A DIFFERENT SHADE OF SHADOWING: SOURCE TEXT TO SOURCE TEXT AS EFFICIENT SIMULTANEOUS PROCESSING EXERCISE

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Many conference interpreter trainers consider shadowing as an unhelpful exercise in simultaneous interpreting training because it does not require the student to analyse while processing the information. Among the outspoken critics of shadowing was Seleskovitch (Seleskovitch and Lederer, 1989); Kurtz questioned the value of the exercise in her article *"Shadowing" Exercises in Interpreter Training* (Kurtz, 1992) and Gillies maintains that it is the 'thinking' element that is absent and yet so important in Simultaneous Interpreting (Gillies, 2012). However, in the early 1990s Lambert championed shadowing as a useful device in the early stages of SI training even though she accepted that use of shadowing in training was controversial, she justified it as one of the training methods employed with beginner interpreters (Lambert, 1992). The exercise proposed in this paper takes shadowing beyond what Lambert offers and closer to simultaneous proper. It is a form of intelligent editing, which requires a higher order of processing capacity compared to that of shadowing. It is termed as efficient simultaneous processing of the source text.

The exercise proposed in this paper does not involve any of the above or shadowing proper but is a form of intelligent editing, which the assessors termed as efficient simultaneous processing of the source text (ST), where the students while listening to a demanding real-life speech were required to resort to simplification and reduction in the target output, lexical or syntactic. More specifically, the students were asked to summarise, simplify and/or shorten conveying the main message and linking the ideas in a coherent and fluent manner to your best ability. This Source Text to Source Text efficient processing of dense speeches can be comfortably accommodated by the processing capacity management model proposed by Daniel Gile in his *Basic Concepts and Models for Interpreter and Translator Training* (1995). The application of the model will be demonstrated in detail in this paper.

1. VIEWS ON SHADOWING

Any interpreter who is engaged in training and is committed both to the profession and to training would be advised to keep an eye on the interpreting.ifo forum http://interpreting.info/questions/1471/, the collaborative website sponsored and hosted by AIIC. Why? Because for many professional interpreters and trainers keeping up with research trends in interpreting studies is simply not an option. There is not enough time to follow what researchers say about interpreting or training. And yet many leading interpreting schools demand of their teaching staff not only to follow the trends in research but be actively engaged in it. Interpreting.info gives some idea, albeit in a compressed manner, of what are the current discussions in the field of training.

Here is an example from August 2012 of a couple of conversations in the forum: 'I wonder whether I shall do some consecutive interpreting training first [before simultaneous] as warm-up' or 'I was just curious whether shadowing on a daily basis (say 30 mins a day) could improve one's fluency as well?'

Andy Gillies, one of the champions of interpreter trainees, provided a succinct and well informed answer on both topics.[1] With regard to the first one, he advises that there are no empirical data to back the premise that one should learn consecutive first. His answer to the second question, however, is of pertinence to the subject of this paper:

'Shadowing is considered as unhelpful in learning to interpret by many trainers, because although you are speaking and listening at the same time, you are not thinking and listening at the same time – shadowing is parroting, not reformulating as required in interpreting. Some, me included, think that it's not the speaking and listening simultaneously that is difficult, but the thinking and listening simultaneously. Try it and see!

Having said that, shadowing to improve your language skills is a completely different matter and is recommended by quite a few excellent teachers.'[2]

Let us firstly consider the definition of shadowing given by Sylvie Lambert in her article '*Shadowing*' published in *Meta* in 1992: 'Technically speaking, shadowing is a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, i.e. word-for-word repetition, *in the same language*, parrot style, of a message presented through headphones.' (Lambert 1992, 266). Shadowing as part of cognitive psychology research on time lag or ear-voice span (EVS) in simultaneous interpreting goes back to the 1960s (Pöchhacker 2003, 117) though shadowing for the purposes of other psychological experiments predates research in conference interpreting (Lambert 1992, 266). For the purpose of this paper only shadowing as a pedagogical device will be considered. An acclaimed 'depth-of-processing' hypothesis proposed by Gerver and further developed by Lambert in 1983/89 (see Pöchhacker 2003, 121)

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[1]   Andy Gillies has published a number of textbooks in interpreting. His recommended methods of training are backed by authoritative pedagogical theories.

[2]   http://interpreting.info/questions/1471/ Last accessed 10/10/2013

included the study of shadowing as opposed to simultaneous interpreting proper. The conclusions of this study are known to stipulate that 'simultaneous interpretation involves a compulsory analysis of the deep structure of the source language' while 'shadowing involves a less complex transformation of the message.'(Lambert, 1992, p. 268) This seems to support the views of those who consider shadowing as an 'unhelpful' exercise in simultaneous interpreting training because it does not require the student to analyse while processing the information. Among the outspoken critics of shadowing was Seleskovitch (Seleskovitch, Lederer 1989); Kurtz questioned the value of the exercise in her article *"Shadowing" Exercises in Interpreter Training* (Kurtz 1992). In Gillies's words it is the 'thinking' element that is absent and yet so important in Simultaneous Interpreting (SI).

However, in the early 1990s (1990, 1992) Lambert championed shadowing as a useful device in the early stages of SI training. While teaching translation and conference interpreting at Ottawa University, she devised an introductory course based on twelve pedagogical techniques with shadowing being one of them (Lambert 1992). She was the one to draw an analogy between learning to interpret and learning to drive. 'The analogy indicates how I think the interpreter-trainees should be introduced to simultaneous interpretation.' Though Lambert accepts that use of shadowing in training is controversial, she justifies it saying 'shadowing is usually part of the training method employed with beginner interpreters, who first need to learn how to listen and speak simultaneously (first from one language into the **same** language), before attempting to interpret (**from one language into another**).' (Lambert 1992, 266)

2. CONSECUTIVE OR SIMULTANEOUS FIRST?

Before continuing the discussion on shadowing it would be useful to consider for a moment the question of whether consecutive training should precede simultaneous. The twelve techniques of training that Lambert devised according, as she explained, to 'certain components of human information processing' (Lambert 1992, 264) include 'listening and recall', 'paraphrasing' and 'abstracting,' and seem to be equally applicable to both consecutive and simultaneous. Although, as Gillies pointed out, there is no empirical data to back the premise that practising consecutive interpreting (CI) first makes a transition to simultaneous smoother, many interpreter trainers of the leading European schools train their students in that order, CI before SI. Students of ESIT, for example, specialising in conference interpreting spend at least a year practising consecutive and note-taking before simultaneous. The EMCI consortium also advocates this approach where trainees begin their consecutive practise with comfortable, engaging and easy to follow speeches gradually progressing to more demanding ones in content and structure. Eventually speeches, in their speed and density, would approximate real-life conference discourse. Of course one major justification for the emphasis on consecutive training in European schools has been

the context of professional engagement. There are many bilateral meetings within the EU context and therefore consecutive and note-taking are a must.

Consecutive, however, has never been a necessary requirement in the UN context and anecdotal evidence suggests that some UN interpreters would not take on any assignment involving consecutive interpretation. Accreditation tests in the UN do not require consecutive either. The well-known interpreting courses in Moscow and Beijing, for example, set up under the aegis of the UN in the 1960s focused on simultaneous. But on the whole the European model offers full-time undergraduate degree in translation and interpreting with the option of specialising in conference interpreting in the final stages of the studies. Some schools offer postgraduate training in conference interpreting for a further two years giving their students the opportunity to specialise in consecutive in the first year and before moving on to simultaneous in the second. In the UK, traditionally, only a one-year postgraduate programme is offered, where consecutive is normally taught in the first semester and simultaneous in the second.

The structure of a one-year programme presents a particular challenge to the students of conference interpreting. Although most learn to cope quite well with consecutive and note-taking, after 9 months of training[3] students simply do not have enough time to develop their simultaneous competence to a professional level and at that stage are not ready for the booth. Various schemes were set up at DG SCIC (European Commission) in the 2000s to help, for example, UK graduates to bring their competences to a higher level so that they could cope better with fast and dense speeches of live conferences. But in the opinion of the author, those who train should not shun exposure of their students to a more realistic material. Not perhaps during the final exams but practise in interpreting demanding speeches towards the end of the course could make students more aware of the type of material with which they are likely to work. And this is where a different form of shadowing might prove to be of benefit to the students of conference interpreting.

3. SOURCE TEXT >SOURCE TEXT SIMULTANEOUS PROCESSING

In her review of the research conducted by cognitive psychologists in the 1960s and 1970s using shadowing, Lambert refers to a variety of experiments including speech shadowing with a competing message, shadowing at short distances with increasing speed and complexity of the input, shadowing with minimal or longer lag, etc. (Lambert 1992, 266). The exercise described in this paper does not involve any of the above or shadowing proper but is a form of intelligent editing, which the assessors termed as efficient simultaneous processing of the source text (ST), where the student while listening to a demanding real-life speech is required to resort to simplification and reduction in the target output, lexical or syntactic.

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[3]   Three summer months are normally assigned to a written summer project.

The task given to the students and the analysis of their performance will be discussed in detail later in this paper but to give a general idea, the students were asked to perform any of the following while listening to fast and dense speeches played to them from a digital video recording: summarise, simplify and/or shorten conveying the main message and linking the ideas in a coherent and fluent manner to your best ability.

It should be pointed out that the exercise the students performed does not entail use of compression technique. Compression has been widely researched and although it may appear to be a form of a summary – a 'labour saving device in extreme conditions of SI' deploying 'linguistic redundancy' (Chernov 2004, 113) – the technique, if used, would be more applicable to the practice of experienced conference interpreters. It demands a higher order of mental effort where the interpreter has to decide almost instantaneously what is or is not a linguistic redundancy while working from one language to another. In ST>ST simultaneous students were not required to resort to paraphrase of ST to ST either, whether A or B, as this would require an extra effort and would distract them from the incoming message. Paraphrase has been widely practiced and is acknowledged as a very useful exercise in building up linguistic resourcefulness (see Gillies 2013). In our case the students were advised not to use paraphrase unless it is accidental.

In the opinion of the author of this paper, ST>ST efficient processing of dense speeches, a kind of *smart shadowing,* can be comfortably accommodated by the processing capacity management model proposed by Daniel Gile in his seminal work *Basic Concepts and Models for Interpreter and Translator Training* (1995). For the purpose of demonstration how the model applies to the *smart shadowing* exercise, it would be useful to review briefly the main principles of the *efforts model.* In his work Gile presents interpretation act as a completion of a set of **Operational requirements** breaking down the Total Requirement to the following segments:

- TR (total requirements) = LR + MR + PR + CR

Here L stands for listening and analysis effort; M- short term memory effort; P- speech production effort; C- coordination effort. However, total operational requirements need to be measured against total available capacity of the interpreter:

- TR≤TA (total available capacity)

In essence interpretation is a comprehension and production act where interpreter is both speech producer and listener. Increase in processing capacity and time requirement may result in quality decrease. For example 'dense and fast speeches require processing of more information per unit of time.' This presents a particular challenge to an inexperienced trainee: 'Capacity requirement goes up but may not be available because the student

may lack skills in proper analysis, editing and compression, or does not have the relative *availability* of lexical units and linguistic rules.' (Gile 1995, 171) Following from the above, the pedagogical value of *smart shadowing* lies in the temporary elimination of certain efforts thus reducing capacity overload.

The reduced effort exercises were carried out with English A and English B students who were placed in interpreting booths and were asked not to shadow, i.e. carrying out word-for-word repetition in the same language, but perform an English to English (SL1 > TL1) interpretation exercise. The exact instruction given prior to the test were

- summarise/simplify/shorten conveying the main message and linking the ideas in a coherent and fluent manner to your best ability
- no need to paraphrase unless unavoidable
- shadowing is allowed in the most difficult parts

The reduced effort is the result of the elimination of **decoding and encoding effort (transfer from one language to another)** although not spelled out in the model but presumed in the 'listening and analysis' and 'production' efforts. 'Cognitive load' and 'processing capacity' are also the focus of Kirchhoff' study of simultaneous interpretation and her process model includes specifically 'decoding' and 'recoding'/encoding operations. (Kirchoff in Pöchhacker, Shlesinger 2002, 112) Although decoding and encoding effort is removed from *smart shadowing* a high degree of information processing is still required at the same time, albeit in the same language.

3.1. *Smart shadowing* exercise and its analysis

Although the exercise was annually practiced on the course at Leeds and presented at a conference at the University of Bath in 2006, it has never been empirically tested to provide a conclusive recommendation. The main constraint has been the very uneven recruitment of English A students enrolled in one academic year so that it was not possible to arrive at valid trial results. For those who may wish to run a trial, we stipulate that a group of 10-12 students with the same mother tongue in each academic year may prove to have diverse enough attainment to provide sufficient evidence to form an argument for or against the exercise. Initially, four sets of experiments over four consecutive years (2008, 2009, 2010 and 2011) were planned at Leeds University using ST simultaneous editing technique for the purpose of identifying if such technique might prove to be a useful tool in introducing students to fast and dense speeches. It was expected that practising ST>ST simultaneous would speed up students' accommodation of simultaneous proper. It should be emphasised that the exercise was normally performed in the last month of the teaching period and after the students had been taught all the main techniques of simultaneous.

Due to time constraints only interpreter-trainees who in the eyes of the trainers made most progress in the short period of their simultaneous training were selected for the test. Students whose progress was slower would have to be exposed to the test over a longer period of time. In 2008 four eligible English A students on the course were tested as they were identified as possessing good processing skills (analysis, editing and synthesis). The remaining students and English B students were invited to practice but without being experimented on.[4] English B students had their go in 2009. One further test was planned for 2010 for English A and one more for English B in 2011. However, the exercise proved to be too much of a challenge for students with English B and 2009 experiment yielded no valuable results. The B group simply resorted to word-for-word shadowing and overall struggled to keep up. The 2010 exercise for English As did not materialise due to exam pressures and therefore no conclusive results were collected. However, two case studies from 2008 test are offered for consideration and may serve as a possible template for any future trials.

3.2. Analysis of the output

Two authentic speeches chosen for the test had previously been digitised, segmented and transcribed for pedagogical use. It was decided that since the topics were relevant and universal they were sufficiently suitable for the purpose of the exercise in question. The topics were on the immigration and asylum (a speech at the seventh plenary session of the European Convention – appendices 1 & 2) and the information society (a speech on Global Information Infrastructure at the G7 Ministerial Conference of 1995 – appendix 3). The source speeches were dense and technical. They were read and delivered at an average speed of 130 wpm. The immigration speech was 583 words and the G7 speech was 1,000 respectively. The shorter speech was played first and the longer one followed.

The students' English to English interpretation was digitally recorded, transcribed and aligned with the source text. The output was analysed qualitatively with consideration of such factors as simplification of sentence structure and vocabulary, paraphrase, errors such as distortions and major omissions. The measured performance indicators of the output were classified and colour-coded and then subjected to quantitative analysis of each performance. At the end of the test students were asked to comment on their perception of the exercise.

3.2.1. Colour coding of performance indicators

Performance indicator	Colour code
perceived as the most concise summary	pink
no significant change	black

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[4] The exercise was extra-curricular.

Performance indicator	Colour code
simplified sentence and sentence structure but not significantly shorter	blue
simplified vocabulary	green
omissions which create distortion	red
distortion	bold red
omissions which do not necessarily create distortions	purple
additions which do not necessarily create distortions	brown
paraphrase or substitution which reduces completeness of the information or changes the meaning	orange

3.2.2. Colour coding and quantitative analysis

The outcome of this exercise was interesting though not completely surprising. Out of four English A students, only one student was identified as yielding very good performance. This student seemed to have processed the information in a more efficient way than the rest of the group. The student is represented here as EX (English X). One other student, represented here as EY (English Y), tried her best at ST>ST editing and although there was a marked reduction in the length of the target text the success rate in terms of quality was perceived as being lower than that of student EX. Two remaining English A students, although perceived to be of a similar level of attainment as EX and EY, failed to sustain their stamina. They either resorted to word-for-word shadowing or gave up half way through on both speeches[5]. They expressed frustration after the test. This was unexpected as both students were regarded as quite strong. When asked to comment on their perception of the exercise in a simple questionnaire, all students, including those whose performance was not recorded, told the tutors that they had not expected the En>En exercise to be so difficult before they had a go. The output of the two students who resorted to shadowing or gave up half way through will not be discussed here as word-for-word shadowing is not the subject of discussion here.

The analysis and comparison of the speech on immigration and asylum between student EX and EY showed that the overall reduction of the source text constituted 25% for EX and 27% for EY. The original speech of 583 words was reduced to 438 and 424 respectively. Appendix 1 shows comparison of the source text with the target text of EX performance and Appendix 2 that of EY. Below is the analysis of the two performances:

Speech on Immigration and Asylum (583 words)
EX student (output 438 words or 25% reduction)

- Pink - perceived as a relatively successful editing chunk (40% of the total ST) and is reduced by 60% (or 140 words fewer)

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[5]   One of them left the booth out of sheer frustration.

- Black – almost no change in 5.7% of the ST
- Blue – simplified sentence structure but not significantly shorter (14 words fewer in 24% of the ST)
- Red – omissions which create distortion (in 11% of the ST)
- Red bold – distortion (in 11.3% of the ST text)
- Brown – additions which do not necessarily create distortions (in 7% of the ST with 16 extra words added)
- No additions which create distortions
- No paraphrase or substitution which reduces completeness of the information or changes the meaning (orange)
- One instance of simplified vocabulary (green)
- One omission which did not necessarily create distortions (purple)

Pauses: 16 pauses plus 2 long and 8 short ones

EY student (output 424 words or 27% reduction)

- Pink - perceived as a relatively successful editing chunk (25.7% of the total ST) and is reduced by 68% (or 48 words fewer)
- Black – almost no change in 9.8% of the ST
- Blue – simplified sentence structure but not significantly shorter (14 words fewer in 18.7% of the ST)
- Red – omissions which create distortion (in 9% of the ST)
- Red bold – distortion (in 8.6% of the text)
- Brown – additions which do not necessarily create distortions - 3 extra words added
- Two instances of additions which create distortions
- Paraphrase or substitution which reduces completeness of the information or changes the meaning (orange in 25% of ST)
- One instance of simplified vocabulary (green)
- One instance of omission which did not necessarily create distortion (purple)

Pauses: 8 (as opposed to 16 for EX), 1 long (as opposed to 2 long for EX), 9 short (8 for EX)

ST>ST efficient simultaneous mental processing of information (intensive listening, analysis, simplification, reduction, synthesis) was perceived as being more efficient in

EX's case even though the overall percentage of reduction was slightly higher, by 2%, in EY's case. Distortions were also slightly higher for EX - 11% – as opposed to an average 9% in EY's case. However, EX had processed efficiently more of the ST, 40%, as opposed to 25.7% in EY's case.

Another indicator to note is black which shows no significant change to the ST and which comes close to word-for-word shadowing. The proportion of black is higher in EY's case, 9.8%, and lower in EX's case – 5.7%. Blue is also interesting as it represents simplified sentence structure indicating a certain degree of mental effort. Blue is higher in EX's output with 24% and lower in EY's with 18.4%. More importantly, in EY's case a relatively high percentage, 25% of ST, resulted in paraphrase or substitution which reduced completeness of the information or changed the meaning. This was absent in EX's case. Distortions or changes in the meaning represented by two shades of red and orange if combined are significantly higher in EY's case than in EX's, 43% and 22% respectively.

The analysis of the pauses was also indicative of the mental effort of each interpreter with EX pausing more often to process the information (the 'thinking' factor) compared to EY. However, EY demonstrated sufficient effort to make the exercise a worthwhile activity if compared to word-for-word shadowing.

Both students struggled towards the end of the speech when the speaker, running out of time, started speaking very fast – 180/190 wpm.

Speech on Global Information Society

The speech on GII (1,000 words to 838 reduction for EX and 849 for EY) was more technical but more importantly the topic was less familiar[6]. It yielded only 16% (EX) and 15% (EY) reduction with the black (almost no change) proportion higher and blue lower in EY's case. Paraphrase or substitution which reduced completeness of the information or changed the meaning was greater in EY's case – 8% compared to 1.5% for EX. Serious distortions were fairly low for both students. The detailed analysis is as follows:

- Pink - perceived as a relatively successful editing chunk (24.8% of the total ST for EX and 16% for EY) and is reduced by 48% for EX and 29% for EY respectively
- Black – almost no change in 30.5% for EX and 42% for EY
- Blue – simplified sentence structure but not significantly shorter (30 words fewer in 38% of the ST for EX and 24 words fewer in 30% for EY)
- Red – omissions which create distortion or Red bold - distortion (in 1.6% of the ST for EX and 2% for EY)

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[6]   See Appendix 3. We offer the original only as the analysis was similar to the speech on Immigration.

- Brown – additions which do not necessarily create distortions (2-4 extra words added for each)
- Three instances of additions which create distortions for EX and five instances for EY
- Paraphrase or substitution which reduces completeness of the information or changes the meaning: light orange in 1.4% of ST for EX but 8% for EY
- Two to four instances of simplified vocabulary for both (green)
- No instance of omission which did not necessarily create distortion for both (purple)

Pauses EX/EY: 20/14; 3/3 long ones; 12/9 short ones

The GII speech seemed to present a greater challenge overall and, when the students were questioned at the end of both exercises, the comment was that the subject matter of the GII was less familiar and therefore more difficult to process. Black sections in GII with almost no change, i.e. closer to shadowing proper, were higher than in the immigration/asylum speech – 30.5 (GII)/5.7 (I/A) for EX and 42 (GII)/9.8 (I/A)for EY.

CONCLUSION

Although the analysis of the tests described above cannot be presented as valid results of a *smart shadowing* experiment, the observations of the students performing ST>ST simultaneous interpretation lead the author of this paper to believe that a very similar process to interpretation proper is deployed. Operational requirements – listening and analysis effort, short term memory effort, speech production effort and coordination effort – are the same as in simultaneous but with one advantage of decoding and encoding effort being eliminated thus increasing students' processing capacity and total available capacity. This is one way to get the students used to demanding speeches. A proper study over a longer period of time of a larger group of students with mixed ability in order to test this hypothesis would be desirable.

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KITAS ŽVILGSNIS Į SEKIMO METODO NAUDOJIMĄ SINCHRONINIO VERTIMO PRATYBOSE

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Santrauka

Daug su būsimaisiais vertėjais žodžiu dirbančių praktikų laikosi nuomonės, kad sinchroninio vertimo pratybose sekimo metodas (kai vienos kalbos tekstas perpasakojamas ta pačia kalba tarsi sekant kalbėtojui iš paskos ir atkuriant jo pranešimo eigą) neveiksmingas, nes studentui nereikia gaunamos informacijos analizuoti. Labai griežtai šio metodo taikymui nepritarė Seleskovitch (Seleskovitch, Lederer 1989), abejonių dėl jo taikymo yra pareiškę Kurtz (Kurtz 1992) ir Gillies. Gillies teigia, kad prarandamas sinchroniniame vertime labai svarbus mąstymo elementas (Gillies 2012). Vis dėlto yra ir kitokia nuomonė, pvz., Lambert dar paskutiniojo XX a. dešimtmečio pradžioje kalbėjo apie sekimo metodo veiksmingumą – jos manymu, tik pradėjus mokytis sinchroninio vertimo technikos sekimo metodas gali būti veiksmingas ir papildyti kitus taikomus metodus (Lambert 1992).

Šiame straipsnyje pristatomi pratimai nėra tikrojo sekimo metodo pavyzdys, bet tam tikra sąmoningo sakytinės kalbos redagavimo forma, kurią vertintojai vadina sąmoningu originalo kalbos perdirbimu verčiant sinchroniškai, kai studentams duota užduotis klausant sudėtingos kalbos supaprastinti jos žodyną arba sintaksę ir pateikti klausytojams prasmingą turinio santrauką. Kitaip tariant, studentai gavo užduotį padaryti pranešimo santrauką, supaprastinti ir (arba) sutrumpinti tekstą ir perduoti pagrindines pranešimo mintis, taisyklingai vartojant logines jungtis, rišliai ir sklandžiai. Toks veiksmingas sudėtingo pranešimo originalo kalba perteikimas ta pačia originalo kalba gali būti grindžiamas Daniel Gile knygoje *Basic Concepts and Models for Interpreter and Translator Training* (1995) aprašytu apdorojimo pajėgumo valdymo modeliu. Straipsnyje smulkiai aprašomas šio modelio taikymas praktikoje.

APPENDIX 1 (STUDENT EX)

Instructions:

- summarise/simplify/shorten conveying the main message and linking the ideas in a coherent and fluent manner to your best ability
- no need to paraphrase unless unavoidable
- shadowing is allowed in the most difficult parts

Colour coding

Performance indicator	Colour code
perceived as the most concise summary	pink
no significant change	black
simplified sentence and sentence structure but not significantly shorter	blue
simplified vocabulary	green
omissions which create distortion	red
distortion	bold red
omissions which do not necessarily create distortions	purple
additions which do not necessarily create distortions	brown
paraphrase or substitution which reduces completeness of the information or changes the meaning	orange

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	STUDENT EX
1. Thank you Mr President. 2. It's clear from everything that's been said that the fight against organised crime and tackling problems of asylum and immigration 3. are the top of people's agendas and this will also be at the top of the EU's. **[ALL OF THE ABOVE IS PINK]**	1. Thank you Mr President, **[PAUSE]** 2. tackling organised crime and illegal immigration **[SHORT PAUSE]** 3. are vital for us all and for the EU. **[ALL OF THE ABOVE IS PINK]**

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	**STUDENT EX**
4. The task of this convention should be to set out clearly the EU's missions in these areas, 5. focusing on where it can add value to national action **[ALL OF THE ABOVE IS BLUE]** 6. **[BLUE:** and then to] [RED: **identify]** [BLUE: instruments and] [RED: **institutional arrangements]** 7. [BLUE: which will deliver these missions most effectively.]	**[PAUSE]** 4 [BLUE: We must clearly set out our aims in these areas] **[SHORT PAUSE]** 5 [BLUE: and particularly focus on what we can add to what is done nationally.] 6 [BLUE: Then we must decide how we can] [BOLD RED: **arrange our institutions]** **[PAUSE]** 7 [BLUE: so as to reach our targets.]
8. [PINK: The Union needs a common asylum policy, 9. common standards for how we treat our asylum seekers 10. and a common understanding of what constitutes a refugee,] 11. [BLUE: going beyond the minimum standards that we are currently seeking to agree.]	**[PAUSE]** 8 [PINK: We need a common asylum policy,] **[SHORT PAUSE]** 9 [PINK: a common standard on how to treat asylum seekers] **[SHORT PAUSE]** 10 [PINK: and on what counts as a refugee.] **[PAUSE]** 11 [BLUE: We must go beyond the minimum standards.]
12. [PINK: We need a common approach to immigration, working together to strengthen the EU's borders] 13. [BLUE: and to fight the human traffickers and to] 14. [PINK: manage limited economic immigration to fill the gaps in our labour markets.]	**[PAUSE]** 12. [PINK: We must have a common approach, strengthen borders,] 13 [BLUE: Combat] [MISSED human] [BLUE: trafficking and] 14 [PINK: manage economic immigration] **[SHORT PAUSE]** [PINK: which could be useful for our labour market.]

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	STUDENT EX
15. [BLUE: And we need to integrate asylum and immigration into our external policies.] 16. [BROWN: Using aid to create economic opportunities in source countries but equally using the EU's collective strength against those who do not cooperate on returns.] 17. [PINK: On crime, Mr President, the EU should concentrate on cross border issues, not policing our streets. We need our police and prosecuting authorities to be able to cooperate across borders as easily as within a single country.]	**[PAUSE]** 15 [BLUE: Asylum and immigration must also be part of our foreign policies.] **[PAUSE]** 16 [BROWN: We can create economic opportunities in the countries that immigrants come from but we must also use the political strength of the EU against those who do not cooperate with us on returns.] **[PAUSE]** 17 [PINK: We need to cooperate at a police level on issues which are genuinely cross border.]
18. [BLUE: As the recent Commission communication said, this should be based on mutual recognition of each others systems, not the creation of a single legal system.] 19. [PINK: And we need to develop common standards for defendant's rights.] [PINK: The EU must have a far greater focus on drugs, an approach covering all aspects of the problem, from law enforcement to combating addiction, set out clearly in the treaty.]	**[PAUSE]** 18 [BLUE: For our judiciaries to cooperate we need to recognise each others legal systems. It doesn't mean that we need just one legal system for the whole of the EU.] 19 [PINK: We need to have common standards for the rights of criminal defendants and common standards on drugs.] **[SHORT PAUSE]** [PINK: We need to cover the full range of aspects as set out in the treaty.]

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	**STUDENT EX**
20. [BLUE: This is one of] [GREEN: the greatest scourges] [BLUE: of our time and clearly requires international cooperation.] 21. [BLUE: Yet EU activity is near invisible to the man on the street.] 22. [PINK: We must also be prepared to think radically on the means of delivering these outcomes to improve effectiveness.] 23. [BLAK: I think it's been clear during today that there is a need for that and so there are examples.] 24. [BROWN: For instance, those who say that unanimity has held up progress on asylum and immigration are right.] 25. [PINK: Experience demonstrates that we should now move to majority voting in relation to this area.] 26. [RED: We also need to ask some fundamental questions. Has joint right to the initiative represented a sharing of the burden or complicated the pursuit of a single legislative programme? Is there a need for all or any of the distinct instruments in the third pillar?] 27. [PINK: And surely we no longer need conventions which are rarely used or are too slow to enter into force to meet the justice and home affairs challenges that we now face.] 28. [BLUE: Can we apply the lessons we have learned from the civil law field to our work on criminal law?]	**[PAUSE]** 20 [BLUE: Immigration is a] [GREEN: serious problem] [BLUE: and it **[SHORT PAUSE]** needs international cooperation.] **[SHORT PAUSE]** 21 [BLUE: But our citizens do not see what the EU is doing in this area.] **[PAUSE]** 22 [PINK: We need to come up with radical new policies.] 23 [BLACK: It's clear from what has been said today this is what is needed.] **[PAUSE]** 24 [BROWN: Some people say that because we have looked for unanimity on this issue it has taken us longer to move forward. That is true.] 25 [PINK: So we should introduce majority voting in this area.] **[LONG PAUSE – running out of time the speakers starts speaking very fast, close to 180-190 wpm]** 26 [RED: And we need to look whether the requirements that we've had have made the procedures more complex.] **[PAUSE]** 27 [PINK: Some of the conventions that we use are actually very rarely used and aren't necessary.] 28 [BLUE: We might be able to learn from what we have done in the field of civil law.]

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	STUDENT EX
29. [BOLD RED: And is there advantage in unifying our handling of justice and home affairs in a single institutional framework on the basis of a business to achieve rather than arguments of first pillar v third.] 30. [RED:]And is there sufficient national and European parliamentary oversight of the powerful institutions we created like Europol and Eurojust? 31. [BLAK: Now the answers to these questions based on practical considerations, not on ideology,] **32. [BOLD RED: will show the convention responding to what people want out of Europe and will show that the EU tackling the concerns that has led to the rise of ugly extremism in Europe.]**	**[LONG PAUSE – running out of time the speakers starts speaking very fast, close to 180-190 wpm]** **29 [BOLD RED: And we might benefit from setting up one institutional framework to cover all of these issues rather than splitting it between different parts of the EU.]** **[PAUSE]** 30 [RED: We also need to look at the different roles of national authorities and the EU and the institutions such as Europol and Eurojust.] 31 [BLACK: We need to take a practical approach and not just ideological.] **[PAUSE]** **32 [BOLD RED: We need to think about what it is that people want from Europe. This will help us to combat extremism.]**

APPENDIX 2 (STUDENT EY)

Instructions:

- summarise/simplify/shorten conveying the main message and linking the ideas in a coherent and fluent manner to your best ability
- no need to paraphrase unless unavoidable
- shadowing is allowed in the most difficult parts

Colour coding

Performance indicator	Colour code
perceived as the most concise summary	pink
no significant change	black
simplified sentence and sentence structure but not significantly shorter	blue
simplified vocabulary	green
omissions which create distortion	red
distortion	bold red
omissions which do not necessarily create distortions	purple
additions which do not necessarily create distortions	brown
paraphrase or substitution which reduces completeness of the information or changes the meaning	orange

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	Student EY
Thank you Mr President. 1. [PINK: It's clear from everything that's been said that the fight against organised crime] 2. [ORANGE: and tackling problems of asylum and immigration] 3. [BLUE: are the top of people's agendas] 4. [BROWN: and this will also be at the top of the EU's.]	Thank you Mr President **[PAUSE]** 1 [PINK: It is clear that the fight against organised crime] 2 [ORANGE: and the problems of asylum and immigration] 3 [BLUE: are at the top of our agenda.] 4 [BROWN: It must also be at the top of the EU's agenda.]

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	**Student EY**
5. [BLACK: The task of this convention should be to set out clearly the EU's missions in these areas,] 6. [BROWN: focusing on where] [ADDITION: it can add value] [RED: to national action] 7. **[BOLD RED: and then to identify instruments and institutional arrangements which will deliver these missions most effectively.]**	**[SHORT PAUSE]** 5 [BLACK: Our task here should be to set out the EU's missions in these areas] 6 [Brown: and we should focus on the areas where] [ADDITION: we could add value] [RED: to national action] 7 [BOLD RED: **and then to identify the institutions which can deliver these methods.**]
8. [BLACK: The Union needs a common asylum policy,] 9. [PINK: common standards for how we treat our asylum seekers and a common understanding of what constitutes a refugee,] 10. [BLUE: going beyond the minimum standards that we are currently seeking to agree.]	**[PAUSE]** 8 [BLACK: The EU needs a common asylum policy.] 9 [PINK: Common standards on the treatment of asylum seekers.] **[SHORT PAUSE]** [PINK: And a common understanding of what is a refugee.] **[SHORT PAUSE]** 10 [BLUE: We must go beyond the minimum that we are trying to agree on now.]
11. [BLUE: We need a common approach to immigration, working together to strengthen the EU's borders and to fight the human traffickers 12. [BLUE: and to manage limited economic immigration to fill the gaps in our labour markets.] [RED: And we need to integrate asylum and immigration into our external policies.]	11 We need a common approach to immigration and we need to work together to fight human traffickers and strengthen EU borders.] **[PAUSE]** 12 [BLUE: We must try to solve the problems of our labour shortage.]

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	**Student EY**
13. [**BOLD RED: Using aid to create economic opportunities in source countries**] 14. [BLUE: but equally using the EU's collective strength against those who do not cooperate on returns.] 15. [PINK: On crime, Mr President, the EU should concentrate on cross border issues, not policing our streets.] 16. [PINK: We need our police and prosecuting authorities to be able to cooperate across borders as easily as within a single country.] 17. [ORANGE: As the recent Commission communication said, this should be based on mutual recognition of each other's systems, not the creation of a single legal system.]	[SHORT PAUSE] 13 [BOLD RED: **We also need to create economic advantages in our countries**] [SHORT PAUSE] 14 [BLUE: and we must use the EU's strengths against countries that do not cooperate.] [PAUSE] 15 [PINK: The EU should cooperate together on cross border issues. 16 And we need our police to be able to cooperate easily across borders.] [PAUSE] 17 [ORANGE: And this cooperation should rely on mutual recognition of different systems.]
18. [BLUE: And we need to develop common standards for defendant's rights.] 19. [PINK: The EU must have a far greater focus on drugs, an approach covering all aspects of the problem, from law enforcement to combating addiction, set out clearly in the treaty.]	18 [BLUE: We need common standards for the rights of defendants.] [SHORT PAUSE] 19 [PINK: The EU needs to concentrate on drugs and must cover all aspects of the problem in order to combat addiction as set out in the treaty.]

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	Student EY
20. [BLUE: This is one of] [GREEN: the greatest scourges] [BLUE: of our time and clearly requires international cooperation.	20 [BLUE: Drugs is one of] [GREEN: the biggest problems] [BLUE: of our era and we need international cooperation.
21. Yet EU activity is near invisible to the man on the street.]	21 But EU activity is almost invisible to the public.]
22. [PINK: We must also be prepared to think radically on the means of delivering these outcomes to improve effectiveness.]	**[SHORT PAUSE]**
	22 [PINK: We must also try to develop new ideas to improve effectiveness.]
23. [PINK: I think it's been clear during today that there is a need for that and so there are examples.]	23 [PINK: and I think it is obvious that this is needed.]
	[PAUSE]
24. [ORANGE: For instance, those who say that unanimity has held up progress on asylum and immigration are right.]	24 [ORANGE: Some say that unanimity has slowed down asylum and immigration progress and this is true.]
25. [PINK: Experience demonstrates that we should now move to majority voting in relation to this area.]	**[SHORT PAUSE]**
	25 [PINK: We mustn't now move to majority voting]
26. [BLACK: We also need to ask some fundamental questions.]	26 [BLACK: and we must ask some fundamental questions.]
27. [RED: Has joint right to the initiative represented a sharing of the burden or complicated the pursuit of a single legislative programme? Is there a need for all or any of the distinct instruments in the third pillar?]	**[LONG PAUSE – running out of time the speakers starts speaking very fast, close to 180-190 wpm]**
	27 [RED: has joint initiative simply complicated the issue? Do we need all of these methods we put into place?]
28. [BLACK: And surely we no longer need conventions] [BOLD RED: **which are rarely used**] [PURPLE: or are too slow to enter into force to meet the justice and home affairs challenges that we now face.]	28 [BLACK: And surely we do not need the conventions that] [BOLD RED: **we have used in the past**.]
29. [BOLD RED: **Can we apply the lessons we have learned from the civil law field to our work on criminal law?**]	29 [BOLD RED: **Can we apply the lessons that we have learned to our work in this area?**]

Intervention by Baroness Scotland (12/07/2002), UK government alternate member of the Convention, at the seventh plenary session of the European Convention, held on the 11-12 July 2002	**Student EY**
30. [ORANGE: And is there advantage in unifying our handling of justice and home affairs in a single institutional framework on the basis of a business to achieve rather than arguments of first pillar v third. 31. And is there sufficient national and European parliamentary oversight of the powerful institutions we created like Europol and Eurojust?] 32. [BLACK: Now the answers to these questions based on practical considerations, not on ideology,] 33. [ORANGE: will show the convention responding to what people want out of Europe] 34. [ORANGE: and will show that the EU tackling the concerns that has led to the rise of ugly extremism in Europe**.]**	**[SHORT PAUSE]** 30. [ORANGE: Is it necessary to have a single framework in order to achieve our goals here?] **[PAUSE]** 31. [ORANGE: Is there sufficient control on a [ADDITION: **national]** and on an EU level of the different institutions?] 32. [BLACK: The answer must be based on practical considerations rather than ideology] **[PAUSE]** 33. [ORANGE: and this will show what the public wants from Europe.] 34. [ORANGE: And it will also show that the EU is tackling the problems of Europe today.]

APPENDIX 3

G7 Ministerial Conference on Global Information Society, 25-26 February 1995. Speech by US Secretary of Commerce Ronald H Brown

Mr Chairman, Ladies and Gentlemen,

I am pleased for the US to have this opportunity to share the views of the Clinton administration on the critical role of the competition policy bolstered by an appropriate regulatory framework in the development of the GII [Global Information Infrastructure].

In our view the GII will stimulate and respond to global demand for new information technologies and services. Already a critical force in shaping our world economy, the speed with which information is created, its accessibility and its myriad of uses, will continue to drive global economic growth and development well into the 21st century.

While we believe that the private sector will build, own and operate the GII, governments do have the power to take actions that can either accelerate or retard this development. We believe that a concerted and coordinated international effort can achieve the former and avoid the latter. We consider this G7 ministerial conference as crucial but it is only the first of many cooperative steps we must take to accelerate the GII's development.

The keys to implementing a truly global information society are private investment and competition. Governments can best contribute to building the GII by promoting an environment of open competition. We believe that any country that seeks to limit access to markets will slow the rate of growth and its infrastructure and deprive its companies and citizens of the best products and services at the best price as well as undercut its competitiveness and quality of life.

We have all and information markets. And we assigned a high priority to liberalisation and the promotion of competition in our telecommunications. But asymmetries in regulation and in market environments still do exist. The G7 counties can lead by example by stepping up the pace of liberalisation and regulatory reform to inject greater competition into our markets.

The Clinton administration believes that we can accomplish this goal on both a bilateral as well as on a multilateral basis. Several countries, among them the US, Canada and the UK have introduced greater competition in the provision of international services on a bilateral route specific basis, adopting policies, liberalising use of international private lines to provide basic telecommunication services. In so doing these countries

have permitted new entrants to compete with existing international services providers, leading to reduced cost to consumers and stimulating demand. Multilateral agreements are also an important mechanism for promoting market access. In the last round of trade negotiations significant progress was made in liberalising markets for value added services.

We must build on those efforts and reach agreement on liberalising basic telecommunication services to the ongoing negotiations taking place in the WTO. Whether by bilateral or by multilateral means we believe we must work together to **promote competition** and reduce barriers to market access. This is imperative if we are to meet the goal of creating truly global networks to allow access to all of our citizens.

In opening up markets to meet the needs of global systems it is imperative that consideration be given to different national legal philosophies underpinning market access. Since the IS will require massive investment, the global community should strive for legal and regulatory frameworks which provide incentives to both build and use the networks that will create the GII.

The challenge for all of us is to continually review and adapt our regulatory frameworks to changing market and technological developments. We must insure that rules and regulation foster competition through transparent and non-discriminatory processes, to create a stable commercial environment and maximise consumer welfare. An example of the need for regulatory change in light of current technological capabilities can be seen in the international satellite communications market. We are working with other countries in supporting the transition to Intelsat and Inmosat from their quasigovernment monopoly setters to a more competitive business structure. As you know, we are also supporting the development of advanced satellite communication systems including lowest orbital satellites. As these systems are licensed, we will continue to require that they meet our international obligations and any national requirements imposed by other licensing administrations regarding operations within their territories.

Encouraging the use of a global information infrastructure will also require building confidence with the networks comprising the GII and making sure they are reliable and that they are secure. In the last decade software has replaced hardware as the dominant component of many large systems. As electronic communications and cameras become increasingly multinational the vulnerability of these large systems to both inadvertent and deliberate software failures must be addressed.

The efficient operation of society's most basic functions, functions like transportation and communication, banking and mass produced products, **is increasingly dependent on the widely distributed software** that supports the products and services which we all use daily.

Software is pervasive in our life and its reliability, its integrity, its compatibility will be vital to the success of the emerging information society. As we adopt those new

technologies and new technology practices to protect ourselves from electronic intruders, the rapid pace of new technology often [antiquate] current security measures. The three principles that are cheap and accountable, and reliable [GII] are security, confidentiality and reliability.

We believe that collective action can and should be taken to support these principles.

We should continue to share information and best practice recommendations for insuring reliability within international organisations such as the ITU and the OECD. We should also share, I might suggest, the information regarding the best means available to advance security goals while not impeding progress one other GII principle such as the promotion of competition and open access.

In closing, Mr Chairman, let me just say that the US, the Clinton administration believes that we can meet these challenges, daunting though they may seem, challenges of creating appropriate and effective regulatory frameworks so that to support increased liberalisation. Thank you for your time and attention.