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**Preparation for Bachelor's Interpreting Studies
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(Potential of Selected Secondary School English
Textbooks)**

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Prohlašuji, že jsem svou diplomovou práci vypracovala samostatně a uvedla jsem úplný seznam použitých a citovaných zdrojů a literatury.

V Olomouci dne

.....

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1 Introduction

Prior to writing this diploma thesis, I was inspired by Daniel Gile's opinion on interpreting training and practice, and how research on that field is important. To quote Gile (2015, 9-10), he claims that

a single, idealized model of the highly gifted 'born interpreter' no longer seems adequate. Neither does a simplistic, insensitive 'practice and sink or swim' philosophy of training. Not only because the stress-induced suffering in students who will not make it appears unnecessarily cruel, but also because it makes sense to assume that more systematic investigation into aptitudes, training methods and learning processes could lead to improvements and to better output, including successful training of candidates who might fail if their particular idiosyncrasies are not taken on board through appropriate tools and policies.

Gile's opinion on the interpreting training, and my personal experience as a student of interpreting and of an additional Teaching Qualification¹ program at Palacký University Olomouc led me to an idea which could be investigated at the master's thesis level. The thesis and the practical research contained in it are mainly meant to help the novice students of interpreting in the initial phase of their interpreting training, and in easier adjusting to the interpreting training process and adopting the interpreting skill at the university level. The practical research of this thesis, therefore, aims at investigating **the potentiality of the selected secondary school English textbooks with respect to the preparation of students for bachelor's interpreting studies** at Palacký University Olomouc. My intention is to ascertain to what extent the selected English textbooks practice various skills needed for interpreting. Presumably, different textbooks practice different skills into different extent. Also, while some textbooks might practice some of the skills needed for interpreting sufficiently, others do not practice them at all. This may be one of the reasons why many students find the initial phase of

¹ In Czech: Učitelská způsobilost – a study program which qualifies the graduates of other than pedagogical programs to teach.

their interpreting training very difficult. Besides other factors influencing the difficulties, one of the possible reasons for this may be the insufficient level of some of their linguistic skills needed for interpreting, which they had not developed at their secondary school. The particular skills shall be specified in the practical part of the thesis. By *insufficient level of skills* I mean the level which causes situations in which the novice students of interpreting would experience difficulties in the initial phase of their interpreting training connected to the language skills they should had gained prior to their studies at university.

Speaking from my point of view, one of the possible reasons for the **insufficient linguistic skills** in English might be that a particular secondary school textbook did not practice a particular skill sufficiently – meaning to the extent which would help the students adopt the skill on the appropriate secondary school level. The student who, subsequently, did not gain the sufficient level of the particular skill (for example note-taking, or active listening) might experience problems during the initial phase of the interpreting training. I particularly chose Palacký University Olomouc for my research because I know the interpreting training program from my personal experience. Additionally, I should be able to identify the issues the novices experience during their interpreting training based on the feedback provided by the novice students of interpreting.

For the purposes of this thesis, I will delimit the secondary schools to general **grammar schools** and grammar schools with language specialization because most of the current students of the bachelor's program English for Translators and Interpreters come from grammar schools². Since all the Czech grammar schools should produce the same level of output, the results of the practical research may, thus, be also used for other interpreting programs within the Czech Republic. The grammar schools are also supposed to work with or use the same or similar textbooks.

The thesis is divided into a theoretical and a practical part in order to maintain clarity. The **theoretical** part focuses on the description of the particular skills needed for interpreting such as active listening, search for key information

² Data are taken from the questionnaire survey later presented in this diploma thesis (94% of the participating students came from a grammar school).

in texts, memory and recall, stress management, anticipation, working with time-lag, interpersonal skills, or summarizing and note-taking. Furthermore, it describes how demanding the profession of an interpreter is and how it employs individual linguistic skills altogether. The theoretical framework is based on ideas of various authors dealing with the research in interpreting and in the interpreting training such as Daniel Gile, Ingrid Kurz, Danica Seleskovitch, James Nolan, or Andrew Gillies.

Prior to starting this diploma thesis I conducted an **exploratory pre-survey** in order to gather the initial data that would lead me to further research and gain an understanding of underlying opinions of the students. It was conducted with two groups – grammar school students and novice students of interpreting³. More detailed results can be found in the following chapter Questionnaire Pre-survey. In this thesis I shall, however, make use only of the answers of the novice interpreters and the grammar school students' answers will be only complementary.

I believed that the results of the survey would reveal what issues the novice students experience with interpreting, what their secondary school education of English taught them and what skills they personally lack during their interpreting training at the university. I discovered that the majority of the students studied either a type of grammar school, and the mostly used textbook was *Maturita Solutions*. I also learned that during their interpreting training at Palacký University, the first-year students mostly experience issues with public speaking, listening comprehension, or note-taking. They stated that they had not practiced these skills sufficiently at their secondary school and that they lack them during their interpreting training in seminars. The results of the survey and the personal opinions of the students convinced me that the topic of the secondary school textbooks potentiality for studying interpreting is worth investigating.

The **practical** part, therefore, focuses on the comparison of the selected grammar school English language textbooks. It specifically investigates the number of selected exercises contained in each textbook. This part of the thesis

³ The first-year students of the bachelor's study program English for Translators and Interpreters, the academic year 2015/2016.

will attempt to integrate the students' answers into the practical research and draw conclusions from the connection between them and the results of the quantitative analysis of the textbooks. The grammar school textbooks were selected based on the results of the pre-survey. It will namely scrutinize the *English File*, *Maturita Solutions*, and *New Headway* textbooks. All of the textbooks range from the intermediate to upper-intermediate level of the English language, and they are used during the whole course of the Czech four-year grammar school. The upper-intermediate level finishes with the B2 level according to the *Common European Framework for Languages*. The entrance exams to the bachelor's study program English for Translators and Interpreters at Palacký University Olomouc require the same level.

I hope that the future results and conclusions of the research of this thesis will show what the potential of the selected grammar school English textbooks is in terms of the preparation for the bachelor's study program English for Translators and Interpreters. Additionally, by finding the connection between the potentiality of the textbooks and the students' answers, the results might help the novice students of interpreting with the initial phase of their interpreting training. Particularly, it is hoped that the results will help the novice interpreters and their lecturers with understanding of what their linguistic skill gaps might be and what skills needed for interpreting they should focus on in more detail in order to adopt the interpreting skill well and become successful professional interpreters.

2 Questionnaire Pre-Survey

As I have already stated in the introduction, in order to gather the initial data that would lead me to further research, I conducted a short questionnaire pre-survey. This was primarily meant as exploratory research to gain an understanding of underlying motivations, opinions, and reasons of the students. I hoped that it would provide me with more detailed insights into the problem and that it would help me develop ideas and possible hypotheses for the further diploma thesis research. In addition, I hoped that this brief survey would assist me with uncovering trends in thought and opinions of the students and better understand the problems connected to language learning and interpreting. At this point, I would like to briefly present the results of the pre-survey to explain what the starting point for this diploma thesis is.

The pre-survey consisted of two parts. The **first** of them was conducted at a Czech **grammar school**. It was not determinative to select any particular secondary school because the students applying to the bachelor's study program English for Translators and Interpreters at Palacký University come from secondary schools from the whole country⁴. I, however, concentrated on a grammar school (gymnázium) in particular because the novice students of the interpreting program claimed in the University Pre-survey (2) to have come from grammar schools.

The school involved was the Grammar School (Gymnázium) Bystřice nad Pernštejnem, the Czech Republic. The reason for selecting this grammar school in particular was that the school actively cooperates with Palacký University and prepares its students for the possibility of studying there. The number of the participating students was **119**. Most of the questions of the Grammar School Questionnaire (1) concentrated on speaking in English and public speaking in English because I originally intended to concentrate exclusively on this key skill needed for interpreting. However, after I collected the results and I decided to continue researching the difficulties connected to the skills needed for the initial

⁴ The current students of the interpreting program claimed in the University Questionnaire (2) that 94% of them came from a grammar school.

interpreting training, I extended the research into more skills. Concentrating only on speaking would not be sufficient for the purposes of this diploma thesis. The detailed answers can be seen in the Annexes where I attached the Grammar School Questionnaire (1) and its results, which are presented in (I) Table of Grammar School Respondents' Answers. To sum it up, the answers of the grammar school students showed that they were not satisfied with the extent of the speaking exercises in English and they felt they needed smaller study groups where they could express themselves more and had more opportunities to speak. The students also claimed to experience troubles with public speaking because they thought they were shy and did not have sufficient active vocabulary. The other problematic skills stated were listening comprehension and grammar. I am aware of the fact that the answers of the students represent only their subjective opinions and wishes to communicate more. They are not qualified experts to be able to answer such questions objectively. However, I was interested in their subjective opinions because they would help understand the situation in their English classes better.

The **second part** of the pre-survey consisted of a questionnaire survey conducted with the current **novice students of interpreting**. My intention was to investigate what difficulties the novice students of interpreting at Palacký University Olomouc experience during their initial interpreting training and whether these issues are worth further researching at a master's thesis level.

The novice interpreters were asked about the situation at their secondary school and about the difficulties they were experiencing in their interpreting seminars. Most of them stated that the exercises connected to grammar and public speaking were the most difficult for them during their English secondary school lessons. Additionally, they were asked to evaluate various linguistic skills on a 1-10 scale. The exact numbers are presented in table (II) in the Annexes of this thesis. However, to comment on the majority of the results, speaking, listening, search for key information in texts, prompt orientation in texts, and grammar scored the highest of all the skills. This means that the students claimed they needed to practice these skills the most; it also means that they must actively use

these skills during their interpreting seminars, and also that these skills were practiced within the curriculum of their secondary school textbooks.

As an additional tool to gain the initial data for my further research I conducted a brief **interview with 18 graduates** of the bachelor's study program English for Translators and Interpreters. The questions and the results of the interview are presented in the Annexes (11.4) of this thesis. To summarize the results, most (13 out of 18) of the graduates claimed that their secondary school did not help them with beginning with interpreting and they did not think their secondary school influenced their interpreting-or-translation preference. To conclude this chapter, I would like to say that the secondary school students and the graduates of the interpreting program proposed a few suggestions which can be seen in the Annexes of this thesis. The majority of the suggestions is connected to the English speaking skill and more time for an individual student. I will not make any further use of the suggestions within this diploma thesis, however, I consider them interesting and possibly useful for further research and that is the reason why I included them in the thesis.

3 Theoretical Part

This chapter is divided into six parts. The first part concentrates on the particular demands of the interpreting profession; it describes various obstacles an interpreter has to overcome and different opinions of experts on interpreting. The second part introduces interpreting as a future occupation, focusing on its advantages and disadvantages and situations a novice interpreter may encounter. The third and very important part deals with the skills in language needed for interpreting. It describes the particular language skills into more detail and shows the opinions of various experts. The skills presented here are later scrutinized in the selected secondary school textbooks in the practical research of this thesis and within the survey, results of which are presented above. The fourth part explains and sheds light on the interpreting studies at Palacký University Olomouc. It describes the requirements for the entrance exams, and skills trained and needed in the elementary interpreting seminars. Last, but not least, the fifth and the sixth part shows what the Czech *maturita*⁵ in English consists of, and what the outputs of the exam are, and there is a concluding chapter which compares the grammar school output with the entrance exams for the interpreting study program.

3.1 Demands of Interpreting

In this chapter I would like to present what language competences and abilities are demanded for the act of interpreting, and why the process itself is difficult, especially for the novice students of interpreting. The process of interpreting will be described and the issues connected to the act of interpreting will be stated.

Two basic modes of interpreting are consecutive and simultaneous. Both of them have become the standard medium of multilingual communication in international organizations, either in private, or public sector. Generally, in the interpreting community, the consecutive mode is considered more accurate and faithful than the latter (see, for instance, Weber, 1989, 162). Daniel Gile (2001) claims that it is so because

⁵ Maturita – the Czech secondary school-leaving examination.

in the consecutive mode, interpreters have the possibility of listening to and assimilating the linguistically completed expression of ideas or sequences of ideas before starting to produce their own speech, whereas in simultaneous, they cannot afford to lag behind the speaker and therefore must often start their rendition into the target language on the basis of a shorter, not fully digested source-speech segment. This makes them more vulnerable to false starts, and to clumsy and ambiguous sentences by the speaker (Gile 2001, 8).

Andrew Gillies (2013, 3) claims that in order to learn a skill the students must practice repeatedly. This repetition allows people to internalize the skills. In other words, it helps us arrive at a place where “some part of what we are doing becomes automatic and we can complete the skill without giving it our full attention. This is particularly important in interpreting, because the mental capacity freed up in this way will not go to waste. It will be put towards the other skills that go to make up interpreting.” Gillies also suggests that complex skills which are altogether needed for interpreting should be divided into their component parts and practiced in isolation. Furthermore, Gillies states that interpreting is considered a complex skill and it requires doing various things simultaneously, some of them being easier, some less simple. This is why he proposes practicing individual skills separately and moving on to practicing another one after the student has mastered the previous skill. “By practicing each skill in isolation you can concentrate on achieving the necessary degree of internalization for it without the distraction of trying to complete the other task at the same time,” (Gillies 2013, 3).

We can explain the process of interpreting with the following quotation: “Interpreters work with **spoken words in a particular context**, conveying a message from one language to another, while translation deals with written texts,” (AIIC⁶). Daniel Gile (1992) also explains the demands, difficulties, and efforts “involved in interpreting tasks and strategies needed to overcome them” (Gile 1992, 191). He suggests that many failures occur in the absence of any visible difficulty and he proposes the Effort Models for interpreting. Gile (1992) further claims that “the Effort Models are designed to help them [interpreters] understand

⁶ Available online: <http://aiic.net/interpreting-explained>

these difficulties [of interpreting] and select appropriate strategies and tactics. They are based on the concept of Processing Capacity and on the fact that some mental operations in interpreting require much Processing Capacity” (Gile 1992, 191).

Gillies (2013) suggests that labels such as *beginners*, *intermediate* or *advanced students of interpreting* are very difficult to ascribe to students of interpreting who experience difficulties at different stages of their interpreting courses. “You might be relatively advanced in one skill while struggling with another, while your colleague who started at the same time as you has the opposite skill-set,” (Gillies 2013, 3).

Speaking from my personal experience at bachelor’s studies at Palacký University, I experienced problems with public speaking, stress, or multitasking in the means of both rendering the spoken message and thinking about its grammatical and semantic background, et cetera. At this point, I would like to begin with the description of public speaking, since, according to the survey (1) presented above, this is one of the parts of the interpreting training which causes trouble to many students.

What many interpreting theoreticians and practitioners support (for example Gile 1992, Nolan 2005) is that **public speaking** creates an important part of training of a novice interpreter. They claim there are several reasons for that. **First of all**, it is crucial to mention that many people who study in order to acquire two or more working languages in interpreting have the tendency to be shy, of a retiring disposition and, when they are in a situation of facing the audience, they may freeze up and even develop mental blocks. **Secondly**, interpreting assignments often require interpreters to perform their job in front of many people, who can even be of an important status, and it can be rather intimidating even for experienced professional interpreters. The **stage fright** can be, however, overcome by a method that is used by novice actors, and that is: **rehearsal**. In addition, an interpreter, similarly to an actor, a news announcer, or a sports commentator, must learn how to use their **voice**. In my opinion, it is therefore very important for future interpreters to lessen these stress factors into

the greatest possible extent by analyzing one's weaknesses and tackling them within the interpreting training.

As, for example, Jones (1998) says, an important step towards becoming a professional interpreter, and subsequently an effective public speaker is to learn how to be able to become **persuasive**, and to learn one's skill at **expository, and descriptive speech**. The persuasion skill should help not only the novice interpreters to acquire finer confidence, but also to overcome stage fright. Nolan (2005) states that a consistently good performance in conference interpreting depends on **sustained mental alertness**, which creates one of the difficult parts of the interpreter's profession. He claims that

an interpreter must maintain attention and concentration through many hours of meetings and absorb the contents of lengthy discussions on many subjects. This means keeping fit, notably by getting enough sleep and following good habits of nutrition and exercise. An interpreter must also adopt an attitude of intellectual modesty and willingness to learn, keeping up with changes in his or her languages as well as current events and the related jargon. Interpreters must be able to understand and clearly state a wide range of possible ideas and arguments representing different sides of any issue, even arguments which may seem implausible, or with which they may strongly disagree (Nolan 2005, 18-19).

Another obstacle to tackle is the phase of preparation before the interpreting assignment. The difficult thing about interpreting assignments is that even if an interpreter prepares himself or herself thoroughly and tries to anticipate all possible troubles, still something unexpected can happen. A speaker may change his or her mind at the very last minute, discard or change the prepared speech, make jokes, invite a last-minute guest, use a different power point presentation, display photos and pictures, use an unusual turn of phrase, idiomatic language, a novel idea, a breakthrough in the debate, a new argument, impenetrable accent, a mispronounced key word, poor sound quality, an obscure acronym or reference, omissions, an eccentric speaker, also a mistake of a speaker, et cetera. This is why it is best to gain familiarity with the subject matter which will be discussed at any future assignment and also to attend such meeting soon enough. These rules could

be especially helpful in getting a grasp of **procedural rules and terms**. Besides that, the interpreter can learn from careful observation of the speakers' demeanor and gestures. As for the feedback, the listener's reactions will provide the novice interpreters with supportive clues to the intent hidden behind the words. It is also helpful to obtain a copy of the agenda, any background documents available, power point presentations, list of speakers, or any pre-prepared speeches. Many speakers prepare their speech in advance, which creates a huge advantage for interpreters, who can then prepare themselves prior to the assignment. Interpreters can look up the needed information online and ask the speaker any questions they need in order to minimize future misunderstandings. There are also cases where there is an existing translation of a particular speech available, which can be easily read out by the interpreter. (Nolan 2005)

Nolan (2005) suggests that in order to overcome such issues, an interpreter needs a certain amount of intuition, but must also be aware of not making too wild guesses. Thanks to the context and by an effort of imagination, it is often possible to anticipate what the speaker is likely to say, how he or she is likely to say it, or even fill in some information if it is not possible to hear it or understand it or to render it right from the speaker, or if it was unclearly or indistinctly said by the speaker. It is also important to always bear in mind who and what kind of audience is the interpreter providing his or her services for, and subsequently adjust their language, including further explanations, et cetera.

Another part which may be considered difficult in interpreting mainly for novice interpreters is, according to experts (see, for example, Kiraly, 2014), that no matter what, there seems to be always something lost in interpreting or translation. Some aspects and parts of the original speech or text are simply "untranslatable". However, Kiraly (2014) claims that

the popular idea that *something is always lost in translation* needs to be replaced in the minds of emerging translators with the concept that translation is always a give-and-take process, something is always lost and also gained (2014, 68).

On the other hand, Nolan (2005, 57) thinks that cases of “untranslatability” are connected to

the inherent features of cultures and languages, not to the individual abilities of the translator or the limitations of the craft. The problem of “untranslatability” arises from the fact that different cultures divide up the universe in different ways, and that their languages therefore contain ideas, words, and expressions to describe those different concepts and culture-specific features. To cite some familiar examples, the languages of desert peoples have many words for different aspects of a feature of the physical world that English speakers simply call “sand”, the Inuit language has many words for “ice”, French has many words to describe the qualities of wine (e.g. “gouleyant” and “charpenté”), which cannot be very satisfactorily translated into English, etc.

One of the other hindrances for good-quality interpreting is dependent on the length of sentences and on the pace of speaking. James Nolan (2005, 25) suggests that when speakers use short, declarative sentences and speak at moderate speed, the interpreter’s task is much simpler. On the contrary, more complex sentences can cause problems for interpreters, but if they are presented within a moderate speed, they can be coped with. Usually, long, complex structures, which are delivered at high speed are problematic – the interpreter’s task is therefore greatly complicated. As a rule, a lag of a single sentence or phrase can lead to omissions or inability to further continue in the process of interpreting.

As Nolan (2005, 45) further contends, it is important to avoid automatically following of the word order and structure of the source language both in the process of translation and interpreting. What is crucial is not to render only the individual words and same sentences, which may be considered only the roots for further building, but to convey the message of the speaker, which is usually more than just individual words. Such units are called the “meaningful structures”, or, more specifically, the *units of meaning*. These may comprise a number of words, or part of a sentence, or more than one sentence at a time. For an interpreter, it is important to identify those units very quickly in order to adjust the final rendered speech in the target language, or not to omit something important. On the

contrary, not to change the meaning, or add something which was not said by the speaker. The units are usually organized into meaningful clusters in the source language, but this does not mean they have to be conveyed to the audience within the same clusters in the target language. The *meaning* must, however, correspond.

An extra part of the interpreter's job is to be aware of the possible usage of figurative language and to remember that such a speech can not be rendered in the same way in the source language as in the target language. Usually, a usage of a different figure should be applied, for example the employment of a metaphor instead of a proverb, or even a brief explanation using non-figurative language. As a rule, the worst possible strategy would be a literal interpretation, which would usually completely change the meaning of the source information completely and could mislead the audience. In political speeches, or negotiations, argumentation plays a key role, which is also one of the possible pitfalls for an interpreter. It is based on logic and emotion, and in addition to a possible quick speech, it is very difficult to keep up with the speed and the snowballing argumentation. The arguments may change within seconds, as the speaker can get emotional, or morally influenced. Even if a speaker's logic seems faulty, the interpreter must remain loyal and not betray the absurdity. In order to be able to do so, the interpreter should develop logical and emotive rhetoric into certain extent (Nolan 2005).

Political correctness in public conferences, especially in the diplomatic sphere, is an individual chapter to speak about. Interpreters must observe the conventions and forms of a particular forum and the occasion but they sometimes also must render judgments which they morally might not agree with. In some cases, intonation can help the interpreter to express the meaning. Speaking from the research on conference interpreting, Ingrid Kurz found out from three conferences that users attached the greatest significance to 'sense consistency with the original message', followed by 'logical cohesion of the utterance', 'correct terminology', 'completeness of interpretation', 'fluency of delivery', 'correct grammatical usage', 'pleasant voice' and, finally, 'native accent' (Kurz, 1993). She saw the importance attached to 'sense consistency' as a confirmation of Seleskovitch's 'theory of sense' (Kurz 1996, 61). Another author, Franz

Pöchhacker (1994), published the results of a bilingual questionnaire from a 3-day conference, asking the delegates to rate the ‘overall impression’, ‘voice quality and accent’, ‘mastery of technical language’, ‘quality of verbal expression’, and ‘rhythm and intonation’. The analysis showed that ‘quality of verbal expression’ was deemed most important by users, followed by ‘mastery of technical language’ and the prosodic features of simultaneous interpreting output such as voice quality, rhythm, intonation.

Last, but not least, in my opinion and speaking from my professional experience, from time to time, a situation may occur, in which speakers have the tendency to blame the interpreter when they have gone too far, or, according to the speakers, rendered something inappropriately, or the interpreting service was “poor” in its quality. It is understandable that there must be some sort of communication between the speaker and the interpreter. The speakers can express their wishes and expectations, but it is not their job to assess the quality of interpreting; they have not completed the interpreting training, they do not know the possible interpreting strategies and solutions, and thus can not have the needed insight to assess.

It may seem that there are more obstacles in the interpreting profession than there are benefits, but speaking from my personal experience, interpreting is worth these sacrifices. Even though one has to train the act of interpreting hard and even after the interpreting training has finished, every interpreter needs to prepare themselves for every interpreting assignment individually and constantly educate themselves, the good job afterwards is the winning prize. While interpreting is such a demanding profession, it also must have demanding benefits. Even though there might have been situations where one’s interpreting was not flawless or could have been improved, once it has finished, it can not be changed or undone. Therefore, after you have finished with interpreting, there is an indescribable feeling of delight and relief from the finished work.

3.2 Interpreting as Future Occupation

In this chapter I would like to present what choosing the occupation means in general and what it means when we connect it to the notion of interpreting as

future occupation. In my opinion, choosing one's future occupation is very difficult; as many studies claim (for example Steinberg, 2008), many young people are not completely shaped and know what they want to do with their life, not mentioning their career. However, there should be at least some lead from one's secondary school about what one's talents are, what subject they were good at and what one's soft skills are. Not everyone, however, is able to find out what their strong sides are until the graduation exam takes place. So how should one decide well about their future career? How will one know that he or she may be good for interpreting studies? In other words, how can one know whether they have enough language competence and aptitude needed for the elementary interpreting courses?

Shuttleworth & Cowie (1997, 83) define interpreting as “oral translation of a written text”. From my point of view and speaking from my experience, interpreting is much more than just an oral translation of a written text, it involves many mental processes such as using different types of memory, active listening, note-taking, analyzing, economy tactics, and speaking at the same time within a very short period of time regardless the type of interpreting (either the simultaneous or the consecutive mode) and that is why it can be so difficult. Mahmoodzadeh (1992) gives a more detailed definition:

Interpreting consists of **presenting** in the target language, the exact meaning of what is uttered in the source language either simultaneously or consecutively, preserving the tone of the speaker (1992, 231).

Nowadays, young people have a variety of choice of what their future university studies path would be, but it is probably not easy to choose. As Cass R. Sunstein (2015) claims

choice is often an extraordinary benefit, a kind of blessing, but it can also be an immense burden, a kind of curse. Time and attention are precious commodities, and we cannot focus on everything, even when our interests and our values are at stake. If we had to make choices about everything that affects us, we would be overwhelmed. Learning can be costly, and it isn't

always fun. Sometimes we exercise our freedom, and we improve our welfare, by choosing not to choose.

According to others (see, for example, Lore, 2008) it is crucial for people's health, longevity, and success to choose the field of studies, and consequently the future career, which is enjoyable for them. However, he further claims that when people are young, it is difficult to choose the right field of study, or career. This is because young people are powered by new experience, and when the transition into adulthood is complete, some young people may realize that what they have been studying, or the career they have chosen, is not the right one for them due to several possible reasons. These may involve distress, talents, soft skills, genetic predisposition, et cetera. As Lore (2008) continues, it is important for the adolescents to be satisfied and fulfilled, which makes it possible to self-express yourself, and I personally consider this a crucial moment for the interpreting studies employment and for the interpreting career as a whole.

Lore (2008) further investigated connected studies, and ascertained that the wrong career can actually cause serious illness and harmful effects to our lives. We should not choose a career which puts us under continuing significant amount of stress, because it may result in compromised immune system and subsequently in a double number of colds, or even cancer. It may also cause people age faster and die younger. It is therefore important to choose career wisely, and use our talents fully in order to enjoy the vocation and our lives, and as a result, more vitality.

According to Lore (2008), usual methods in the choice of a field of study, such as parental and counselor advice, do not work in order to reach a fulfilling career, because a young person, at the end of his or her secondary school, has no experience and the ideas that most young people come up with are based on what seems popular at the time. That often results in a study field, or a job they do not like. He encourages young people not to rely on university career centers to guide them in choosing a career direction, because these can provide them only with information on some practicalities, like job-hunting, good CV writing, but this may all be irrelevant if it happens within a wrong field. In interpreting, I think that it is very important to like the field, because if you are enthusiastic about the job

you do, you will be able to lower the stress level, which in the interpreting profession is very high, and is for example compared to the one of an air traffic controller. Only that way, you will be able to interpret at a higher quality, enjoy your work, and you will not find the position so difficult to bear.

Furthermore, Lore (2008) establishes the term “innate abilities”, which he defines as a complex combination of talents, aptitudes, and abilities, which makes every person naturally gifted at certain activities and less gifted at others. He further thinks that the most critical element in career satisfaction is created by the match between one’s innate abilities and the functions one performs every day at school, or at work. Such innate abilities make every person a unique individual, and people who are successful and satisfied with their field of study, and subsequently with their career, must have found a way to combine these abilities in order to use them to their benefit. Lore suggests that such people do what comes to them naturally, and they are able to understand their natural talents and abilities, which is one of the most important things one needs for choosing a perfect field of study, and subsequently a career.

In a similar vein, I would like to point out that there have been many debates on whether interpreting training should be separate from language training (see Flores, 2014). In other words, whether a teacher of interpreting should or should not be also a language teacher. Since the crucial part of my thesis consists of the survey based on what language competences are needed to start the interpreting training, I think that it is interesting to take a look at these points of view.

In my opinion, people naturally know less about their abilities than they think and many things they know are based on experiences from the past, colored by what people were telling them, the culture they were raised in, beliefs about themselves, etc. Using solid knowledge about natural talents rather than just ideas about themselves may constitute the difference between success and failure. We all make inaccurate assumptions and decisions made on too little knowledge.

3.3 Language Skills Needed for Interpreting

At this point, I would like to concentrate more on individual linguistic skills which are practiced in language in general, but are also needed for a novice interpreter to have a good grounding for starting their interpreting training. There are plenty of such language competences; however, I choose to comment only on some of them. The language competences I focus on are the ability to cope with the time lag, stress management, memory and recall, anticipation, active listening, note-taking, and summarizing. There are also other abilities needed for interpreting, such as the ability to reformulate or split attention ability, which I do not concentrate on. The reason for this selection is that I concentrate on the linguistic skills which are needed for interpreting, but which are also practiced at the level of secondary school education. Connectedly, I focus on these competences also in the practical part of the thesis, where they are included in the evaluation of the textbooks.

Even though Zannirato (2008, 21) claims that "interpretation courses are not language courses" and "the would-be student must have mastered his language before entering the course", speaking from my personal experience at interpreting courses at university, it is not always true. As Zannirato (2008, 21) suggests, the student "must have the required mastery of his active and passive languages before starting interpretation course otherwise he will constantly stall and stumble under the tremendous pressure of interpretation *per se*". From my point of view, the "stall and stumble" situation happened quite often during the initial phase of my and my fellow students interpreting training because we lacked particular skills in language needed for the easy flow of the process of interpreting.

In numerous studies on translators' or interpreters' training (see for example Gile, 2005) there is a particular relevance given to the linguistic component (Flores, 2014). As for these studies, the passive and active knowledge of such a component and its importance with regards to a foreign language are emphasized. Speaking about the translators' training, they need to understand specific language registers and be able to grasp not only the informational meaning of utterances, but also the small nuances and shades of meaning that are expressed by subtle choices of expressions. On the other hand, interpreters also need to

respond rapidly to spoken language to transfer the best and faithful meaning possible to the target language (Flores, 2014). For both, translators and interpreters, good active knowledge is crucial and represents a requisite for both professions. It is required from them to be able to make speeches at a high-quality language level of the source language and to reproduce texts in accordance with the communicative situation. In tune with the statements above, many studies have concentrated on the comprehension and analytic skills needed by translators (Schäffner, 2002). A deep linguistic knowledge can enhance the comprehension and transfer the meaning. Furthermore, there is a special emphasis being put on technical language, such as law or science. The competences required for translating or interpreting of these types of texts are usually gained in the specialized translation/interpreting courses (Flores, 2014). Since languages are culturally bound, linguistic knowledge involved in the interpreting or translation process is directly interconnected with extra-linguistic cultural knowledge needed for interpreting/translating. Several scholars (see, for example, Beeby, 2004) have attempted to establish a framework for the linguistic competence required by translators and interpreters, as opposed to the requirements of foreign language learners and users. As Flores (2014) commences, the scholars pinpoint the fact that students enter the university degree with little knowledge of the English language. This makes it even more difficult for teachers to foster competences appropriate to the translation competence and might force them to concentrate on the linguistic, or more general ones instead. Flores (2014) continues that

these studies point out that the four classic linguistic skills (i.e. reading, writing, listening, and speaking) are not enough and that more specific skills and competences proper to this profession need to be promoted. Some of these skills are text analysis with different genres, using the language correctly (i.e. in a socio-pragmatic correct manner), note-taking, the ability to memorize and synthesize, etc. (Flores, 2014, 33)

Flores (2014) summarizes that these studies advocate for a proper methodology of English for Translation and Interpreting taking into account the actual needs of these professionals. They also highlight the importance of including certain skills proper to other courses within these language courses (e.g. documentation and

specialized translation). On the other hand, they do not go beyond a mere description of the situation and leave it for future studies on the issue. Flores (2014), therefore, aims to elaborate on the notion of linguistic competence needed by translators and interpreters in order to create a proper methodology of English for such professionals in their training process.

According to Andrew Gillies (2013) the crucial abilities for interpreting in general are the good passive and active knowledge of languages and good general knowledge. As for the consecutive mode, Gillies claims that active listening and analysis, delivery, memory and recall, note-taking, reformulation ability, self-monitoring, and split attention are the crucial abilities that need to be trained. On the other hand, the simultaneous mode requires a sufficient practice of split attention, anticipation ability, reformulation ability, self-monitoring, and stress management. Also time lag has to be taken into account and trained. The following subchapters will concentrate on these abilities in a greater detail. Therefore, the following subchapters will comment on some of the particular abilities needed for the act of interpreting and also needed in the elementary interpreting seminars at Palacký University Olomouc. These abilities were also asked about in the survey conducted prior to completing this diploma thesis.

3.3.1 Time lag/Décalage

Every interpreter needs to work under the pressure of time. One of the examples of the time pressure is the time lag. As Cokely (1992) describes it as the time which is between delivery of the original message and delivery of the interpreted message. As Timarová and Dragsted (2011) claim, the time lag is also known as ear-voice span or décalage. Time lag has also been measured in written translation based on eye-tracking and key-logging. Timarová and Dragsted (2011) continue, claiming that “time lag provides insight into the temporal characteristics of simultaneity in interpreting, speed of translation and also into the cognitive load and cognitive processing involved in the translation/interpreting process.”

3.3.2 Anticipation

In interpreting, there are situations when it might be very helpful to be able to anticipate the speaker's intentions, or the exact words he will finish or start his

sentences with. It may save time, and energy of the interpreter. This is why anticipation and guessing should be trained at interpreting seminars and it is also included in the secondary school English textbooks. The concept of anticipation was first mentioned in connection with conference interpreting by Jean Herbert (1952). Marianne Lederer explicitly mentioned the cognitive anticipatory activities of word prediction and sense expectation (1978, 330-2). After several introductory studies had been presented, Daniel Gile (e.g. 1995, 170) regarded anticipation as an example of inversion of the four efforts involved in the interpreting process. Another point of view was presented by Chernov (1994) who saw anticipation as the result of message redundancy. Kalina (1992) presented exercise suggestions from a purely didactic point of view. There are two main types of anticipation. These are anticipations based on language prediction, or linguistic anticipation (Lederer 1978, and Setton, 1999), on the contrary, the second type is represented by anticipations based on sense expectation, or extralinguistic anticipation (for example, Setton, 1999). Later on, Marianne Lederer presented another classification. She divided anticipation into anticipation proper and freewheeling. While the first one means that the interpreter's production comes before the speaker's production, the second instance means that it comes at almost the same time as the speaker's production.

3.3.3 Stress Management

In my opinion, stress management in every profession, not only in interpreting is very important, and probably often a forgotten issue. Interpreting is a very stressful profession, and it is then crucial to be able to employ stress management tools, probably already at the university level when being a novice. "Feedback from classmates helps not only in identifying and tackling problems. It can and should encourage (students) and even help to reduce excess stress and frustration where necessary," Heine 2000, 223). Cooperation with the fellow students or colleagues may be one of the tools. As Ingrid Kurz (2003) claims, there is general agreement that job stress results from the interaction of the person and the work conditions. This can be explained as the harmful physical and emotional responses that "occur when the requirements of the job do not match the

capabilities, resources or needs of the worker,” (Kurz, 2003). The National Institute for Occupational Safety and Health state that conditions at work play a primary role in causing job stress, but there are also individual factors. These stressors can have a direct impact on worker’s safety and health. The following Figure 1 represents the NIOSH model of job stress.

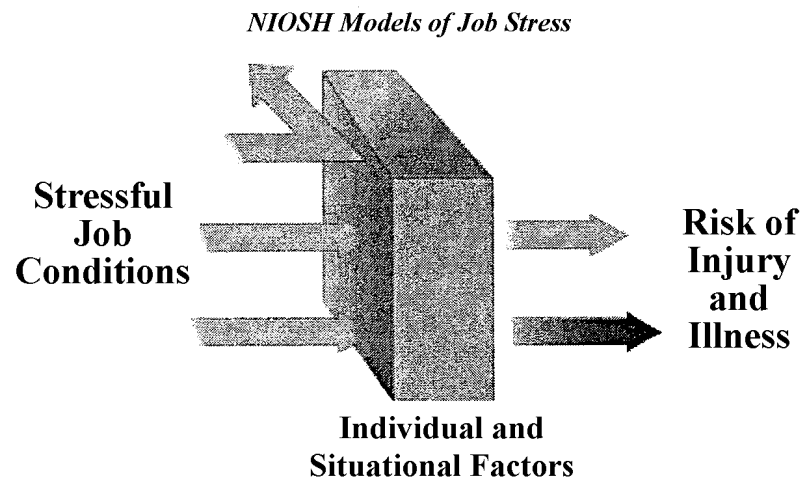


Figure 1: NIOSH model of job stress.

Besides these harmful risks, a stressed interpreter, and mainly a novice student of interpreting can not be able to do well in their interpreting tasks, since the level of stress influences the processing capacity, and the overall performance. Scientific evidence suggests that

certain working conditions are stressful for most people (e.g. heavy workload, infrequent rest breaks, long hours of work, inability to cope with the volume and complexity of work, poor social environment, lack of training, lack of control, job insecurity, unpleasant or dangerous physical conditions such as noise, poor lighting, poor ventilation, poor temperature control, or ergonomic problems). (For a detailed description see NIOSH 2003). Kurz (2003)

Further on, Ingrid Kurz (2003) says that interpreters generally agree that their profession is a very demanding one, because it requires a maximum of concentration and attention for long periods of time. Kurz continues that the need to cope with different subjects, which can often be difficult, various speakers and their native accents, and the possibility of failure are, besides other factors,

contributing to the amount of professional stress. There are several experts commenting on the topic of stress in interpreting. Herbert (1952, 6), for example, thinks that "more often than not the interpreter is very highly strung and must in his profession stand a long and continuous strain which is hard to bear". Seleskovitch (1978, 41) agrees and claims that "when he interprets, the interpreter is under pressure". This stress is experienced not only during the real interpreting performance in practice, but also by the novice students, even though it is only, for example, a mock conference or a mock interpreting exercise. From my point of view, this is one of the reasons, why stress management tools and exercises should be introduced and practiced at university interpreting studies.

3.3.4 Memory and Recall

Among the many things an interpreter should learn in order to perform simultaneous or consecutive interpretation, memory is an important element that requires training (see for example Kriston, 2012). Many scholars agree upon the fact that interpreters, whether novice or experienced, need to train their memory and ability to remember. Mahmoodzadeh (1992, 233), for example, emphasizes the fact that a skillful interpreter is expected to "have a powerful memory". In discussing the qualifications required for an interpreter, Mary Phelan mentions that

the interpreter needs a good short-term memory to retain what he or she has just heard and a good long-term memory to put the information into context. Ability to concentrate is a factor as is the ability to analyze and process what is heard (2001, 4-5).

There are different psychological approaches towards memory. Majority of them claims that a human memory can be distinguished between the Short-Term Memory (STM) and the Long-Term Memory (LTM). As Weihe Zhong (2003) explains, the idea of short-term memory means that an interpreter is retaining information for a short period of time without creating the neural mechanisms for later recall. On the other hand, the long-term memory occurs when the interpreter has created neural pathways for storing ideas and information which can then be

recalled weeks, months, or even years later. To create these pathways, the interpreter must make a deliberate attempt to encode the information in the way the interpreter intends to recall it later. As Zhong (2003) continues, he claims that the long-term memory is a learning process and it is essentially an important part of the interpreter's acquisition of knowledge, because information stored in LTM may last for minutes to weeks, months, or even an entire life. The duration of STM is very short. Peterson (1959), for example, found it to be 6 - 12 seconds, while Atkinson and Shiffrin (1968) suggest it is 30 seconds. Memory in interpreting only lasts for a short period of time. Once the interpreting assignment is over, the interpreter moves on to another one, often with different context, subject matter and speakers. Therefore, as Zhong (2003) claims, the STM skills need to be imparted to trainee interpreters.

3.3.5 Search for Key Information

One of the abilities considered a prerequisite for the start of the interpreting training is searching for key information in texts. The texts can be both written and spoken – speech, or recordings. The ability is partly connected to reader's literacy, and more exactly to *information literacy*. The term is explained as "...the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand."⁷ In the process interpreting, it is required to be able to look up information on the Internet, in dictionaries, or in paper form very quickly to be able to use it as soon as possible. We also help our booth colleagues, who are interpreting, by searching information for them. In addition, this skill is helpful in the process of preparation phase happening prior to the interpreting assignment. The skill will be further investigated in the practical research of this thesis.

3.3.6 Interpersonal Communication Skills

First of all, I would like to describe oral social communication in general, and subsequently present the peculiarities of the communication scheme of the oral communication including interpreting between languages. Interpersonal skills are

⁷ Available online: <http://infolit.org/about-the-nfil/what-is-the-nfil/>

the skills we use when engaged in face-to-face communication with one or more other people.⁸ In the process of the interpersonal communication people exchange information, meanings, or emotions either verbally or non-verbally. This type of communication is not just about what is actually said – but *how* it is said and the non-verbal messages sent through the tone of voice, facial expressions, gestures and body language. The job of an interpreter is to serve as a communicator of a message within a particular channel, work with different feedbacks (from the speaker, or the audience), overcome the issues of noise, and take into account the entire necessary context. For any communication to occur, there must be at least two agents involved in the process of sharing a common set of signs and a common set of semiotic rules. As Wilbur Schramm (1954) claims, communication in general can be understood as processes of information transmission governed by three levels of semiotic rules:

1. Syntactic (formal properties of signs and symbols),
2. Pragmatic (the relations between signs/expressions and their users) and
3. Semantic (study of relationships between signs and symbols and what they represent).

The two agents can be named a sender and a receiver of a message. This scheme, however, represents a rather unnatural one-way process, while the communication is usually reciprocal and two-way. This is why we can say that communication is an interactive process – agents send and receive messages to and from each other simultaneously.

⁸ Available online: <http://www.skillsyouneed.com/general/communication-skills.html>

Schramm's Model of Communication, 1954

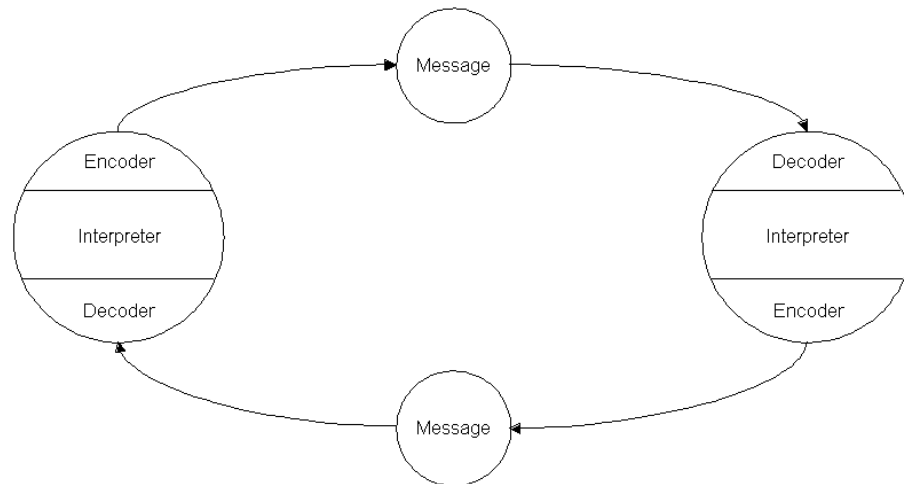


Figure 2: Schramm's (1954) model of communication.

Schramm's Model includes the following components for communication: the sender, the encoder, the decoder, the interpreter, the receiver, the message, the feedback, the medium, the noise. The interpreter here is not the person who interprets between languages, but the person who decodes or encodes the message. There is not a third person in between. The sender is the person who sends the message, the encoder converts the message to be sent into codes, the decoder gets the encoded message and decodes it, the interpreter tries to understand and analyze the message. The interpreter and the receiver is the same person. The receiver is the person who gets the message, which is the data sent by the sender. Medium is the channel through which the message is sent, the feedback is the process of responding to the message by the receiver. The last element of the scheme is the noise, which is considered the interference and interruptions caused during the social communication. Also, a semantic noise can happen, which is the situation when there is a misunderstanding between the intention of the sender and the understanding of the receiver.

On the contrary, the communicative process of interpreting involves three agents, who are the speaker, the hearer, and the interpreter. The following figure by Ingram shows an example of the process of interpreting, but there have been many various models presented (see, for example, Moser-Mercer 1978, or Colonomos 1992, et cetera). Cokely (1992) suggests that even though there are

differences in each model, they all share the description of the process of interpreting. They all view it as a complex cognitive process. It is clear that the execution, as well as the activation of the interpreting process depends on input that is not controlled by the interpreter. To be more exact, the source language message. It is also obvious that the interpretation accuracy is dependent upon the interpreter's comprehension of the original source message – what is misunderstood will be misinterpreted.

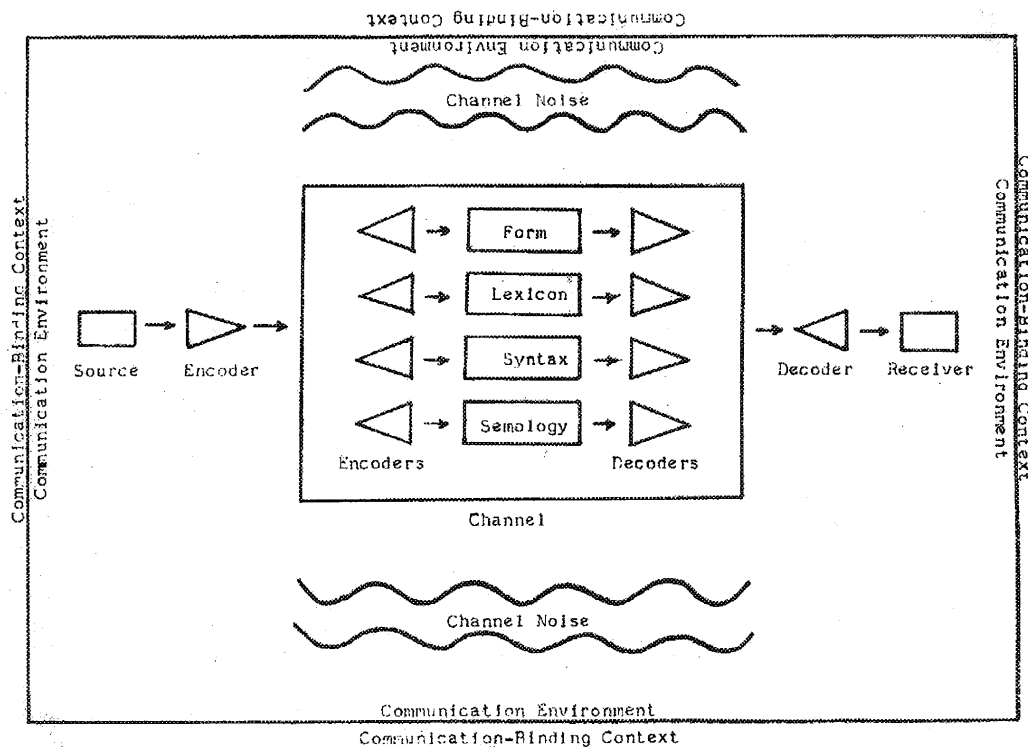


Figure 3: Ingram's Communication Model of the Interpreting Process (Ingram 1974, 9).

Here, in the Ingram's model of the interpreting process, the message, which – besides the speech information – includes also non-verbal messages such as facial expressions, gestures, body language, or tone of voice, is conveyed to the receiver by the interpreter. The channel noise can include, for example, inappropriate body language and the tone of voice, inattention, disinterest, or cultural differences between languages and societies. The interpreter has to listen actively and, if possible, check the feedback from the audience. The communication is influenced by the context in which it takes place. The interpreter has to take into account the

context of the message he is conveying, but also the situational context (for example the booth conditions in case of simultaneous interpreting, or the number of recipients of the message, their expectations, and possible emotions, et cetera).

3.3.7 Active Listening

To illustrate what the competence of being able to listen actively means, I will draw inspiration from Gillett's (2015)⁹ ideas on listening comprehension and note-taking.¹⁰ Gillett concentrates mainly on listening comprehension and note-taking in general and in academic discourse, mainly at lectures. He tries to help university students with those problematic parts of language. Gillett (2015) claims that listening comprehension can improve quickly if one hears English often, be it on television, radio, or through any other communication channel. He suggests that any kind of comprehension is a part of the following circle:

understand → learn → have knowledge → understand more → learn more →
have more knowledge → understand more etc.

When listening, we use our brain and ears. The brain creates meaning out of all the available clues from the environment. Sounds are part of important clues, but one also has to connect them to the previous knowledge. The ears therefore receive the sounds and the brain will create the meaning. Gillett (2015) continues that there are two main parts of the listening process:

- bottom-up listening
- top-down listening

As for the first one – the bottom-up listening – it means that one makes use of the low level clues. “You start by listening for the individual sounds and then join these sounds together to make syllables and words. These words are then combined together to form phrases, clauses and sentences. Finally the sentences combine together to form texts or conversations.”¹⁴ On the other hand, the top-

⁹ The source is available online: <http://www.uefap.com/index.htm>

¹⁰ Available online: <http://www.uefap.com/listen/listfram.htm>

down listening means that one makes use of one's knowledge and the situation. Drawing from the previous knowledge of situations, texts, conversations, phrases, and sentences, a person can understand what they hear. For future interpreters – as they have to be good active listeners – it is needed to make use of the interaction between the two mentioned types of listening. For example

if you hear the sound /ðeə/, it is only the context that will tell you if the word is “there”, “their” or perhaps “they're”. Your knowledge of grammar will tell you if /kæts/ is “cats” or “cat's”, which may be “cat is” or “cat has.”¹¹

A future interpreter needs to keep in mind that listening should be **purposeful** and **interactive**. The way a person listens to something depends on the purpose why they listen. People can listen to different texts in different ways. In general, people usually know why they are listening. One usually knows how the news programs on the radio are organized – a headline is followed by further details. The sports results follow the main news, so if we want to know them, we wait until it is time without listening to every word of the main news. While reading a story, or a play, the listening is different. We start at the beginning and listen to the end. In academic listening different listening strategies must be involved. These are, according to Gillet (2015), “scanning to find the correct part of the lecture, skimming to get the gist, and careful listening of important passages are necessary as well as learning about how texts are structured”.

As stated above, Gillies (2013) explains that listening is an **interactive** process, since it is a two-way process and there is more than one person involved. Being an active listener means that the interpreter has to construct the meaning from the sounds heard. The meaning is constructed by using his knowledge of the language, the particular subject, and the world facts, while continually assessing and predicting (or anticipating). I will comment on the ability of anticipation in interpreting in the following subchapter. Gillies suggests that it is useful for the students, who are listening to a lecture, or another type of speech, to remember

¹¹ Available online: <http://www.uefap.com/listen/listfram.htm>

what they know about the subject and, while listening, formulate questions based on the information they already have.

As, for example, Gillies (2013) claims, **active listening** is also one of the key abilities of an interpreter. The skill can be acquired and developed with practice.¹² The term simply means that one is listening actively. To be more specific, it means that one is fully focusing on what the speaker is saying rather than only 'hearing' the message being said. The activity involves listening with all senses. First of all, it is the full attention to the speaker, but it is also crucial that the interpreter is seen to be listening – he or she shows interest in what the speaker is conveying. The active listening interest can be shown both verbally and non-verbally, such as eye contact, nodding one's head, smiling, agreeing, et cetera. This is mainly important in consecutive interpreting, since in simultaneous, there is not the innate contact between the speaker and the interpreter possible. Such a 'feedback' in interpreting will help the communication to be easier, open, and possibly honest.

Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that.¹³

In order to create a link to the secondary school English language learning, Douglas Brown (1994) claims that listening to a foreign language and understanding it is not an easy process for the learners. Listening comprehension is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, which is only the beginning of the whole **interactive process**. The brain reacts to the impulse, and comes up with various possible cognitive and affective mechanisms. There are eight processes involved

¹² Available online: <http://www.skillsyouneed.com/ips/active-listening.html>

¹³ Available online: <http://www.skillsyouneed.com/ips/active-listening.html#ixzz4GYFnqdro>

in comprehension itself, which can either occur simultaneously or in extremely rapid succession.

The first process is the one, when the hearer processes the “raw speech” and holds it in short-term memory. Its image consists of several parts (phrases, cohesive markers, clauses, intonation and stress patterns) of speech. The second process is the one, when the hearer must determine the type of the speech event. They must ascertain whether the processed speech is a conversation, a radio broadcast, a speech, and subsequently interpret the meaning based on the information. The third process stage is when the hearer infers the objectives of the speaker through three criteria – the type of speech event, the context, and content. The speaker might want to either persuade, request, or to affirm, deny, inform, et cetera. Here, the **function** of the message is being inferred. The fourth part of the process is that the hearer recalls background information relevant to the particular context and subject matter. At this point, experience and knowledge are used to perform cognitive **associations** in order to be able to interpret the message. The fifth part consists of the hearer’s assigning of a literal meaning to the utterance. This involves a set of semantic interpretations of what the ear has perceived. In some cases, literal and intended meaning can be the same; sometimes the literal meaning can be irrelevant to the message, as in metaphors, or idiomatic language, which is so important for interpreting. Therefore, second language learners must learn to go beneath the surface of speeches, to be able to interpret such messages correctly. The sixth process happens when the hearer assigns an intended meaning to the utterance. As Brown (1994) suggests, a key to human communication is being able to match **perceived** meaning with **intended** meaning. Not speaking about the metaphorical and idiomatic language, it can apply to short or long discourses, careless speech, and inattention of the hearer, contextual miscues, psychological barriers, or conceptual complexity. Getting to the seventh process, it occurs when the hearer determines whether information should be retained in short-term or long-term memory. The first case, which lasts for only a few seconds, is appropriate for contexts that need a quick oral response from the hearer. While, on the other hand, long-term memory is more usual when, for example, processing information in a lecture or seminar. Last, but not least, the

eighth process is created by the hearer, when he or she deletes the **form** in which the message was originally received. In 99 percent of speech acts, the words and phrases themselves are quickly forgotten, and what matters and stays in the memory, are the messages. In other words, this means that the important information is retained conceptually. In conclusion, taking a look at the foregoing, listening comprehension, which occurs during second language acquisition process, but also during interpreting, is an **interactive process**. After the initial reception of sound, a person performs at least seven from the mentioned processes. In a conversation, there would usually a speaking interaction follow immediately after the listening stage, and so does in interpreting. Brown (1994, 238) claims that what makes the listening comprehension difficult for the learners are the following factors: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, interaction.

3.3.8 Summarizing & Note-taking

In this section of the diploma thesis I will not focus on the note-taking happening during the process of interpreting, but mainly on the ability of taking notes from various lectures, presentations, or recordings, and being able to focus on and distinguish the key information and summarize the information heard. These abilities are important for novice interpreters, before they start their training and also during the initial phase of the training. These abilities are also trained and practiced already at the secondary school level and I will focus on them in my practical research of the secondary school textbooks.

The ability to take relevant and key notes is very important in interpreting, mainly in the consecutive interpreting (for example Krušina 1971, or Nolan 2005). Taking notes is, however, not only important for the students of interpreting but for learners of English in general. Students must take relevant notes during lessons, lectures, and decide what information is more or less important and worth noting. As Gillet (2012) describes, there are two main reasons why note-taking is important:

- 1) When you are reading or listening, taking notes helps you concentrate. In order to take notes - to write something sensible - you must understand the text. As listening and reading are interactive tasks, taking notes help you make sense of the text. Taking notes does not mean writing down every word you hear; you need to actively, decide what is important and how it is related to what you have already written.
- 2) Notes help you to maintain a permanent record of what you have read or listened to. This is useful when revising in the future for examinations or other reasons.

As many experts on interpreting (see, for example, Nolan, 2005) claim, besides other things, interpreting notation should be clear, concise and accurate. Gillet (2012) agrees with these criteria with regards to making notes in general and further creates rules of how to take notes during lectures accordingly. The main rule is that the notes should show the organization of the text, and subsequently the relationship between the particular ideas. Gillett suggests that when one is listening, he should firstly listen to the beginning of the text to find the main points and how they are related. Secondly, one should listen for the subsidiary points and understand the bonds between them. Then, it is necessary to reduce the points to notes and show links and relationships between them. Gillett (2015) claims that good notes need to be organized appropriately and he proposes two possible methods for this:

a) List

- a. The topic is summarized one point after another, using numbers and letters and indentation to organize information in order of importance. The numbers and letters can be used by themselves or in combination.

b) Diagram

- a. A diagram of the information shows how the main ideas are related and reflects the organization of the information. You can use flow

charts, pictures, tree diagrams, mind maps (Buzan, 1974), tables etc. You can also include circles, arrows, lines, boxes, etc.

I, for example, devoted my bachelor's thesis (2013) to Buzan's concept of mind maps and how it is connected to the consecutive interpreting at Palacký University. As for the ability of summarizing, it is mainly important as a practice tool for interpreters because it enhances our ability to understand the main information of speeches or texts. Andrew Gillies (2004) suggests that students of interpreting should make summaries of speeches as an exercise. They should analyze how many ideas a speech contained, and summarize the texts or recordings in their own words, firstly very briefly and then in a greater detail. The ability of summarizing is also tested in the practical research of this thesis, and the secondary school textbooks are evaluated with regards to this ability.

3.4 Interpreting Studies at Palacký University

The bachelor's study program English for Translators and Interpreters (Angličtina se zaměřením na komunitní tlumočení a překlad) is a professionally oriented study program, which came into existence in reaction to a growing demand on applied education of the tertiary sector. The content of this branch of study is strongly oriented on gaining the competence needed for application in practice. The core of the studies is represented by a module of obligatory specialized subjects, eight of which are of translation nature and eight of which are of interpreting nature. Making active decisions, students gradually deepen their linguistic knowledge and by training and drill exercises, they adopt and practice their translation and interpreting abilities. The main emphasis is put on the practical language improvement in subjects such as Linguistic Exercises. From the entering level of language, which is B2, the graduate students will achieve the language level C1 according to the *Common European Framework for Languages*. The obligatory subjects are accompanied by an offer of obligatory-optional subjects from the fields such as linguistics, literature, cultural studies, and various seminars concentrated on different specializations such as Anglo-Saxon law, business correspondence, etc. The students can choose the courses in compliance with their preferences, having in mind that there are several thematic

modules set. In these modules they must fulfill a minimal credit quota in order to ensure the variability of individual study plans. Within their optional subjects, the students must also complete four courses of another foreign language within the three years of study. The classes of specialized subjects take place in specialized multimedia translation-interpreting classrooms equipped with the latest technologies for the support of translation and interpreting in order to comply with the needs and trends of the current commercial practice. An integral part of the professional preparation is also a system of practice training which goal is to mediate the experience of working as a professional translator or interpreter. The translation practice training is realized in cooperation with a translation agency, and thus the interpreting training takes place in various institutions, organizations, and companies.¹⁴

3.4.1 Profile and Employment of Graduates

The profile of a graduate of the bachelor's branch of study English for Translators and Interpreters is the translator and interpreter in English language for the sector of the public and private sphere. The gained competence in using information technologies and tools for computer aided translation, translation memory, linguistic corpuses, and terminological databases should enable them to fulfill the needs and trends of the current translation and interpreting practice. The graduate can find employment as a translator/interpreter in various organizations, institutions, companies, agencies, or work as a free-lancer. The graduate will be able to translate/interpret texts of different functional styles within official and business situations. Thanks to the gained competence the graduate will be able to orientate also in terminologically specific texts from various areas. The graduate has the possibility to continue with the master's studies of English for Translators and Interpreters, or philological studies.¹⁵

¹⁴ Retrieved from: <http://www.upol.cz/skupiny/zajemcum-o-studium/studijni-obory/obor/anglictina-se-zamerenim-na-komunitni-tlumoceni-a-preklad/>

¹⁵ The official description of the branch of study retrieved and translated from Czech from: <http://www.upol.cz/skupiny/zajemcum-o-studium/studijni-obory/obor/anglictina-se-zamerenim-na-komunitni-tlumoceni-a-preklad/>

3.4.2 Entrance Exams Requirements

The entrance exams to the bachelor's study program English for Translators and Interpreters consist of the following parts:

- test on academic requirements
- written test in the English language
- those applicants, who pass the written exam, will advance to an oral interview, which is considered "an aptitude exam". The applicants will express their motivation and abilities for studying translation and interpreting. The sense of their mother tongue, expressive abilities, reactions promptness, and the ability to remember are tested in both English and Czech language.¹⁶

The expected prerequisites are that the applicants have their English language level equal to the B2 level according to the *Common European Framework for Languages* and knowledge of facts and current trends connected to English-speaking countries. This type of studies also requires knowledge and skills for the work of a translator-interpreter, knowledge on political and cultural situations, involvement in various past time activities, good knowledge of the Czech language and stylistic skillfulness. The department offers a preparation course for the studies applicants¹⁷.

The particulars of the bachelor's studies entrance exams are the following according to an internal KAA source¹⁸:

¹⁶ The official requirements of the KAA department retrieved from:

<http://www.upol.cz/skupiny/zajemcum-o-studium/studijni-obory/obor/anglictina-se-zamerenim-na-komunitni-tlumoceni-a-preklad/>

¹⁷ The Czech version of the branch of study description available online:

<http://www.ff.upol.cz/skupiny/zajemcum-o-studium/bakalarske-a-magisterske-studium/studijni-obory/obor/anglictina-se-zamerenim-na-komunitni-tlumoceni-a-preklad/>

¹⁸ Král, Pavel. 2016. Interviewed by the author. Olomouc, Czech Republic. July 27.

- The applicant has 25 minutes to translate approximately 10 lines of text from English to Czech. The text is usually taken from a newspaper/magazine article and intentionally poses issues to test the applicant's awareness that translation is not just a word-for-word replacement process.
- The oral interview afterwards consists of three parts: applicant explaining their motivation and background knowledge - presumably in fluent English (5 min), discussion over their translation (10 min), and finally a special listening comprehension task (10 min) testing the ability to understand, remember detail, sort out the important from the non-important, switch freely between languages and speak fluently and eloquently in both of them.
- Each applicant gets separate evaluation for each of the three parts and is assessed independently by two examiners, their points are added up to get the final score. The examiners are not only academics and teachers but also active experienced professionals in translation, interpreting, or both.

3.4.3 Interpreting Classes

I would like to begin this chapter with the following quotation: “**Teaching quality means putting the student in the centre,**” (Andres 2015, 13). I think that this quotation expresses the need to concentrate fully on the development of individual students, on the individual development of every language competence they need for interpreting, on monitoring their success and failures in tasks, and on assessing students needs in order to improve and tackle their individual, not only linguistic, problems. Nolan (2005) explains interpretation as conveying understanding. He claims that its usefulness stems from the fact that a speaker's meaning is best expressed in his or her native tongue but is best understood in the languages of the listeners. Danica Seleskovitch (1975) bears an opinion that language is the result of human's need in expressing ideas and thoughts by conveying, bearing, and delivering meaning. Language is thus only a tool for communication of meaning. When studying interpreting or translation, she thinks that the language spoken (*parole*) instead of language behavior (*langue*) should be

the center of attention. Seleskovitch further suggests that the task of interpreting is to convey the meaning of communication. She presented an idea of the interpreters being compared to painters instead of photographers – the painter extracts equivalent meaning from reality and conveys the intended reality. The interpreters and translators should then cross the language forms into the meaning to gain the real meaning of the discourse, and then convey it in a suitable form to the target audience. Seleskovitch concludes that the comprehension of the meaning is the prerequisite step in interpreting.

At Palacký University, there is a **bachelor's** study program named English for Translators and Interpreters¹⁹, and a **postgraduate master's** study program with its name of branch of study English for Translators and Interpreters²⁰. The **first program** – the bachelor's branch of study English for Translators and Interpreters is a full-time study program with its standard length of study of 3 years. According to the accreditation of MŠMT²¹, its educational goals are to prepare their graduate students for work of a professional translator and interpreter between the languages of Czech and English, in both private and public sector. Further, graduate students will be able to provide translation and interpreting services in various kinds of situations and for various organizations, institutions, enterprises, language agencies, state or local government institutions, private companies, or as self-employed freelancers.

The **second study program** – the postgraduate master's branch of study English for Translators and Interpreters, is also a full-time branch of study, but, on the other hand, its standard length of study is 2 years. Even though, I did not concentrate on this study program in my survey I decided to describe it due to the fact that the participants of the additional survey presented above were the students or graduate students of this study program. In compliance with the accreditation of MŠMT its educational goals are to provide graduate students with a deeper insight into translation and interpretation issues, and with profound linguistic, cultural, and literary background. The important part of this study

¹⁹ In Czech: Angličtina se zaměřením na komunitní tlumočení a překlad.

²⁰ In Czech: Angličtina se zaměřením na tlumočení a překlad.

²¹ The Ministry of Youth, Education, and Sports of the Czech Republic

program is developing independence, flexibility, creative skills, and critical reflection in order to help graduate students with their personal growth within the field. Graduate students will be able to provide services of translation and interpreting, they will be able to translate all kinds of texts, including fiction and non-fiction texts from various fields of expertise, and they will be able to interpret in more demanding conditions (both simultaneously, and in high consecutive way).

The bachelor's study program requires obligatory attendance of both translation and interpreting courses²², but while a good translator should spend plenty of time searching for a correct term, a good interpreter must immediately come up with an adequate paraphrase or a rough equivalent in order not to lengthen the gap between the source and the target language performance. Even though the profession of a translator and the one of an interpreter differ, they have some things in common. To be more specific, they both must have thorough knowledge and mastery of the target language, which is usually their mother tongue, as well as a very good level of passive understanding of one or more source languages, which they decide to work in. Most interpreters usually opt for the target language, which is their native tongue. However, there are also people who are able to do both interpreting and translation and they could also have studied both of those fields, as it is for example at Palacký University, where the bachelor's study program consists of the study of both interpreting and translation. On the contrary, there are others, who find it difficult for various reasons to take up both professions. Such reasons may include temperament, or matters connected to personality. Possibly because of some of their insufficient level of linguistic skills needed for interpreting.

Even though I am interested in the bachelor's program, there is a connection with the master's one and I would like to use it as an illustrative example. As the survey shows, many students would like to concentrate more on translation, which can be seen on the statistics taken from this year's (2015/2016) master's program, where there is a possibility of choosing one or the other, and where many students prefer to focus on translation and take their final exam in

²² According to the MŠMT accreditation.

translation rather than in interpreting. In order to present an illustrative example, this year's statistics for Komplexní zkouška (the final Comprehensive Exam) lists 13 students for translation, versus **only 3 for interpreting**²³.

According to the accreditation of MŠMT the interpreting seminars at bachelor's study program consist of 6 interpreting courses, while 3 concentrate on consecutive interpreting, and the other 3 focus more on simultaneous interpreting. Student's duties in most of the seminars consist of an active participation, glossary making, and practical tests at the end of each semester. The first introductory interpreting seminar focuses on community, informative interpreting, and sight interpreting. There are also different topics covered within the seminar such as: local governments, health care, and social issues. The goals set for this seminar are active vocabulary expansion, memory strengthening, self-assessment and peer-assessment ability learning. The content of the seminar is interconnected to the following theoretical issues that are part of the final bachelor's state exam at Palacký University: interpreting profession and its ethics, characteristics and stages of the consecutive interpreting process, community interpreting, sight translation, cultural context, interpreter as an intercultural mediator, note-taking in interpreting, the role of memory, avoiding and correcting mistakes, et cetera.

All of the following consecutive interpreting seminars continue with interpreting techniques practice, they build on the previous ones, and the seminars become gradually more and more difficult by adding interpreting from, but also into a foreign language (English). Also, the topics are widened, and they include the following ones: **local government in the Czech Republic, UK and United States, modern science, and social science**. Also, memory training, principles of speech economy, working with terminologically demanding texts, interpreting in front of a peer audience, and interpreting notation are parts of these consecutive interpreting seminars.

The **prerequisites** and the course preconditions are excellent active knowledge of Czech, and active knowledge of English – at advanced level or higher. After the completion of the three consecutive interpreting seminars,

²³ The statistics were taken from an interview with dr. Pavel Král, the internal KAA source.

students will be able to interpret consecutively proceedings and business meeting into Czech and into English.

Simultaneous interpreting seminars start with the fourth interpreting course into Czech. Topics of speeches include the following: science and humanities. Strategies of simultaneous interpreting with advanced speeches are practiced; also, students learn how to prepare for a job assignment, how to work with glossaries, and parallel texts, and how to communicate with their client. There is a **mock-conference with audiovisual recording** at the end of the course finalized with a feedback from the tutor.

The two final interpreting seminars at Palacký University consist of the Interpreting Seminar 5, where consecutive and informative interpreting into English is practiced, and topics such as business meetings, and public speeches, economics, art, contemporary politics, education, health and nutrition, the European Union are trained. The very last course is a practical seminar where students develop skills in both simultaneous and high-consecutive interpreting from Czech into English and vice versa under the guidance of English and Czech lecturers. There are different types of speeches diverging from initial and final addresses, presentations, pre-written texts, or press conferences.

Teaching methods used within all of the interpreting seminars among others are: monologic lecture (interpretation, and training), dialogic lecture (discussion, dialogue, and brainstorming), activating (including simulations, games, and dramatization), and observation. As for the assessment methods, the tutors make use of an analysis of linguistics, systematic observation of students, and student's portfolio analysis²⁴.

There are also two obligatory practical interpreting training courses named Interpreting Hands-On Training 1 and Interpreting Hands-On Training 2, where the student will carry out their work experience at a chosen company or institution. This could be a translation and interpreting agency, private or state company, et cetera. Such institution may be selected by the students themselves, or may be suggested by their tutor. There are also conferences held which are organized by the university, and where a lot of students of interpreting may at

²⁴ The accreditation of MŠMT.

least partially complete their practical interpreting training, or internship under real conditions and stress. After the student has completed their training, he or she must submit their interpreter diary including an evaluation from the customer they delivered interpreting services for. The main aim of these two courses is to gain practical and real-life experience in the environment of professional interpreting.

To conclude this chapter, in the past few decades, interpreting studies have caught up after once being the “poor relation” of translation studies proper. Today, it stands as a discipline in its own right. With its emphasis on different types of interpreting in recent years, other types of interpreting such as court interpreting, community interpreting, or sign language interpreting have gained popularity and more attention. In connection to this, many multinational corporations enter our country, and more and more people and organizations are interested in interpreting and linguistic services. From my point of view, such trends in the professional field of interpreting and also on the local and global market – which has been concentrating more and more on international cooperation – created a suitable ground for studying interpreting at Palacký University.

3.5 English at Czech Grammar Schools

Maturita in English language brings different demands together. First of all, since the Czech maturita is a B1²⁵ linguistic referential level language exam, the abilities connected to this level of language can be found in the publication *Common European Framework of Reference for Languages: Learning, teaching, assessment*²⁶. It is important to describe what maturita consists of, since all the students who then might opt for the interpreting studies must pass it. In my opinion, it is therefore crucial to know what experience and what skills the new students of interpreting studies came with from their grammar schools. The description of the maturita exam is only complementary here, because I

²⁵ Available online: <http://www.novamaturita.cz/cizi-jazyk-1404033644.html>

²⁶ Common European Framework of Reference for Languages: Learning, teaching, assessment. Council of Europe. Cambridge: University Press, 2001 and Společný evropský referenční rámec pro jazyky. Olomouc: Univerzita Palackého v Olomouci, 2006.

concentrate on the English textbooks in my research and their final output levels may differ.

The Czech maturita exam in English is a complex exam and consists of three different parts: **a didactic test, a written essay** and an **oral exam**. There are student's receptive, productive, interactive, linguistic and speech abilities tested. The requirements on interactive linguistic abilities can be tested only within the oral part of the maturita exam. There are also various requirements on linguistic skills of a student, which project into all linguistic abilities. You can find Table (1) showing the exact structure and timing of the maturita exam in the English language below:

Didactic test		Written essay	Oral exam
Listening	Reading and linguistic competence	Written performance	Oral performance and interaction
Particular Exam	Impact	Ability/competence	Time Limit
DIDACTIC TEST	50%	Listening	40 min.
		Reading and language competence	60 min.
WRITTEN ESSAY	25%	Written performance	60 min.
ORAL EXAM	25%	Oral performance and interaction	15 min.

Table 1: Maturita Exam in the English language²⁷.

Requirements of maturita exam include:

- definition of individual abilities;
- characteristics of recordings/ original texts/ written or oral performance of a student;
- characteristics of communicative situations, areas of language use, and topics;
- general definition of linguistic means.

²⁷ Available online: <http://www.novamaturita.cz/cizi-jazyk-1404033644.html>

The **didactic test** contains two individual sub-exams. These test receptive speech knowledge (listening and reading) and linguistic competences of a student. Another part of the Czech matura exam is the **written essay**, where the overall linguistic competence (written performance) is tested. The last part is the **oral exam** examining productive linguistic abilities of a student (oral performance and interaction)²⁸. The matura exams have been organized by the Ministry of Education, particularly by the CERMAT agency by unified tests since 2010 which enables to compare the whole country English matura output because the students must pass the same tests on every state secondary school.

3.6 Secondary School English Textbooks

In this chapter I would like to briefly introduce some of the most often used textbooks used for teaching English at the Czech grammar schools (*gymnázia*) and which were also stated in the University Questionnaire (2) by the students of interpreting who claimed to have used *Matura Solutions*, *New Headway*, and *English File* textbooks. This chapter will describe what a textbook is in general, and what the requirements of the Ministry of Youth, Education, and Sports are on granting the approval clause to textbooks. Subsequently, the following chapters will focus on the concrete selected textbooks into greater detail.

A textbook is an indivisible part of the school education and also one of the basic means of teaching a foreign language. Průcha and col. (2001, 258-259) define a textbook as „a type of a book publication adjusted for didactic communication by its content and structure.“ A textbook is mainly an educational product, which was created for educational purposes. For students a textbook serves as a source of information, which they are supposed to learn and for the teachers, it represents a material according to which they can prepare the curriculum content and its presentation in classes (Průcha, 1998).

All textbooks bear a specific structure, and it is possible to generally say that textbooks are created by textual and extratextual components. Both of these components can be further divided into more specific parts. The Czech authors J.

²⁸ Available online: <http://www.novamatura.cz/katalogy-pozadavku-1404033138.html>

Doleček, M. Řešátko, and Z. Skoupil (1975) defined 7 textual textbooks components which are presented in Table (2) below:

Textual Component	Component Function
Motivation text	Curriculum introduction; explanation of why the curriculum is taught; creating interest for student's active performance
Expository text	Telling information, knowledge, facts, and theories
Regulation text	Student's activation while reading a text in the textbook, giving instructions, et cetera
Demonstratives and Examples	Not specified
Exercises	Leading a student to aiming repetition of a specific activity and subsequently gaining skills
Questions	Activating/stimulating function – as exercises
Feedback means	Gaining information on the learning progress, e.g. key to exercises

Table 2: Textual Components of Textbooks and their Functions (Průcha 1989, 21-22).

A structure of language textbooks is quite specific. Language textbooks contain both textual and extra-textual components; however, the textual component is different from the textual component in other types of textbooks. The textual component is not represented by expository text, as it is common with textbooks, but by different types of texts (written, spoken, monologic, and dialogic, et cetera). These texts serve as a source of foreign language teaching in the textbook. The structure of textbooks should be created in a way that corresponds with students' needs. In case of the English language textbooks, there is a need of reviewing various linguistic phenomena, which the students have previously acquainted in the textbook. In order to permanently remember grammar, vocabulary, pronunciation, and the written form of language, the student must acquaint these in a context and actively practice them. It is specifically needed to review a particular linguistic phenomenon three to four times, so that the student

can again refresh their memory, and that is the reason why various phenomena are presented within textbooks repeatedly and always in a different context. The student can only understand the phenomenon and its usage and meaning properly if they see it in different contexts (Cunningsworth, 1995).

At this point, I would like to specify the English language textbooks selected for the research. The selected textbooks are the following titles: *Maturita Solutions*, *English File 3rd Edition*, and *New Headway*. The reason for choosing these titles in particular is – as stated in the answers to the University Questionnaire (2) – that these are the textbooks that were mostly used at grammar schools by the students of interpreting studies at Palacký University. All of them have the approval clause of the MŠMT.

According to § 27 of the School Act²⁹, schools can also make use of other textbooks and texts which do not have the approval clause³⁰, if they are not against the educational goals set by the school act, general education programs (the Czech RVP) or legal norms and if they comply with pedagogical and didactical principles of education. On the usage of such texts and textbooks is decided by the director of a particular school, who is responsible for the compliance with the given conditions. Therefore, there are possibilities of how to enrich the curriculum and the lessons, maybe also leading to better preparation of students for universities.

The following criteria were specified by the Ministry of Youth, Education, and Sports of the Czech Republic and they state which textbooks can be considered a complete series of textbooks³¹:

²⁹ In Czech: Zákon č. 561/2004 Sb. o předškolním, základním, středním, vyšším odborném a jiném vzdělávání

³⁰ The list of the grammar school textbooks approval clauses is available online: http://www.msmt.cz/uploads/VKav_200/ucebnice_rijen_2016/Ucebnice_rijen_2016_SS.xlsx

³¹ Report of the Ministry of Education, Youth, and Sports on the proceedings and determined conditions for granting and denying approval clauses of textbooks no. 16 854/2007-20, Prague on the 20th September 2007.

- a) the series is intended for teaching within one educational branch of study (or its part) or more educational branches of study, or for education of one or more subjects,
- b) the series is elaborated according to a unified, pre-given concept,
- c) the series allows a constant usage of the textbooks of compact series within the whole length of the study cycle of a given branch of study (for example, all the years of study of secondary education),
- d) the series allows adopting of all the expected outputs of a given branch of study (or branches of study), or a given subject (or subjects), for which the textbooks series is intended within the study cycle under letter c).

All the criteria must be in compliance with the School Act (§ 27 of Act no. 561/2004 Coll.). The possible future textbooks are revised by two independent editorial consultants who are arranged by the Ministry. They are in the exclusive contact with the ministerial staff and the financing is covered by the Ministry. The Ministry also cooperates with specialized organizations and companies, universities, and professional associations in order to maintain the best professional supervision possible. The editorial documents commenting on the textbooks are the internal documents which are not accessible to a public usage and are exclusively in hands of the Ministry. However, what is publicly and officially known is that the editorial reviewers work in compliance with General Educational Programs (*Rámcové vzdělávací programy*). Workbooks can only be granted the clause if they are a matching part of the textbooks and if the two parts are presented at the same time creating a unified set. The approval clauses must be reapproved after a given period of time of six years. However, a shorter period for reapproval can be agreed upon. The approval clause can be also prolonged up to three years. The lists of approved textbooks are presented on the official website of the Ministry of Youth, Education, and Sports of the Czech Republic, and in the Věstník MŠMT bulletin.

3.6.1 General Educational Program for Foreign Languages

The education in Foreign Language module³² follows the level of language abilities and communication skills of the A2 level according to the *Common European Framework for Languages*, which the student had gained from the previous education, and aims towards the achievement of the B1 level. The expected outputs of the **receptive speech abilities** according to RVP G³³ are the following:

The student can understand the main points and ideas of an authentic oral speech of a more difficult content on current topic; he can understand its main and also additional information. He can differentiate between individual speakers, to identify different style, emotions, attitudes of different speakers. He can understand the main points and ideas of an authentic read text or a written performance of a more difficult content on a current topic. He can identify the text structure and can distinguish between main and supplementary information, he can look up and gather information from various texts on less common topics, and can work with the gathered information. The student can derive the meaning of unknown words based on his acquired vocabulary, context, morphology, and internationalisms. ... He can comprehensively read the literature of the studied language.

The expected outputs of the productive speech skills are the following: the student can formulate his opinion clearly, grammatically correctly, spontaneously, and fluently. He can freely and clearly reproduce a read or heard text with vocabulary and linguistic structures adequate to a more difficult text. He can present a continuous speech on a given topic. He can compose a text on various topics and will express his stance. He can describe his surroundings, his hobbies, and activities in detail. He will create clear and logically structured formal and informal written texts of different styles. He can understand complex information and grammatically correctly can speak about them. He uses wide general

³² The information is retrieved and translated from Czech from Rámcový vzdělávací program pro gymnázia.

³³ Rámcový vzdělávací program pro gymnázia = General Educational Program for Grammar Schools.

vocabulary in order to give arguments, while not reducing what he wants to say. He uses various dictionaries to create a written text on an unknown topic.

The expected outputs of the interactive speech skills are the following: the student can express and defend his ideas, opinions and stances in a suitable written and oral form. He can adequately and correctly comment on and discuss different opinions of various real and imaginative texts. He reacts spontaneously and correctly in more complex, less common situations while using suitable expressions and phrases. He communicates fluently and phonetically correctly on abstract and concrete topics in less common and specialized situations. When meeting native speakers, he can start, lead, and end a dialogue, and he can engage himself in a live discussion on various topics regarding more specialized interests.

As for the Czech secondary schools curriculum of the English language, these are the **linguistic means and functions discussed:**

- **Phonetics:** word and sentence sound construction, phonetic reduction, phonetic attributes
- **Spelling:** rules of complex words, phrasing and intonation, pronunciation presentation conventions
- **Grammar:** noun and verbal phrases, morphemes, prefixes, suffixes, expressing past and future, subordinate complex sentences, complex sentences, derivation, transposition, transformation, valence
- **Lexicology:** collocations, phrases, idioms, phrasal verbs, sentence frames, terms, phrases on known topics

The communicative functions of language and text types discussed are the following:

- **stance, opinion, attitude** – agreement, disagreement, approval, request, refusal, possibility, impossibility, need, necessity, order, ban
- **emotions** – like/dislike, interest/disinterest, happiness/disappointment, surprise, amazement, fear, concern, gratitude, indifference, sympathy
- **moral attitudes and functions** - apology, forgiveness, praise, reprimand, repentance, confession, conviction
- **shorter writing** - greeting, message, greeting cards, greeting cards, invitations, reply, personal letters, official letter, application, advertisement, CV

- **longer writing** - detailed biography, narrative, an essay, a detailed description, technical description
- **read or heard text** - linguistically uncomplicated and logically structured text, the text information, descriptive, factual, documentary, artistic and imaginative
- **speaking** - description, summary, comparison, narrative, announcements, presentations, text reproduction
- **interactions** - both formal and informal conversation, discussion, correspondence, structured interview, random situation in personal and professional life, communication by phone or other media
- **information from the media** - print, radio, television, Internet, film, audio recordings, video recordings, public messages, phone

The discussed topics and communicative situations are the following:

The texts are factually and linguistically challenging but straightforward. They contain elements of artistic, journalistic, Encyclopedia and popular scientific style, subject to usual and less common, concrete and abstract topics which the student may encounter in their daily lives or while traveling to the English-speaking countries. The discussed areas are:

- **public area** - public institutions, public announcements, offices, official letters, main political parties and authorities, public meetings, public services, passports, license, performances, competitions
- **working area** - government, businesses, industry, agriculture, uncommon profession, tools and equipment, working events, employment contracts, business letters, promotional materials, manuals, job descriptions, safety
- **education area** - primary, secondary and tertiary education in the Czech Republic and in the English-speaking countries, educational organizations and clubs, professional institutions, professions and degrees of educational institutions, student assemblies, classroom equipment, debate and discussion, annotation
- **personal area** - foreign countries, home, landscape, social relationships, people, colleagues, artistic items, household supplies, equipment for sports and entertainment, health, accident, life style, unconventional holidays, unusual hobbies, recipes, novels, magazines
- **personality area** - identity, a way of self-perception, worldview lounge area - nature, environment, ecology, global issues, science and technology, progress

Education at grammar schools finished with the Czech maturita exam leads to achieving the B1 level in a foreign language. According to the *Common Framework for Languages* the level can be characterized as threshold or intermediate. It describes such a level following:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.³⁴

3.6.2 Maturita Solutions

The first assessed textbook in the practical research will be *Maturita Solutions*. This textbook was claimed to have been used by 63% of the current students of interpreting at their secondary school as they stated in their University Questionnaire (2) answers. The authors of this textbook are Tim Falla and Paul A. Davies. It has the five-level English course for teenagers, with a clear structure, supported approach to speaking, practice, and exam preparation still at its heart. The official website of the Oxford University Press (2016) describes the textbook as follows:

Lessons are achievable and motivating, and give learners specific objectives to work towards. Speaking is integrated into every lesson, with model answers and pronunciation practice teaching students how to speak accurately. Each unit has at least one writing lesson, which includes sample texts and a 'Check your work' feature. These help students improve their critical thinking, spelling, grammar, and usage of phrases. *Solutions* follows the presentation-

³⁴ Available online:

https://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages

practice-production methodology: lexis and grammar is presented in context, followed by controlled practice, free practice, and applied production.³⁵

The main objective of the five-course curriculum (elementary to advanced) is to turn all students into “active learners” and to support and motivate students to use the language confidently. The term active learning “was introduced by the English scholar R. W. Revans (1907–2003),” (Weltman 2007, 7). “Bonwell (1991) states that in active learning, students participate in the process and students participate when they are doing something besides passively listening,” (Weltman 2007, 7). Active learning is “a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement,” (Weltman 2007, 8). It is a model of instruction that focuses the responsibility of learning on learners. It was popularized in the 1990s by its appearance on the Association for the Study of Higher Education (ASHE) report (Bonwell & Eison 1991).

3.6.3 English File

This chapter introduces the next textbook used in language teaching classes at grammar schools. The authors of are Christina Latham-Koenig and Clive Oxenden. It is also used for teaching adults and young learners. The book is considered a secondary-school textbook by the Ministry. The third edition³⁶ is the latest (2013) edition, improved throughout with new digital components to use inside and outside the classroom. The *English File* concept remains the same – the lessons are fun and enjoyable and get students talking through the right mix of language, motivation, and opportunity. The latest version has updated and improved content and the components for students and teachers.

There are mainly *English File* third edition digital components, which help to make the most of teaching and learning opportunities inside and outside the

³⁵ Available online:

<https://elt.oup.com/catalogue/items/local/cz/52890/5289003/9780194551830?cc=cz&selLanguage=cs&mode=hub>

³⁶ English File accreditation number: 30633/2013, valid until 2019

classroom. The digital package includes: iTools (a digital classroom resource), iTutor and iChecker for students, Pronunciation App for mobiles, Online Workbook, Student's and Teacher's websites. The curriculum is divided into 12 lessons and 80% of them consist of updated texts and listening exercises. These are components presented both in printed and digital version for students and their teachers.³⁷

The textbook is intended for the students of four-year grammar schools, the higher level of eight-year and six-year grammar schools, also for the students of grammar schools with sport and linguistic specialization, specialized secondary schools, and other secondary schools. The time frame to cover the contents of a textbook is 120 hours while using additional materials. The educational and pedagogic strategies to which the textbook form prompts, lead to the development of the key competences. Teachers can find suitable materials when teaching particular lessons, which are connected to other subjects or other subjects cross-topics. The textbook mainly offers the texts topically connected to educational fields such as Human and society, Art and culture. The texts for other educational fields can be found in a supplementary material Culture Link.

3.6.4 New Headway

The following textbook New Headway is accredited by the MŠMT-8596/2015-1 clause, which is valid until 2021. According to the official information of the Oxford University Press, the textbook is described as follows:

- The clear, systematic, effective grammar syllabus has been retained, but has been modified where necessary for even greater clarity.
- Grammar Spots highlight key areas, getting students to analyze form and use.
- Up-to-date texts with global appeal reflect changing trends and the use of English worldwide.
- Challenging reading and listening texts from a variety of authentic sources develop comprehension skills and integrate speaking practice, usually personalized.

³⁷ The description is available online:

https://elt.oup.com/catalogue/items/global/adult_courses/english_file_third_edition/?cc=global&seILanguage=en&mode=hub

- Writing now has a separate section at the back of the book, with a fuller syllabus, providing models and follow-up activities.
- Balanced, integrated-skills syllabus
- Real-world speaking skills - Everyday English, Spoken English, Music of English
- Hot words and Hot verbs present and practice vital collocations³⁸

3.7 Language Learning and Interpreting

This chapter is meant to conclude the theoretical part of this thesis. As it has been previously said, the main activities connected to interpreting are listening, analyzing, and speaking in foreign language (for example, Jones, 1998). Other linguistic competence and training techniques are for example the shadowing ability, grammar usage, extensive active and passive vocabulary, note-taking ability, listening comprehension, prompt search for key information, memory exercises, public speaking, and pronunciation exercises. I think that it is obvious that there are more factors that influence the student's ability of becoming a good interpreter, and which would make him or her like their profession. Furthermore, I am aware of the fact that there are many factors influencing public fright, speaking abilities, or listening comprehension abilities, and other mentioned linguistic skills. This could also, for example, be aptitude, which, according to Andres and Behr (2015) is "the natural ability to acquire knowledge or skill". However, I still assume that one of the factors influencing all of them is the secondary school English preparation. The higher the quality of the English classes already at secondary schools (among others, in terms of active and passive vocabulary practice, public speaking, listening comprehension, etc.), the better the grounding for a novice interpreter. If the secondary classes of English make use of all the types of learning presented in the following Figure 4, the students might probably remember and learn the language better and more easily and would probably have a better grounding for becoming good interpreters. The following Figure 4 represents the retention of learning:

³⁸ Available online:

https://elt.oup.com/catalogue/items/global/adult_courses/new_headway/old_editions/intermediate_third_edition/?cc=fr&sellLanguage=en&mode=hub

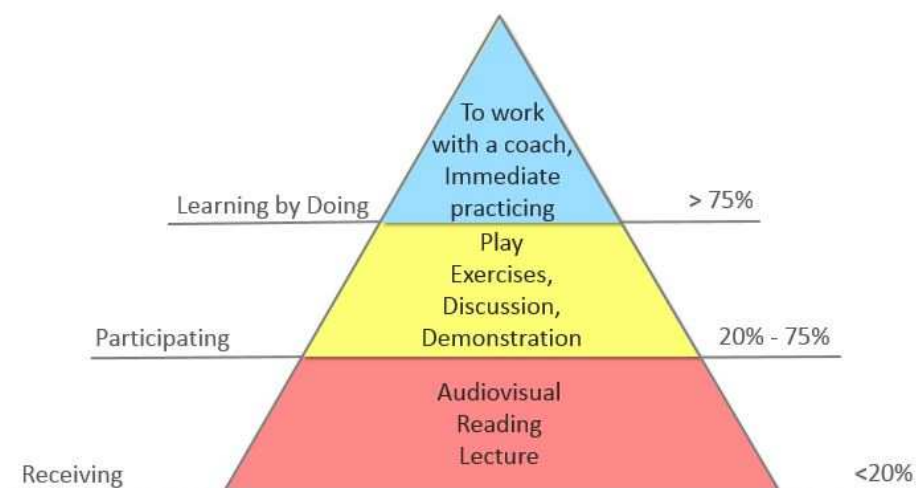


Figure 4: Retention of Learning³⁹.

As mentioned, another thing which plays a key role in becoming a good interpreter is aptitude. According to Daniel Gile (2015), the aptitudes and background of many interpreting students are different from those of the previous generations of the conference interpreters, and the didactic and institutional environments of interpreter training programs have changed since its very beginnings. But, in my opinion and speaking about Palacký University study programs for interpreting, there could still be better conditions for the interpreting training namely in terms of the students practicing their speaking skills and public speaking already at secondary school in their English classes. Then, the tutors of interpreting at university would have better and more qualified foundations to build on, and, subsequently, better and more experienced interpreters would graduate from the university programs. Andres and Behr (2015) suggest that before there were any European interpreting branches of study, interpreters started doing their work based on previous job experience, where they could have worked bilingually, or they were bilingual thanks to their family ancestry. Later on, in the 1940s and 1950s, schools of interpreting started to emerge, and from the subsequent experience, it seemed that students must have met certain prerequisites in order to finish their degree in interpreting. In my opinion, this is

³⁹ Available online:

https://upload.wikimedia.org/wikipedia/commons/0/04/Learning_Retention_Pyramid.JPG

one of the points, where the secondary school education of English seems to be very important as it, from my from my point of view, influences many of the prerequisites.

Gile (2015) summarizes that the interpreting training has to be re-examined over the time, since the situation with students is changing and the scientific research about interpreting and interpreting cognition brings new ideas about the field, in order to optimize interpreting programs and to be able to fulfill local academic and professional requirements. The teaching and learning practices should be adjusted appropriately. Globalization, communication and information technology have been changing a lot in the world of interpreting and they have also been opening up new possibilities for knowledge and skills acquisition, and self-development. These fast changes might be one of the causes why interpreter training has been and remains a central focus point of many academic writers, teachers, tutors, and has had its firm place in the both the professional, and academic interpreting literature.

4 Practical Part

The following part of the thesis represents the practical research which is conducted on three selected secondary school English textbook ranges. It provides us with the overview of the topics and aims of the research, research questions, its methodology, and finally presents and interprets the conclusions based on the results of the research and on the answers of the novice students of interpreting taken from the University Questionnaire (2).

4.1 Topic and Aims of the Research

Much has been researched in the field of English teaching at the level of secondary schools (for example, Wright, 2010) as well as there has also been much researched in the field of novice interpreters' training (for example, Seleskovitch, 1989). I, however, concentrate particularly on the connection of the secondary school textbooks of English with the novice interpreters' initial training at the bachelor's study program English for Translators and Interpreters at Palacký University Olomouc, the Czech Republic. The survey contained in my diploma thesis purposefully focuses on a specific group of students and textbooks. I hope that the results of the research will help the students of interpreting in the phase of their initial interpreting training and in easier engagement of their skills into interpreting. The results could additionally help in discovering the linguistic skills the novice students of interpreting need to practice more. The need for more practice might occur because possibly some of the skills were not sufficiently trained at secondary schools. If it was known what English language skills the novice students need to practice more, the interpreting seminars could subsequently additionally concentrate on practicing these skills in particular.

Combining that, the results could contribute to an easier adaptation of the novice students to the skill of interpreting. I am aware of the fact that the skills may vary from a student to student because of the individuality of every person, nevertheless, I think that the results might demonstrate the mainstream trend based on the selected textbooks which will provide us with at least a rough estimate of the skills that need more practicing. Additionally, and if needed (for

example, by the teacher), further research in a selected group of students could be conducted to gain more specific information.

I assume that the selected grammar school English textbooks influence the adaptation – meaning the time and the needed effort for being able to start interpreting between two languages – of a novice interpreter into the skill of interpreting. Based on this statement, I would like to propose a following hypothesis:

*The selected secondary school English textbooks **have a certain potential for the preparation for the study of interpreting. They might contain a sufficient variety and number of exercises**, which train the more general key linguistic skills needed for interpreting. However, I assume that these textbooks **cannot prepare students for more specific skills** needed for the act of interpreting. These are mainly good memory, summarizing ability, note-taking, information ordering, critical thinking, search for key information, public speaking, etc. Connectedly, the novice interpreters at Palacký University experience difficulties in their initial interpreting training due to the insufficient level of their skills coming already from their secondary school.*

The main aim of my research is therefore to investigate **the connection between the output of the selected secondary school English textbooks** within the whole four-year study, **and their potentiality on preparation for the bachelor's interpreting studies at Palacký University Olomouc**. The research of the potential of the selected textbooks will be investigated through the following explicit questions:

- 1) Are **all of the key linguistic skills** required for the act of interpreting in the initial interpreting training at Palacký University **practiced** within the selected secondary school **textbooks** of English?
- 2) Which linguistic skills are **practiced the most and which are practiced the least (or omitted)** within each secondary school textbook curriculum?

What might be the consequences of these numbers of exercises for the novice interpreters during their initial interpreting training?

The answers to these questions will determine what the potentiality of the selected textbooks for the preparation for interpreting studies at the bachelor's study program English for Translators and Interpreters at Palacký University Olomouc is and they will be presented and interpreted in chapter 4.5 Results Interpretation. Based on the hypothesis, I intend to continue with a follow-up research methodology and the presentation of the research and its results itself. I will also explain why I selected the particular skills in the hypothesis, and not any others.

4.2 Research Methodology

The practical research method of this thesis is quantitative. The research will attempt to quantify the problem stated in the introductory chapter by generating numerical data and I hope that I will transform them into usable statistics. The numerical data will be represented by the number of the selected exercises contained within each textbook. I shall focus on the application for the target group, which consists of the novice students of interpreting at Palacký University. However, in my opinion, the numbers might potentially be applicable also to other bachelor's interpreting programs in the Czech Republic with small adjustments because the grammar school English textbooks are the same or very similar and the students thus share the same grounding from their secondary school language education. As I have mentioned in the introduction, the problem is represented by the potentiality of the selected secondary English textbooks for the preparation for the study of interpreting at Palacký University. The numerical data will consist of the number of exercises contained within the selected textbooks. I will explain a detailed way of the exercises selection in the following chapter.

The second step will be to connect the quantitative outputs consisting of the exercises in the textbooks with the answers of the current students of the bachelor's interpreting program and draft conclusions from this connection. I will be looking for any facts or patterns which could arise from the connection of the

quantity of the textbooks exercises and the potential of them for the study of the interpreting program and the problems the students stated in the University Questionnaire (2) they experience during their initial interpreting training. I will also attempt to quantify the attitudes and opinions of the novice students and generalize the results.

As I have stated in the introductory part of this thesis, what led me to this research was the situation in the interpreting seminars I personally experienced, which I wanted to investigate into greater detail. I wanted to find out whether there are any problems in adaptation of the students' skills gained during their grammar school studies into interpreting skill at university, and if so, whether these problems could have been caused by the curriculum of their grammar school textbooks. I was specifically interested in was how the grammar school English textbooks can prepare their learners for the bachelor's study of interpreting. Even though I am aware of the fact that possibly not many grammar school students would opt for interpreting studies – as their curriculum is general in the Czech and there is a wide variety of possible study programs – I am interested in the textbooks which were named in the University Questionnaire (2) by the current students of interpreting and how *they prepared this specific group of students* for interpreting. As stated in the previous chapters, the problems with interpreting experienced by the novice students during their initial phase of the interpreting training may be connected to the language skills they gained from their grammar schools. Some of them may have been practiced insufficiently throughout the secondary school curriculum, which would mean that the students start their initial interpreting training with language skills insufficient for interpreting. To explain, I mean the skills that are practiced at English lessons at the Czech grammar schools (such as listening comprehension, grammar usage, good passive and active vocabulary, et cetera), not about the more specialized interpreting skills students learn at university (such as using split attention, note-taking, or applying different strategies during interpreting).

Therefore, I decided to find out, whether my presumption was right. The first step in the research was creating and distributing questionnaires in order to find out what the opinions of the students were. I have already presented the

results of the questionnaire survey at the beginning of this thesis. Based on the results containing the subjective opinions of the students, I will now continue with my research with more objective claims. The following part of the thesis will present an evaluation of the textbooks used at secondary school in English classes. I will analyze the exercises contained in the textbooks and try to find out whether they include a sufficient number of exercises needed before a student starts their interpreting training. I will particularly look for the exercises practicing abilities such as pronunciation, vocabulary, grammar, speaking, speaking in pairs, or in groups, public speaking, search for information in texts and in recordings, active and passive listening, summarizing, critical thinking including reasoning, numbering relevant information, reading comprehension, shadowing/intonation exercises and repeating, anticipating (guessing the future), et cetera. In order to create a clear evaluation of the textbooks, I will put the information into charts, where I will show how many of such exercises a particular textbook contains. For this research I selected the **textbooks named by the current novice students of interpreting** with whom I conducted the questionnaire survey and this is because I intend to concentrate on this specific research group.

The skills I will evaluate were selected with regards to the requirements of the entrance exams of the English for Translators and Interpreters bachelor's study program and the requirements of the initial interpreting training consisting of the interpreting seminars at the bachelor's study program. I have commented on the details of the entrance examinations above, so I will only briefly review the needed skills at this point. The output level of the English language of the Czech grammar schools finished with the school-leaving examination *maturita* is B1 according to CEFR. The entrance exams for the study of interpreting test the level of English, but during the interview additionally test particular skills needed for interpreting and translation studies. These are mainly: note-taking, summarizing of the content heard, switching between English and Czech in speaking, answering the questions on details they omitted, text understanding, reproduction ability, fluency, level of oral performance, grammar and vocabulary application, including idioms and phrases, memory, critical thinking, etc. Also, the ability to

get back to a text and retrospectively deduce the content is tested and general knowledge is examined. I included these skills into the following evaluation of the secondary school textbooks. Please note that all of the selected secondary school textbooks are evaluated under the exactly same criteria.

As stated in the previous chapters, I am aware of the fact that the exercises can be adjusted (for example a speaking exercise could be changed into a writing one, or a group discussion can only be discussed in pairs, depending on the teacher's instructions and a given situation), omitted by the teacher, or even misunderstood by the students resulting in practicing other skills than intended by the authors of the textbooks. However, for this research, I had to concentrate on the objective criteria by which I consider the instructions to each exercise given in the textbooks. The results of this quantitative research could possibly serve as a stepping stone for further and more thorough investigation into the initial interpreting training at Palacký University Olomouc.

To be more exact, I sorted the **instructions**, according to which I evaluated the exercises, into categories. Please note that the criteria I used for the sorting into categories were *only* the instructions, and more precisely, the imperative verbs, or other expressions if verbs were not included. Only if a case occurred in which it was not exactly clear from the instructions, how the student was supposed to deal with a particular exercise, I also took the heading of each section into account (for example the heading *Grammar*, or *Speaking and Listening*, etc.). If the instructions contained more imperative verbs or more sub-instructions, I sorted the particular exercise into two or more subsequent types. For example, if an exercise contained the instructions *listen, take notes, and then tell the class*, the exercise would be sorted as practicing listening, note-taking, and public speaking. I present the examples of the instructions containing the verbs and expressions according to which I sorted the exercises into the categories highlighted in the bold letters below:

Vocabulary: use/make/connect words, expressions, phrases; use your vocabulary notebook, “these exercises will help you with your vocabulary learning”, adjectives

Pronunciation: does the intonation go up or down, listen to pronunciation, underline the stressed words/syllables, put the words in correct columns (according to the way they are pronounced)

Listening: listen (carefully, without concentrating on particular words, to find out)

Grammar: use (and particular grammatical structure, for example, past participle of these verbs, et cetera), rewrite the sentences from (active to passive), use appropriate tense

Reading: read the text (quickly), take a look, go through

Writing: write, write down, compose (a story, et cetera)

Search for key information in recordings: answer the following questions (connected to the recording heard), fill in the blanks (filling the words heard), complete the dialogue

Search for key information in texts: answer the following questions (connected to the text read), look quickly and answer the questions

Speaking in pairs: speak/discuss/work with a partner (or in pairs), find a partner and (discuss, et cetera), describe to a partner, listen to your partner

Speaking in groups: class game, work in groups, discuss in groups

Public speaking: act out, tell the class, present your ideas, recite a poem, say (your opinion)

Meaning estimation from the context: match the meaning to the phrases from the text, what do these phrases from the text mean

Copy and repeat/intonation: copy and repeat the intonation, practice with a partner, say out loud, watch your intonation, stress the words

Note-taking: make notes, use your notes, write down

Critical thinking, reasoning: dis/agree with, give reasons, what do you think, what is your opinion, what are the differences (or pros and cons, advantages, disadvantages, for and against, et cetera)

Numbering/ordering information: number, order the information (heard, read)

Remember/memory exercises: memorize, memory game, remember, see what you remember, learn by heart

Brainstorming: brainstorm (words, ideas, what you know), make a list (of what comes to your mind), etc.

Time pressure: in two minutes (do something), as quickly as you can, speak no more than five minutes

Anticipation: guess the end, what do you think will happen next,

Summarizing: match with the summary, summarize in your own words, what is the purpose of each paragraph

Please note that I only counted the abilities practiced in all of the evaluated textbooks. There were also other instructions such as *translate*, which practice the key skills needed for interpreting, but they were not contained in all of the evaluated textbooks or were present in a very insignificant number. I also included specific vocabulary activities connected to *phrases*, or *idiomatic expressions* into the count of vocabulary exercises. In addition, all of the textbooks contain additional supplementary exercises concentrating on particular abilities such as grammar, vocabulary, or writing placed at the rear section of each textbook which I also included into the total count. Last but not least, for the reader's information, there is also an English-Czech glossary, and transcripts of recordings in all of the textbooks which contribute to the textbook coherency and the learner's advantage in language learning, but these were **not** included into the total count because they can not be assessed according to the above stated criteria being the imperative verbs, et cetera.

4.3 Selection of Evaluated Skills

At this point, my intention is to explain and reason the selection of the particular linguistic skills which I consider crucial for the initial interpreter's training and which are also trained at the secondary-school level. As I have mentioned in the previous Chapter 4.3 I selected the following skills, which I will evaluate within the textbook exercises:

- vocabulary practice and usage
- pronunciation practice
- listening comprehension

- grammar practice or usage
- reading skill
- writing skill
- search for key information in recordings
- search for key information in written texts
- speaking in pairs
- speaking in groups
- public speaking ability
- meaning estimation from the context
- copy and repeat intonation
- critical thinking ability
- order numbering
- remember/memory exercises
- brainstorm
- exercises containing time pressure
- anticipation skill
- summarizing

I particularly chose these skills because, in my opinion and speaking from my professional experience, these are the most needed skills both for the initial phase of the interpreter's training and for any further professional practice. I have personally needed all of these skills, both in the interpreting seminars and in the professional practice during interpreting. I will now comment more specifically on all of the selected skills stated above.

To begin with, the appropriate **vocabulary** usage is one of the most important skills needed for interpreting. Every interpreter must update their active and passive vocabulary, usually before every interpreting task they accept because they have the obligation (for example according to Etický kodex tlumočnicka⁴⁰) to prepare themselves for the specific language needed for the particular occasion. The vocabulary may differ from highly specialized terminology to simpler general terms – that is why the interpreter must know the contents of their work in advance to be able to prepare the glossary containing the terminology needed. Also, having some pat phrases prepared may come in hand. The vocabulary usage

⁴⁰ <http://www.tond.cz/cdn/data/content/35/Eticke-kodexy-tlumocniku.pdf>

skills is also highly connected to the interpreter's long-term and short-term memory, because they may use both some vocabulary they already know by heart as well as to move their passive vocabulary into the active-usage slot. In addition, being able to learn some terms only for the particular occasion and forgetting them right after it is part of the healthy learning process because having enough processing capacity by "emptying" it from unnecessary items is crucial for interpreting processes as, for example, Gile's (1992) models of effort suggest. As for the interpreting seminars at Palacký University Olomouc, there are specific exercises and tasks included in the curriculum which practice the students' memory and prompt application of newly-learned terms into the interpreting process.

The second selected skill is **pronunciation**, part of which are the exercises where the students copy and repeat the intonation. I distinguished the *copy and repeat intonation* exercises from the pronunciation ones because the textbooks contain a wide variety of exercises connected to pronunciation, however not all of them required application of the correct pronunciation in speaking. The pronunciation exercises are also connected to noting-down the sound one hears, or placing specific words in a correct column regarding their pronunciation, et cetera. In the interpreting seminars at Palacký University it is practiced by various tasks, for example, by shadowing as, for example, proposed by Jones (1998), which consists of an immediate repetition of meaningful chunks right after the teacher has pronounced it. The speech shadowing exercises mean that a student repeats what he hears immediately after hearing it. The reaction time between hearing a word and pronouncing it can be up to mili-seconds only. This type of exercise has been, for example, used in research upon stuttering and speech perception.⁴¹ The correct pronunciation is important during the interpreting process because if mispronounced, some of the words may be misunderstood by the listeners. It is especially important during the simultaneous interpreting process, because the listeners do not have any possibility of seeing the interpreter and to guess the meaning by other means such as visual signs, gestures, or mimics than auditory signals, as it may be possible in the consecutive mode. Not only the

⁴¹ Available online: https://en.wikipedia.org/wiki/Speech_shadowing

correct pronunciation of individual words, but also the intonation, appropriate pauses, and appropriate pronunciation of the whole meaningful units (the parts of the sentences, the whole sentences, or even longer units) creating the best message transfer intended by the speaker.

I have commented on the **listening comprehension** ability more in chapter 3.3.7 Active Listening, where I explained the two possible listening techniques described by Gillies (2013) – the bottom-up listening and the top-down listening. For the interpreters, is it specifically important to combine the two strategies together to be able to maximize their listening comprehension. It is very difficult to get used to understanding different types of speakers, some of them may bear their native accent while speaking English, some of them may have a quick pace of speaking. According to Gile's (1992) effort models, the interpreter is not able to interpret if the processing capacity is overfilled with mental operations. That is why the skill must be appropriately practiced not only in interpreting seminars. During an interpreting job, the visuals may help. These may be power point presentation slides, the speaker's mimics and gestures, or the audience's feedback (if they do laugh at jokes, or if they do not seem perplexed). The students at Czech grammar schools are taught different tactics of maximizing their listening comprehension. They need to combine their up-to-then knowledge of the language, grammar constructions, vocabulary, logic and anticipation to be able to fulfill listening tasks in a foreign language. That point is very similar to the interpreter's training, however, it is expected, of course, that the novice interpreters possess a much higher level of language and they have more experience with it.

The next skill is the ability to **apply grammar** during the interpreting process. It may be helpful in many ways. First of all, and what is taken for granted, the interpreter should speak grammatically correct. However, there are also other ways in which grammar and grammatical constructions may help. In many cases it is helpful to be aware of various syntactic constructions and morphology of words, because it may help the interpreter in the listening comprehension of the message conveyed by the speaker. Being able to distinguish what syntactic construction will follow (for example, whether it will be a question

or a simple declarative sentence) can enable the interpreter (regardless their professional experience) to anticipate parts of the future speaker's message and to process the thought quicker by maximizing the usage of the processing capacity. When the interpreter is speaking, the usage of the appropriate grammar adequate to the occasion (more or less formal constructions) may become useful and will create a professionally and confident-sounding impression on the listeners. In the interpreting training it is important to learn the connection between the grammar and the fluent flow of the message. That is why different exercises are applied and different tactics are used.

Another crucial skill needed for interpreting is **writing**, especially in connection to prompt search of key information both in listening and in written texts. The writing skill is mainly important for the consecutive mode of interpreting since there is not much – usually besides names and dates – noted-down in the simultaneous mode. The difference between the secondary school practice and the interpreting training at university is that at secondary schools the students mainly learn how to produce particular texts with different topics and aims, such as a review, a story, or a letter, while noting-down the information from listening recordings is not standing in the first place of importance. On the other hand, the interpreting training does not concentrate on producing such texts at all, it, however, focuses on being able to note-down the important information and to extract the most important meaningful chunks from the speech. The elements of the utmost importance should be noted-down to help the interpreter produce the final rendered message to the audience. Writing may be useful also for the preparation part of the interpreter's work – which happens before the interpreting task itself, when the interpreter prepare himself and creates appropriate glossaries and notes down, or summarizes, important information and data from the accessible materials. At this point, the ability to search promptly for appropriate information in recordings/videos, or written texts should be applied. Also, when interpreting in a booth, and being the one of the two interpreters who is not interpreting at a particular time, your task is to help your colleague with any information or any terms needed – the ability of a quick orientation in texts and the speech is very important here, as the you must find (in accessible materials,

such as power point presentations, the internet, or any other sources) and transfer the information to the interpreting colleague and he must apply the new knowledge and transfer it to the audience as quickly as possible in order not to interrupt the flow of the rendered speech.

I divided the category of **speaking** into three parts – the speaking in pairs, speaking in groups and public speaking. The reason for this division is that the ability of speaking in a foreign language is a very wide term and there are numerous exercises included in the grammar-school textbooks. I also think that there must be different skills involved when speaking in a pair, speaking within a bigger group of people, and speaking publicly in front of an audience. From my personal experience, all of these skills are needed for the interpreting service. As for speaking in pairs, it can be connected to the occasion of speaking with your booth colleague, with the speaker, or with your client. Regarding the group-speaking skill – in my opinion, it is needed to understand who should speak at which moment and what your exact role within the group is. Public speaking ability connects the ability of speaking in a foreign language (while applying the correct syntactical, semantic, or pragmatic rules), stage performance (being aware of one's gestures, mimics, appropriate eye contact and other body signs), and speaking aloud in accordance with the acoustics of a specific room. As I have already specified sooner in this diploma thesis, as many experts, such as Gile (1992), or Nolan (2005) suggest, public speaking is an undisputable part of a novice interpreter's training. Since it is one of the most difficult skills to adapt, because very many people experience stage fright while there is the audience listening and one has to combine it with the interpreting skills.

Speaking personally, the skills of the meaning estimation and anticipation are closely tied together. Both of them help the interpreter in the time pressure and, once again, these are strategies which may help in "cleaning" the processing capacity of the brain needed for other interpreting processes such as split attention, using different types of memory, or deciding what the most important parts of the speech are.

As for the ability of **critical thinking**, I think that it is crucial for the interpreter to be able to distinguish between different sentence structures used by

the speaker mainly in long speeches, often used by politicians. I assume that being able to think critically about a given situation or statement means that you are able to understand the argumentation and stances of the speakers too. This may help the interpreter in a better communion with the speaker and possibly in sounding more persuasive and real.

Numbering and **ordering** information heard is mainly important for the consecutive mode in interpreting, since the simultaneous mode is very fast and there is not much time left for performing such steps. In my opinion, these skills are also connected to summarizing because all of them require understanding the significance of various information heard. The skill of note-taking is the output of being able to summarize the most valid information and numbering and ordering information is part of it. However, I did not include it in the total count because there was not a significant number of exercises present in the selected textbooks (there were less than 5 per book).

As for the exercises practicing work under **time pressure**, I decided to include them in the count because the time pressure is present during all types of interpreting. During the simultaneous interpreting mode the time pressure is present all the time during the whole process of interpreting and that is why there has to be a sparing interpreter who will second the first one in order not to get exhausted and create mistakes. In the consecutive mode, the time pressure is a bit different, nevertheless also present. The forms of the time pressure in this mode are first during the time when the speaker speaks and the interpreter must note down all the needed information for the following interpreting, and second at the time of interpreting itself. At that time the interpreter should not be too quick nor too slow because there is usually a time schedule which has to be fulfilled, for example during conferences, and the speaker and part of the audience may become impatient if the interpreting lasts longer than needed. That is why the interpreter must opt for the most relevant information that needs to be rendered and avoid lengthy rewording and re-expressing the same information again and again.

One of the other things needed for interpreting is good **memory** and using it efficiently. That is why there are many memory exercises present in the initial

interpreting training at Palacký University. These exercises, and also the brainstorm exercises are important mainly in the preparation phase before the interpreting takes place. This is the time when the interpreter sits down with the information about a particular task he has and tries to prepare himself for the future task. This should happen by reviewing the specific terminology needed for the future occasion, reading or watching all accessible materials, and trying to brainstorm the ideas connected to the occasion and prepare what is needed for the task.

Last but not least, **search for the key information in recordings** and **search for the key information in written texts** is also very important for the novice interpreters during their training. That is mainly because being able to distinguish the key information helps make use of the processing capacity of the interpreter's brain more effectively and leave more space for other interpreting processes. As a result, the target text, or the product, of the interpreting should be of a better quality and sound well to the listeners. To conclude this chapter, there are many skills needed for interpreting and for the initial interpreter's training. However, I had to choose those skills which are important both during the initial interpreter's training and at the level of secondary school language education.

4.4 Secondary School Textbooks Evaluation

In this chapter I shall focus on the quantitative evaluation of the selected secondary English textbooks. I will now briefly present the textbooks that will be evaluated and the following subchapters will contain more detailed charts showing the quantity of the selected exercises in each textbook. There is also a finalizing chapter 4.5 which summarizes the results into an overall synthesis and presents the conclusions of the research.

The first evaluated textbooks are the *English File 3rd edition*. The textbook I shall begin with is the *English File Intermediate 3rd Edition* with its input level B1 and its final output at the beginning of the B2 level. The textbook has 10 lessons in total divided into shorter sections. The textbook following the Intermediate one is the Upper-Intermediate textbook, which is the textbook that the Czech grammar school curriculum finishes with. The *English File Upper-*

Intermediate 3rd Edition starts at the beginning of the B2 level, and its output level is the end of the B2 level according to the CEFR.

The second range of textbooks I decided to evaluate is *Maturita Solutions*. There will also be two textbooks evaluated, the first one is the *Maturita Solutions Intermediate*, and the second one is the *Maturita Solutions Upper-Intermediate*. The first title starts with the B1 level and finishes at the beginning of the B2 level, while the second following title finishes at the beginning of the C1 level according to CEFR.

The last selected range of textbooks is *New Headway*, also containing two textbooks which are used within the four-year grammar school curriculum. The two textbooks are *New Headway Intermediate, the Third Edition* starting with the B1 level and finishing at the beginning of the B2 level, and its following *New Headway Upper-Intermediate, the Third Edition* finishing with the B2 level. A more detailed quantitative evaluation of the exercises contained within the named textbooks will now follow.

4.4.1 English File

In order to suffice the clarity of the counted exercises I have divided every textbook evaluation into a separate chart containing the task types on the left and the number of their occurrence on the right. The following Chart 1 shows the quantity of the particular exercises connected to the specific prerequisites and skills needed for the initial interpreting training. The first Chart 1 represents the numbers of exercises included in the *English File 3rd edition Intermediate* textbook:

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	194
PRONUNCIATION	65
LISTENING	276
GRAMMAR	96
READING	99
WRITING	22
SEARCH FOR KEY INFORMATION IN RECORDINGS	124
SEARCH FOR KEY INFORMATION IN	63

WRITTEN TEXTS	
SPEAKING IN PAIRS	151
SPEAKING IN GROUPS	22
PUBLIC SPEAKING	81
MEANING ESTIMATION FROM CONTEXT	17
COPY AND REPEAT INTONATION	41
NOTE-TAKING	11
CRITICAL THINKING	18
ORDER NUMBERING	8
REMEMBER/MEMORY	43
BRAINSTORM	10
TIME PRESSURE	5
ANTICIPATE	18
SUMMARIZE	5
TASKS IN TOTAL	1369

Table 3: English File Intermediate 3rd edition.

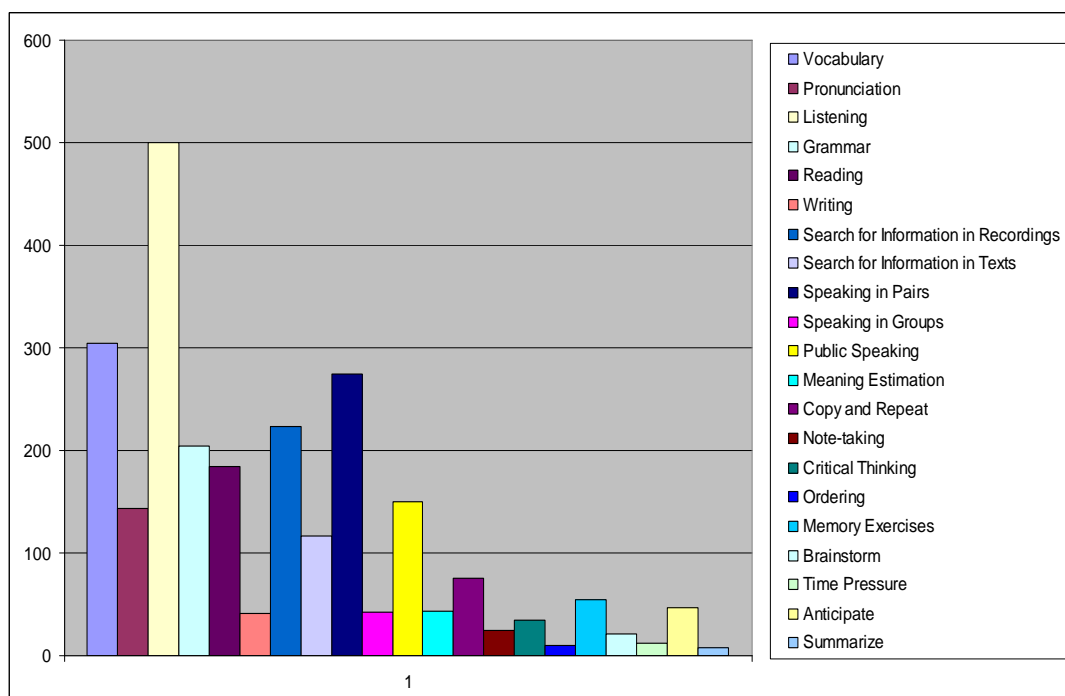
The following Chart 2 shows the quantity of the particular exercises occurring in the Upper-Intermediate *English File* 3rd edition textbook:

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	111
PRONUNCIATION	78
LISTENING	224
GRAMMAR	108
READING	85
WRITING	19
SEARCH FOR KEY INFORMATION IN RECORDINGS	99
SEARCH FOR KEY/ INFORMATION IN WRITTEN TEXTS	54
SPEAKING IN PAIRS	123
SPEAKING IN GROUPS	20
PUBLIC SPEAKING	69
MEANING ESTIMATION FROM CONTEXT	26
COPY AND REPEAT/ INTONATION	35

NOTE-TAKING	14
CRITICAL THINKING	17
ORDER NUMBERING	2
REMEMBER/MEMORY	12
BRAINSTORM	11
TIME PRESSURE	7
ANTICIPATE	29
SUMMARIZE	3
TASKS IN TOTAL	1146

Table 4: English File Upper-Intermediate 3rd edition.

To sum it up, the Graph 1 present below shows the total number of exercises contained within the two evaluated *English File* textbooks, which are used within the whole four-year curriculum of the Czech grammar schools. The meaning of the bars colors is explained on the right in the legend and each color represents a different type of exercise.



Graph 1: Total Number of Exercises – English File.

As it may be seen from the graph and from the previous Charts 3 and 4, the most practiced key competences, as for the present quantity, are those which practice the listening comprehension (20%), vocabulary (12%), and speaking in pairs

(11%). On the other hand, the least practiced exercises are summarizing, time pressure exercises, or ordering/numbering.

4.4.2 *Maturita Solutions*

The other textbooks which I evaluated are the *Maturita Solutions*. Chart 5 below shows the quantity of the exercises contained in the *Maturita Solutions Intermediate* grammar school textbook.

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	147
PRONUNCIATION	9
LISTENING	105
GRAMMAR	190
READING	130
WRITING	34
SEARCH FOR KEY INFORMATION IN RECORDINGS	84
SEARCH FOR KEY INFORMATION IN WRITTEN TEXTS	126
SPEAKING IN PAIRS	93
SPEAKING IN GROUPS	5
PUBLIC SPEAKING	87
MEANING ESTIMATION FROM CONTEXT	20
COPY AND REPEAT/ INTONATION	8
NOTE-TAKING	18
CRITICAL THINKING	26
ORDER NUMBERING	13
REMEMBER/MEMORY	3
BRAINSTORM	11
TIME PRESSURE	1
ANTICIPATE	13
SUMMARIZE	9
TASKS IN TOTAL	1132

Table 5: *Maturita Solutions Intermediate*.

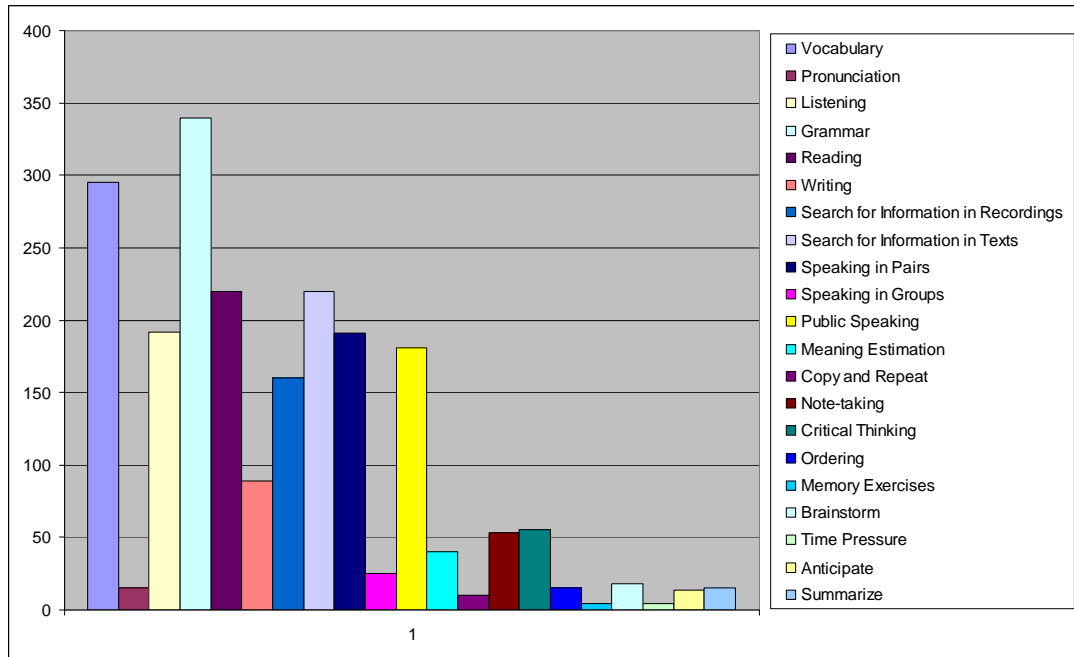
The following Chart 6 contains the numbers showing the evaluation of the exercises in the *Maturita Solutions Upper-Intermediate* textbook. It presents the

number of each particular exercise connected to the particular abilities practice, which are contained within the textbook.

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	148
PRONUNCIATION	6
LISTENING	87
GRAMMAR	150
READING	90
WRITING	55
SEARCH FOR KEY INFORMATION IN RECORDINGS	76
SEARCH FOR KEY INFORMATION IN WRITTEN TEXTS	94
SPEAKING IN PAIRS	98
SPEAKING IN GROUPS	20
PUBLIC SPEAKING	94
MEANING ESTIMATION FROM CONTEXT	20
COPY AND REPEAT/ INTONATION	2
NOTE-TAKING	35
CRITICAL THINKING	29
ORDER NUMBERING	2
REMEMBER/MEMORY	1
BRAINSTORM	7
TIME PRESSURE	3
ANTICIPATE	1
SUMMARIZE	6
TASKS IN TOTAL	1024

Table 6: Maturita Solutions Upper-Intermediate.

The following Graph 2 represents the total amount of exercises contained within the whole four-year curriculum of the Czech grammar school. The exercises were again sorted according to various linguistic skills that are essential during the initial interpreter's training.



Graph 2: Total Number of Exercises – Maturita Solutions.

The results of the quantitative analysis show that within the curriculum of the *Maturita Solutions* textbooks, the grammar skill (16%), vocabulary (14%), and reading (10%) is practiced the most. On the contrary, the least practiced exercises are the ones connected to time pressure, memory tasks, and pronunciation – the copy and repeat session.

4.4.3 New Headway

Another following Chart 7 represents the number of the particular exercises connected to the skills an interpreter needs for his initial training contained within the *New Headway Intermediate* textbook:

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	78
PRONUNCIATION	11
LISTENING	114
GRAMMAR	130
READING	53
WRITING	40
SEARCH FOR KEY INFORMATION IN RECORDINGS	83
SEARCH FOR KEY INFORMATION IN	60

WRITTEN TEXTS	
SPEAKING IN PAIRS	96
SPEAKING IN GROUPS	38
PUBLIC SPEAKING	78
MEANING ESTIMATION FROM CONTEXT	10
COPY AND REPEAT/ INTONATION	31
NOTE-TAKING	10
CRITICAL THINKING	9
ORDER NUMBERING	3
REMEMBER/MEMORY	5
BRAINSTORM	6
TIME PRESSURE	1
ANTICIPATE	7
SUMMARIZE	2
TASKS IN TOTAL	865

Table 7: New Headway Intermediate.

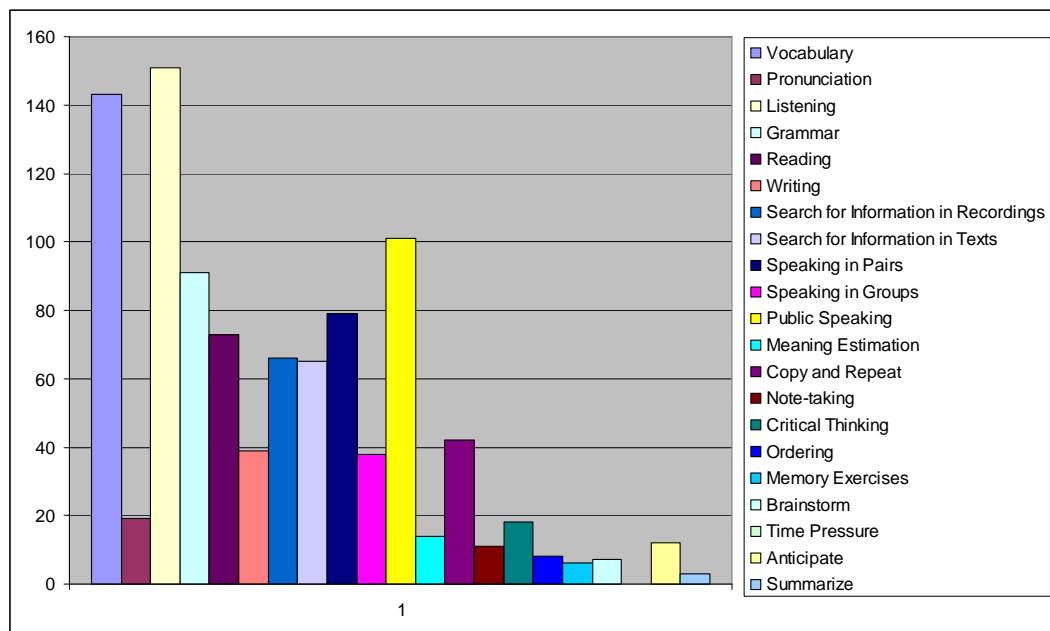
The following Chart 8 below shows the quantitative results of the exercises included in *New Headway Upper-Intermediate* textbook:

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	143
PRONUNCIATION	19
LISTENING	151
GRAMMAR	91
READING	73
WRITING	39
SEARCH FOR KEY INFORMATION IN RECORDINGS	66
SEARCH FOR KEY INFORMATION IN WRITTEN TEXTS	65
SPEAKING IN PAIRS	79
SPEAKING IN GROUPS	38
PUBLIC SPEAKING	101
MEANING ESTIMATION FROM CONTEXT	14
COPY AND REPEAT/ INTONATION	42

NOTE-TAKING	11
CRITICAL THINKING	18
ORDER NUMBERING	8
REMEMBER/MEMORY	6
BRAINSTORM	7
TIME PRESSURE	0
ANTICIPATE	12
SUMMARIZE	3
TASKS IN TOTAL	986

Table 8: New Headway Upper-Intermediate.

Graph 3 below represents the total number of exercises contained in the whole four-year curriculum of the *New Headway* used at the Czech grammar schools.



Graph 3: Total Number of Exercises – New Headway.

As it may be clearly seen from the results presented in Graph 3, the exercises practiced the most are listening comprehension (14%), vocabulary (12%), and public speaking (10%). On the other hand, the least trained abilities are summarizing, memory, and time pressure. The memory and time-pressure exercises scored zero in the total count.

4.5 Results Interpretation

In this concluding chapter of the practical part of the thesis I would like to comment on and further interpret the results of the research conducted on the selected secondary English textbooks. As previously mentioned, all of the evaluated textbooks were selected according to the answers of the current novice students of interpreting as stated in the University Questionnaire (2). 63% of the participating students claimed that they used *Maturita Solutions* in their secondary school English classes; *New Headway* and *English File* were used less, but also named. I shall concentrate on the attributes that were shared, as the quantitative research showed, and I will also attempt to highlight the differences. The individual numbers of the exercises within particular textbooks have been presented in the previous charts. This chapter will, therefore, focus only on the connections between the results. I shall also complement the attributes description with a commentary on the possible influence these attributes might have on the initial training of the novice interpreters. By the attributes I mean the number of the particular exercises contained within the selected textbooks. Finally, this chapter will attempt to connect the shared attributes analysis with the university student's answers to the University Questionnaire (2) and draw conclusions from this connection.

At first I shall start with the **shared attributes**. Speaking from the quantitative results of the contained exercises, there are various attributes the textbooks have in common. First of all, most of the contained exercises in the *English File* textbooks as well as the *New Headway* are those which practice 1) the **listening comprehension**. This might suggest that the textbooks provided the students with enough listening exercises during their grammar school curriculum and that there was quantitatively enough potential to sufficiently practice this particular skill. As a result for the initial interpreter's training, the high number of the listening exercises might suggest that the students who used these textbooks during their secondary school should be well prepared for the understanding of the original speech that should be interpreted and various speakers because the skill was practiced a lot according to the textbook curriculum. However, this might not always be true because the novice interpreters must cope with a lot of

different accents, dictions, or topics the speakers make use of, and which may have not been previously practiced at grammar schools.

Another shared attribute is the occurrence of 2) **vocabulary** exercises. **All of the textbooks** placed the vocabulary exercises on the **second** place in the total count. If the textbooks were the only influencing factor, this would mean that the skill has the potential to be sufficiently practiced within the grammar school curriculum and the later novice interpreters should not have major issues during their initial interpreting training connected to insufficient active and passive English vocabulary. However, this might not always be applicable since the grammar school curriculum practices only more general vocabulary and does not practice specialized terminology, while an interpreter's job might require its knowledge.

It is interesting that both in *English File* and *New Headway* the exercises practicing a type of 3) **speaking** (speaking in pairs in *English File* and public speaking in *New Headway*) gained the **third** place, while *Maturita Solutions* does not concentrate on this key linguistic competence and it did not reach the score for the first three positions. A type of speaking exercises scored only the fifth to sixth position in the total count. It rather focuses on grammar exercises, probably because it aims to prepare the students mainly for the maturita written didactic test. In my opinion, it is a shame that it does not practice the practical language applicable in daily situations that much.

Another interesting thing is also that all of the selected secondary school textbooks contain a **very low number of 4) more specific skills**, which are needed for the act of interpreting. These are, for example, working under time pressure, note-taking, information ordering, brainstorming, anticipating, summarizing, or memory training exercises. This result might suggest that the grammar school textbooks do not concentrate on more specific linguistic skills but only on the general language knowledge and the skills connected to the daily life situations when the foreign language knowledge is needed. The textbooks also concentrate on the preparation for the maturita exam as, for example, the case of *Maturita Solutions* and its extensive occurrence of the grammar exercises show. This could result in uncomfortable situations during the university initial

interpreter's training because it might suggest that the students who used these textbooks during their secondary school classes may not be well prepared and adjusted to working under time pressure, they do not have a well-trained and well-managed memory, they can not easily order and summarize the most important and key information. Therefore, these skills need an in-depth and additional training; otherwise the unpreparedness of the novice's skills may cause unpleasant situations during interpreting and needless amount of stress. According to the already mentioned NIOSH (2003) model of job stress, this may result in a degradation of the interpreter's production and in overall problems with learning the interpreting skill during the initial phase of the training. Kurz (2003) suggested that the stressful situations "occur when the requirements of the job do not match the capabilities, resources or needs of the worker". The job may here be understood as the task within the initial interpreter's training.

At this point, the chapter will attempt to discover whether there are any connections between the evaluated textbooks and the answers of the novice students' of interpreting. According to the University Questionnaire (2) and its question 12, the students think that their English language textbook they used in their secondary school concentrated mainly on the exercises practicing grammar, vocabulary, and listening comprehension (in that order). The lowest result gained shadowing exercises and note-taking. In my opinion, this reflects the connection with the quantitative research, since the results has shown that all the selected textbooks contain very low number of the specialized exercises needed for interpreting. It also shows that the students remember the skills they practiced the most, and what their textbooks did not put emphasis on, because their answers correspond with the quantitative results of the number of contained exercises.

In question 13, the students were asked to evaluate the usage of the skills they practiced within their secondary school English language curriculum and which they use now in their interpreting seminars as the novice interpreters. The first place took the listening comprehension, the second place gained vocabulary, and the third place took speaking (239), almost together with grammar (238). The lowest score gained shadowing exercises and note-taking. As the results show, also the selected textbooks placed these types of exercises on the same or very

similar positions. This would again mean that the textbooks have a great impact on the learner and that they have a certain influence even on the first-year students at university.

In question 14 the students were asked to assess their skill level which they gained at their secondary school with regards to the level they now need for the initial interpreting training. They assessed the listening comprehension, speaking, and grammar the highest, while memory training and note-taking gained the lowest points. This might suggest that their grammar school textbooks practiced listening, speaking, and grammar the most, and it did not practice the other specific skills. The answers correspond with the findings of the quantitative research on the selected textbooks.

In the last question 15 the students were asked to select the linguistic skills that are the most difficult for them with regards to their initial interpreting training and which they would like to practice more in the interpreting seminars. The students claimed that they mostly need to enhance and practice note-taking, memory, and public speaking. On the other hand, they did not feel they need to practice listening comprehension, quick orientation in texts, and pronunciation that much. As the listening comprehension was one of the mostly practiced skill in the selected textbooks, it suggests that this might be the reason why the students claim they don't need further practicing. However, quick orientation in texts and pronunciation exercises gained rather medium positions in the research. This might mean that the students think they do not need to use these skills in interpreting (which is not true because, as mentioned in the theoretical part of the thesis, there are several occasions when an interpreter must use these skills). The skills they say they need to practice are, once again, more specific interpreting skills, which are not mostly included in the selected textbooks, and they are subsequently not trained sufficiently. However, we must take into account that the participating group did not consist of experienced interpreters and that they only commented on their initial interpreting training. It is highly possible that they did not experience all the possible situations an interpreter may encounter and that might be the reason why they answered accordingly.

Speaking personally, the above results interpretation provides us with a basic insight into the connection of the selected secondary school English textbooks and their influence and potential for the initial interpreting training at university. From what the research has shown, the selected secondary school textbooks more or less influence the initial interpreting training at Palacký University. The results have exposed that there is a connection between the number of exercises in a textbook and the opinions of the current novice students of interpreting. However, it would be good to conduct a more thorough research into this field because there are many more factors influencing the student's language skills and the initial interpreting training. These factors may be the teacher's personality, motivation, aptitude and talents, genetic predisposition, extracurricular linguistic activities, et cetera. The results of this practical research might, however, shed some light on the secondary textbooks – interpreting training issue and suffice as a stepping stone for any further research.

5 Conclusion

While studying the interpreting studies at Palacký University Olomouc, I additionally decided to study the Teaching Qualification program, which enables the students from different faculties than pedagogical to teach. This is what partly led me to the idea of the topic of this diploma thesis. The other part of the inspiration came from the feedback of my fellow students and my own experience from the initial interpreting seminars. The novice students experienced a lot of stress and difficulties when interpreting in their initial interpreting seminars. The act of interpreting is a demanding process itself, and, while combined with speech anxiety, employing different skills and efforts altogether, it might be sometimes too demanding for the novice student.

Before writing this diploma thesis, in order to be able to specify the hypothesis, I decided to conduct an exploratory research which would help me better understand the underlying problems. The pre-survey was conducted in the form of two questionnaires submitted to two groups of participants. The first one was the grammar school students, while the second one consisted of the novice students⁴² of interpreting at Palacký University. While I did not utilize the first group data because they primarily concentrated on the skill of speaking in English and I had to widen the scope to more linguistic skills, the thesis attempted to integrate the answers and opinions of the university students into its practical research.

The students' opinions and my personal experience led me to the main aim of the thesis, which was to investigate **the potentiality of the selected secondary English textbooks with respect to the preparation for the study of interpreting at the university**. My hypothesis was that the selected textbooks have a certain potential of preparing the students for interpreting, however, not all the key skills needed for the act of interpreting would be practiced sufficiently (into the extent which would not later cause problems during interpreting).

⁴² The novice students of the bachelor's study program English for Translators and Interpreters, the school year 2015/2016.

The thesis was divided into the theoretical and the practical part. On the one hand, the theoretical part focused on the demands of the interpreter's profession, and the language skills that are needed for interpreting such as anticipation, stress management, good memory, search for key information, active listening, or summarizing, et cetera. Additionally, it concentrated on the description of the interpreting studies at Palacký University, and on the English language at the Czech grammar schools. On the other, the practical part consisted of the quantitative analysis of the selected secondary school English textbooks. The analysis was conducted on the exercises contained in each textbook. The analyzed textbooks were *Maturita Solutions*, *New Headway*, and *English File* (all of them consisting of the *intermediate* and *upper-intermediate* level), especially because these were the textbooks named by the novice students of interpreting in the pre-survey. The analysis attempted to discover the number of exercises in each textbook, which practiced some of the key skills needed for the act of interpreting. The skills to be included within the analysis were vocabulary practice and usage, pronunciation, listening comprehension, grammar usage, reading, writing, search for key information in recordings and in written texts, speaking in pairs, or in groups, and public speaking, meaning estimation from the context, copy and repeat intonation, critical thinking ability, ordering information, memory exercises, brainstorming, exercises with time pressure, anticipation skill, and summarizing. Consequently, I performed a comparison of the results of the total counts of the exercises contained in each range of textbooks and of the answers and opinions of the novice students of interpreting.

The results showed that the textbooks have a certain potentiality to prepare the students mainly for the less specific skills, which also corresponds with the students' pre-survey answers. They claimed they do not need to practice listening comprehension, vocabulary usage, pronunciation, or speaking more. However, as for the more specific skills, such as note-taking, memory training, anticipating, or summarizing, the textbooks do not contain a sufficient number of exercises practicing these skills. This also corresponds with the students' answers – they suggested that they need to practice these skills more in their interpreting seminars.

In conclusion, the hypothesis was proved right – the selected secondary school English textbooks have a certain potentiality for the preparation of the student for interpreting at the university, however, they may sufficiently develop only more general skills such as active listening, reading, grammar usage, or using vocabulary, while the more specific skills such as note-taking, anticipation, or summarizing are not inculcated sufficiently. Nevertheless, it would be necessary to conduct a more thorough and longer research, because secondary school English textbooks are not the only factor influencing the issues the novice interpreters experience. At the level of secondary schools, there might be a much wider spectrum of factors that should be investigated, such as the teacher's impact on the class, motivation of the students, or their aptitude. It is hoped that the research of this diploma thesis may be considered a useful stepping stone for any further research into this area and that it will help the future novice interpreters and possibly their lecturers with understanding what skills in the English language the novices need to train and focus on more. That might be one of the possible ways to lead and motivate the novice interpreters to become successful professionals, who cherish their vocation.

6 Resumé

Tato diplomová práce vychází z vlastních zkušeností ze studia tlumočnictví na Univerzitě Palackého v Olomouci a snaží se výsledky svého výzkumu pomoci začínajícím tlumočnickům při jejich základním tlumočnickém výcviku a pomoci jim v nalezení a definování problémů spojenými s jejich jazykovými dovednostmi v anglickém jazyce, které jim mohou bránit se v tlumočení posouvat dále a mohou způsobovat potíže při základním tlumočnickém výcviku. Práce je rozdělena na teoretickou a praktickou část.

Teoretická část práce se především věnuje popisu klíčových jazykových dovedností v anglickém jazyce, které potřebuje začínající tlumočnick pro svůj základní tlumočnický výcvik na vysoké škole. Blíže také popisuje, jaké složité situace může tlumočnick při výkonu svého povolání zažívat a jak se s nimi může vypořádat. V neposlední řadě také popisuje výuku jazyka na českých gymnáziích a blíže představuje vybrané zkoumané středoškolské učebnice anglického jazyka.

Praktická část práce se skládá z metodologie výzkumu, z výzkumu samotného a z interpretace výsledků výzkumu, kterým je analýza potenciálu vybraných středoškolských učebnic anglického jazyka na přípravu pro studium tlumočení. Analýza je především scientometrická a zkoumá počet obsažených cvičení v jednotlivých učebnicích, které procvičují vybrané dovednosti nutné pro tlumočení. Interpretace výsledků hledá spojitosti mezi tím, do jaké míry vybrané učebnice anglického jazyka na gymnáziích procvičují vybrané jazykové dovednosti v anglickém jazyce, které jsou později potřebné v základním tlumočnickém výcviku na vysoké škole a tím, jaké problémy studenti skutečně během tlumočení zažívají. Problémy vyplývají z uvedených odpovědí ve dříve provedeném dotazníku.

Práce tedy zjišťuje, jaký je potenciál těchto učebnic pro přípravu na studium tlumočení. Snaží se specifikovat, které dovednosti nejsou během studia na gymnáziu procvičovány dostatečně a mohou tak způsobovat pozdější problémy studentů při tlumočení. Kvantitativní analýza cvičení procvičujících klíčové dovednosti v anglickém jazyce potřebné pro tlumočení obsažených v těchto učebnicích představuje praktický výzkum této diplomové práce. Výsledky výzkumu se snaží pomoci budoucím začínajícím tlumočnickům v jejich

počátečním výcviku tím, že upozorňují na to, které dovednosti tlumočnickům v seminářích chybí a potřebovali by je dále procvičovat. Práce je chápána jako odrazový můstek pro další, hlubší výzkum, protože středoškolské učebnice anglického jazyka nejsou jediným faktorem ovlivňujícím potíže při tlumočení.

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10 Abstract

Autor:	Bc. Markéta Ondřeková
Studijní obor:	Angličtina se zaměřením na tlumočení a překlad
Katedra:	Katedra anglistiky a amerikanistiky FF UPOL
Název česky:	Příprava na bakalářský studijní obor tlumočnictví Univerzity Palackého v Olomouci (Potenciál vybraných středoškolských učebnic anglického jazyka)
Název anglicky:	Preparation for Bachelor's Interpreting Studies at Palacký University Olomouc (Potential of Selected Secondary School English Textbooks)
Vedoucí práce:	Mgr. Marie Sandersová, PhD.
Počet stran:	118
Počet znaků:	209 642 znaků
Počet referencí:	84
Klíčová slova v ČJ:	jazyková úroveň, jazykové dovednosti, tlumočení, překlad, paměť, tlumočnická notace, tlumočnickí začátečníci, střední školy, gymnázia, učebnice, tlumočnický výcvik
Klíčová slova v AJ:	language level, language skills, interpreting, translation, memory, note-taking, novice interpreters, secondary schools, grammar schools, textbooks, interpreting training
Anotace v ČJ:	Záměrem této diplomové práce je pomoci začínajícím tlumočnickům v jejich základním tlumočnickém výcviku a pomoci jim nalézt a definovat problémy spojené s jejich jazykovými dovednostmi v anglickém jazyce, které jim mohou bránit se v

tlumočení posouvat dále. Z tohoto důvodu se tato diplomová práce zaměřuje na hledání spojitostí mezi tím, do jaké míry vybrané učebnice anglického jazyka na gymnáziích procvičují vybrané jazykové dovednosti v anglickém jazyce, které jsou později potřebné v základním tlumočnickém výcviku na vysoké škole a tím, jaké problémy studenti skutečně během tlumočení zažívají. Práce tedy zjišťuje, jaký je potenciál těchto učebnic pro přípravu na studium tlumočení. Snaží se specifikovat, které dovednosti nejsou během studia na gymnáziu procvičovány dostatečně a mohou tak způsobovat pozdější problémy studentů při tlumočení. Analýza těchto učebnic představuje praktický výzkum této diplomové práce.

Anotace v AJ:

The main aim of this diploma thesis is to help the novice interpreters with their initial interpreting training and help them find and define the issues connected to their English language skills, which can prevent them from adopting the skill of interpreting. For that reason, this diploma thesis focuses on finding the connection between how selected English grammar school textbooks exercise selected English language skills, which are later needed in the initial interpreting training at university and what problems the students actually experience during interpreting. The thesis tries to find out the potential of these

textbooks for the study of interpreting. It attempts to specify what skills are not exercised sufficiently in the grammar school curriculum and therefore might be the cause of the subsequent problems the students experience during interpreting. The analysis of the selected textbooks represents the practical part of this diploma thesis.

11 Annexes

11.1 Grammar School Questionnaire (1)

- 1) How many students are there in your language group during a usual English lesson (not a substitution) at maximum?
 - a. Less than 10 students.
 - b. 10 to 15 students.
 - c. 15 to 20 students.
 - d. More than 20 students.
- 2) Do you learn English also in any extracurricular way? How?
 - a. No, only at school.
 - b. Yes, I attend individual lessons.
 - c. Yes, I attend a language school.
 - d. Yes, I go for language stays in foreign countries.
 - e. Other. Please state:
- 3) What is the easiest for you in your English lessons at school?
 - a. Listening comprehension exercises.
 - b. Grammar exercises.
 - c. Exercises in pairs – dialogues.
 - d. Public speaking in front of the classmates.
 - e. Writing exercises.
 - f. Other. Please state:
- 4) What is the most difficult for you in your English lessons at school?
 - a. Listening comprehension exercises.
 - b. Grammar exercises.
 - c. Exercises in pairs – dialogues.
 - d. Public speaking in front of the classmates.
 - e. Writing exercises.
 - f. Other. Please state:
- 5) How often do YOU PERSONALLY have a chance to speak English during your English lessons at school?
 - a. Every lesson.
 - b. Once a week.
 - c. Less than once a week.
 - d. Other. Please state:
- 6) Do you also attend extra English lessons at school (a seminar)?
 - a. Yes.
 - b. No.

- 7) Do you consider the extra English lessons being useful for you?
- Yes, such as the usual English classes are. Why:
 - Yes, on contrary to usual English classes. Why:
 - No.
- 8) Do you like speaking in English during your usual or extra English lessons at school?
- Yes.
 - No, I am shy in front of others.
 - No, I can not speak English.
 - No, I commit too many mistakes.
 - No, I do not know how to express myself, I did not have sufficient vocabulary.
 - No, I do not like speaking in general.
 - Other. Please state:
- 9) Would you like to speak English more during your usual or extra English lessons at school?
- No, I am satisfied with the current state.
 - Yes, I would like to speak in pairs more.
 - Yes, I would like to practice public speaking.
- 10) What would you change in your usual or extra English lessons? Please state:

11.2 University Questionnaire (2)

- 1) How many students were there in your language group during a usual English class (not a substitution) at maximum at secondary school?
- Less than 10 students.
 - 10 to 15 students.
 - 15 to 20 students.
 - More than 20 students.
- 2) Do you consider this number from a point of view of a student of ATP interpreting studies as suitable for the education of English language?
- Yes.
 - No. Please state the reason:_____.
- 3) What type of secondary school did you attend?
- Grammar school (Všeobecné gymnázium).
 - Language grammar school.
 - Business academy.
 - Other, please state:_____.
- 4) Did you learn English also in any extracurricular way at secondary school? How?
- No, only at school.
 - Yes, I attend individual lessons.
 - Yes, I attend a language school.
 - Yes, I went for language stays in foreign countries.

- e. Other. Please state:
- 5) What was the most difficult for you during your English classes at secondary school?
- a. Listening comprehension exercises.
 - b. Grammar exercises.
 - c. Exercises in pairs – dialogues.
 - d. Public speaking in front of the classmates.
 - e. Writing exercises.
 - f. Other. Please state:_____.
- 6) How often did YOU PERSONALLY have a chance to speak English during your English lessons at secondary school?
- a. Every lesson.
 - b. Once a week.
 - c. Less than once a week.
 - d. Other. Please state:_____.
- 7) How much time did it usually take to practice speaking in class on average at secondary school?
- a. Less than 5 minutes.
 - b. 5 to 10 minutes.
 - c. More than 10 minutes.
- 8) Did you also attend extra English lessons at secondary school (a seminar)?
- a. Yes.
 - b. No.
- 9) Did you consider the extra English lessons useful for you at secondary school?
- a. Yes, such as the usual English classes are. Why:
 - b. Yes, on contrary to usual English classes. Why:
 - c. No.
- 10) Did you like speaking in English during your usual or extra English lessons at secondary school?
- a. Yes.
 - b. No, I was shy in front of others.
 - c. No, I couldn't speak English.
 - d. No, I committed too many mistakes.
 - e. No, I did not know how to express myself, I did not have sufficient vocabulary.
 - f. No, I did not like speaking in general.
 - g. Other. Please state:
- 11) What textbook did you use in the last year of your secondary school?
- a. Maturita Solutions.
 - b. English File.
 - c. Focus on Maturita.

- d. Other, please state:_____.
- 12) Please evaluate on the scale from 1 to 10 (where 10 means the best option), how do you think the English language textbook used in the last year of studies of your secondary school concentrated on the following language competence needed for the student of interpreting:
- a. Speaking:
 - b. Listening comprehension:
 - c. Shadowing:
 - d. Pronunciation:
 - e. Prompt orientation in a text:
 - f. Speaking in front of the class:
 - g. Memory training:
 - h. Notes taking:
 - i. Exercises on selection of relevant information from a text:
 - j. Vocabulary:
 - k. Grammar:
 - l. Idiomatic collocations, metaphors, phrases:
 - m. Interpersonal interaction:
 - n. Other, please state:_____.
- 13) Please evaluate on the scale from 1 to 10 (where 10 means the best option) the quantity of usage of the following language competence gained at your secondary school in interpreting seminars at Palacký University:
- a. Speaking:
 - b. Listening comprehension:
 - c. Shadowing:
 - d. Pronunciation:
 - e. Prompt orientation in a text:
 - f. Speaking in front of the class:
 - g. Memory training:
 - h. Notes taking:
 - i. Exercises on selection of relevant information from a text:
 - j. Vocabulary:
 - k. Grammar:
 - l. Idiomatic collocations, metaphors, phrases:
 - m. Interpersonal interaction:
 - n. Other, please state:_____.
- 14) How do you assess the level of your linguistic competence, which you gained (or should have gained) at your secondary school with regards to the level needed for practicing interpreting? Please evaluate on the scale from 1 to 10 (where 10 means the best option).

- a. Speaking (1-10):
- b. Listening comprehension (1-10):
- c. Shadowing (1-10):
- d. Pronunciation (1-10):
- e. Prompt orientation in texts (1-10):
- f. Public speaking (1-10):
- g. Memory training (1-10):
- h. Note-taking (1-10):
- i. Search for relevant information in texts (1-10):
- j. Vocabulary (1-10):
- k. Grammar (1-10):
- l. Knowledge of idiomatic collocations, metaphors, phrases (1-10):
- m. Interpersonal interaction (1-10):
- n. Other, please state:_____.

15) Which language skill that you gained at your secondary school, is the most difficult for you with regards to the initial interpreting training and you would like to practice it more in the interpreting seminars? Please evaluate on the scale from 1 to 10, where 10 means that you would need to practice it the MOST.

- a. Speaking (1-10):
- b. Listening comprehension (1-10):
- c. Shadowing (1-10):
- d. Pronunciation (1-10):
- e. Prompt orientation in texts (1-10):
- f. Public speaking (1-10):
- g. Memory training (1-10):
- h. Note-taking (1-10):
- i. Search for relevant information in texts (1-10):
- j. Vocabulary (1-10):
- k. Grammar (1-10):
- l. Knowledge of idiomatic collocations, metaphors, phrases (1-10):
- m. Interpersonal interaction (1-10):
- n. Other, please state:_____.

11.3 Survey Result Tables

(1) Grammar School Respondents' Answers

	a	b	c	d	e	f	g
QUESTION 1	1	32	41	19	n/a	n/a	n/a
QUESTION 2	53	10	2	8	22	n/a	n/a
QUESTION 3	21	24	41	1	13	8	n/a
QUESTION 4	35	27	5	33	7	0	n/a
QUESTION 5	29	44	16	5	5	9	5
QUESTION 6	52	24	7	3	n/a	n/a	n/a
QUESTION 7	30	36	n/a	n/a	n/a	n/a	n/a
QUESTION 8*	13	10	23	n/a	n/a	n/a	n/a
QUESTION 9	20	18	14	20	33	9	0
QUESTION 10	47	11	9	n/a	n/a	n/a	n/a
QUESTION 11	The suggestions are stated in chapter 11.5.						

Table 1: Grammar school respondents' answers – quantity of answers.

*The number is relatively low because some of the students do not attend an English seminar – they were, therefore, not eligible to answer this question.

(2) University Respondents' Answers I

	a	b	c	d	e	f
QUESTION 1	2	20	12	1	n/a	n/a
QUESTION 2	27	8	n/a	n/a	n/a	n/a
QUESTION 3	23	10	0	2	n/a	n/a
QUESTION 4	15	4	5	2	10	
QUESTION 5	6	9	1	10	6	3
QUESTION 6	26	8	0	1	n/a	n/a
QUESTION 7	5	20	11	n/a	n/a	n/a
QUESTION 8	22	13	n/a	n/a	n/a	n/a
QUESTION 9	12	5	15	n/a	n/a	n/a
QUESTION 10	31	3*	0	1	n/a	n/a
QUESTION 11	22	2	0	30	n/a	n/a

Table 2: University respondents' answers – the quantity of answers.

(3) University Respondents' Answers II

	Q12	Q13	Q14	Q15	In Total
Speaking	201	239	255	168	24,66
	m=5,74	m=6,83	m=7,29	m=4,8	
Listening comprehension	222	287	258	153	26,23
	m=6,34	m=8,2	m=7,32	m=4,37	
Shadowing	88	159	142	186	16,41
	m=2,51	m=4,54	m=4,05	m=5,31	
Pronunciation	118	180	223	139	18,85
	m=3,37	m=5,14	m=6,37	m=3,97	
Quick orientation in texts	205	225	236	152	23,37
	m=5,86	m=6,43	m=6,74	m=4,34	
Public speaking	108	213	198	218	21,08
	m=3,09	m=6,09	m=5,67	m=6,23	
Memory training	108	213	140	273	20,98
	m=3,09	m=6,09	m=4	m=7,8	
Note-taking	48	165	63	292	16,22
	m=1,37	m=4,71	m=1,8	m=8,34	
Search for key information in texts	190	237	216	176	23,4
	m=5,43	m=6,77	m=6,17	m=5,03	
Vocabulary	240	261	232	189	26,34
	m=6,86	m=7,46	m=6,62	m=5,4	
Grammar	257	238	251	160	25,88
	m=7,34	m=6,8	m=7,17	m=4,57	
Idioms, phrases, metaphors	175	234	178	211	22,81
	m=5	m=6,69	m=5,09	m=6,03	
Interpersonal interaction	167	179	187	157	19,71
	m=4,77	m=5,11	m=5,34	m=4,49	
Other	0	0	0	0	0

Table 3: University respondents' answers – the quantity of answers. M stands for Median.

11.4 Graduate Students' Interview Answers

Do you think that your secondary school helped you in terms of your beginning with interpreting? How? These are some of the answers:

Not really, staying in foreign countries (Great Britain, USA) helped me a lot with my beginnings with interpreting.

Not really, we did not have any interpreting training at secondary school.

I finished my secondary school with a good basis in listening, speaking, and grammar. I learned how to present in front of other people and found out that I do not have a problem with quick thinking in English.
No, I learned English at a school in a foreign country.
Sure. I was used to speaking; however, I did not have any experience with interpreting itself.
My secondary school did not help me by any means with my beginning with interpreting. Language level of secondary school graduate students was not sufficient, even though it should have been B2.
Partly. Mainly the tasks, when we should have presented something in front of a group.
We had a good teacher at secondary school, and this helped for sure. However, the secondary school itself would not be enough. It was important to do a lot of extracurricular activities.
Average help.
Yes, by listening tasks, and frequent conversation in groups or pairs.
No, I do not think that secondary school education helped me by any means in my interpreting beginnings. However, attending a language school helped me – speaking of the linguistics. What interpreting means, I found out at talent exams at bachelor’s program. I had not made any research, so I did not know what interpreting could be about. I was not prepared then and I had no idea what to expect.
I do not think so. We did not do anything similar to interpreting, and there were also not enough possibilities of speaking practice.
I learned English practically only at school (besides music and films), so I could say, it helped. I learned English there better than most of my classmates, and thus I could study English for Translators and Interpreters program. On the other hand, I can not think of anything that would prepare me for the specifics of interpreting itself.

If you preferred translation to interpreting at university, do you think that also your secondary school preparation in English could have contributed to this? and If you preferred interpreting to translation at university, do you think that also you secondary school preparation in English could have contributed to this?

I preferred translation during my bachelor's studies (before I found out what the translator reality is). I believe that my secondary school education has influenced my relation towards English, and I liked it so much that I decided to do it also professionally.
At the beginning I tried to concentrate more on translation and it was mainly because I was afraid of speaking and not understanding, and that I will not have the time to look up the unknown words.

<p>This could be applicable for students, who have issues with public speaking or speaking in a foreign language, because they would learn how to cope with stress, get rid of mistakes, and feel more comfortable during their secondary school studies. However, I am a person who likes speaking in front of the others, so I do not think that the English classes at secondary school had a big influence on my decision.</p>
<p>I like the adrenalin the most, when you do not know whether the speaker will really stick to his speech or not. That is why you always have to be alert. I think that my secondary school English classes did not have any influence on this.</p>
<p>I preferred interpreting to translation. I can not assess if my secondary school English classes could change anything. I attended a language school, so I had an advantage in my usual English classes at school, and was often bored.</p>
<p>It's difficult to say. I left my secondary school with a wish to do translation. I got to interpreting gradually, as my preferences had changed. By all means, my secondary school prepared me for both.</p>
<p>If my secondary school English classes were different – if there was more time for the language (which was not possible due to many other subjects), I would prefer both translation and interpreting.</p>
<p>My preference was mainly given due to the fact that we did not have many presentations, so I could not prepare myself for the interpreting stress.</p>
<p>It's not only about the English classes, but about the whole concept of interpreters. There is no possibility to encounter interpreting before going to university, and sometimes even after that. More emphasis on speaking would not change anything about it. The only possibility would be information events of universities/coordinators of interpreting programs at secondary schools.</p>

11.5 Suggestions of the Students

What would you change or add into your usual or extra English secondary school lessons? Please state:

- concentrate more on **spoken English**, films or TV series in English with subtitles (add an extra English lesson)
- **speak more in front of the classmates**
- **vocabulary enriching activities**
- smaller study groups (5)
- **more speaking games and activities (2)**
- concentrate on people who are interested in English
- **speaking in pairs (3)**
- **more conversation practice (2)**
- **more listening comprehension practice (3)**

- teacher (2)
- spend less time on homework correction
- writing essays
- **more communication activities**
- better motivation of students

From a retrospective point of view of a student/a graduate of the English for Translators and Interpreters program at Palacký University, what would you change in your usual or extra English lessons at secondary school (in both usual classes or conversation seminars)? Please state:

- **smaller study groups (10)**
- **more time to speak for an individual student (7)**
- **more public speaking in class (8)**
- **more speaking in pairs (4)**
- more speaking games
- various activities, not only working with the textbook
- more feedback
- the whole conception of secondary school language teaching is useless, I would change the whole conception