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Research Methods in Interpreting Quality Assessment



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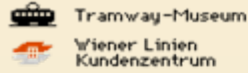
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Evaluación de la calidad en Interpretación Simultánea (ECIS)



U-Bahn in Wien

5/2008 ©1998-2008 H. Prillinger





OBJECTIVES

- ▶ To introduce the group and the research projects of the University of Granada (ECIS I, II and III)
- ▶ To know the group and projects of the University of Vienna



- ▶ To achieve a methodological improvement
- ▶ To look for ways of cooperation between research projects and universities



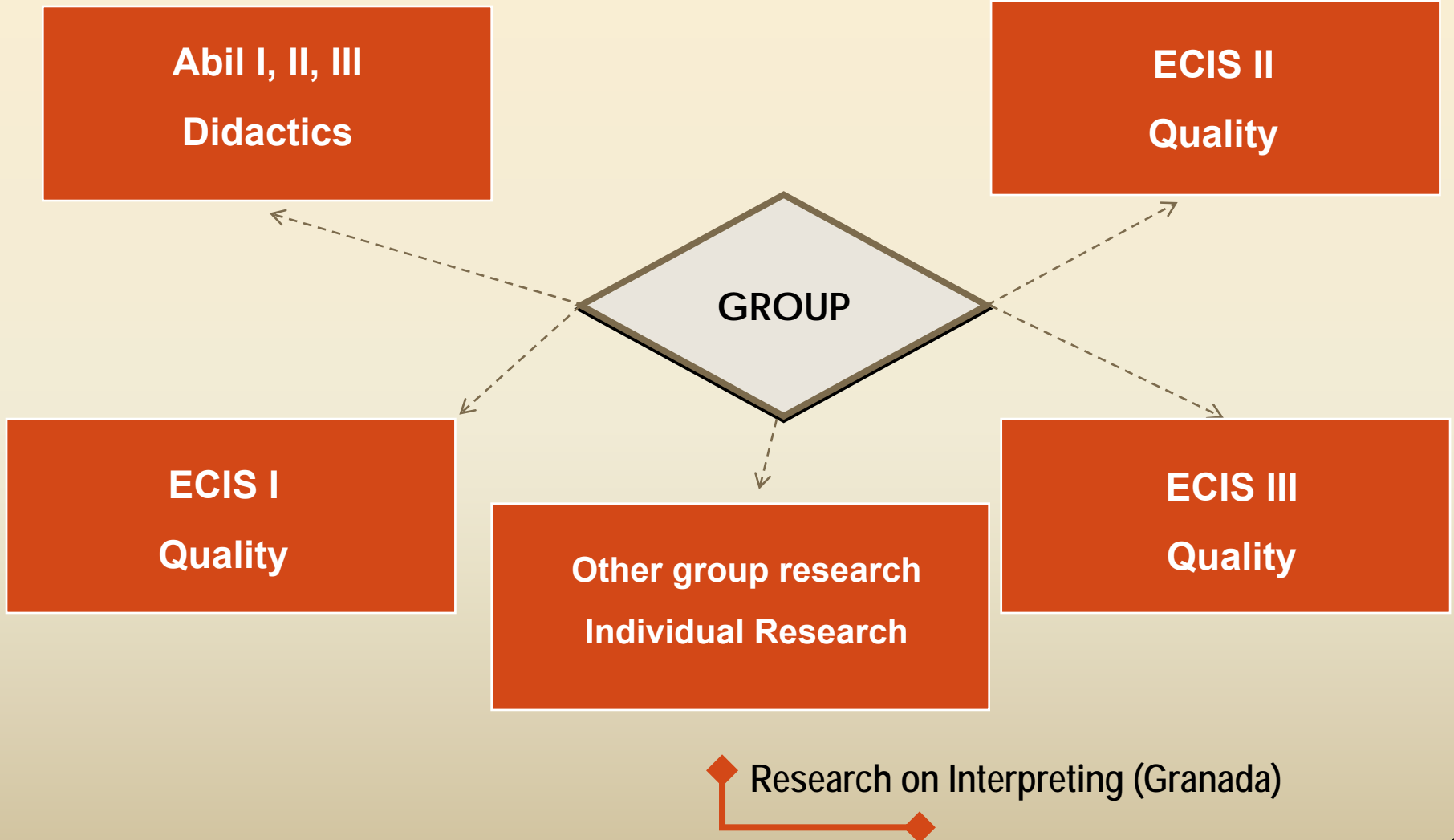
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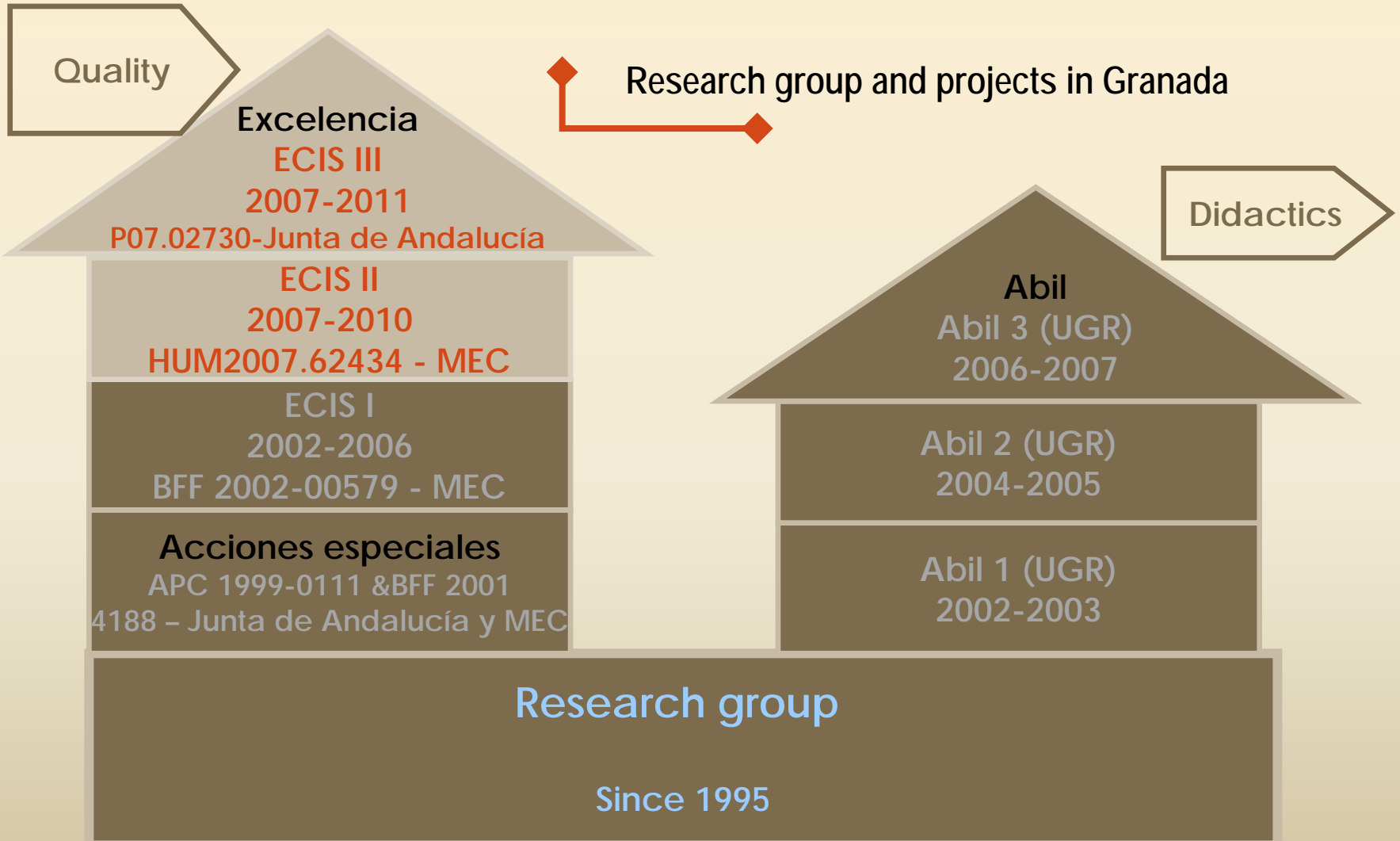
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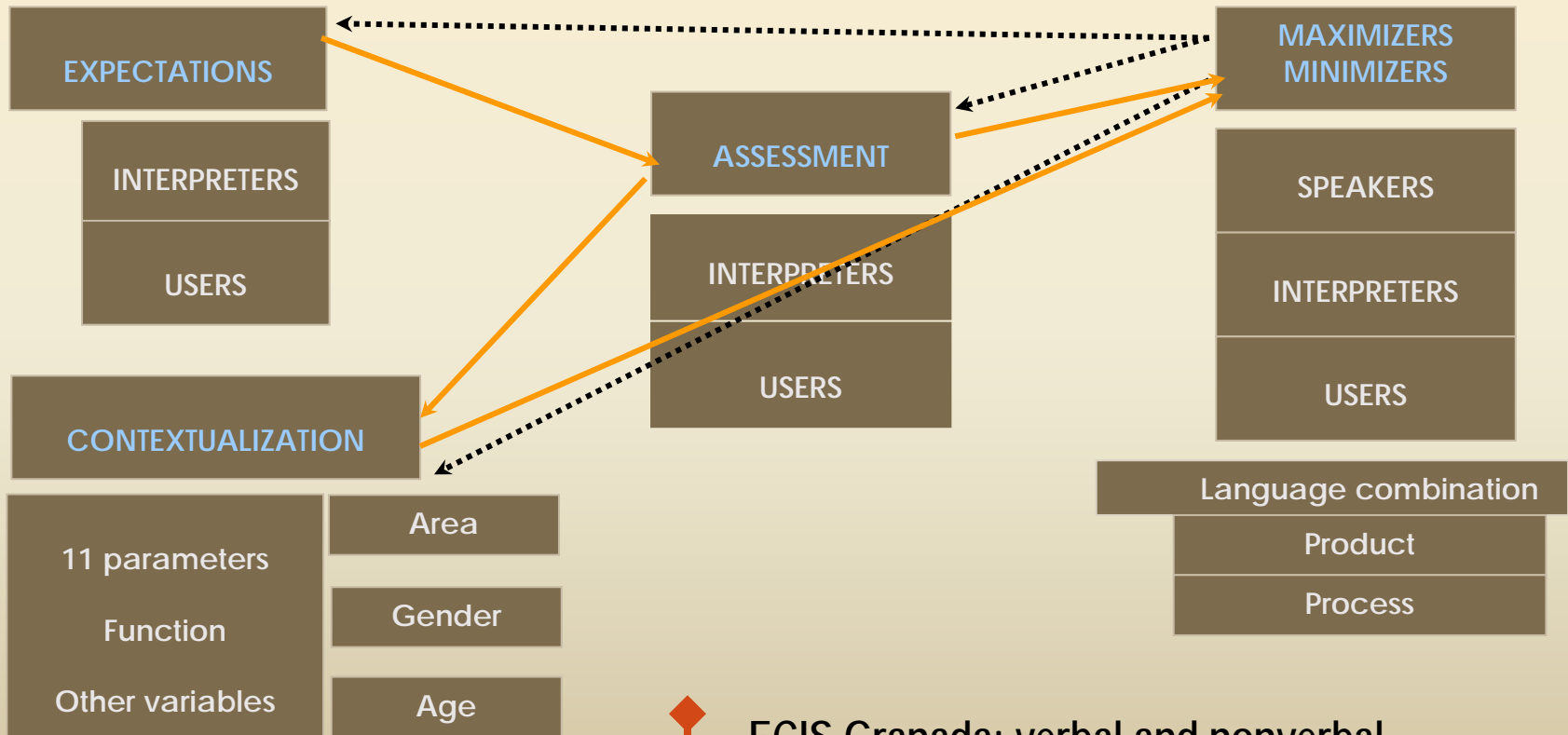
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Simultaneous Interpreting Quality Assessment



ECIS Granada: verbal and nonverbal



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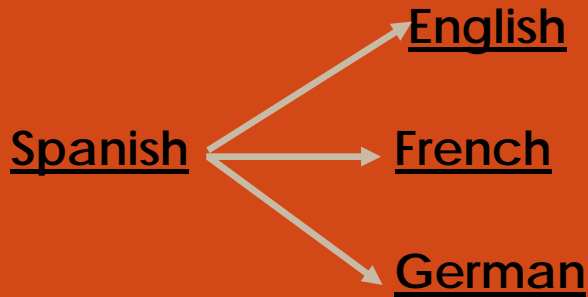
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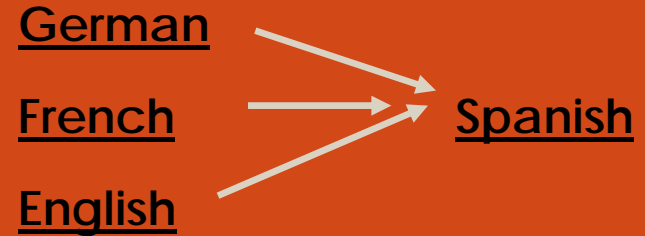


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Horizontal Observational Research



Vertical Observational Research



Horizontal Experimental Research

➤ 11 parameters

Vertical Experimental Research

➤ 10 parameters/intraparameters



ECIS Granada: verbal and nonverbal



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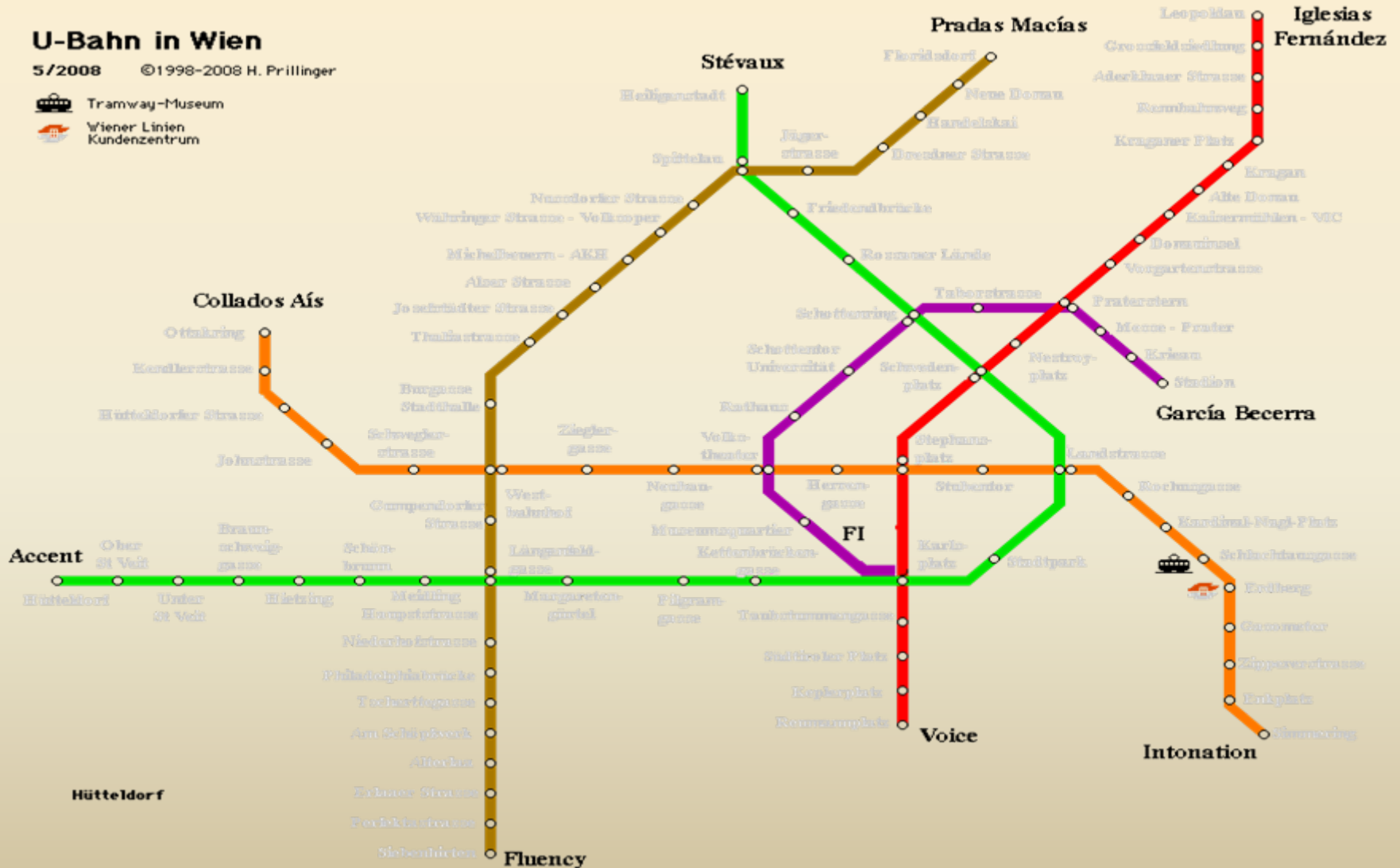
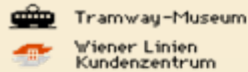
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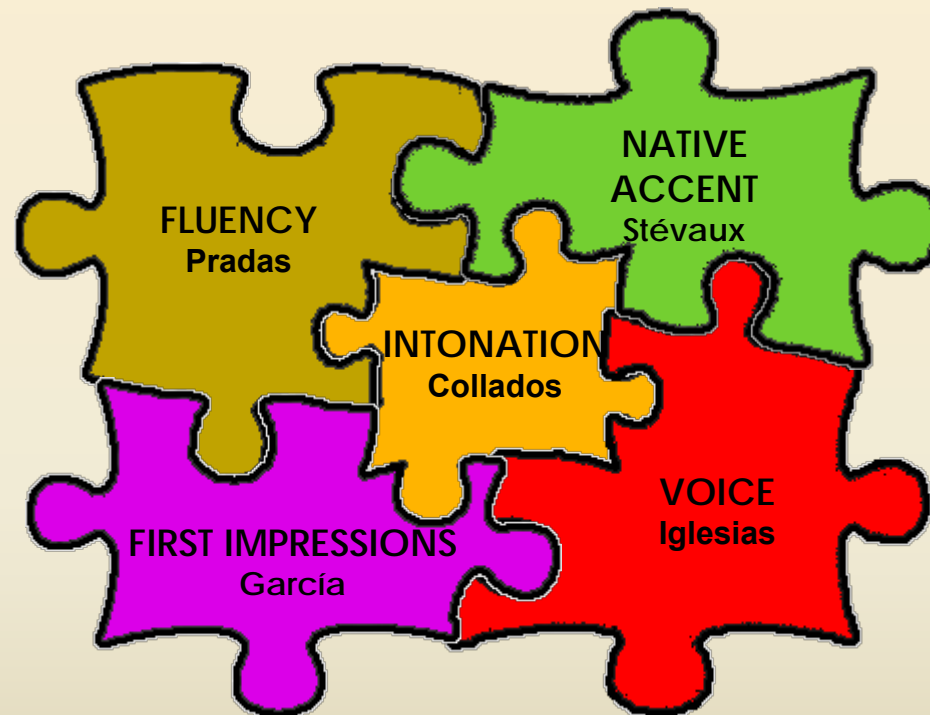
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ECIS Granada: non verbal



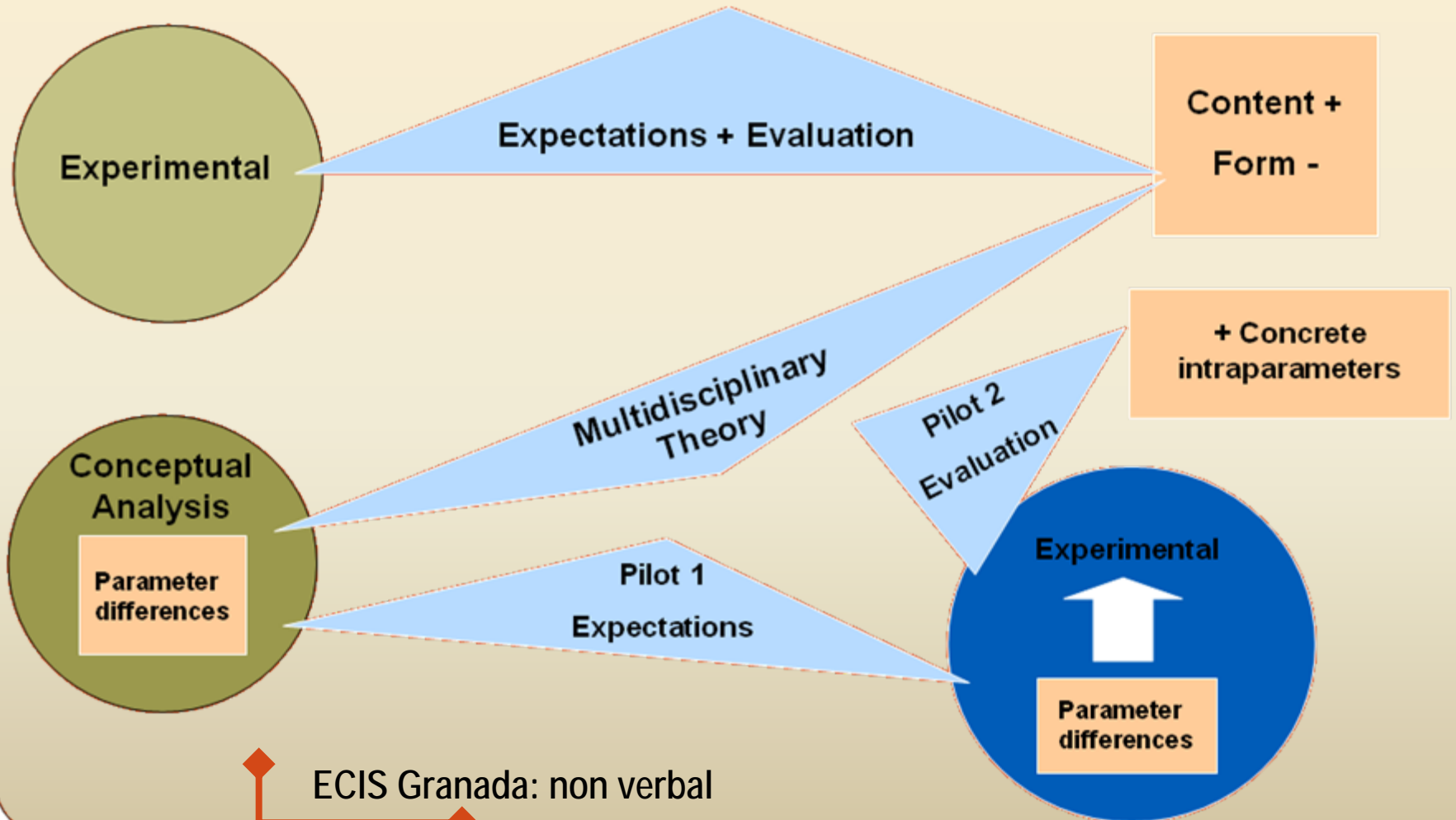
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THEORY

Interpreting

All fields, but specially Research in Quality Assessment:

Bühler (1986), Kurz (1989, 1993) Gile (1990), Meak (1990), Ng (1992),
Marrone (1993), Vuorikoski (1993) Kopczynski (1994), Kurz & Pöchhacker
(1995), Mack & Cattaruzza (1995), Moser (1995) Collados (1998),
Andres (2000), Kahane (2000), Garzone (2003), Pradas (2003),
Waliczek (2003), Russo (2005), Pérez Luzardo et al. (2005),
Ruiz Rosendo (2005), ECIS (2007);

Multidisciplinary Approach

Linguistics, Foreign Language Teaching, Psycholinguistics,
Psychiatrics, Psychoacoustics, Sociology, Psychology, Phonotics,
Speech Technologies, Radio Broadcasting.



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EXPECTATIONS

Method: Observational survey research

Subjects: Experts (users)

Parameters: Non-native accent, unpleasant voice, lack of fluency,
Monotonous intonation and non clear diction

References: See bibliography at the end

EVALUATION

Method: Experimental research.

Subjects: Experts (users)

Parameters: Accent, voice, fluency, intonation and diction

References: See bibliography at the end

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CONTEXTUALIZATION / CONCEPT ANALYSIS

Method: Observational and experimental

Subjects: Experts

References: See bibliography at the end

CORPUS –BASED OBSERVATION

Method: Observational

Material: Corpus (Speeches of the European Parliament in four Languages
-Spanish, English, French and German-)

References: in preparation



ECIS Granada: non verbal



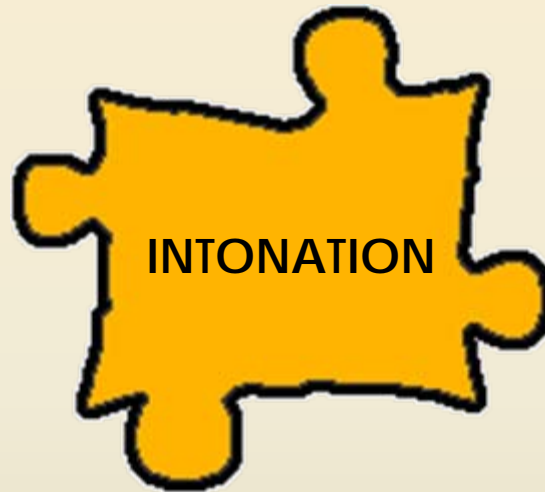
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Ángela Collados Aís



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EXPECTATIONS SURVEY 1 & 2

Collados Aís 1998; Collados Aís 2007;

1. **Low incidence**
2. **High standard deviation**



EVALUATION 1

Collados Aís 1998; Collados Aís 2007;

1. **High incidence of monotonous intonation: detection + global assessment**
2. **Users ≠ interpreters (results)**
3. **Intonation (inclusive non monotonuos): Among the worst-assessed parameters**
4. **Interdependence between parameters: mostly intonation and voice**
5. **Perception ≠ acoustical analysis: volume, tempo, pitch**
6. **Most associated emotion of monotonous intonation: boredom**

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EVALUATION 2

1. Negative replication of Evaluation 1
2. It was the parameter with the lowest assessment among the other manipulated parameters



CONTEXTUALIZATION 1

1. Link with content parameters
2. Effect on the listener: boredom
3. Material: slow rate of speech

CONTEXTUALIZATION 2

1. Frequency: 3,6
2. Most irritant intraparameters: flat pitch / lack of differentiation between sentences
3. Less irritant intraparameters: inappropriate accentuation
4. Effects: boredom
5. Affects to: logical cohesion, full rendition, professionalism, voice...

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OTHER EXPERIMENTS

1. Intonation and recall (Collados 2001)
2. Intonation and different users (Collados in press)
3. Time of exposure and intonation (Collados in press)
4. Order contrasts and intonation (Collados in press)



DISCUSSION GROUPS: experts

- ▶ **Intonation** is the parameter with the lowest assessment
- ▶ Interpreters have a *sui generis* intonation
 - ▶ Interpreters' **professional code** includes this *sui generis* intonation
 - ▶ Good professional interpreters try to avoid this *sui generis* intonation
- ▶ Monotonous intonation is recognized regardless its manipulation

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DISCUSSION GROUPS: users

- ▶ In non monotonous SI, the focus relies on content
- ▶ Interpreter's intonation is different and monotonous
- ▶ High complexity of interpreters' task
- ▶ Subjects try to avoid the highest and the lowest punctuation during assessment
- ▶ Assessing a SI with 3 out of 5 means that they consider it to be a 'medium' SI which includes the *sui generis* intonation and certain degree of monotony
- ▶ There are previous patterns of an ideal SI
 - ▶ Interpreter's intonation is usually and *has to* be monotonous if the original speech is monotonous.
- ▶ 'Interpreting is a very complex task. This is the reason of monotonous intonation.'





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EXPECTATIONS SURVEY

Iglesias Fernández 2007, Iglesias Fernández in press

Results:

Most important for users:

Logical cohesion (4.47%)

Close rendition (4.44%)

Complete rendition (4.20%)



pleasant voice (2.59 %)

null	48.22%
some	29.44%
considerable	21.82%
essential	5.00%

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EXPECTATIONS SURVEY

Iglesias Fernández 2007, Iglesias Fernández in press

confirmation of previous user expectation surveys:

low profile for voice in user preferences

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EXPERIMENT USER EVALUATION

Iglesias Fernández 2007, Iglesias Fernández in press

Method:

- **Inductive:**

intradimension selection based on conceptual analysis

Vocal features:

vocal temporal features

vocal dynamic features

vocal quasipermanent features

- **Experimental:**

• manipulation of output voice quality and pitch
vertical empirical research //direct user assessment/
simulated conference speech five-point scale

Variables

High-pitched voice

lack of maturity

lack of competence

nervousness

Nasal quality of voice

lack of attractiveness



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EXPERIMENT USER EVALUATION

Iglesias Fernández 2007

Method:

- **Inductive:**

intradimension selection based on conceptual analysis (Pradas Macías 2003, Pérez Luzardo et al 2005)

vocal features

vocal temporal features

vocal dynamic features

vocal quasipermanent features

- **Experimental:** manipulation of output voice quality and pitch
- vertical empirical research
- direct user assessment/ simulated conference speech
- five-point scale

Variables

High-pitched voice

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lack of attractiveness





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EXPERIMENT USER EVALUATION

Iglesias Fernández 2007

Results

<i>Nonverbal</i>	}	intonation	3,3/4	<i>verbal</i>	}	logical cohesion	(-8,75%)
		voice	3,5/4			close rendition	(-6,50%)
		fluency	3,9/4			full rendition	(-3,83%)
<i>Quality</i>	}	overall	(-8,47%)				
		professionalism	(-1,68%)				
		reliability	(-11,00%)				



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EXPERIMENT USER EVALUATION

Iglesias Fernández 2007



degraded form impacts content: degraded voice quality and high pitch impact cohesion and accuracy perceptions

Degraded form mobilises perception of degradation of adjacent criteria: perceptive displacement of voice quality and pitch to prosodic features

voice quality + pitch base = potential quality indicators
“Pleasant voice”/”voice quality” = misleading labels in quality survey questionnaires

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CONTEXTUALIZATION / CONCEPTUAL ANALYSIS

Method

Pilot conceptual study 1:

definition *pleasant voice*, irritants *pleasant voice*, assessment (Pérez, Iglesias, Ivars & Blasco 2005)

Conceptual study 2:

definition *pleasant voice*, irritants *pleasant voice*, assessment (Iglesias 2007)

Conceptual study 3:

Narrower intraparameter choice

Theory

multidisciplinary approach

psychology, phonetics, psychoacoustics

speech technologies, radio broadcasting

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CONTEXTUALIZATION/ CONCEPTUAL ANALYSIS

Results

High inter-rater agreement on pleasant voice intraparameters
88% pitch / 44% fluency / 22% intonation / 22% diction

High inter-rater agreement on voice irritants
66% high pitch / 33% monotonous intonation / 22% degraded fluency



- inter-rater variability
- homogeneous conceptualizations: *pleasant voice* = prosody
- various classifications for “*pleasant voice*”
- NO conceptualization for the intraparameter “voice quality”
-  Label for item “voice quality” = misleading



conceptual + perceptual displacement:
 voice = vocal temporal features
intonation, fluency, diction





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CORPUS – BASED OBSERVATION

Iglesias Fernández, Stévaux, Pradas Macías in preparation;
Iglesias Fernández 2009 in press

Method

Perceptual study 1:

Source language Quality Maximizers + Minimizers

ECIS copus 28 SL speeches, 4 language pairs, 15 interpreters,
9 observational subjects

Perceptual study 2:

Small-scale replication of perceptual study 1

ECIS subcorpus, 6 TL speeches, 3 language pairs, 6 interpreters
2 observational subjects

Perceptual study 3:

interrelations of prosodic composites + “text delivery profile”

ECIS English subcorpus, 5 SL speeches, 15 TT interpretations,
3 language pairs, 8 interpreters, 9 observational subjects



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CORPUS –BASED OBSERVATION

Iglesias Fernández, Stévaux, Pradas Macías in preparation;
Iglesias Fernández 2009 in press

Method

Perceptual study 1: Source language Quality Maximizers + Minimizers

ECIS copus 28 SL speeches, 4 language pairs, 14 interpreters,
9 observational subjects

Perceptual study 2: Small-scale replication of perceptual study 1

ECIS subcorpus, 6 TL speeches, 3 language pairs, 6 interpreters
2 observational subjects

Perceptual study 3: interrelations of prosodic composites + “text delivery profile”

ECIS English subcorpus, 5 SL speeches, , 3 language pairs, X interpreters,
9 observational subjects

Quality maximizers = composites of concurring vocal features
pleasant voice + lively intonation +smooth delivery + kinesics

Fast tempo (160wpm) NOT Quality minimizer if “interpreter-friendly”
prosody and pleasant voice



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CORPUS –BASED OBSERVATION

Iglesias Fernández, Stévaux, Pradas Macías in preparation;
Iglesias Fernández 2009 in press



APPLICATIONS

**ANALYSIS OF COMPLEX INTERACTIONS OF PARALINGUISTIC
COMPOSITES RELATED TO TEXT DELIVERY PROFILES**

QUANTIFICATION OF VARIABLE COMPOSITES

QUALIFICATION OF VARIABLE COMBINATIONS

**SEARCH FOR PARALINGUISTIC CATEGORIES FOR ANALYSIS
IN CORPUS-BASED RESEARCH**

**SEARCH FOR PARALINGUISTIC AND EXTRALINGUISTIC
CATEGORIES FOR MULTIMODAL CORPUS-BASED OBSERVATION**

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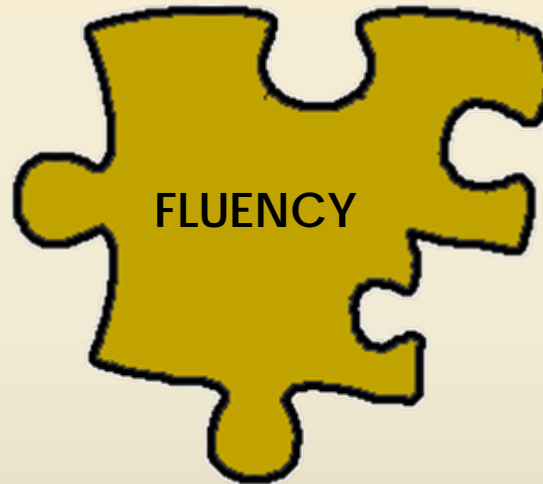
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E. Macarena Pradas Macías



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EXPECTATIONS AND EVALUATION

Pradas Macías 2003 b

Method:

Perceptive: User evaluation

Inductive: Intraparameter analysis

Experimental: 2 SI simulation (Low and high stimulus - frequency)

Previous methodological study

Test 1: Selection of the independent variable

Test 2: Perception study

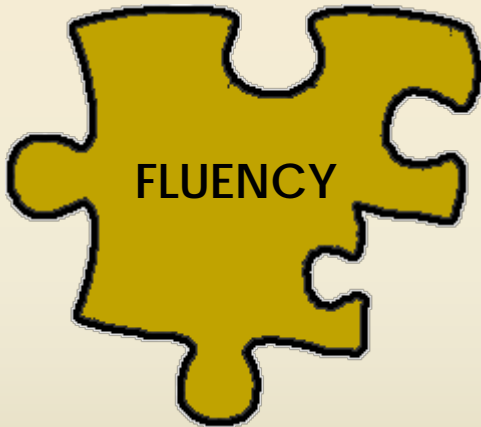
Test 3: Comprehension study

Central experiment:

Expectations query: User and Interpreters

Evaluation query: User and interpreters

Concept verification query: User and interpreters



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EXPECTATIONS AND EVALUATION

Pradas Macías 2003 b; 2006b

Results Fluency:

Central experiment:

Expectations query: Intermediate position – More important for interpreters than for users

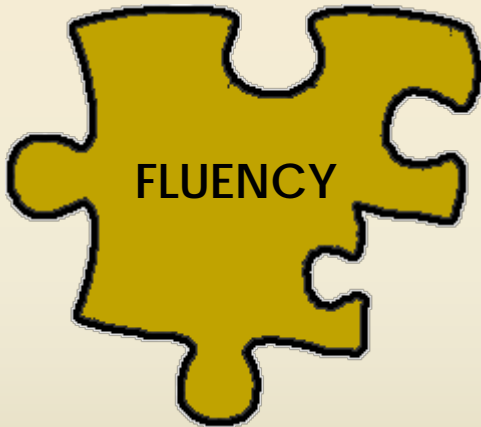
Evaluation query:

LSI: User 4,13 Interpreters 4,4

HSI: User 4,36 Interpreters 3,4

CSI: User 4,57 Interpreters 4,6

Concept verification query: Observational (theory) study confirmed – Technical and general concept – Concept of fluency is not defined



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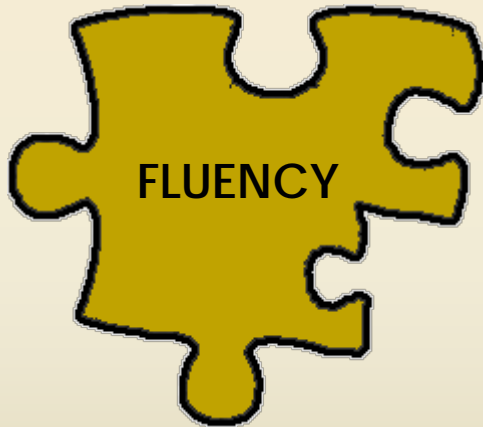
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EXPECTATIONS AND EVALUATION

ECIS 2007

Method:

Experimental – Inserting independent variable (silent pauses, sounding pauses, false starts, reformulation)

Results:

Expectations query:

5th position Intermediate position (191// 1-5// 3,84 // ,86842)

Evaluation query:

User (14 // 1-4// 3,07// 1,00)

(one – worst) (three- bad)

Most punished: Global evaluation and original speech

Best result: Accent (4,36) (14 // 1-5 // 1,28) The only one with more than 4

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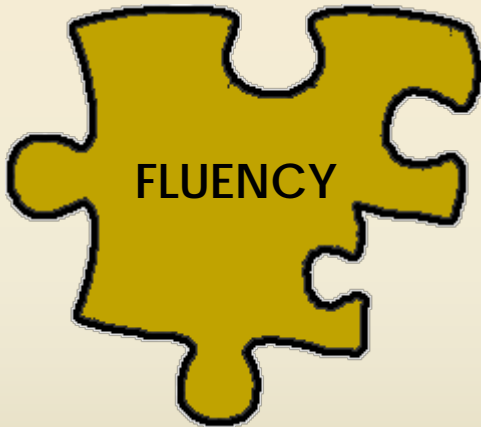
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EXPECTATIONS AND EVALUATION

ECIS 2007

Results Fluency compared with 'ideal SI':

Evaluation query:

Fluency: 4,21

Most punished: Original speech (3,76) and intonation (3,71)

Best result: the interpreter is faithful (4,5)

Nearly all parameters punctuated with more than 4

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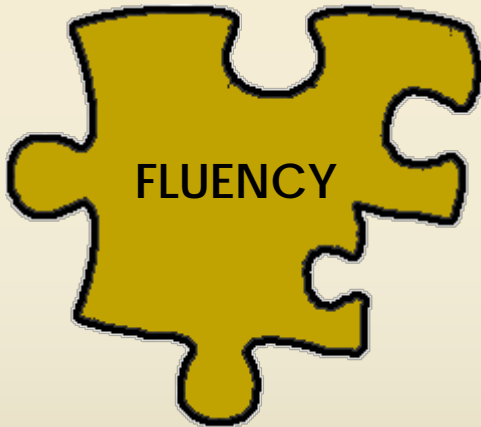
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EXPECTATIONS AND EVALUATION

ECIS 2007

Results Fluency compared with manipulated SI:

Evaluation query:

Best result fluency: in style (4,79) // interaction fluency-style

2nd best result: Close rendition (4,67)

Worst result fluency: in fluency (3,07)

2nd worst result: Complete rendition (3,14)

Also less than 4 punctuation:

In voice: 3,92

In diction: 3,21

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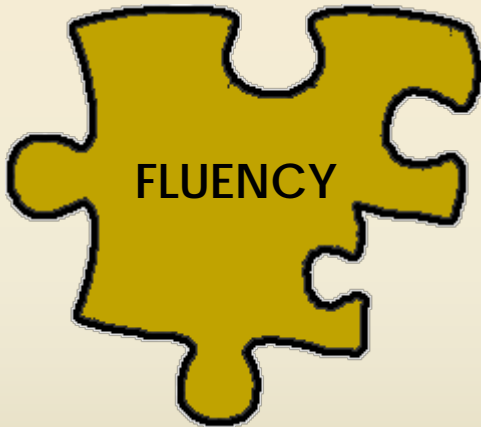
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CONTEXTUALIZATION

Pradas Macías 2003 a & b

Method:

Observational – Multidisciplinary Theory (Linguistics, FLT, Psycholinguistics, Psychology, Sociology, – Conceptual analysis (User and interpreters query about the parameter fluency?)

Results:

- Parameter differences – Technical concept and general concept // Form – content
- Different classification for fluency variables (we call it: intraparameters)
- Name for identical intraparameters differ (different concept?)
F. ex. Silent pause or unfilled pause

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CONTEXTUALIZATION-EXPECTATIONS

ECIS 2007

Pilot study 1: Three parts:

Part 1:

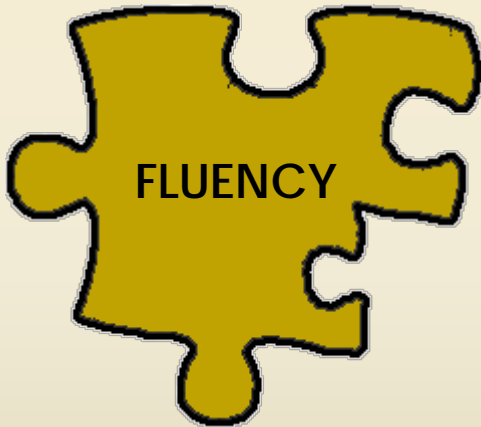
Method:

Expectations - Open query about fluency and query about irritants

Results:

- 1) Continuity and flow in expression
- 2) Easy adaptability of the interpreter to speaker and message.
- 3) Discourse without interruptions, cuts, uniformity of rhythm
- 4) Fast and clear exposition
- 5) Easiness in expression

Irritants: Speed (slow and fast), cuts (pauses that interrupt rhythm), details for better discourse understanding (coherence, effectivity and intelligibility)



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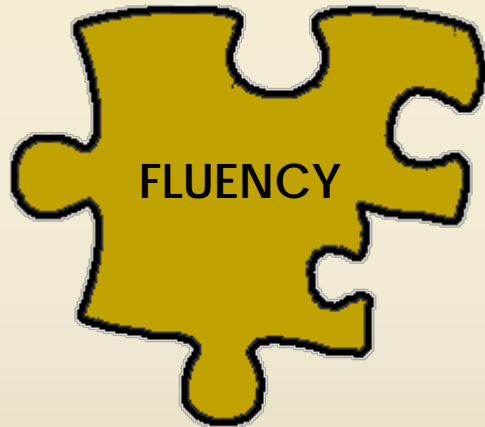
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CONTEXTUALIZATION-EXPECTATIONS

ECIS 2007

Pilot study 1: Three parts:

Part 2 and part 3:

Method: Recognition query and assessment

Results:

After first watch

- 1) Excessive speed (all subjects)
- 2) Pause frequency and amount
- 3) Errors
- 4) Lack of security
- 5) Interpretation with evident problems

Assessment: 1,5

After second watch

- 1) Pauses (60%)
- 2) All mentioned (40%)
- 3) Voice in relation with speed

Assessment: 1,5

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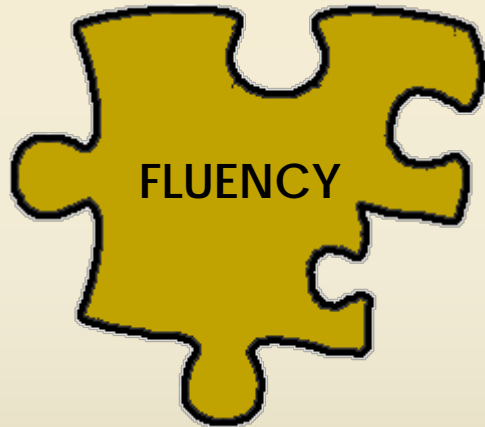
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CONTEXTUALIZATION-EXPECTATIONS

ECIS 2007

Pilot study 2: Query about expectations and assessment

- Seven questions about fluency
- Four questions about general aspects

Global Results:

Non pleasant aspects: Content related

Pleasant aspects: Form related

Intermediate position of fluency

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VERTICAL ANALYSIS - SILENT PAUSES PATTERNS

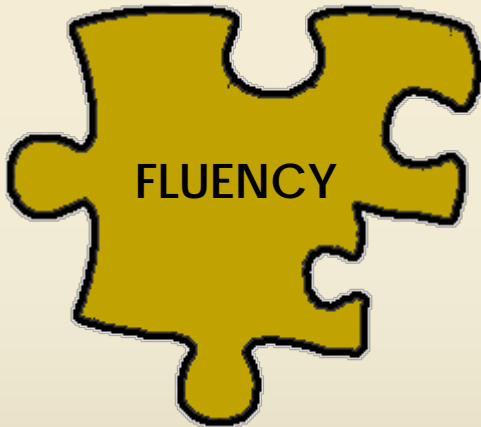
2 Studies

Study 1 (Pradas Macías 2006b): Experimental material – Semireal interpretations – Silent pause position acoustical analysis (Cool Edit Pro)

Method: First part – preparation of study material. Second part – Material analysis

Results:

- 1) No coincidence of SP with OS
- 2) Nearly homogen SP production per categories
- 3) Nearly homogen SP production per function
- 4) Nearly homogen SP production per duration
- 5) Tendency of in or decreasing SP per informational segments
- 6) Tendency of SP in duration segments
- 7) 50% correspondence in SP position



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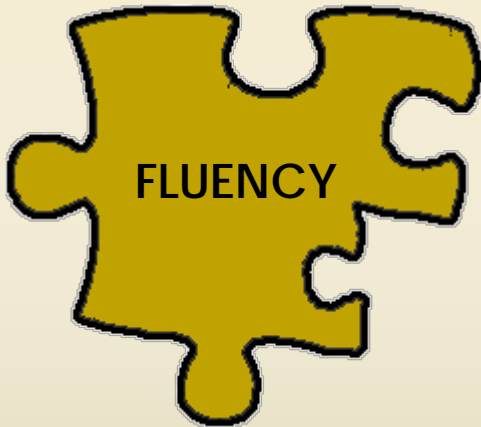
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VERTICAL ANALYSIS-SILENT PAUSES PATTERNS

2 Studies

Study 2 (Pradas in press): Observational material (Corpus) – real interpretations – Silent pause position acoustical analysis

Results:

- 1) Certain regularity in silent pause frequency
- 2) Regularity in silent pause duration
- 3) Nearly homogen silent pause position
- 4) Tendency of silent pause production in categories (same result as Pradas 2006b).

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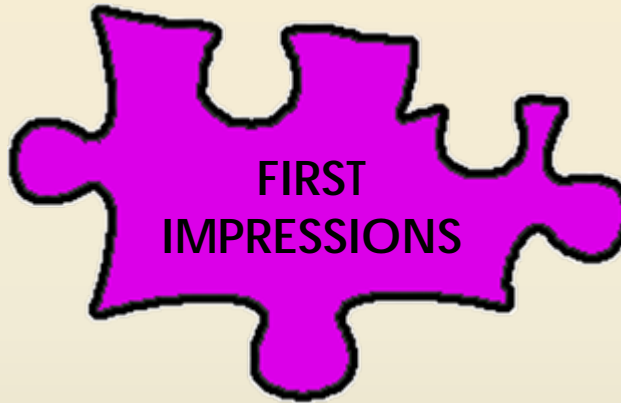
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THEORETICAL FRAMEWORK

Nonverbal Communication

Scherer 1979, 1986, 1995

Pearce & Conklin 1971

Barge, Schlueter & Pritchard 1989

Rockwell & Hubbard 1999

Psychology (FI)

Tetlock 1983

Neuberg 1989

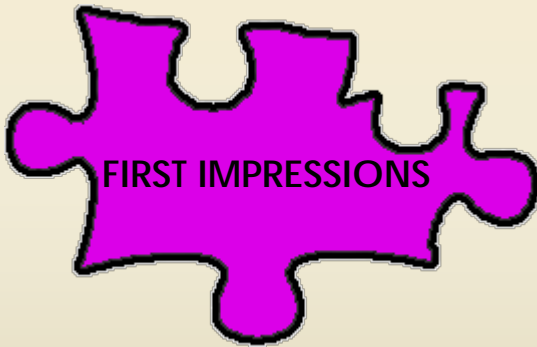
Snyder & Klein 2005

Interpreting Quality Assessment

- Expectations (Bühler 1986; Kurz 1989, 1993; Kopzcynski 1994; Pöchhacker & Kurz 1995; Chiaro & Nocella 2005; a.o.)

- Assessment (Gile 1990, 1995; Ng 1992; a.o.)

- Both (Collados Aís 1998; Cheung 2003; Pradas Macías 2003; Collados Aís, Pradas Macías, Stévaux & García Becerra 2007, Iglesias Fernández 2007, a.o.)



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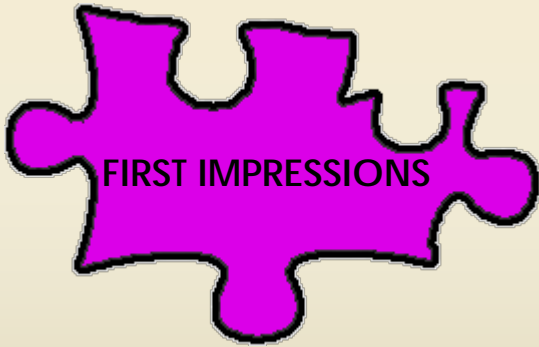
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CORPUS STUDY

Analysis of SI from EP \Rightarrow Hypothesis

The opinion the users form of an interpreter influences later quality assessment

AIM: to analyse the influence of FI on interpreting quality assessment



MATERIAL & METHOD

FI (García Becerra 2006, 2008)

- 28 subjects
- 6 OS and its SI
- 4 different questionnaires: expectations, quality assessment, identification & FI
- Different order of showing

Contextualization

- 160 subjects
- 1 questionnaire

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EXPECTATIONS

Results FI:

- Greater importance of content vs. form

EVALUATION

Results FI:

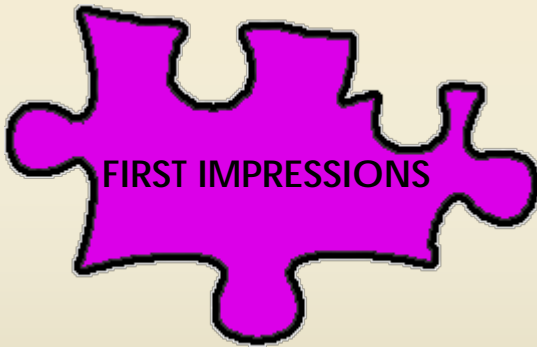
- Greater divergence in the assessment of those SI whose 'objective' quality is worse
- Similarity in the results obtained by the extralinguistic criteria of the same interpreter

IDENTIFICATION

Method: experimental

Results FI:

- Better assessment and greater identification of female interpreter
- The order of the SI in the showing has an influence on the assessment made by users



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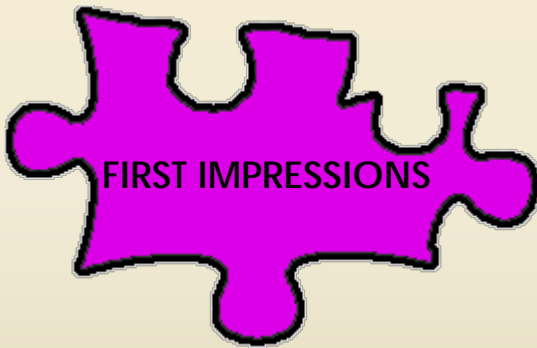
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FIRST IMPRESSIONS

Method: experimental

Results FI:

- High influence of FI on users' assessment
- Relationship between Fi, objectivity, length of speech and quality
- Intonation, fluency, voice and diction, major responsables of FI



CONTEXTUALIZATION

Results FI:

- Clarity of speech, fluency and terminology, most relevant intraparameters of FI
- Voice, the last in the ranking of the intraparameters

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GENERAL CONCLUSIONS

- **The order of SI showing has an effect on users' assessment**
- **Extralinguistic criteria of the same interpreter were assessed similarly by users**
- **Extralinguistic criteria determine FI and play a very important role during quality assessment**
- **Users need a specific quality level of extralinguistic criteria in order to assess other aspects**



FIRST IMPRESSIONS

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GENERAL CONCLUSIONS

METHODOLOGICAL RESULTS

- Assessment variability (research)
- Variability among interpreters' performances
- Conditions Variability (with text, without, OS, users' type...)

METHODOLOGICAL PROBLEMS

- Number of subjects
- Manipulation grade and method: tools validation
- Non-unanimous conceptualization (Pradas Macías 2003)
- Detection and assessment variability (but not higher than full rendition)

METHODOLOGICAL "SOLUTIONS"

Methodological triangulation

Experiences, material and methods exchange (like this Vienna/Granada experience)



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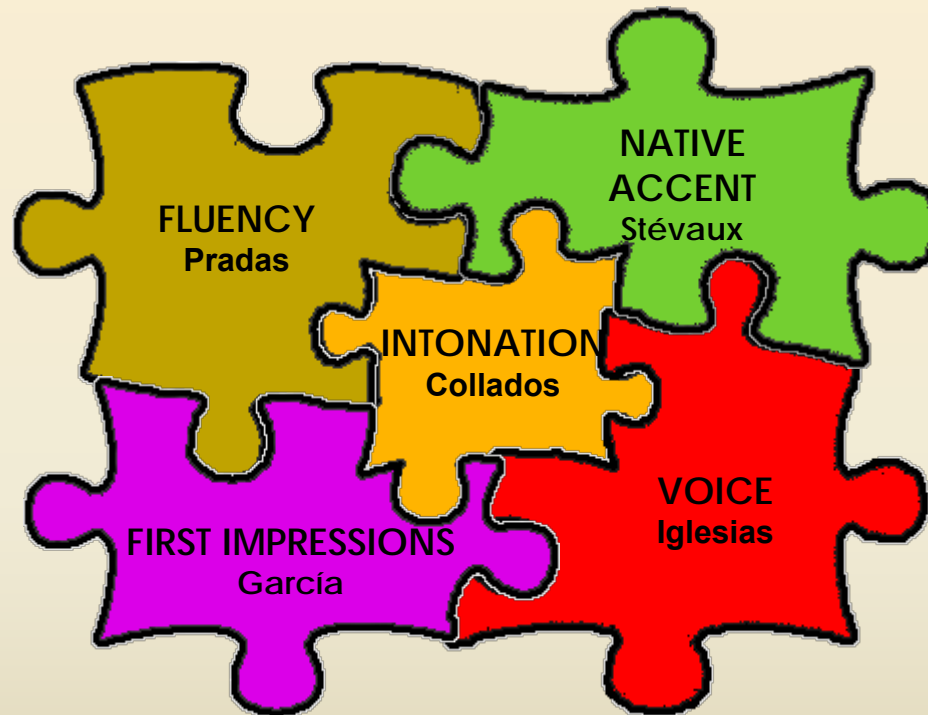
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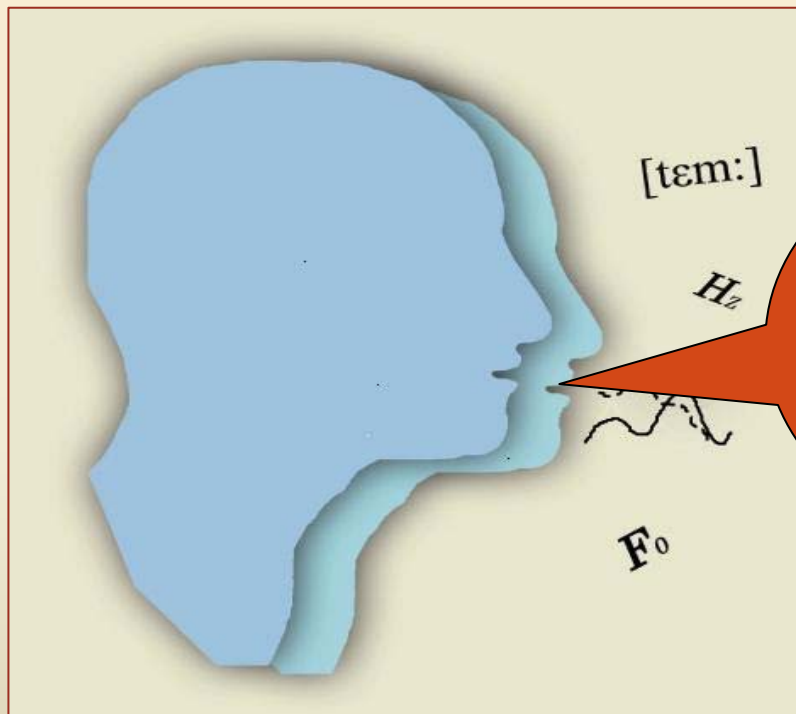
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Vielen Dank.

*Wir sehen uns
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