighted and categorised deviations are included in the thesis. Both STs were divided into units of meaning, according to which all the renditions were assessed. This guaranteed that all the interpretations were assessed equally.

The following evaluation system was applied to all 14 transcriptions to assess their *source-target correspondence*. Example 4 at the end of this chapter shows the way the system was applied on Interpreter 1's first transcribed rendition. For all the transcriptions, see Appendix 4. Barik (1971) defined three types of deviations: omissions (Om), additions (Ad) and substitutions (Sub). Hamidi (2006) further divided them into relevant (R) and irrelevant (I). In the present thesis the deviations are marked in the following way: omissions are highlighted in yellow, additions in green and substitutions in blue. The parts of the original speech that the interpreter left out were added to the transcript of the rendition. They are separated by square brackets. The substituted units highlighted in the transcript of the rendition are highlighted also in the ST for the sake of clarity. Where necessary, arrows are used to connect the units substituted in the ST to those in the rendition transcript. The deviations are also marked by abbreviations. There is an abbreviation in round brackets after each deviation. Each abbreviation comprises two parts separated by a hyphen. The first part expresses whether the deviation is relevant (R) or irrelevant (I); the second part expresses the type of the deviation, so, for instance, R-Om means relevant omission, I-Ad means irrelevant addition, etc.

The STs were divided into units of meaning, which are highlighted in grey in the first two transcriptions. The units are separated by white spaces. The units highlighted in blue in the ST were counted as units of meaning as well. Speech 1 had 111 units of meaning and Speech 2 had 110. If a unit of meaning was not fully rendered, or if it was completely left out, it was classified as an omission. Then the judges decided whether

the omission was relevant of irrelevant. In some cases two or more units of meaning were summarized by the interpreter into a single unit, as shown is the following example by Interpreter 2 in Speech 1: *the fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society* was rendered as *Přijde mi příšerné, že ještě dnes v 21. století ještě nemáme férovou, vyváženou společnost*.[3] The judges agreed to classify this type of cases as an irrelevant substitution. However, one unit of meaning could not cause more than one deviation.

Since *source-target correspondence* is focused on meaning, context is considered highly important. Therefore, there are cases in which the same units are evaluated differently in different renditions. For instance, the unit *Today* in the first interpretation of Interpreter 3 is marked as a relevant omission. The same unit is marked as irrelevant in other interpretations. It is because other interpreters had already rendered this unit at the beginning of the rendition, so it was needless to repeat it later on when the speaker repeated it. Since Interpreter 3 was the only one who did not render this unit at the beginning of the rendition, it was necessary to do it later, but she did not. Although the speaker said it twice, the unit (i.e. the fact that the conference was held on the occasion of Nelson Mandela International Day) was not conveyed.

Another example is the following segment in the ST: *We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done*. The units *but our job is not finished yet* and *There is a lot more to be done* are seen as near-synonyms in the context of the speech. Therefore, if the interpreters managed to render at least one of the units and missed the other, it was counted as irrelevant. If they missed both units, only one of them was counted as relevant.

The same principle was applied in the last example mentioned here. The original sentence was *I believe that what we're missing is a positive national dialogue about current national issues*. If the interpreter conveyed the word *national* in the first case and omitted it in the second case, the omission was classified as irrelevant.

The *source-target correspondence* quality criterion was focused on meaning. However, certain rendered units were assessed as irrelevant even though their meaning was different in the original speech. Let us look at the following sentence in the second ST: *New challenges come with new dangers*. Interpreter 3 rendered the unit *New challenges*

[3] I think it is terrible that in the 21st century we still do not have a fair, balanced society (translated by the present author)

as *Nový pokrok*[4], which clearly does not correspond to the meaning of the original unit. Nevertheless, the word *progress* used by Interpreter 3 is the central topic of the original speech. The judges agreed that Interpreter 3 did not change the communicative function, which this unit was supposed to have on the audience. Therefore, this substitution was assessed as irrelevant.

Some deviations were even considered positive. For instance, when Interpreter 3 was rendering the sentence *To that I quote the great Mandela...*, she added *...já bych tento projev rád zakončil citátem Nelsona Mandely.*[5] This addition was appreciated by the judges. Such deviations were marked as irrelevant.

Example 4:

Interpreter 1, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the opportunity to be here with you tonight. It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	[Ladies and gentlemen, (I-Om)] Vítejte u každoroční Konference za rovnost a práva lidí (R-Ad) v roce 2019. [tonight. (I-Om)] Je mi velikou ctí, že vás zde mohu přivítat (I-Sub) a chtěl bych vám velice poděkovat (I-Sub), že jste všichni přišli (I-Sub). Je mi také ctí zde přivítat našeho hlavního hosta při příležitosti mezinárodního dne Nelsona Mandely. Jedná se o výročí jeho narození 18. července. Chtěl bych vás také upozornit (I-Ad), že naše konference je vysílána online prostřednictvím portálu Youtube, takže prosím [you here (I-Om) and those who are watching online (I-Om)] používejte hashtag Konference za rovnost. Prosím vás, vyjádřete se na sociálních sítích [follow us (R-Om)] jako Instagram, Facebook nebo Twitter. [share (R-Om) Let's get the word out. (I-Om)]

[4] New progress (translated by the present author)

[5] Let me finish this speech by quoting Nelson Mandela (translated by the present author)

We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well.	Chtěl bych nyní se přesunout k přivítání (I-Sub) našeho klíčového hosta, našeho klíčového řečníka Johna Gaye, který předsedá… který je předsedou Výboru OSN pro odstranění všech forem rasové diskriminace. Také bych zde chtěl přivítat představitele města Los Angeles, [our traditional partner (R-Om)] kteří zasedají v městské radě a další vážené hosty.
It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions. Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of democracy and social justice.	Je to již více než 10 let… pardon… Již více než 10 let [today (I-Om) in places like this (I-Om)] si připomínáme (I-Sub) výročí Nelsona Mandely a jeho vytrvalý a ustavičný (I-Ad) boj za mezirasovou rovnost [poverty (R-Om) across the globe (I-Om)] a rovnost mezi náboženstvími. [we remind ourselves (I-Om)] Jeho boj byl celoživotní a zastával nejen rovnost, ale také veškeré (I-Sub) principy [of democracy and (R-Om)] sociální spravedlnosti.
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion. I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination.	[I've been working in this field (R-Om) for a long time (R-Om)] Já sám jsem se s nerovností (R-Sub) a nespravedlností R-Sub) setkal na vlastní kůži. Chci říct (I-Sub), že to co nám chybí je [positive (R-Om)] dialog, komunikace. [about current national issues (R-Om)] Také je však potřeba vystavět [strong (R-Om)] právní rámec, na kterém bychom mohli stavět. (I-Sub)
Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers. According to a recent sociological study	Jak by jistě řekl Nelson Mandela, (I-Sub) není třeba slov, ale akcí. [in our communities (I-Om)] Musíme [increase our efforts (R-Om)] bojovat proti nenávistným projevům a [racial discrimination (R-Om)] od roku… od 70. let 20. století (R-Sub) jsme jistě učinili již velký pokrok. [but our job is not finished yet. (I-Om) There is a lot more to be done. (R-Om) Let me give you some numbers. (I-Om)] Nicméně (I-Ad) podle nedávné studie… sociologické studie, [conducted in the

conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.	United States of America (R-Om)] je názor mezi občany USA (R-Sub) takový, že z [more than (I-Om)] 80 % věříme, že by se situace měla změnit a měli bychom napravit situaci práv mezi rasami, (R-Sub) ovšem až (I-Sub) 43 % obyvatel je toho názoru, že se tato situace nikdy nespraví. (I-Sub)
It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to those we do not normally talk to, to those who are ignored. The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society.	Měli bychom (R-Sub) ochraňovat menšiny nejen rasové (I-Sub) a předejít veškeré [social (I-Om)] nespravedlnosti. [Now more than ever (R-Om)] Měli bychom (R-Sub) následovat příklad, který nám stanovil Nelson Mandela svým jednáním. Pouhá diskuze těchto problémů nestačí, (R-Sub) je třeba jednat (I-Ad). [talk to those we do not normally talk to, (R-Om) to those who are ignored. (I-Om)] [The fact is (I-Om)] V jednadvacátém století se situace mezi bílou a černou rasou [as well as members of other minorities (R-Om)] sice zlepšuje, nicméně problémy neustále přetrvávají. (I-Sub)
Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop. Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	[Ladies and gentlemen, (I-Om) I respectfully speak for all of us when I say that (R-Om)]] Je třeba tomu učinit přítrž. Nelson Mandela za svůj boj (I-Sub) strávil 27 let ve vězení a proto si myslím, (I-Ad) že přestože (I-Ad) někteří tvrdí, že se situace nikdy nespraví, měli bychom (R-Sub) si ho vzít za příklad, (I-Sub) a jak by řekl on: „Nic… Všechno je (I-Sub) nemožné, dokud to někdo nedokáže." Děkuji.

6. Results

The results of the present experiment are divided into three categories: the audience response, results of the video-based analysis and self-assessment of the interpreters. This chapter presents the results of the experiment designed to answer the research questions and test the hypotheses. The first research question is answered in the first part of this chapter, which presents the results of the audience response. The second research question is answered in the second part of this chapter, which presents the results of the video-based analysis. Lastly, this chapter includes the interpreters' view on the smartpen technology. Where necessary, digits are going to be used to express numerals in this chapter. For the sake of simplicity, SimConsec with a smartpen will be shortened to SimConsec in this chapter.

6.1 Audience response

In total, 35 people made a video-assessment of 7 interpreters via an online questionnaire. Each subject interpreted Speech 1 in conventional consecutive and then Speech 2 in SimConsec. The audience was separated into 7 groups of 5 members. Each group evaluated two performances delivered by the same interpreter. All the members of the audience could hear the video recordings well enough to assess the interpretations. 32 members of the audience had heard a professional interpretation before. Tables 4-11 represent the data gathered from a group assessing their allocated interpreter. The 7 quality criteria were assessed on a scale of 1 to 5 with 5 being the highest possible quality. The figures in each table represent the total number of points given by the allocated group. Since each group had 5 members, and the rating scale was 1 to 5, the maximum score for each quality criterion was 25 and minimum 5. The second to last row in Tables 4-11 shows the total number of points for all quality criteria that the interpreter received for his/her performance in the given mode. The last row shows how many of the 5 people in the group preferred one of the two modes. In the online questionnaire the members of the audience were also asked to put down why they preferred one mode over the other. Their answers are included in the following paragraphs. Some members of the audience assessed both performances as equally good. In such case, it was added to the table. The final results are summarized in Table 11.

Interpreter 1 (I-1)

Table 4 shows that I-1 was rated slightly higher in his first performance in the conventional consecutive mode. When choosing between regular consecutive and SimConsec, the audience inclined towards regular consecutive as 3 members of the group preferred it over SimConsec. When asked why they preferred conventional consecutive, the members of the audience answered that it was mainly because of better *fluency* and *clarity and cohesion*. Other reasons were that the interpreter was reading his notes too often, did not pronounce his word endings, his articulation was worse or his expressions 'sometimes did not sound right'. The smartpen enhanced I-1's interpretation in 3 quality criteria: *quality of expression, eye contact* and *confidence and professionalism*. In the remaining 4 the performance was higher in regular consecutive; however, the difference between the scores in each mode was often only 1 point. The only significant difference in quality occurred in *fluency*, in which the traditional consecutive mode prevailed, and SimConsec received the lowest score of all criteria.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery	18	14
Voice and intonation	17	15
Quality of expression	16	19
Clarity and cohesion	18	17
Eye Contact with the audience	17	18
Confidence and professionalism	15	17
Overall impression	16	15
Total points	117	115
The number of people that preferred the mode	3	2

***Table 4**: Interpreter 1, the audience response*

Interpreter 2 (I-2)

The assessment given by the audience was in the case of I-2 in favour of traditional consecutive. Nevertheless, the group did not prefer neither of the two modes as 2 members chose conventional consecutive, 2 SimConsec and 1 thought both interpretations were of equal quality. Some members preferred the performance in traditional consecutive because of better intonation. One person added that there were too many hand gestures in the second speech. The SimConsec performance was appreciated for better *fluency* and fewer hesitations. The SimConsec performances were rated higher in 3 categories, which were *fluency, clarity and cohesion* and *confidence and professionalism*. Surprisingly, the results in *fluency* are opposite to those reached by I-1. *Eye contact* significantly decreased in the second speech. The SimConsec performance reached only 7 points in this category, which is by far the lowest score. No interpreter in any category reached less than 7 points. This result does not correspond to I-1's and I-6's results as their *eye contact* slightly increased with the smartpen. It is possible that the evaluation was influenced by I-2's body language as well. Conventional consecutive prevailed in the remaining 4 criteria.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery	13	17
Voice and intonation	16	14
Quality of expression	17	16
Clarity and cohesion	18	19
Eye Contact with the audience	12	7
Confidence and professionalism	15	16
Overall impression	15	13
Total points	106	102
The number of people that preferred the mode	2	2 (+ 1x both equally good)

***Table 5**: Interpreter 2, the audience response*

Interpreter 3 (I-3)

According to the audience response, I-3 reached clearly higher quality without the smartpen as all 5 members of the group assessing this interpreter preferred Speech 1 in the conventional consecutive mode. The reasons given by the audience were better in *fluency, quality of expression, overall impression* and *eye contact*. I-3's SimConsec performance received more points only in *confidence and professionalism*. In *clarity and cohesion* the results were tied. Conventional consecutive prevailed in all the other categories. I-3's *eye contact with the audience* was appreciated the most of all categories in both performances. In the first speech she reached the highest rating in the *eye contact* category of all 7 interpreters. In the second speech her *eye contact* received more points than any other criterion. Her frequent *eye contact* was positively received by the audience.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery	20	17
Voice and intonation	19	18
Quality of expression	19	17
Clarity and cohesion	18	18
Eye contact with the audience	22	19
Confidence and professionalism	17	18
Overall impression	19	14
Total points	134	121
The number of people that preferred the mode	5	0

***Table 6**: Interpreter 3, the audience response*

Interpreter 4 (I-4)

Unlike in the case of previous interpreters, the audience decided that I-4's performance was superior to the one with the smartpen. 4 members of the audience preferred the SimConsec performance, and 1 preferred conventional consecutive. They believed that the second speech was interpreted more fluently, confidently and without as many

pauses as in the first speech. This result reflected the overall assessment: the performance with the smartpen received 108.5 points, while traditional consecutive 102. The unexpected value of 108.5 was reached because some members of the audience added half a point when they could not decide between two values. SimConsec received higher rating in 4 categories. The results were tied in *quality of expression*, which was evaluated higher than all the other categories as both performances received 18 points. The lowest score I-4 received was in the *eye contact* category.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery	15	17
Voice and intonation	14	17
Quality of expression	18	18
Clarity and cohesion	15	17
Eye contact with the audience	13	12
Confidence and professionalism	14	13
Overall impression	13	14.5
Total points	102	108.5
The number of people that preferred the mode	1	4

***Table 7**: Interpreter 4, the audience response*

Interpreter 5 (I-5)

The audience response to I-5's interpretations is exactly the opposite to I-4's. 4 members of the group preferred traditional consecutive, whereas 1 member preferred SimConsec. *Fluency, eye contact, overall impression, confidence* and fewer hesitations were the primary reasons given by the audience. The total score was 132 points for traditional consecutive and 114 for SimConsec. Speech 2 reached higher score only in 1 category, which was *fluency*. The category that was appreciated the most in I-5's performance was *confidence and professionalism* in the first speech. The lowest assessment was given in the *eye contact* category in the second speech. This phenomenon occurred also in the case of I-2 and I-4.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery	17	18
Voice and intonation	19	16
Quality of expression	20	18
Clarity and cohesion	20	19
Eye contact with the audience	17	12
Confidence and professionalism	21	16
Overall impression	18	15
Total points	132	114
The number of people that preferred the mode	4	1

Table 8*: Interpreter 5, the audience response*

Interpreter 6 (I-6)

I-6 reached the highest overall score of all participating interpreters. The audience assessment was 20 points or more in most categories; however, there was a significant decrease in *eye contact:* only 11 points in the conventional consecutive mode and 13 in the simultaneous consecutive mode. None of the 5 members who evaluated the interpretations preferred SimConsec. 4 preferred traditional consecutive and 1 stated that both performances were equal. The reasons given by the audience for choosing traditional consecutive were that the first performance was more comprehensible, more structured and fluent. Furthermore, *fluency* in Speech 1 was evaluated clearly as superior to Speech 2. The same phenomenon was observed in the interpretations of I-1 and I-3.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery	23	17
Voice and intonation	21	20
Quality of expression	22	21
Clarity and cohesion	20	20
Eye contact with the audience	11	13
Confidence and professionalism	22	20
Overall impression	20	19
Total points	139	130
The number of people that preferred the mode	4	0 (+ 1x both equally good)

***Table 9**: Interpreter 5, the audience response*

Interpreter 7 (I-7)

I-7 was the last subject participating in the experiment. The audience did not choose one mode over the other as 2 members preferred conventional consecutive, 2 SimConsec and 1 said the quality was the same in both modes. The reasons for choosing conventional consecutive given by the audience were *fluency* and *confidence and professionalism*. However, those who preferred SimConsec also said it was because of better *fluency* as well as *quality of expression*. These results show that the views of individual members of the audience were often contradictory. The overall assessment given by the audience confirms their preferences: traditional consecutive received 128 points and SimConsec 126. *Overall impression* and *clarity and cohesion* in Speech 2 received the lowest scores (16 points). The highest score was reached in *eye contact* in Speech 1 and *fluency* in Speech 2. SimConsec prevailed in 4 categories, traditional consecutive in 3.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery	19	20
Voice and intonation	17	18
Quality of expression	18	19
Clarity and cohesion	19	16
Eye contact with the audience	20	18
Confidence and professionalism	17	19
Overall impression	18	16
Total points	128	126
The number of people that preferred the mode	2	2 (+ 1x both equally good)

***Table 10**: Interpreter 7, the audience response*

The final results of the assessment given by the audience

Table 11 contains the final results of the audience response to all performances of all interpreters in both the traditional consecutive and the simultaneous consecutive modes. The results reached by all 35 members of the audience are included in Table 11. According to the overall results given by the audience, traditional consecutive prevailed over SimConsec in all quality criteria. Even though the difference between the modes was only marginal in categories such as *quality of expression*, *clarity and cohesion* and *confidence and professionalism*, the audience clearly chose traditional consecutive over SimConsec. 21 members of the audience preferred traditional consecutive, 11 preferred SimConsec, and 3 made no preference. The reasons for preferring conventional consecutive over SimConsec given by the audience were mainly *fluency, confidence and professionalism, eye contact* and *overall impression*. However, better *fluency* was also used as an argument of those who preferred SimConsec. In total, 6 members of the audience preferred SimConsec because of better *fluency*. This concerns the performances of I-2, I-4 and I-7. It shows that the difference in quality in these categories was not great. Based on the final results, the difference in quality in categories such as *quality of expression* and *clarity and cohesion* is also insignificant as

it was only 2 points in both cases. As shown in the final diagram in Figure 5, both modes achieved the highest overall rating in *quality of expression* and the lowest in *eye contact*. The greatest differences between the two modes were in *eye contact* and *overall impression.*

Although the inclination towards traditional consecutive was only slight in some cases, the fact remains that traditional consecutive received more points overall in all categories evaluated by the audience. The fact that the audience preferred conventional consecutive is confirmed by the number of total points for all categories combined: conventional consecutive received 858 total points and SimConsec 816.5. Therefore, conventional consecutive mode was rated higher than the simultaneous consecutive mode, and it was also preferred by the audience. These results provide an answer to the first research question and confirm the first hypothesis of the thesis.

	Speech 1 (Racial Equality) - Consecutive	Speech 2 (Mars) - SimConsec
Fluency of delivery (points)	125	120
Voice and intonation	123	118
Quality of expression	130	128
Clarity and cohesion	128	126
Eye contact with the audience	112	99
Confidence and professionalism	121	119
Overall impression	119	106,5
Total points	858	816,5
The number of people that preferred the mode	21	11 (+ 3x both equally good)

***Table 11**: All Interpreters, the audience response*

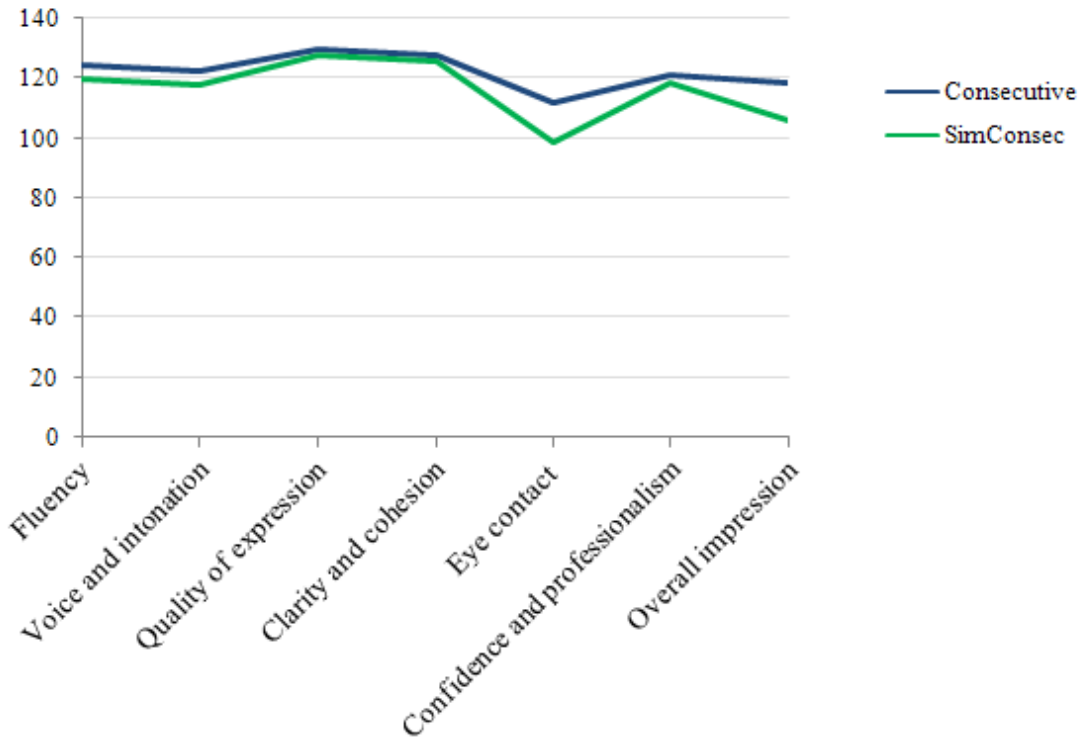


***Figure 5**: The audience response to conventional consecutive and SimConsec*

6.2 Video-based analysis

The following are the results of the video-based analysis carried out to evaluate 14 performances of 7 interpreters for *source-target correspondence*. The results of both performances delivered by each interpreter are summarised in Tables 12-19. Each table shows the number of relevant and irrelevant deviations. Table 19 summarises the overall results of the video-based analysis.

Interpreter 1 (I-1)

I-1 made twice as many relevant omissions in the simultaneous consecutive mode as in traditional consecutive: 18 in the former and 9 in the latter. The number of irrelevant omissions decreased in SimConsec as well. The same phenomenon was observed in additions; however, there was only 1 relevant addition in Speech 1 and no relevant addition in Speech 2. SimConsec did not have a positive influence on substitutions in the case of I-1 as the number of relevant substitutions increased from 9 to 10. 16 irrelevant substitutions were found in the second rendition. The total number of substitutions was increased by 1 in SimConsec. The total sums of omissions, additions

as well as all deviations together were in favour of SimConsec.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	18	1	9	28
	irrelevant (I)	17	6	16	39
	total	35	7	25	67
Speech 2 SimCons	relevant	9	0	10	19
	irrelevant	12	3	16	31
	total	21	3	26	50

***Table 12**: Interpreter 1, the number of deviations*

Interpreter 2 (I-2)

I-2 made fewer relevant omissions and additions in Speech 2, whilst relevant substitutions slightly increased. The same phenomenon occurred in the case of I-1. The number of relevant additions is significantly smaller in comparison with the other two types of deviations: only 2 in traditional consecutive and 0 in SimConsec. The number of relevant omissions decreased from 21 to 11. There were 7 relevant substitutions in Speech 1 and 8 in Speech 2. The number of all irrelevant deviations as well as all deviations together decreased with the smartpen.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	21	2	7	30
	irrelevant (I)	11	12	22	45
	total	32	14	29	75
Speech 2 SimCons	relevant	11	0	8	19
	irrelevant	14	8	10	32
	total	25	8	18	51

***Table 13**: Interpreter 2, the number of deviations*

Interpreter 3 (I-3)

I-3 reduced the number of relevant omissions in Speech 2 from 21 to 14. There was 1 relevant addition and 8 substitutions in the second speech. Unlike in the case of previous two interpreters, I-3's relevant additions slightly increased and substitutions decreased in SimConsec. There was a modest increase in the number of irrelevant omissions and additions in SimConsec and a decrease in the number of irrelevant additions. I-3's total results are again in favour of SimConsec in all three categories.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	21	0	11	32
	irrelevant (I)	16	17	14	47
	total	37	17	25	79
Speech 2 SimCons	relevant	14	1	8	23
	irrelevant	17	7	15	39
	total	31	8	23	62

***Table 14**: Interpreter 3, the number of deviations*

Interpreter 4 (I-4)

I-4 considerably improved his second performance in the omissions category. He had 27 relevant omissions in conventional consecutive and 5 in SimConsec. There were 7 relevant substitutions in his first rendition and 6 in the second. No relevant additions occurred in either interpretation. The number of all irrelevant deviations and the total number of deviations decreased in Speech 2.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	27	0	7	34
	irrelevant (I)	17	5	9	31
	total	44	5	16	65
Speech 2 SimCons	relevant	5	0	6	11
	irrelevant	15	3	7	25
	total	20	3	13	36

***Table 15**: Interpreter 4, the number of deviations*

Interpreter 5 (I-5)

As in the case of the previous interpreter, I-5 achieved a significant reduction of relevant omissions in her second rendition. There were more than 3 times as many relevant omissions in the first interpretation (26) as in the second one (8). The number of relevant substitutions was slightly higher in Speech 1 as 7 relevant substitutions occurred in the first rendition and 6 in the second. No relevant additions were observed in either rendition. The total number of all irrelevant deviations decreased in Speech 2.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	26	0	7	33
	irrelevant (I)	21	5	12	38
	total	47	5	19	71
Speech 2 SimCons	relevant	8	0	6	14
	irrelevant	18	2	10	30
	total	26	2	16	44

***Table 16**: Interpreter 5, the number of deviations*

Interpreter 6 (I-6)

I-6's results follow the trend of the other interpreters. She made clearly fewer relevant

omissions in SimConsec (23 in conventional consecutive and 13 in SimConsec). This applies to relevant substitutions as well. There were 7 of them in Speech 1 and 2 in Speech 2. No relevant additions were observed in either of the performances. Fewer irrelevant omissions and additions occurred in SimConsec, but there were more irrelevant substitutions. However, the difference was only marginal as 8 irrelevant substitutions were found in the first rendition and 9 in the second. The number of total deviations was again in favour of SimConsec.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	23	0	7	30
	irrelevant (I)	20	3	8	31
	total	43	3	15	61
Speech 2 SimCons	relevant	13	0	2	15
	irrelevant	14	1	9	24
	total	27	1	11	39

***Table 17**: Interpreter 6, the number of deviations*

Interpreter 7 (I-7)

The last interpreter participating in the present experiment achieved the same results in relevant omissions as all the other interpreters. The number of her relevant omissions decreased with the smartpen. In this case there was a decrease from 14 to 4. The number of relevant additions and substitutions decreased as well. 4 relevant substitutions were observed in Speech 1 and 1 in Speech 2. As in the case of all the other interpreters, the frequency of relevant additions was much lower in comparison with the other two types of deviations. There were only 2 relevant additions in the first rendition and none in the second. The total count of deviations corresponds to the results of all the other interpreters: more deviations occurred in the first performance.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	14	2	4	20
	irrelevant (I)	15	6	12	33
	total	29	8	16	53
Speech 2 SimCons	relevant	4	0	1	5
	irrelevant	8	3	3	14
	total	12	3	4	19

***Table 18**: Interpreter 7, the number of deviations*

The final results of the video-based analysis

There is a clear pattern in the overall results of all subjects. All interpreters made fewer relevant as well as irrelevant deviations in the simultaneous consecutive mode. All the subjects decreased the number of relevant omissions in SimConsec; the total number of relevant omissions in Speech 1 is more than twice as high as in Speech 2 (150 vs. 64), as shown in the Table 19. 5 out of 7 interpreters made fewer relevant substitutions in the second speech. Overall, the subjects made 52 relevant substitutions in traditional consecutive and 41 in SimConsec. 3 out of 7 interpreters made more relevant additions in conventional consecutive. One interpreter made more relevant additions in SimConsec, and 3 interpreters made no relevant additions in either performance. Relevant additions were much less frequent than relevant omissions and substitutions. The difference in relevant additions between the two modes was marginal. In total, the interpreters made 5 relevant additions in regular consecutive and 1 in SimConsec. There were more irrelevant deviations in conventional consecutive. As explained earlier, relevant deviations are the primary focus in evaluating the results. Given the fact that there were almost twice as many relevant deviations in conventional consecutive than in SimConsec (207 vs. 106), it is safe to conclude that *source-target correspondence* was closer in the simultaneous consecutive mode. Therefore, the results confirm the second hypothesis that *source-target correspondence* of an interpretation increases with the smartpen.

		Omissions (Om)	Additions (Ad)	Substitutions (Sub)	Total deviations
Speech 1 Consec	relevant (R)	150	5	52	207
	irrelevant (I)	118	54	93	265
	total	268	59	145	472
Speech 2 SimCons	relevant	64	1	41	106
	irrelevant	98	27	70	195
	total	162	28	111	301

***Table 19**: The overall results of the video-based analysis*

6.3 Interpreters

The interpreters' reaction to the smartpen technology and their self-assessment will be briefly summarised in this section. After their renditions, the interpreters filled out a questionnaire with the following questions:

- How long have you been working as an interpreter?
- Have you ever used a smartpen or any other device in SimConsec?
- Do you think your performance was better with the smartpen / without it / or the same?
- Did you feel more confident when interpreting the first speech or the second one?
- Did you prefer interpreting with the smartpen or without it?
- Would you like to use the smartpen in your future consecutive assignments?
- Having used the smartpen to interpret a speech, what advantages and disadvantages do you think it has?

As mentioned earlier, the professional interpreters had 3 to 25 years of experience, the students were in the final stages of their studies, and no subject had used the smartpen or any other device before. 5 Interpreters thought their performance was better without the smartpen, 2 thought they were better with it. 4 interpreters felt more confident without the smartpen, 2 with it, and 1 could not say. 2 interpreters preferred

conventional consecutive, 2 preferred SimConsec and 3 made no preference. Only 1 interpreter would use the smartpen in the future. The biggest advantage of the smartpen, which was mentioned in 5 cases, was the possibility to hear the speech again. Other advantages were better structure, accuracy, fewer omissions, the slow-down function and the possibility to have your notes during SI. The disadvantages were that more cognitive effort was needed, the structure of the original had to be copied, and the control buttons were not user-friendly as they should have been placed at the top of the notebook. Some interpreters found SimConsec with a smartpen complicated, confusing or distracting. All the interpreters agreed that more practice would be needed, but overall, they were optimistic about the future of this technology.

7. Discussion

An experiment was designed to answer the research questions. The participating interpreters rendered one speech in conventional consecutive and one in SimConsec. Their performances were video-recorded and subsequently evaluated. In order to test the first hypothesis, the recorded renditions were watched and evaluated by an audience via an online questionnaire. The advantage of this method is that more respondents were willing to evaluate the interpretations online than in experimental sessions. In total, 35 members of the audience who evaluated the performances are considered a sufficient sample. They were able to watch the videos online any time. They were given all the necessary instructions needed to fill out the questionnaire, and they could ask as many follow-up questions as necessary. None of the interpreters complained about the quality of the recording. The disadvantage of this methodology is that in real interpreting conditions it is more common for an audience to see the interpreter live, but nothing indicated that it had any kind of negative influence on the results of the experiment. This methodology guaranteed the same conditions for everyone. Another limitation is that the members of the audience might have been influenced by the delivery-related aspects of the performances more than they realised, which might have affected the evaluation of other quality criteria, as Collados Aís (1998/2002) points out. Since quality is not the central topic of the thesis, this phenomenon could not be taken into account.

The differences in the rating between the two modes were not dramatic in categories such as *quality of expression, clarity and cohesion* or *confidence and professionalism*. The overall results in *fluency*, which were in favour of conventional consecutive, will be discussed in this paragraph. Even though traditional consecutive reached more points overall in *fluency* (125 vs. 120), it should be noted that in the case of four interpreters the results were slightly better in SimConsec. Furthermore, six members of the audience preferred the SimConsec performance because of its better *fluency*. Therefore, it is not possible to conclude that one mode gains clearly better results in *fluency* than the other. In Hiebl's (2011, 78) study, on the other hand, *fluency* was one of the categories in which the SimConsec performances deteriorated the most. In this thesis the results regarding *fluency* are closer to Mielcarek (2017), who found no major differences in *fluency* between the two modes. The results suggest that some interpreters get used to the smartpen technology easily, and the *fluency* of their interpretations increases.

However, in the hands of other interpreters the smartpen appeared to be more of a burden than a help, as *fluency* declined. As pointed out earlier, none of the participating interpreters had used the smartpen technology in interpreting before. It is likely that if they had more experience with the smartpen, they would be able to increase their *fluency* it this mode. It may be assumed that the overall quality of their performances in the hybrid mode could increase with more experience. These assumptions have not been tested as further research into this topic is necessary. All the studies on SimConsec summarised in Table 1 conducted experiments with interpreters who had little to no experience with the smartpen. Future research could include interpreters who work regularly with it and compare their performances with performances delivered in conventional consecutive.

Conventional consecutive clearly prevailed in *eye contact* and *overall impression*. These results are consistent with Hiebl's (2011, 78) findings, according to which *eye contact* was one of the most impaired criteria by SimConsec. Orlando (2014, 47) observed less *eye contact* in his study on SimConsec as well. This was despite the fact that prior to the experiment it was pointed out to the interpreters that *eye contact* decreased with the smartpen in a previous study (Orlando 2014, 43). Similar results regarding *eye contact* were observed in another study on SimConsec conducted with a digital voice recorder (Sienkiewicz 2010, 85). Based on the available data it is possible to conclude that SimConsec with a smartpen has a negative effect on *eye contact* and *overall impression*. One of the subjects stated that tapping on the control buttons on the paper and operating the smartpen required some extra cognitive effort. An assumption could be made that the problem with *eye contact* could be solved by gaining more experience as the operating skills would become automatic. Nevertheless, this assumption has not been tested yet as more research is needed.

Although the results were close in some categories, the fact remains that the performances in conventional consecutive reached higher assessment in all categories and consequently higher assessment overall. The audience clearly preferred the traditional consecutive mode. This means that both parts of the first hypothesis were confirmed.

The second hypothesis was tested using Hamidi's (2006) methodology to assess *source-target correspondence*. Evaluating this quality criterion from the end-users' point of view is a challenging task. The end-users cannot assess the performance because they do not understand the ST. In her evaluation system, Hamidi (2006) adopted Barik's

(1971) classification of deviations and subcategorized them into meaning-relevant and meaning-irrelevant. As explained in Chapter 4, this methodology works on a similar principle Orlando's (2014) and Mielcarek's (2017): the author decides what is going to be counted as meaning-relevant and meaning-irrelevant, or what is going to be counted as a deviation and what is not. In an attempt to make this methodology more objective, the present author invited two independent judges to assess the performances with him. All the 14 video recordings were assessed by all three judges together. To the best knowledge of the present author, a similar methodology was applied only in Ferrari (2002), where *accuracy* was one of the quality criteria evaluated by a board of five professional interpreters. Other researchers assessed *accuracy* or *source-target correspondence* in their studies on SimConsec themselves or with their assistants. A suggestion for future research could be including a completely independent board of judges for the assessment of the renditions, as in Ferrari (2002). The results of the video-based analysis will be discussed in the next paragraph.

The differences in relevant substitutions and additions between the two interpretations were not great. In comparison with other types of deviations, the frequency of additions was low. It should be pointed out that in six cases the difference in the number of relevant substitutions or additions between regular consecutive and SimConsec was only one. This indicates that whilst the number of relevant omissions significantly decreased in SimConsec, substitutions and additions were not influenced as dramatically. Nevertheless, the overall numbers of substitutions and additions are still slightly in favour of SimConsec. The overall results of all relevant deviations together clearly show that SimConsec significantly decreases the number of relevant deviations and thus increases *source-target correspondence*, which confirms the second hypothesis of the thesis. *Source-target correspondence* or *accuracy* increased in all previously mentioned studies on SimConsec which assessed these categories, regardless of their different methodologies or devices used (Ferrari 2002, Camayd-Freixas 2005, Hamidi 2006, Hawel 2010, Orlando 2014, Mielcarek 2017). Thus, it could be expected that this trend will continue with other digital devices as well.

The reaction of the participating interpreters to SimConsec with a smartpen was overall positive, and even though most of them thought they had performed better without the smartpen, they were optimistic about this technology in the future. They agreed that more practice would be needed in order to use the smartpen for real assignments. Some of them even had suggestions on how to improve the technology.

Based on the results of this research, SimConsec with a smartpen could prove efficient in such settings where the *source-target correspondence* or *accuracy* of the interpretation is of higher importance than the assessment given by the audience. Legal or police interpreting could serve as examples of such settings. When a court interpreter renders a testimony, for instance, s/he must do it in the most accurate and literal way possible with no omissions, additions or changes in style or register. This includes rendering all the mistakes, inconsistencies or regional expressions that the witness had said. In this case the audience should be of secondary importance to the accuracy of the rendition. The same principle applies to interpreter-mediated police interrogations.

8. Conclusion

The thesis investigated the technology of a smartpen in the simultaneous consecutive mode of interpreting. This technology brings new opportunities to improve performance that were unavailable with previous devices. The aim of this thesis was to add to our knowledge base in the area of SimConsec by investigating whether a smartpen can help interpreters deliver a better performance. A new combination of technology, accessories and methodology was used to conduct this research. This thesis tried to find answers to the following research questions:

1) Will the audience assess the traditional consecutive mode higher than SimConsec with a smartpen, and will they also prefer traditional consecutive?
2) Will the assessment of *source-target correspondence* on the basis of a video analysis be better in SimConsec with a smartpen than in conventional consecutive?

The following hypotheses were formed on the basis of previous research (Hiebl 2011, Orlando 2014, Mielcarek 2017):

1) The audience will prefer the traditional consecutive mode, which will be rated higher than SimConsec with a smartpen;
2) The video-based assessment of *source-target correspondence* will be in favour of SimConsec with a smartpen.

This thesis defined quality as satisfying end-user expectations. An experiment was conducted in which three professional interpreters and four students of interpreting in the final stages of their studies rendered two short comparable speeches. Their performances were evaluated by an independent audience of 35 Czech native speakers with little to no knowledge of English. The audience assessed and compared performances delivered by each interpreter: one in conventional consecutive and one in SimConsec with a smartpen. The quality criteria that were used in this research to assess the performances were based on Kurz (2001), who surveyed which criteria are considered important in the eyes of the end-users. The thesis used the following criteria: *fluency of delivery, voice and intonation, quality of expression, clarity and cohesion,*

contact with the audience, confidence and professionalism. According to the results in Chapter 6, the audience preferred conventional consecutive, which also received higher overall rating.

Source-target correspondence was assessed by a group of three judges consisted of the present author and two other students of interpreting. This was a modification of the methodology by Hamidi (2006). Its goal was to make the evaluation more objective. An evaluation system was developed and applied to the renditions. All 14 evaluated renditions are included in the thesis (see Appendix 4). The aim of the system was to make the evaluation as transparent as possible. According to the results, SimConsec with a smartpen increases *source-target correspondence,* which confirms the results of the previous studies conducted with a smartpen. Both research questions of the present thesis were answered. Both hypotheses were confirmed. *Source-target correspondence* was closer in SimConsec than in conventional consecutive in all studies that evaluated this criterion, regardless of the device that was used. Therefore, as mentioned in Chapter 7, it is possible to consider this phenomenon verified and expect that it is going to continue in the future.

According to the final results of the present thesis, SimConsec with a smartpen makes the performance more accurate than traditional consecutive, but less preferable for the audience. Thus, this mode of interpreting could be potentially used in such settings where *accuracy* is evidently of greater importance than the audience response, such as legal or police interpreting. These settings were discussed in Chapter 7.

Resumé

Tématem této diplomové práce je využití chytrého pera pro zlepšení výkonu v tlumočení. Tato technologie přináší nové možnosti v oblasti simultánního konsekutivního tlumočení, zkráceně *SimConsec*, což je mód, který vznikl kombinací dvou hlavních módů v tlumočení, tedy simultánního a konsekutivního. V tomto módu tlumočník poslouchá řečníkův projev, který si zároveň nahrává. Přitom si dělá si poznámky, jako při běžné konsekutivě. Ve fázi převodu si pak tlumočník nahraný projev přehrává ve sluchátkách a tlumočí ho simultánně s pomocí svých poznámek. V tomto módu je možné využít různá zařízení jako notebook, diktafon, tablet, chytrý telefon, či chytré pero. Tato diplomová práce se snaží najít odpověď na dvě výzkumné otázky: Bude publikum hodnotit tlumočnické výkony v klasickém konsekutivním módu lépe než výkony s chytrým perem a bude publikum také preferovat klasickou konsekutivu? Bude hodnocení kvality v kategorii *shoda s originálem (source-target correspondence)* na základě videoanalýzy lepší u výkonů s chytrým perem než v klasické konsekutivě? V teoretické části si práce klade za úkol přehledně zmapovat studie na téma SimConsec, které se vztahují k jejímu tématu. Na základě výsledků těchto studií byly vytvořeny dvě hypotézy. První předpokládala, že publikum bude hodnotit lépe a preferovat tradiční konsekutivu. Druhá byla, že *shoda s originálem* se s chytrým perem zvýší. Obě hypotézy byly potvrzeny.

Druhá kapitola popisuje rozdíly v procesech mezi simultánním, konsekutivním a simultánním konsekutivním tlumočením. Dále se kapitola věnuje problematice kvality v tlumočení, definuje ji pro účely práce a vytváří teoretický rámec pro hodnocení výsledků. Třetí kapitola popisuje dosavadní výzkum v oblasti SimConsec, který je relevantní pro účely práce. V závěru kapitoly se autor pokouší o přehledné shrnutí tohoto výzkumu do tabulky. Ve čtvrté kapitole je dosavadní výzkum analyzován a kriticky zhodnocen. Na základě této kritické analýzy byla vytvořena metodologie, která je vysvětlena v páté kapitole. Na začátku páté kapitoly je obecný popis následovaný detaily o procesu výzkumu, provedené pilotní studii, experimentu, zúčastněných tlumočnících, publiku, chytrém peru a dalším technickém vybavení, které bylo použito. V poslední části kapitoly je uvedena metodologie hodnocení výkonů společně se všemi hodnocenými kategoriemi kvality. Šestá kapitola obsahuje výsledky provedeného experimentu a jejich vyhodnocení. Sedmá kapitola obsahuje diskusi výsledků a jejich možnou aplikaci v praxi. V neposlední řadě jsou také zmíněny doporučení pro budoucí

výzkum v oblasti SimConsec.

Appendices

Appendix 1

RACIAL EQUALITY

Ladies and gentlemen,

Welcome to the annual Equality Conference 2019.

I am incredibly grateful for the opportunity to be here with you tonight. It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.

We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well.

It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions. Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of democracy and social justice. I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion. I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination.

Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers. According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.

It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other.

What we have to do is talk to those we do not normally talk to, to those who are ignored. The fact is that in the 21st century African Americans as well as members of other minorities are treated less fairly in our society. Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop. Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done."

Thank you.

MARS

Distinguished colleagues, friends, ladies and gentlemen,

I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington D.C.

Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago. What is more, we evolve at a breakneck speed. We started with hunting animals. Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered electricity and 100 years ago we invented the airplane. We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin. Then we even put a man on the Moon. Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future. In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey. The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait. Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonise it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to do. Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort.

Some say, "Why Mars?" We don't need anything in there. Why set this as our goal? I

am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s. When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it‘s there waiting for me." We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge.

SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this group of incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be.

Thank you.

Appendix 2

TLUMOČNÍK Č. 1

Projev č. 1

Rozuměl/a jste nahrávce dostatečně na to, aby jste mohl/a ohodnotit tyto dva tlumočnické výkony?

- Ano
- Ne

Slyšel/a jste někdy profesionální tlumočení?

- Ano
- Ne

V následujících kategoriích prosím ohodnoťte výkon tlumočníka na stupnici od 1 do 5, kde 1 znamená nejhorší výkon a 5 nejlepší.

Plynulost projevu – *fluency of delivery*

1 2 3 4 5

Hlas a intonace - v*oice and intonation*

1 2 3 4 5

Správnost výrazů (jazyková kvalita) – *quality of expression*

1 2 3 4 5

Jasnost a pochopitelnost - *clarity and cohesion*

1 2 3 4 5

Oční kontakt – eye *contact*

1 2 3 4 5

Sebejistota a profesionální vystupování - *confidence and professionalism*

1 2 3 4 5

Celkový dojem – *overal impression*

1 2 3 4 5

Projev č. 2

V následujících kategoriích prosím ohodnoťte výkon tlumočníka na stupnici od 1 do 5, kde 1 znamená nejhorší výkon a 5 nejlepší.

Plynulost projevu – *fluency of delivery*

1 2 3 4 5

Hlas a intonace - *voice and intonation*

1 2 3 4 5

Správnost výrazů (jazyková kvalita) – *quality of expression*

1 2 3 4 5

Jasnost a pochopitelnost - *clarity and cohesion*

1 2 3 4 5

Oční kontakt – eye *contact*

1 2 3 4 5

Sebejistota a profesionální vystupování - *confidence and professionalism*

1 2 3 4 5

Celkový dojem – *overal impression*

1 2 3 4 5

Srovnání obou projevů:

Který ze dvou výkonů tohoto tlumočníka považujete za kvalitněji odvedený?

- Projev č. 1
- Projev č. 2

Na základě kterých z pěti výše uvedených kritérií tak soudíte?

Nějaké další komentáře?

To je vše, děkuji za vyplnění dotazníku.

Štěpán Svoboda

Appendix 3

Interpreter 1

How long have you been working as an interpreter?

Have you ever used a smartpen or any other device in SimConsec?

Do you think your performance was better with the smartpen / without it / or the same?

Did you feel more confident when interpreting the first speech or the second one?

Did you prefer interpreting with the smartpen or without it?

Would you like to use the smartpen in your future consecutive assignments?

Having used the smartpen to interpret a speech, what advantages and disadvantages do you think it has?

Appendix 4

Interpreter 1, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the opportunity to be here with you tonight. It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	[Ladies and gentlemen, (I-Om)] Vítejte u každoroční Konference za rovnost a práva lidí (R-Ad) v roce 2019. [tonight. (I-Om)] Je mi velikou ctí, že vás zde mohu přivítat (I-Sub) a chtěl bych vám velice poděkovat (I-Sub), že jste všichni přišli (I-Sub). Je mi také ctí zde přivítat našeho hlavního hosta při příležitosti mezinárodního dne Nelsona Mandely. Jedná se o výročí jeho narození 18. července. Chtěl bych vás také upozornit (I-Ad), že naše konference je vysílána online prostřednictvím portálu Youtube, takže prosím [you here (I-Om) and those who are watching online (I-Om)] používejte hashtag Konference za rovnost. Prosím vás, vyjádřete se na sociálních sítích [follow us (R-Om)] jako Instagram, Facebook nebo Twitter. [share (R-Om) Let's get the word out. (I-Om)]
We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well.	Chtěl bych nyní se přesunout k přivítání (I-Sub) našeho klíčového hosta, našeho klíčového řečníka Johna Gaye, který předsedá… který je předsedou Výboru OSN pro odstranění všech forem rasové diskriminace. Také bych zde chtěl přivítat představitele města Los Angeles, [our traditional partner (R-Om)] kteří zasedají v městské radě a další vážené hosty.
It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions. Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of	Je to již více než 10 let… pardon… Již více než 10 let [today (I-Om) in places like this (I-Om)] si připomínáme (I-Sub) výročí Nelsona Mandely a jeho vytrvalý a ustavičný (I-Ad) boj za mezirasovou rovnost [poverty (R-Om) across the globe (I-Om)] a rovnost mezi náboženstvími. [we remind ourselves (I-Om)] Jeho boj

democracy and social justice.	byl celoživotní a zastával nejen rovnost, ale také veškeré (I-Sub) principy [of democracy and (R-Om)] sociální spravedlnosti.
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion. I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination.	[I've been working in this field (R-Om) for a long time (R-Om)] Já sám jsem se s nerovností (R-Sub) a nespravedlností R-Sub) setkal na vlastní kůži. Chci říct (I-Sub), že to co nám chybí je [positive (R-Om)] dialog, komunikace. [about current national issues (R-Om)] Také je však potřeba vystavět [strong (R-Om)] právní rámec, na kterém bychom mohli stavět. (I-Sub)
Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers. According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.	Jak by jistě řekl Nelson Mandela, (I-Sub) není třeba slov, ale akcí. [in our communities (I-Om)] Musíme [increase our efforts (R-Om)] bojovat proti nenávistným projevům a [racial discrimination (R-Om)] od roku… od 70. let 20. století (R-Sub) jsme jistě učinili již velký pokrok. [but our job is not finished yet. (I-Om) There is a lot more to be done. (R-Om) Let me give you some numbers. (I-Om)] Nicméně (I-Ad) podle nedávné studie… sociologické studie, [conducted in the United States of America (R-Om)] je názor mezi občany USA (R-Sub) takový, že z [more than (I-Om)] 80 % věříme, že by se situace měla změnit a měli bychom napravit situaci práv mezi rasami, (R-Sub) ovšem až (I-Sub) 43 % obyvatel je toho názoru, že se tato situace nikdy nespraví. (I-Sub)
It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to those we do not normally talk to, to those who are ignored.	Měli bychom (R-Sub) ochraňovat menšiny nejen rasové (I-Sub) a předejít veškeré [social (I-Om)] nespravedlnosti. [Now more than ever (R-Om)] Měli bychom (R-Sub) následovat příklad, který nám stanovil Nelson Mandela svým jednáním. Pouhá diskuze těchto problémů nestačí, (R-Sub) je třeba jednat (I-Ad).

The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society.	[talk to those we do not normally talk to, (R-Om) to those who are ignored. (I-Om)] [The fact is (I-Om)] V jednadvacátém století se situace mezi bílou a černou rasou [as well as members of other minorities (R-Om)] sice zlepšuje, nicméně problémy neustále přetrvávají. (I-Sub)
Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop. Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	[Ladies and gentlemen, (I-Om) I respectfully speak for all of us when I say that (R-Om)]] Je třeba tomu učinit přítrž. Nelson Mandela za svůj boj (I-Sub) strávil 27 let ve vězení a proto si myslím, (I-Ad) že přestože (I-Ad) někteří tvrdí, že se situace nikdy nespraví, měli bychom (R-Sub) si ho vzít za příklad, (I-Sub) a jak by řekl on: „Nic… Všechno je (I-Sub) nemožné, dokud to někdo nedokáže." Děkuji.

Interpreter 1, Speech 2

The original speech transcript	The rendition transcript
Distinguished colleagues, friends, ladies and gentlemen, I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington, D.C. Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago. What is more, we evolve at a breakneck speed. We started with hunting animals. Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered	Vážení… [colleagues (I-Om)] Vážené dámy a pánové, přátelé, je mi ctí, že zde mohu [be here and (I-Om) I'm particularly delighted (I-Om)] promluvit jako hlavní řečník na konferenci [70th (R-Om)] Mezinárodní konference astronautiky, která se koná ve Wash… ve městě Washingtonu, D.C., a to při… a to pod záštitou Amerického institutu astronautiky. Je až s podivem, (I-Sub) že ještě před 10 000 lety, když jsme, jako lidstvo vystoupili z jeskyní, dostali jsme se až tam, kde jsme dnes. (I-Sub) [What is more (I-Om)] Náš pokrok byl opravdu rychlý. Nejdříve jsme se naučili (I-Sub) lovit, poté [about 5,000 years ago (R-Om)] jsme [learned how to write (R-Om)] vynalezli oheň, (R-Sub) před 20

electricity and 100 years ago we invented the airplane.	000 (R-Sub) lety jsme vynalezli elektřinu a před 10 000 (R-Sub) lety letadlo.
We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin. Then we even put a man on the Moon. Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future. In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey. The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait.	Až jsme došli (I-Sub) před 50 lety k pokroku takovému, že jsme vyslali prvního člověka – [Russian (I-Om)] kosmonauta Juriho Gagarina - do vesmíru. Naším nejnovějším pokrokem (I-Sub) je samozřejmě (I-Ad) vyslání člověka na Měsíc. Dnes jsme… dnes se nacházíme v (R-Sub) nové éře a je to éra meziplanetárního cestování. Je to pro mě opravdu velká radost a je s tím spojeno jistě mnoho vzrušení a očekávání (I-Sub). [for the future (I-Om)] Bude to pouze několik měsíců a dočkáme se historicky prvního cestování na Mars. [firmly (R-Om)] Věřím, že to bude velký úspěch. Tento plán (I-Sub) [breathtaking (R-Om)] se možná ovšem pojí s jistou nejistotou [and fear (R-Om)] a někteří říkají, že to nebezpečí se možná nevyrovná výsledkům. (R-Sub) [Therefore, it is not surprising that (I-Om)] Někteří ří… tvrdí, že by bylo možná lepší [stay where we are (I-Om) a little longer (I-Om) to rest (I-Om)] počkat. Je to…
Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonize it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to do.	Jedním z těchto lidí je dokonce člen mise Apollo 8, astronaut, který, cituji, tvrdí, že to… tyhle snahy (I-Sub) [in order to colonize it (R-Om)] jsou „směšné“. Ale nejsou to ti, kdo vyčkávají, [and rested, (I-Om) my friends (I-Om)] kterým se podařilo dosáhnout toho pokroku, kterého jsme dosáhli jako lidstvo, (I-Sub) jsou to (I-Sub) ti, kteří se pohybují kupředu. [that is what we are going to do (R-Om)]

Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort. Some say, "Why Mars?" We don't need anything in there. Why set this as our goal? I am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s. When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it's there waiting for me."	[Our hopes for the future (I-Om)] Máme tedy vůči nim (R-Sub) [as well as others (I-Om)] jakousi povinnost snažit se dosáhnout co největšího pokroku. (I-Sub) A další otázkou, kterou si někteří pokládají, (I-Sub) je proč zrovna Mars, [we don't need anything in there (R-Om)] co nám tato planeta může nabídnout. (I-Sub) A v reakci na tyto otázky (I-Ad) bych rád citoval anglického horolezce George Malloryho, který v roce 1920 (R-Sub) pokořil (R-Sub) Mount Everest. Když mu položili otázku, proč chtěl na nejvyšší horu světa vylézt, odpověděl jednoduše: „Protože tam je a čeká, až to někdo dokáže." (R-Sub)
We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge. SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this team of incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be. Thank you.	My jsme si zvolili jít na Mars. Dámy a pánové, my to děláme ne proto, že je o lehké, ale právě proto, že je to těžké. Protože nás to nutí dostat ze sebe to nejlepší. Je to… jsme hodni této výzvy. SpaceX bude první společnost, která vyšle (I-Sub) misi v roce 2002 (R-Sub) na Mars. Bude to vesmírná loď s názvem Starship. Chci poděkovat všem, kteří se na tomto plánu podílejí. (I-Sub) Jsou to opravdu skvělí, tvrdě pracující a talentovaní lidé. Chystáme se (I-Sub) někam, kam ještě nikdo nevstoupil lidskou nohou. Celý svět bude sledovat vypuštění vesmírné lodi a já věřím, (I-Ad) že to bude skvělá podívaná. Děkuji.

Interpreter 2, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the	Dobrý den, (I-Ad) dámy a pánové. Chtěl bych vás přivítat na letošním ročníku (I-Sub) Konference pro rovnost 2019. Všem (I-Ad) vám moc děkuji (I-Sub) za

opportunity to be here with you tonight. It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	to, že jste (I-Sub) dnes (I-Sub) přišli. (I-Sub) Je to pro mě ctí takto uctít památku (I-Sub) mezinárodního dne Nelsona Mandely. Pro ty z vás, [you here and those (I-Om)] kteří nás sledují také online na internetu na Youtube, chtěl bych vás poprosit, abyste využívali hashtag Equality Conference. Zároveň také budeme rádi za každé sdílení [and comment (R-Om)] na Facebooku, Twitteru nebo Instagramu. [follow us (R-Om) Let's get the word out. (I-Om)]
We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well. It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions. Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of democracy and social justice.	Na pódiu (I-Ad) bych chtěl přivítat (I-Sub) pana Johna Gaye, který je hlavním řečníkem a předsedou Komise OSN pro eliminaci všech forem rasismu. Chtěl bych také přivítat zastupitele města Los Angeles [our traditional partner (R-Om)] a další vážené hosty. Dnes [more than 10 years (R-Om)] uctíváme památku Nelsona Mendely, který se narodil 18. července. Chtěli bychom oslavit a bojovat (R-Ad) za rovnost rasy a také náboženské svobody. Dneškem… dnešek je den ve znamení (I-Sub) [his lifelong (R-Om)] boje proti rasismu. [and poverty (R-Om) across the globe (I-Om)] Snažíme se uctívat (I-Sub) [in places like this (I-Om) basic (I-Om)] principy demokracie a… a svobody. (R-Sub)
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion. I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based	[I've been working in this field (R-Om) for a long time (R-Om)] Já mám s diskriminací a s rasismem zkušenost z první ruky. Já sám jsem jí byl obětí. (I-Ad) Byl jsem také vyloučený ze společnosti kvůli svému vzezření. (I-Ad) [I believe (I-Om)] Dnes usilujeme (I-Sub) o možnost [positive (R-Om)] dialogu. O tom… o to abychom mohli prodiskutovat současné problémy v naší společnosti. A

discrimination.	abychom se zkusili zasloužit o právní změny (I-Sub) v naší společnosti, [to tackle race-based discrimination (R-Om)] které jsou velmi kýžené. (I-Ad)
Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers.	Nelson Mandela (I-Sub) se snažil usilovat o to, (I-Sub) abychom nezůstávali pouze u slov, ale abychom se přesunuli i ke konkrétním akcím. [in our communities (I-Om)] Měli bychom zvýšit naše úsilí, (R-Sub) [to combat racial discrimination (R-Om) and hate speech (R-Om)] a to co nejdříve. (R-Ad) Myslím si, (I-Ad) že od 60. let jsme udělali velmi velký pokrok v této oblasti. [but our job is not finished yet (I-Om) There is a lot more to be done. (R-Om) Let me give you some numbers. (I-Om)]
According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.	Chtěl bych také odkázat na [recent (R-Om)] studii OSN, (R-Sub) která ukazuje, že v dnešní společnosti 21. století si [more than (I-Om)] 80 % af… černochů v A… černochů v Americe myslí, že je potřeba dále usilovat o změny v naší společnosti za účelem toho abychom dosáhli stejných příležitostí pro všechny sociální skupiny. (R-Sub) Zároveň tato studie také ukázala, (R-Sub) že 43 % našich občanů si myslí, že jakékoliv změny… že změny, které by opravdu… kterými bychom dospěli k tomu… k tomuto cíli jsou nemožné. (I-Sub) Že toho nelze dosáhnout. (I-Ad)
It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to those we do not normally talk to, to those who are ignored.	[It is vital (R-Om) that we are able to prevent social injustices (R-Om) and protect those in need. (R-Om)] [Now more than ever (R-Om)] Nelson Mandela nám byl velkým příkladem toho, že bychom měli (R-Sub) usilovat o dialog, o konverzaci, (I-Sub) a to především s těmi, se kterými se běžně nesetkáváme, (I-Sub) kteří jsou mimo naše kruhy a naše známé a naši společnost. (I-Sub)

The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society. Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop.	Přijde mi příšerné (I-Sub), že ještě dnes ve 21. … ve 21. století ještě nemáme férovou, vyváženou společnost. (I-Sub) [Ladies and gentlemen, (I-Om)] Měli bychom usilovat co nejvíce o to, (R-Sub) abychom rasismus a diskriminaci (I-Sub) zastavili.
Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	Nelson Mandela strávil 27 let svého života ve vězení. [for what he believed in R-Om)] Ale já si myslím, (I-Ad) že i dnes (I-Ad) bychom nadále měli pokračovat v… v jeho (I-Sub) úsilí a měli bychom takto dále usilovat o to, o co usiloval on. (I-Ad) Pro ty, kteří si myslí, (I-Sub) že rovnoprávná společnost není možná, těm bych rád citoval právě [the great (R-Om)] Nelsona (I-Ad) Mandelu, který říká, že všechno se zdá nemožné až do toho momentu, kdy se to opravdu stane. [Thank you. (R-Om)]

Interpreter 2, Speech 2

The original speech transcript	The rendition transcript
Distinguished colleagues, friends, ladies and gentlemen, I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington, D.C. Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago. What is more, we evolve at a breakneck speed. We started with hunting animals.	Vážení kolegové, přátelé, dámy a pánové, jsem velmi rád, (I-Sub) že tady můžu být, a [particularly delighted (I-Om)] že mohu mít hlavní proslov na 70. výročí této konference, (R-Sub) která je pořádána [American (I-Om)] Institutem aus… astronautiky ve Washingtonu, D.C. [Nobody can fully grasp (R-Om)] My jako lidstvo jsme udělali obrovský pokrok. Před cirka 10 000 lety jsme začali tak, že jsme lovili a žili (I-Sub) jsme v jeskyních, ale [What is more, (I-Om) we evolve (I-Om)

Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered electricity and 100 years ago we invented the airplane. We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin.	at a breakneck speed. (R-Om)] díky pokroku (I-Ad) jsme se [5,000 years ago (R-Om)] pak naučili jak psát, [and invented the wheel (R-Om)] jak využívat (I-Sub) elektřinu, [200 years ago (R-Om)] před asi 100 lety jsme vynalezli letadlo a ani to nás nezastavilo. Před 50 lety jsme poslali prvního člověka na… do vesmíru. Byl to ruský astronaut Jurij Gagarin.
Then we even put a man on the Moon. Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future. In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey. The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait.	Následně jsme také vyslali člověka na Měsíc a nyní se nacházíme na pomezí nové éry. A to éry multiplanetárních druhů. Já osobně můžu říct, že věřím ve skvělou (I-Sub) budoucnost. [joy (I-Om) and hope (I-Om)] [In a few short months (R-Om)] My budeme právě ti, kteří se poprvé v historii pokusí vyslat člověka na Mars. Já doufám, (R-Sub) že tato mise bude úspěšná. To, kam už jsme došli (I-Sub) je opravdu úžasné. Některé… Některým to možná může nahánět [uncertainty and (R-Om)] strach, můžou se bát. (I-Ad) Budou nás… Budeme čelit novým překážkám. (I-Sub) [new dangers (R-Om) Therefore, it is not surprising that (I-Om)] Někteří říkají, že bychom měli zůstat tam, kde jsme, [a little longer (I-Om) to rest (I-Om)] a že bychom měli počkat.
Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonize it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to do.	Dokonce samotný astronaut a jeden z… ze členů mise Apollo 8 řekl, že jet (I-Sub) na Mars za účelem toho ho kolonizovat bylo doslova nesmyslné. Ale náš svět není postaven na činech (I-Ad) těch, kteří jen čekali. [and rested (I-Om) my friends (I-Om)] Ale těch, kteří se rozhodli jít vpřed. A to je přesně to, o co se teď pokusíme (R-Sub) my. Půjdeme vpřed. (I-Ad)

Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort. Some say, "Why Mars?" We don't need anything in there. Why set this as our goal? I am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s. When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it's there waiting for me."	A dlužíme to (I-Sub) sami sobě a ostatním, [hopes for the future (I-Om) our obligations (I-Om)] abychom se snažili. (I-Sub) Někteří říkají, proč zrovna Mars, nic tam nepotřebujeme. Proč jsme si stanovili zrovna tenhle cíl. Já bych rád citoval [English mountaineer (R-Om)] pana George Malloryho, který zemřel roku 1920 (R-Sub) na Mount Everestu. Když se ho zeptali, proč vůbec chtěl na nejvyšší horu světa vyšplhat, odpověděl: „Protože tam je a čeká na mě.“
We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge. SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this team of incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be. Thank you.	My jsme se rozhodli (I-Ad) a vybrali jsme si jet na Mars [ladies and gentlemen (I-Om)] a tato rozhodnutí činíme ne proto, že by byly jednoduchá, ale proto, že jsou těžká. Protože chceme (R-Sub) dělat to nejlepší, co můžeme. [Because we are worthy (R-Om) of such a challenge (R-Om)] Organizace (I-Ad) SpaceX bude první, která se pokusí dojet až na Mars roku 2020 s naší (R-Sub) raketou. Díky našemu velmi talentovanému a pracovitému týmu budeme tam, (I-Sub) kde ještě nikdo nikdy nebyl. Celý svět nás (R-Sub) bude sledovat. Budou čekat (I-Ad) na naše přistání (R-Sub) a já věřím, (I-Ad) že to bude úžasné představení. Děkuji vám.

Interpreter 3, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the opportunity to be here with you tonight. It is an honour for me to host such a great	Dobrý den, (I-Ad) dámy a pánové, já vás vítám na naší každoroční Konferenci o rovnoprávnosti letos v roce 2019. Jsem velice rád, že mohu být na této konferenci (I-Sub) [with you (I-Om) tonight (I-Om)] a je mi velkou ctí

forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	promluvit zde (I-Sub) před vámi. [Nelson Mandela International Day (R-Om)] Máme také samozřejmě (I-Ad) vysílání na Youtube, takže zdravím (R-Sub) [you here and (I-Om)] vás, kteří nás sledujete online. [use the hashtag Equality Conference (R-Om)] Budu rád, pokud (I-Ad) nás budete sdílet [follow us (R-Om)] na Facebooku [Twitter (R-Om)] i na Instagramu, byl bych rád, pokud bychom otevřeli nějakou debatu (I-Sub) a pokud byste o tomto tématu diskutovali a mluvili. (I-Sub)
We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well. It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions.	Také bych rád představil (I-Sub) našeho hlavního mluvčího Johna Gaye, který zde bude dnes mluvit (I-Ad) a on… je to předseda Komise pro odstranění všech forem rasové diskriminace OSN. Také zde vítám (I-Ad) všechny naše zástupce města Los Angeles, což je naším… naším partnerským městem a [other dignitaries as well (R-Om)] jsem rád, že mohu promlu… že mohu promluvit (I-Ad) o Nelsonu Mandelovi, který 18.… 18. července oslavil narozeniny (R-Sub) a slaví se den Nelsona Mandely. [it has been more than 10 years (R-Om)] Nelson Mandela byl člověk, který bojoval za rovnoprávnost všech lidí (I-Sub) a i na… za náboženskou svobodu.
Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of democracy and social justice.	[Today (R-Om) we celebrate (I-Om) his lifelong (R-Om)] Snažil se bojovat proti rasismu a proti chudobě. [across the globe (I-Om)] [In places like this (I-Om)] A snažil se také o to, (R-Sub) aby ve společnosti byla [basic (I-Om) principles of (I-Om)] demokracie a sociální spravedlnost.
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion.	[I've been working in this field (R-Om) for a long time (R-Om)] V naší společnosti neustále… se neustále

I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination. Mandela Day is marked not by mere words, but by actions in our communities.	potýkáme (R-Sub) s [race (R-Om)] diskriminací [and exclusion (R-Om)] a já si myslím, že je důležité zejména vyvolávat (I-Sub) nějaký [positive (R-Om) [national (R-Om)] dialog [about current national issues (R-Om)] a je důležité aby… abychom o tom mluvili. (I-Ad) V čem také spo… shledávám velkou důležitost a co si myslím, že je významné je zasadit to (I-Sub) do nějakého… nějakého právního rámce [to tackle race-based discrimination (R-Om)] a tento den Nelsona Mandely bychom si neměli pouze připomínat to, co o t… to, o co on se snažil (I-Ad) a neměli bychom o tom pouze mluvit, ale samozřejmě (I-Ad) bychom se měli snažit s tím i něco dělat. [in our communities (I-Om)]
We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers.	Vidím, že ta snaha ve společnosti neustále nějaká je, a že se snažíme tyto problémy řešit, (R-Sub) ovšem rasová diskriminace a nějaké projevy nenávisti se neustále vyskytují. Od 60. let minulého století už jsme udělali velký krok kupředu, [but our job is not finished yet (I-Om)] ovšem neustále se musíme snažit tuto situaci zlepšovat. (I-Sub) [Let me give you some numbers. (I-Om)]
According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.	[recent (R-Om)] Sociologická studie... nebo socialis… sociologistický průzkum, který probíhal v USA, ukázal, že [more than (I-Om)] 80 % africkoamerických občanů si myslí, že jsou potřebné určité změny a shledávají problém v tom, (I-Ad) že nemají stejná práva jako bílí lidé… (R-Sub) nebo jako občané bílé rasy. (I-Ad) [It is stunning that (R-Om)] 40 % (R-Sub) občanů si myslí, že [true (I-Om)] rovnoprávnost není možná, (I-Ad) a že k ní nikdy nedojde.
It is vital that we are able to prevent social injustices and protect those in need.	Já si myslím, (I-Ad) že bychom měli (R-Sub) chránit nejen znevýhodněné lidi, ale

Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to those we do not normally talk to, to those who are ignored. The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society.	vše… i všechny ostatní, (R-Sub) a že bychom se měli zaměřovat na tu sociální spravedlnost. (I-Sub) [Now more than ever (R-Om)] Měli bychom (R-Sub) následovat ten odkaz Nelsona Mandely a mluvit… mluvit o celé této problematice a také naslouchat. Naslouchat těm, kteří jsou znevýhodňováni, a ty, které často ignorujeme. [The fact is that (I-Om)] V 21. století je ta africkoamerická komunice… komunita [as well as members of other minorities (R-Om)] stále (I-Ad) utlačována (I-Sub) a nemá stejné podmínky jako… jako většinová společnost. (I-Ad)
Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop. Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	[Ladies and gentlemen (I-Om)] Myslím si, (I-Sub) že mluvím za všechny, když řeknu, že musíme zastavit tuto nerov… nerovnoprávnost (I-Sub) a zastavit to, co se… to co se děje, (I-Ad) a že musíme následovat ten odkaz Nelsona Mandely, (I-Sub) který za svá přesvědčení a za své názory strávil 27 let ve vězení. Někteří lidé si myslí, (I-Sub) že nen… že rovnoprávnost není možná, a že k ní nikdy nedojde, [in our society (I-Om)] ale já bych tento projev rád zakončil (I-Ad) citátem [the great (R-Om)] Nelsona Mandely, který říkal, že všechno se zdá nemožné, dokud to někdo neudělá. [Thank you. (R-Om)]

Interpreter 3, Speech 2

The original speech transcript	The rendition transcript
Distinguished colleagues, friends, ladies and gentlemen, I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington, D.C.	Dámy a pánové, drazí přátelé a kolegové, je mi velkou ctí, [to be here (I-Om) and I'm particularly delighted (I-Om)] že mohu zde promluvit [keynote (R-Om)] u příležitosti 70. Mezinárodního auto… astronautického kongresu, který pořádá [American (I-Om)] Institut astronautiky ve Washingtonu. [D.C. (R-Om)]

Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago. What is more, we evolve at a breakneck speed. We started with hunting animals. Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered electricity and 100 years ago we invented the airplane.	Nikdo úplně nechápe, (I-Sub) jak už jsme, jakožto lidská rasa, vyspěli. (I-Sub) Když se na to podíváme, (I-Ad) před 10 000 lety jsme byli (I-Sub) v jeskyních a pouze jsme lovili. [What is more, (I-Om) we evolve (I-Om) at a breakneck speed. (R-Om)] [We started (I-Om)] Lovili jsme zvířata, 5000 před naším le… pře… před 5000 lety jsme [learned how to write (R-Om)] objevili kolo, před 200 lety jsme objevili elektřinu a před 100 lety jsme vynalezli letadla.
We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin. Then we even put a man on the Moon. Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future.	Tam jsme se ovšem (I-Ad) nezastavili a před 50 lety jsme poslali prvního člověka do vesmíru - ruského astronauta Juriho Gagarina. Poté jsme poslali… vyslali člověka na Měsíc. Dnes se… Dnes vstupujeme do nové éry. [our species (I-Om)] Budeme multiplanetární a já s velkým potěšením oznamuji, že mám určitou (R-Sub) naději a víru v ten pokrok, (I-Sub) který nás čeká. (I-Sub)
In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey. The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait.	[In a few short months (R-Om)] Lidská rasa… nebo člověk poprvé… poprvé vstoupí (I-Ad) na Mars a bude to náš první… první pokus. [I firmly believe (R-Om) that we are going to be successful on our journey. (R-Om)] Vyvíjíme se tak rychlým tempem, že nám to přináší (I-Sub) až nějakou nejistotu a strach. Nový pokrok (I-Sub) s sebou přináší i spoustu rizik (I-Ad) a nebezpečí. [Therefore, it is not surprising that (I-Om)] Někteří z nás by rádi zůstali tam, kde jsme, [a little longer (I-Om) to rest, (I-Om) to wait. (R-Om)]

Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonize it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to do. Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort.	Ovšem (R-Sub) i někt… i jeden z astronautů a člen týmu Apolla 8 nazval vyslá… vyslání člověka na Mars, [in order to colonize it (R-Om)] a to ho budu citovat: „naprosto… naprosto nesmyslným“. Ovšem lidstvo se nevyvíjelo (I-Sub) díky tomu, (I-Sub) že jsme usnuli na vavřínech a nijak se nerozvíjeli. (I-Sub) [my friends (I-Om)] Musíme se (R-Sub) posouvat kupředu. [and that is what we are going to do (R-Om)] Naše [hopes for the (I-Om)] budoucnost [our obligations to ourselves (I-Om) as well as others (I-Om)] je důležitá (I-Ad) a musíme (I-Sub) vyvíjet nějaké snahy a úsilí abychom se posunuli dál. (I-Sub)
Some say, "Why Mars?" We don’t need anything in there. Why set this as our goal? I am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s. When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it‘s there waiting for me." We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge.	Někteří lidé se ptají, proč Mars, [We don’t need anything in there. (R-Om)] proč bychom měli někoho posílat na Mars. (I-Sub) Rád bych zmínil George Malloryho, což byl anglický… anglický horolezec, který v roce 1920 (R-Sub) vystoupil (R-Sub) na Mount Everest, a lidé se ho ptali, proč by chtěl lézt na tuto nejvyšší horu světa. A on říkal: „Protože je to tam, čeká to na nás, (I-Sub) až tam vylezeme.“ My se rozhodujeme pro tyto věci (I-Sub) [ladies and gentlemen (I-Om)] a vybíráme si je ne proto, že jsou jednoduché, ale právě proto, že jsou náročné. Snažíme se (R-Sub) být nejlepší verzí sami sebe. (I-Sub) [Because we are worthy (R-Om) of such a challenge. (R-Om)]

SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this team of incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be. Thank you.	Tento program SpaceX bude první program, který se pokusí v roce 2020 přistát na Marsu, [with their Starship (I-Om)] a to díky celému týmu, kteří velice tvrdě pracují a jsou velmi talentovaní. [we will go (I-Om) where no man has gone before. (R-Om)] Celý svět bude tento experiment (R-Sub) pozorovat. A já se na to těším (R-Ad) a jsem si jistý, (I-Ad) že to bude naprosto úžasná podívaná. Děkuji vám za pozornost. (I-Ad)

Interpreter 4, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the opportunity to be here with you tonight. It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	[Ladies and gentlemen (I-Om)] Vítám vás na našem každoročním fóru, na naší Konferenci o rovnosti v roce 2019. [I am incredibly grateful (I-Om)] Je mi ctí vás všechny přivítat (I-Sub) [tonight (I-Om)] a moderovat tuto debatu (R-Sub) na Mezinárodní den Nelsona Mandely. [We are streaming on Youtube (R-Om)] Vítám všechny z vás, kteří tady sedíte, stejně tak jako diváky u te… u domácích obrazovek a žádám vás tímto, abyste [use the hashtag Equality Conference (R-Om)] sdíleli toto video [follow us (R-Om)] na Facebooku, na Twitteru, napsali komentář a pomohli šířit toto poselství.
We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well.	Je tady se mnou (I-Sub) [our keynote speaker (R-Om)] pan Jon Gay, který je předsedou Výboru OSN pro odstranění všech forem rasismu a také jsou tady se mnou členové zastupitelstva města Los Angeles [our traditional partner (I-Om)] a další hodnostáři.
It has been more than 10 years that we mark July 18, the day when Nelson	Je to 10 let… Je to… Toto je desáté výročí července 18. [the day when Nelson

Mandela was born as a celebration of equality among people of all races and religions.	Mandela was born (R-Om)] jakožto oslava [of equality (R-Om)] všech lidí, [of all races (R-Om) and religions. (R-Om)]
Today we celebrate his lifelong struggle against racism and poverty across the globe.	[Today (I-Om) we celebrate (R-Om) his lifelong (R-Om) struggle (R-Om)] kteří zápasí (R-Sub) s s… s chudobou [and racism (R-Om) across the globe (I-Om)] a s problémy s nespravedlností. (R-Sub)
In places like this, we remind ourselves the basic principles of democracy and social justice.	[In places like this (I-Om)] Měli bychom si připomenout [basic (I-Om) principles of (I-Om)] demokracii a společenskou spravedlnost a snažit se o ni. (I-Ad)
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion. I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination.	V tomto odvětví pracuji mnoho let a zažil jsem mnohé zkušenosti přímo. [race discrimination (R-Om) and exclusion. (R-Om)] Co si myslím, že nám chybí je [positive (R-Om)] mezinárodní (R-Sub) dialog o těchto (I-Sub) problémech. A potřebujeme… a potřebujeme silný [legal (R-Om)] systém, který se s těmito problémy bude snažit vypořádat. (I-Sub)
Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech.	Den Nelsona Mandely není jenom o slovech, ale o činech [in our communities (I-Om)] a těch musí být více - takových, které se zaměří právě proti nenávistným řečem a proti rasismu.
We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers.	[We have made a great progress (R-Om) since the 1960s, (R-Om) but our job is not finished yet. (I-Om) There is a lot more to be done. (R-Om) Let me give you some numbers. (I-Om)]
According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans.	Existuje [recent (R-Om)] sociologická studie, která proběhla ve Spojených státech, podle které si více než 80 % Afroameričanů myslí, že je třeba nějaké radikální (R-Sub) změny pro vyrovnání práv všech lidí. (R-Sub)
It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.	Více než… nebo kolem 43 % lidí (I-Sub) si bohužel (I-Ad) myslí, že opravdová rovnost [among Americans (I-Om)] je

	nedosažitelná. (I-Sub) Že zabránit nespravedlnosti je nemožné. (I-Ad)
It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to those we do not normally talk to, to those who are ignored. The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society. Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop.	[It is vital (R-Om) that we are able to prevent social injustices (R-Om) and protect those in need. (R-Om)] [Now more than ever (R-Om)] Ale musíme naslouchat a pamatovat si slova Nelsona Mandely (I-Sub) a bavit se s těmi, kteří… se kterými se běžně nebavíme, [and listen (I-Om)] a to jsou ti, kteří jsou nevědomí… kteří si nejsou vědomi těchto problémů dostatečně. (R-Sub) [The fact is (I-Om) that in the 21st century (R-Om)] Existuje mnoho takových, (I-Sub) se kterými je zacházeno méně férově, než… než s jinými. [Ladies and gentlemen, (I-Om) I respectfully (I-Om)] Myslím, (I-Ad) že budu mluvit za všechny z nás, kteří tady jsme, a kteří se díváte, (I-Ad) když říkám, že s těmito nepravostmi (I-Sub) se musí skončit.
Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	Nelson Mandela byl 27 let ve vězení pro své názory. [Surely we can (R-Om) continue in our efforts. (R-Om)] Někteří říkají, že dosažení spravedlnosti je nemožně, ale jak řekl Nelson Mandela: „Všechno se zdá nemožné, dokud se to nestane skutečností." Děkuji.

Interpreter 4, Speech 2

The original speech transcript	The rendition transcript

Distinguished colleagues, friends, ladies and gentlemen, I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington, D.C.	Dámy a pánové, [friends (I-Om)] vážení kolegové, je mi ctí zde být a [I'm particularly delighted (I-Om)] přivítat vás (R-Sub) na 70. Mezinárodní kosmické konferenci [hosted by the American Institute of Astronautics (R-Om)] tady ve Washingtonu, D.C.
Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago.	Nikdo moc nechápe, (R-Sub) jak se to stalo, (I-Sub) že jsme za pouhých 10 000 let přešli od obývání jeskyní k tomu, co jsme dnes.
What is more, we evolve at a breakneck speed.	[What is more, (I-Om) we evolve (I-Om) at a breakneck speed. (R-Om)]
We started with hunting animals. Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered electricity and 100 years ago we invented the airplane.	Začali jsme kamenem a kamennými nástroji,(R-Sub) asi před 500 (R-Sub) lety jsme se naučili psát a vynalezli kolo, asi před 200 lety jsme vynalezli elektřinu a možná tak 100 let zpátky jsme vymysleli letadlo.
We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin. Then we even put a man on the Moon.	Ale (I-Ad) tam jsme se zdaleka (I-Ad) nezastavili. Asi před 50 lety jsme vyslali do vesmíru prvního [Russian (I-Om)] astronauta Jurija Gagarina. Potom jsme dokonce dostali člověka na Měsíc.
Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future.	Dnes jsme na hranici nové éry. A na hranici multiplanetární společnosti a rád vám tady říkám, (I-Sub) že mám [great (I-Om) joy and (I-Om)] naději pro budoucnost.

In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey. The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait.	My jakožto lidská rasa podnikneme náš první pokus o to dostat se na Mars. Osobně si myslím, (R-Sub) že budeme na naší cestě úspěšní. Naše ambice (R-Sub) jsou tak velké, že je dost možné, že se spousta lidí… že mohou vzbuzovat strach a nejistotu. Nové výzvy představují nová nebezpečí. A proto nikoho nepřekvapuje asi, že existují tací, kteří ř… by raději, abychom tady zůstali o něco déle [to rest (I-Om)] a čekali.
Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonize it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to do. Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort. Some say, "Why Mars?" We don't need anything in there. Why set this as our goal? I am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s. When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it's there waiting for me."	Dokonce samotný jeden astronaut, který byl součástí jednotky… posádky Apolla [8 (R-Om)] řekl, že snažit se jít (I-Sub) koloniz… kolonizovat Mars je cituji: „naprosto směšné". Ale náš svět nebyl postaven těmi, kteří čekali. [and rested, (I-Om) my friends (I-Om)] Tenhle svět byl dobyt těmi, kteří se rádi (I-Ad) sunou kupředu, a to je to, co my uděláme. Je to naše [hopes for the future (I-Om)] povinnost, (I-Sub) stejně jako pro ostatní dát všechno do tohoto snažení. (I-Sub) Někteří se ptají, proč zrovna Mars. Nic tam nepotřebujeme. [Why set this as our goal? (I-Om) I am going to quote (I-Om)] [I am going to quote (I-Om)] Anglický horolezec George Mallory, který zemřel na hoře Everest, [in the 1920s (R-Om)] když se ho zeptali, proč zrovna Mount Everest, proč tam chtěl vyšplhat, proč chtěl vyšplhat na největší horu na světě, řekl na to: „Protože je tam a čeká."

We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge. SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this team of incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be. Thank you.	My si volíme Mars [ladies and gentlemen (I-Om)] ne proto, že je to snadné, ale proto, že je to těžké. Protože to… nás to donutí dostat ze sebe to nejlepší. Protože my jsme hodny takovéto výzvy. SpaceX bude první společností, která se pokusí dostat na Mars se svoji kosmickou lodí [in 2020 (R-Om)] Díky tomuto týmu neuvěřitelně talentovaných a skvělých lidí, specialistů (I-Sub) se dostaneme tam, (I-Sub) kde ještě nikdo nebyl. Celý svět se bude dívat na startování rakety, které proběhne za pár měsíců. A bude to opravdu neuvěřitelný pohled. Děkuji.

Interpreter 5, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the opportunity to be here with you tonight. It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	Dámy a pánové, vítám vás na dnešní [annual (I-Om)] Konferenci za rovnoprávnost roku 2019. Jsem velmi rád, že máme tuto příležitost (I-Sub) with you (I-Om) tonight (I-Om)] a máme velkou čest (I-Sub) přivítat skvělé hosty (I-Sub) při příležitosti [International (I-Om)] Dne Nelsona Mandely. Naše konference je streamovaná na Youtube a [you here (I-Om) and those who are watching online (I-Om)] můžete (I-Sub) použít hashtag Equality Conference, [follow us (R-Om) on Facebook, (R-Om) Twitter (R-Om) and] na Instagramu můžete… budeme rádi, když budete komentovat a sdílet. [Let's get the word out. (I-Om)]
We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city	Teď bych rád přivítal (I-Sub) [our keynote speaker (R-Om)] pana Johna Gaye, který dlouhá léta pracoval (R-Sub) ve Výboru [UN (R-Om)] za eliminaci všech forem nerovnoprávnosti. (R-Sub) Dále tady máme (I-Ad) zástupce města

council, and we are also joined by other dignitaries as well.	Los Angeles [our traditional partner (I-Om)] a mnoho (I-Ad) dalších významných účastníků.
It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions. Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of democracy and social justice.	[Today (I-Om)] Je tomu více než 10 let, kdy jsme začali slavit den Nelsona Mandely. Nelson Mandela se narodil roku… se narodil dne 18. července a [we celebrate (I-Om)] celý svůj život bojoval za rovnoprávnost všech ras. [and religions (R-Om) against racism (I-Om) and poverty (R-Om) across the globe (I-Om)] [In places like this (I-Om)] A my si nyní připomínáme základní principy [of democracy and (R-Om)] sociální spravedlnosti.
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion. I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination.	Já jsem pracoval dlouho v této oblasti a [and I've had firsthand experience (R-Om) of race discrimination (R-Om) and exclusion (R-Om)] co jsem si všiml, (I-Sub) že nám stále (I-Ad) chybí je [positive (R-Om) national (R-Om)] dialog [about current national issues (R-Om)] a také silný, pevný (I-Ad) právní rámec. [to tackle race-based discrimination (R-Om)]
Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers. According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens	Den Nelsona Mandely [marked not by mere words (I-Om)] by měl vést k činům, [in our communities (I-Om)] měl by vést k (R-Sub) boji proti rasové diskriminaci. [and hate speech (R-Om)] Nelson Mandela vedl tento boj (R-Sub) od roku 1900… nebo od 60. let a, ale [our job is not finished yet. (I-Om) There is a lot more to be done. (R-Om) Let me give you some numbers. (I-Om)] s… bohužel (I-Ad) [recent (R-Om)] sociologické studie (R-Sub) [conducted in the United States of America (R-Om)] ukazují, že [more than (I-Om)] 80 % Afroameričanů se domnívá, že pořád jsou nutné další změny [for black Americans

think that true equality among Americans will never become a reality.	to have equal rights with white Americans (R-Om)] a je smutné, (I-Sub) že 43 % Američanů se domnívá, že skutečné… skutečná rovnoprávnost nikdy nenastane.
It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to those we do not normally talk to, to those who are ignored. The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society.	Naším úkolem je (I-Sub) bránit [social (I-Om)] nespravedlnosti, [and protect those in need (R-Om)] [Now more than ever (R-Om)] následovat příklad Nelsona Mandely [and talk and listen to each other. (R-Om) What we have to do is talk to those we do not normally talk to, (R-Om) to those who are ignored. (I-Om)] a usilovat o to, aby postavení Afroameričanů, kteří jsou i v jednadvacátém… aby se narovnala postavení Američanů, (R-Sub) [as well as members of other minorities (R-Om)] kteří jsou stále… se kterými je vlastně stále nakládáno méně spravedlivě i v jednadvacátém století.
Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop. Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	[Ladies and gentlemen (I-Om)] Věřím, (I-Sub) že mluvím za nás za všechny, když řeknu, že takové jednání (I-Sub) musí skončit. Nelson Mandela strávil 27 let ve vězení a… za tuto svoji myšlenku a my musíme (I-Sub) pokračovat v jeho (I-Sub) práci, naše práce nikdy nekončí. (R-Sub) Jak řekl Nelson Mandela, zdá se to vždycky nemožné, dokud to není hotovo. [Thank you. (R-Om)]

Interpreter 5, Speech 2

The original speech transcript	The rendition transcript

Distinguished colleagues, friends, ladies and gentlemen, I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington, D.C. Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago. What is more, we evolve at a breakneck speed. We started with hunting animals. Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered electricity and 100 years ago we invented the airplane.	Vážení kolegové, přátelé, dámy a pánové, je mi ctí tu být a jsem [particularly (I-Om)] rád, že mohu přednést hlavní projev při příležitosti sedmnáct… 70. kongresu… Mezinárodního kongresu astronomi… astronomie, (R-Sub) který se koná ve Washingtonu, D.C. a organizuje jej [American (I-Om)] institut astronomie. (R-Sub) Je neuvěřitelné, (I-Sub) kam jsme se dostali jako lidstvo. [What is more, (I-Om) we evolve (I-Om) at a breakneck speed (R-Om)] Před 10 000 lety jsme vyšli s jeskyní, kdy jsme začali lovit zvířata. Asi 5000 let… Před 5000 lety jsme vynalezli kolo, písmo, před 200 lety jsme vynalezli elektřinu a před 100 lety jsme začali používat… nebo vynalezli jsme letadla.
We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin. Then we even put a man on the Moon.	[We did not stop there (R-Om)] Před 50 lety jsme vyslali prvního člověka do vesmíru. Byl to ruský kosmonaut Jurij Gagarin. [Then we even put a man on the Moon. (R-Om)]
Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future. In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey.	A dnes jsme ještě před větším krokem, (I-Ad) nyní zahajujeme novou éru, kdy se lidstvo stane obyvateli více planet. Chci říci, že to je velká… v tom je pro lidstvo (R-Sub) velká [joy and (I-Om)] naděje, [for the future (I-Om)] kdy vlastně my jako lidé poprvé se dostaneme (I-Sub) [in a few short months (R-Om)] na Mars a já [firmly (R-Om)] věřím, že tato mise bude úspěšná.

The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait.	Tento vývoj je tak… Tento vývoj je tak ohromný, že… ale ta… že jeho součástí je (I-Sub) také nejistota a strach. Protože nové výzvy přináší nová nebezpečí. [Therefore, it is not surprising that (I-Om)] Někteří z nás [would have us stay where we are (I-Om) a little longer (I-Om) to rest (I-Om)] se toho budou bát a budou chtít počkat.
Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonize it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to do. Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort.	Dokonce i kosmonaut a jeden z členů posádky Apolla 8 se vyjádřili v tom smyslu v… v souvislosti posílání posádek a kolonizace Marsu, že je to [and I quote (R-Om)] směšné. Ale já tvrdím, (I-Ad) že tento svět byl… [not built (I-Om) by those who waited (I-Om) and rested, (I-Om) my friends. (I-Om)] patří těm, (I-Sub) kteří jsou smělí a stateční, (I-Sub) [and that is what we are going to do (R-Om)] čili naše naděje do budoucna… [our obligations to ourselves (I-Om) as well as others (I-Om)] to všechno vyžaduje obrovské úsilí. (I-Sub)
Some say, "Why Mars?" We don't need anything in there. Why set this as our goal? I am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s. When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it's there waiting for me."	Někteří se ptají, proč Mars. [We don't need anything in there. (R-Om)] Proč jsme si nastavili tento cíl? Já budu citovat britského (I-Sub) horolezce George Malloryho, který ve 20. letech 19. století vylezl (R-Sub) na Mount Everest. Když se ho ptali, proč chtěl pokořit nejvyšší horu na světě, řekl: „Protože tam je, protože na mě čeká."
We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge. SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this team of	My jsme si to zvolili vydat se na Mars [ladies and gentlemen (I-Om)] a neděláme to proto, že je to jednoduché. [but because they are hard (I-Om)] Děláme to proto, že tyto věci z nás dostanou to nejlepší, protože my za to (I-Sub) stojíme. SpaceX bude první lodí, (R-Sub) která se dostane na Mars… která se vydá (I-Sub) na Mars v roce 2020 a to díky

incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be. Thank you.	talentovaným a pilným lidem se dostaneme tam, (I-Sub) kde lidská noha dříve nestanula. Bude nás (R-Sub) sledovat celý svět. A bude to ohromná podívaná. Děkuji vám.

Interpreter 6, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the opportunity to be here with you tonight. It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	Dámy a pánové, vítejte na naší [annual (I-Om)] Konferenci rovnosti roku 2008… 19. [I am incredibly grateful (I-Om) for the opportunity to be here (I-Om) with you (I-Om) tonight. (I-Om)] Je mi ctí vás zde přivítat (I-Sub) [on the occasion of (I-Om)] v den výročí… Mezinárodní den narození Nelsona Mandely. Náš… Naše konference je přenášena živě na Youtube (I-Sub) a prosím [you here (I-Om) and those who are watching online (I-Om)] použijte hashtag Equality Conference a také můžete sdílet [and comment (R-Om) follow us (R-Om)] na Facebooku, Twitteru a Instagramu a rozšiřte tyto informace.
We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well.	Máme zde přítomného (I-Sub) [our keynote speaker (R-Om)] pana Johna Gaye, komisaře (R-Sub) pro eliminaci všech forem rasové diskriminace Organizace spojených národů. Za Los Angeles [our traditional partner (I-Om)] zde můžeme přivítat členy městské rady a jiné zástupce města.
It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions.	[It has been more than 10 years (R-Om)] Den 18. července je den narození Nelsona Mandely a je to den, kdy slavíme rovnost. [Today (I-Om) we celebrate (I-Om)]

Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of democracy and social justice.	Nelson Mandela je příkladem celoživotního zápasu a boje proti rasismu [and poverty (R-Om)] ve všech formách.(I-Sub) [In places like this, (I-Om) we remind ourselves (I-Om) the basic (I-Om) principles of (I-Om)] Za demokracii a za sociální spravedlnost lidí všech barev a všech vyznání.
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion. I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination.	Já sám již v této oblasti pracuji velmi dlouho a mám… zažil jsem z první ruky zkušenosti s rasovou diskriminací. [and exclusion (R-Om)] [I believe that (I-Om)] Potřebujeme zahájit (I-Sub) pozitivní [national (R-Om]) dialog, [about current national issues (R-Om)] abychom učinili změny.(I-Ad) Potřebujeme dále silný… silnou legislativu, která bude řešit tento problém. (I-Sub)
Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers. According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.	[Mandela Day (R-Om)] Nestačí pouhá slova, je potřeba činit konkrétní kroky. [in our communities (I-Om)] [We must increase our efforts (R-Om) to combat racial discrimination (R-Om) and hate speech. (R-Om)] Od šedesátých let se odehrává tento dialog, (R-Sub) ale reforma zdaleka není dokončena. [There is a lot more to be done. (I-Om)] Pojďme si říct nějaké statistické údaje. [According to a recent (R-Om) sociological study (R-Om) conducted in the United States of America (R-Om)] Více než 80 % Američanů (R-Sub) je přesvědčeno o tom, že je potřeba udělat změny v tom, že Afr… Afri… Afroameričané nemají stále stejná práva jako bílí obyvatelé. [It is stunning that (R-Om)] 43 % občanů Spojených států nikdy bohužel nedosáhne rovnosti. (R-Sub)
It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to	Je čas začít (R-Sub) bránit těmto [social (I-Om)] nespravedlnostem. [and protect those in need (R-Om)] Je čas (I-Sub) následovat příklad Nelsona Mandely. Musíme nejen mluvit spolu, ale také se vzájemně poslouchat. Nejvíce

those we do not normally talk to, to those who are ignored. The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society.	však musíme zahájit dialog s těmi, kteří si myslí, že se jich to netýká, (R-Sub) s těmi nevědomými. (R-Sub) Je smutným (I-Ad) faktem že ve 21. století Afroameričané [as well as members of other minorities (R-Om)] mají stále méně férový přístup než ostatní obyvatelé.
Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop. Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	[Ladies and gentlemen, (I-Om) I respectfully speak for all of us when I say that (R-Om)] To vše musí přestat. Nelson Mandela strávil 27 let ve vězení. [for what he believed in (R-Om) Surely we can (R-Om) continue in our efforts. (R-Om)] Někteří lidé budou tvrdit, že některé (I-Sub) společnosti nikdy nedosáhnou této rasové (I-Ad) rovnosti. Dovolte, abych citoval Nelsona Mandelu, který řekl, že vždy to vypadá nemožně, dokud to není dokončeno. [Thank you. (R-Om)]

Interpreter 6, Speech 2

The original speech transcript	The rendition transcript
Distinguished colleagues, friends, ladies and gentlemen, I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington, D.C.	Vážení kolegové, přátelé, dámy a pánové. Jsem rád, (I-Sub) že zde mohu být. Zvláště mám radost, že mohu pronést [keynote (R-Om)] řeč na [70th (R-Om)] Mezinárodním astromati… astron-autickém kongresu Amerického institutu astronautiky zde ve Washingtonu, D.C.

Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago. What is more, we evolve at a breakneck speed. We started with hunting animals. Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered electricity and 100 years ago we invented the airplane.	Je úžasné, (I-Sub) jak daleko jsme se jako lidstvo dostali za posledních 10 000 let. [from the moment (I-Om) we first emerged (I-Om) from caves (I-Om)] [What is more, (I-Om) we evolve (I-Om) at a breakneck speed. (R-Om)] Začali jsme kdysi tím, že jsme lovili zvířata. Potom před 5000 lety jsme se naučili psát a vynal… vynalezli jsme kolo. Asi před 200 lety jsme vynalez… objevili elektřinu a před 100 lety jsme vynalezli letadlo.
We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin. Then we even put a man on the Moon. Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future. In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey. The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait.	Ale (I-Ad) tam jsme se nezastavili a před 50 lety jsme vyslali do vesmíru prvního člověka - ruského astronauta Jurije Gagarina. Potom jsme poslali prvního člověka na Měsíci… na Měsíc. [Today (I-Om) new era (R-Om)] Tak se dá říct, že naše rasa je (R-Sub) opravdu multiplanetární a musím říct, že toto mě naplňuje velkou radostí a nadějí do budoucnosti. Nyní nastal čas, (R-Sub) kdy my jako lidské pokolení podnikneme první pokus v historii o let na Mars. Pevně věřím, že na své cestě budeme mít úspěch. Náš… naše tempo vývoje je tak rychlé, že je opravdu až dechberoucí. [uncertainty and (R-Om) fear (R-Om)] Nové výzvy s sebou přinášejí i nová nebezpečí. A proto není překvapující, že někteří z nás tváří v tvář těmto výzvám by raději se zastavili a pouze čekali. [rest (I-Om)]
Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonize it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to	Dokonce astronaut a člen mise Apollo [8 (R-Om)] řekl, že myšlenka na to, že vyšleme lidi na Mars dokonce v pokusu o jeho kolonizaci, je cituji: „směšná“. Ale my nejsme ti, (I-Sub) kteří budou čekat a nebudeme dělat nic. (I-Sub) My (I-Sub) jsme ti, kteří se pohybujeme kupředu. [and that is what we are going to

do. Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort.	do. (R-Om)] [Our hopes for the future, (I-Om) our obligations to ourselves (I-Om) as well as others, (I-Om)] A to vše nás zavazuje k tomu, abychom vyvinuli opravdu velké úsilí. (I-Sub)
Some say, "Why Mars?" We don't need anything in there. Why set this as our goal? I am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s. When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it's there waiting for me."	[Some say, (I-Om)] Proč zrovna Mars? [We don't need anything in there. (R-Om) Why set this as our goal? (I-Om)] Já zde budu č… citovat anglického horolezce George Malloryho, který zemřel při výstupu na Mount Everest. [in the 1920s. (R-Om)] Když se ho zeptali, proč chce vylézt na Mount Everest, (I-Sub) řekl: „Protože je tam a čeká na mě.“
We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge. SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this team of incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be. Thank you.	My jsme se rozhodli letět na Mars, dámy a pánové. My neděláme [these (I-Om)] věci, protože jsou jednoduché, ale protože jsou těžké. Protože nás nutí dělat to nejlepší, co umíme. [Because we are worthy (R-Om) of such a challenge. (R-Om)] Společnost SpaceX bude první, která se pokusí dohlédnout na Mars v roce 2020. [with their Starship (I-Om)] Děkuji… Díky toho… tomuto týmu, který je opravdu talentovaný a složen z velmi usilovně pracujících lidí budeme (I-Sub) první, kteří dosáhnou Marsu. (I-Sub) Celá… Celá země se bude dívat na tento start a opravdu to bude úžasná podívaná. [Thank you. (R-Om)]

Interpreter 7, Speech 1

The original speech transcript	The rendition transcript
Ladies and gentlemen, Welcome to the annual Equality Conference 2019. I am incredibly grateful for the opportunity to be here with you tonight.	Dámy a pánové, dovolte mi uvítat vás na letošní (I-Sub) Konferenci pro rovnost. [2019. (I-Om)] Jsem velmi vděčný a velmi mě těší, že vás tady všechny můžu přivítat (I-Sub)

It is an honour for me to host such a great forum on the occasion of Nelson Mandela International Day. We are streaming on Youtube, and we encourage you here and those who are watching online to use the hashtag Equality Conference, follow us on Facebook, Twitter and Instagram. Let's share and comment. Let's get the word out.	[tonight (I-Om)] u příležitosti Mezinárodního dne Nelsona Mandely. [It is an honour for me (I-Om) to host such a great forum (I-Om)] Vysíláme na YouTube. Byli bysme velmi rád… Byli bychom velmi rádi, kdybyste [you here (I-Om) and those who are watching online (I-Om)] použili a sdíleli hashtag Equality, sledujte nás na Twitteru na Facebooku, [and Instagram (R-Om)] sdílejte, co se tady budeme snažit předat, komunikujete a hlavně šiřte zprá… ši… šiřte…
We are happy to welcome our keynote speaker Mr. John Gay. Mr. Gay is the chair of the UN Committee on the Elimination of All Forms of Racism. Our traditional partner the City of Los Angeles is represented here by members of the city council, and we are also joined by other dignitaries as well.	Můžu tady uvítat (I-Sub) hlavního řečníka Joha Gaye [chair (R-Om)] z Komise OSN pro… pro… pro eliminaci všech forem diskriminace. Naším tradičním partnerem je město Los Angeles, jehož zástupce tady také vítám a mezi… a kromě nich je tady spousta dalších důležitých osobností, takže všichni vítejte. (I-Ad)
It has been more than 10 years that we mark July 18, the day when Nelson Mandela was born as a celebration of equality among people of all races and religions. Today we celebrate his lifelong struggle against racism and poverty across the globe. In places like this, we remind ourselves the basic principles of democracy and social justice.	Již je to více než 10 let, kdy jsme začali slavit den Nelsona Mandely v den jeho narozenin 18. července. Nelson Mandela strávil celý svůj život bojem proti nerovnosti a za rovnost všech ras a náboženství, takže dnešním dnem oslavujeme tady tenhle jeho boj [against racism (R-Om) and poverty (R-Om) across the globe (I-Om)] [In places like this, (I-Om) we remind ourselves (I-Om) the basic (I-Om) principles (I-Om)] pro demokracii… za demokracii a rovnoprávnost.
I've been working in this field for a long time, and I've had firsthand experience of race discrimination and exclusion.	[I've been working in this field (R-Om) for a long time (R-Om)] Já osobně musím říct, že (I-Ad) mám zkušenosti s rasovou diskriminací a s ostrakizací, (I-Ad) s vyřazením ze společnosti. Myslím si, že je velmi smutné, že se toto

I believe that what we're missing is a positive national dialogue about current national issues. We also need a strong legal framework to tackle race-based discrimination.	pořád ještě děje, (I-Ad) myslím si, že v USA potřebujeme (I-Sub) více prostoru pro [positive (R-Om) national (R-Om)] dialog o tady téhle problematice (I-Sub) a také potřebujeme lepší právní řád a právní prostě rámec pro řešení tady těhle problémů. (I-Sub)
Mandela Day is marked not by mere words, but by actions in our communities. We must increase our efforts to combat racial discrimination and hate speech. We have made a great progress since the 1960s, but our job is not finished yet. There is a lot more to be done. Let me give you some numbers. According to a recent sociological study conducted in the United States of America, more than 80% of African Americans believe that there have to be some changes for black Americans to have equal rights with white Americans. It is stunning that 43% of our citizens think that true equality among Americans will never become a reality.	Nelson Mandela [day marked not by mere words, (R-Om) but by actions (R-Om) in our communities (I-Om)] se celý svůj život snažil zvýšit naši snahu, (R-Sub) abychom lépe komunikovali proti nenávistným komentářům, proti nenávistné rétorice, která je dnes bohužel velmi rozšířená. (R-Ad) Myslím si, (I-Ad) že jsme za posledních 20 let (R-Sub) udělali velký pokrok, ale pořád to ještě není dost. [There is a lot more to be done. (I-Om) Let me give you some numbers. (I-Om)] Šokující jsou výsledky [recent (R-Om)] sociální studie, která byla provedená v USA, kde vyšlo najevo, že více než 80 % Afroameričanů si myslí, že je potřeba změna v téhle oblasti (R-Sub) a 43 % občanů v USA si myslí, že nikdy nebude opravdová rovnost existovat.
It is vital that we are able to prevent social injustices and protect those in need. Now more than ever we must follow Mandela's example and talk and listen to each other. What we have to do is talk to those we do not normally talk to, to those who are ignored. The fact is that in the 21st century African Americans, as well as members of other minorities, are treated less fairly in our society. Ladies and gentlemen, I respectfully speak for all of us when I say that this must stop.	Myslím si, (I-Ad) že obzvláště v dnešní době je velmi důležité (I-Sub) bojovat (I-Sub) proti nerovnosti a nespravedlnosti. [and protect those in need (R-Om)] Následovat ten příklad Nelsona Mandely, naslouchat si navzájem, mluvit spolu, a to nejenom s lidmi, se kterými byste se normálně bavili, ale především s lidmi, kteří jsou vyřazení ze společnosti, které bychom jinak třeba ignorovali. Myslím si, (R-Sub) že v jednadvacátém století jsou, navzdory všemu, Afroameričané a další minority… že s nimi zacházíme méně spravedlivě, méně férově, než předtím (R-Ad) a věřím, (I-Sub) [ladies and gentlemen (I-Om)] že teď mluvím za všechny z nás, že tomuhle se musí učinit přítrž.

Nelson Mandela spent long 27 years in prison for what he believed in. Surely we can continue in our efforts. Some say our society will never be truly equal. To that I quote the great Mandela, "It always seems impossible until it's done." Thank you.	Nelson Mandela strávil 27 let ve vězení [for what he believed in (R-Om)] a myslím, že bychom měli (I-Sub) dále nést jeho poselství. (I-Sub) Spousta lidí si myslí, (I-Sub) že si nikdy nebudeme doopravdy rovnocenní, ale tak, jak řekl Nelson Mandela: „Vždycky se to zdá nemožné, až dokud někdo nedokáže." Thank you. (R-Om)

Interpreter 7, Speech 2

The original speech transcript	The rendition transcript
Distinguished colleagues, friends, ladies and gentlemen, I am honoured to be here, and I'm particularly delighted to deliver a keynote speech on the occasion of the 70th International Astronautical Congress hosted by the American Institute of Astronautics in Washington, D.C. Nobody can fully grasp how far we as a human race have gone from the moment we first emerged from caves about 10,000 years ago.	Vážení kolegové, přátelé, dámy a pánové, je mi velkou ctí být tady a jsem obzvláště rád, že můžu uvést tady tento 70. Astronomický kongres svým [keynote (R-Om)] projevem. Nacházíme se ve Washingtonu, D.C. a hostuje u nás Americký institut astronautiky. Je těžké uvěřit, (I-Sub) jak daleko se lidská rasa za 10 000 let od… kdy jsme poprvé vystoupili z jeskyní, jak daleko jsme se dostali.
What is more, we evolve at a breakneck speed. We started with hunting animals. Then about 5,000 years ago we learned how to write and invented the wheel. About 200 years ago we discovered electricity and 100 years ago we invented the airplane. We did not stop there and about 50 years ago we sent a first human to space - a Russian astronaut Yuri Gagarin.	[What is more, (I-Om)] Vyvíjíme se neuvěřitelnou rychlostí, začali jsme… před 5000 lety jsme začali… [we learned how to write (R-Om)] jsme objevili kolo, nejdřív jsme jenom lovili, potom jsme objevili kolo, před dvěma sty lety jsme objevili elektri… elektřinu, před stem let jsme vynalezli letadlo, ale tam jsme se nezastavili, před 50 lety jsme vyslali prvního člověka do vesmíru. Byl to ruský astronaut Jurij Gagarin.

Then we even put a man on the Moon. Today we find ourselves on the verge of a new era in which our species is multiplanetary, and I must say this fills me with great joy and hope for the future. In a few short months we as a human kind will make our first attempt in history to reach Mars. I firmly believe that we are going to be successful on our journey. The pace of our development is so breathtaking that it might cause uncertainty and fear. New challenges come with new dangers. Therefore, it is not surprising that some of us would have us stay where we are a little longer to rest, to wait.	A potom jsme šli ještě dál. (I-Ad) Vyslali jsme člověka na Měsíc. Dnes se nacházíme na rozhraní nového… nové éry. Lidstvo je teď (R-Sub) multiplanetární a já... za mě osobně to znamená, že máme [joy and (I-Om)] velikou naději pro budoucnost. V budoucích měsících budeme ti první, kdo se pokusí poslat člověka dosáhnout Marsu. A já pevně věřím tomu, že se nám to podaří. Rychlost našeho vývoje je úplně neuvěřitelná a možná by mohla způsobit nějakou… při… přivodit nejistotu a strach. S novými nebezpečenstvi před námi leží i mnoha výzev a jistě nás… jistě není překvapující, že někteří [would have us stay where we are (I-Om) a little longer (I-Om)] by byli raději, kdybychom tady odpočívali, vyčkávali.
Even an astronaut and one of the members of the Apollo 8 mission, said that sending crews to Mars in order to colonize it was, and I quote, "ridiculous". But our world was not built by those who waited and rested, my friends. This world was conquered by those who moved forward, and that is what we are going to do. Our hopes for the future, our obligations to ourselves as well as others, all require us to make this great effort. Some say, "Why Mars?" We don't need anything in there. Why set this as our goal? I am going to quote an English mountaineer George Mallory, who died on Mount Everest in the 1920s.	A dokonce i jeden z pos… ze členů posádky Apolla 8 říká, že vysílat lidi na Mars s tím abychom Mars kolonizolo… vali je a teď cituji: „Je to směšné.“ Ale náš svět nebyl postaven… nebyl vybudován těmi, kteří vyčkávali a odpočívali. [my friends (I-Om)] Tento svět dobyli lidé, kteří postupovali kupředu a přesně to my budeme dělat. Naší nadějí pro budoucnost… [our obligations to ourselves (I-Om) as well as others (I-Om)] a naše budoucnost vyžaduje, abychom tady tenhle krok (I-Sub) udělali. Lidi s… Lidé se ptají, proč zrovna Mars, proč zrovna k tomuhle směřovat. Vždyť tam nic nepotřebujeme. Já bych rád citoval Johna… George Malloryho, [English (I-Om) mountaineer (R-Om)] který zemřel ve 20. letech na Mount Everestu.

When he was asked why he wanted to climb the highest mountain in the world, he answered, "Because it‘s there waiting for me."	Když se ho ptali, proč chce vylézt na nejvyšší horu světa, tak on řekl: „Protože tam je a čeká na mě.“
We choose to go to Mars, ladies and gentlemen. We do these things not because they are easy, but because they are hard. Because they make us give the best of us. Because we are worthy of such a challenge. SpaceX is going to be the first company that will try to reach Mars with their Starship in 2020. Thanks to this team of incredibly talented and hardworking people, we will go where no man has gone before. The whole world is going to be watching the launch, and what an amazing spectacle it is going to be. Thank you.	A proto (I-Ad) si vybíráme tuhle možnost. Proto jsme si vědomě zvolili možnost vydat se na Mars. Ne proto, že by to bylo jednoduché, ale právě proto, že je to těžké, protože takhle ze sebe vydáme to nejlepší. Protože si zasloužíme (I-Sub) takovouhle výzvu. SpaceX bude v roce 2020 první společností, která se pokusí dosáhnout Marsu se svou vesmírnou lodí. A to díky mnoha talentovaným a velmi tvrdě pracujícím lidem tam… se vydáme tam, kam ještě se nikdo nevydal před námi. Celý svět se bude dívat na start této vesmírné lodi a garantuji vám, (I-Ad) že to bude pořádné podívaná… že to bude podívaná. [Thank you. (R-Om)]

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Annotation

Author: Štěpán Svoboda
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Czech title: SimConsec: technologie chytrého pera v tlumočení
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This thesis explores the influence of a smartpen on the quality of an interpreter's performance. Quality is defined here from the end-user's point of view. The theoretical part of the thesis contains a description of SimConsec – a hybrid mode of interpreting, which is possible due to the smartpen. This combination of simultaneous and consecutive interpreting is compared with these two main modes of interpreting. Research into this topic is then discussed. The empirical part describes the methodology and the experiment conducted in order to test the hypotheses. The results, their analysis and critical evaluation are next. The final part presents the overall evaluation of the research and its impacts in the field of simultaneous consecutive interpreting.
Key words:
SimConsec, smartpen, quality in interpreting, simultaneous consecutive interpreting

Anotace

Tato diplomová práce zkoumá vliv chytrého pera na kvalitu tlumočnického výkonu. Kvalita je zde definována z pohledu koncového uživatele. Teoretická část práce obsahuje popis hybridního módu tlumočení SimConsec, který chytré pero umožňuje. Tato kombinace simultánního a konsekutivního tlumočení je porovnána s těmito dvěma hlavními módy tlumočení. Dále je v této části popsán dosavadní výzkum na toto téma. Praktická část obsahuje popis metodologie a experimentu provedeného za účelem ověření hypotéz. Následují výsledky, jejich analýza a kritické zhodnocení. V závěrečné části je celkové vyhodnocení výzkumu a jeho dopady v oblasti simultánního konsekutivního tlumočení.
Klíčová slova:
SimConsec, smartpen, kvalita v tlumočení, simultánní konsekutivní tlumočení