Filozofická fakulta Univerzity Palackého

Diplomová práce

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Filozofická fakulta Univerzity Palackého
Katedra anglistiky a amerikanistiky

Modelování procesu tlumočení: Zaměřeno na znalosti publika

(diplomová práce)

Modelling the Interpreting Process: Focusing on the Recipients' Knowledge

(Diploma Thesis)

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Olomouc 2013

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

V Olomouci dne ....

Acknowledgements

I wish to thank PhDr. Veronika Prágerová for her help and kind support in the making of this thesis. I would also like to thank Markéta Kozáková for her patience.

List of Abbreviations

IS .... interpreting studies
SI .... simultaneous interpreting
SL .... source language
TL .... target language
RS .... rhetorical skills
WK .... world knowledge
SK .... situational knowledge
AK .... audience knowledge
LS .... language skills
Pr .... pronunciation
Sim .... simplicity of speech
SoS .... speed of speech
Voc .... vocabulary
AIIC .... International Association of Conference Interpreters

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Introduction

In my thesis I would like to focus on modelling the interpreting[1] process, focusing on the presupposed knowledge of the recipient. I want to concentrate on this issue, because an interpreter has to take into account a number of factors, when interpreting for any audience, in any settings. It is the importance of careful consideration of language skills, knowledge level and other aspects of the audience's competence that I would like to primarily address.

The aim of my work is to arrive at a model of a communicative situation in interpreting, where the above-mentioned skills and competences of the listener would be included. For this purpose, to illustrate my hypothesis, I have created a working model that I will introduce at the beginning of this thesis. Then, after the introduction of various theoretical issues as well as supporting research carried out with the help of a questionnaire I would like to particularize the model according to information gained from the research.

To create a precise model of the situation at hand, I believe three steps need be taken; hence the thesis is divided into three major parts.

After the presentation of my hypothetical model, I shall in the first part debate the best way how to model an interpreting situation where the recipient probably will not fully understand the message for reasons such as lack of cultural knowledge and linguistic competence. It seeks the answers for three crucial questions every interpreter need to ask themselves before starting the interpreting process. The questions discussed are:

- *What am I interpreting?*
- *Who am I interpreting for?*
- *What is awaited from my interpretation?*

By finding answers to these questions, a professional interpreter can avoid a number of tight spots in advance, thus eliminating the probability of making a mistake or being unprofessional. All three questions are strongly interconnected, thus creating a solid basis for the thesis' further development.

The chapter named *What am I interpreting?* contains two parts, as this issue can be divided into two actions: the act of *preparation* for the interpreting process and then an issue of no smaller importance: the *precision* of the process. The former addresses

[1] Unless stated otherwise, the terms interpreting and interpretation refer to simultaneous interpreting.

issues such as training, and its various techniques and aspects, the latter deals with practical features of the interpreting process itself.

Who am I interpreting for? is the name of the next chapter, which introduces a topic vital for the later composition of a new model: the audience. It suggests that it is not only the language, but also the audience's level of expertise in the interpreted subject that is of vital importance. This subchapter is in strong connection with the previous one, as e.g. intercultural communication is not merely a matter of the interpreter's preparation as much as the competence of all the communicating sides.

The chapter named *What is awaited from my interpretation?* tackles the issue of user expectation, which need be taken into account if the interpreter is to adjust their rendition properly. In this chapter, a survey performed by the AIIC[2] is used to demonstrate what the users expect to be provided with in the service of interpretation, thus creating a platform for the contrast which is provided by my own survey – i.e. the interpreters' opinions.

The second part introduces some relevant models that have been developed so far and shows their qualities with respect to the situation I want to describe. It uses not only the traditional trend of empirical experimentation, but also views the issue at hand from a more sociological point of view. I would like to focus on this sociological side and make a "mixture" between both of these approaches, in that the topic of this thesis itself is sociological and yet the method and outcome of this study are to be empirical, in the form of a model.

The final part addresses solely the practical side of the matter at hand: It shows the questionnaire that was used for gaining data for achieving higher precision of my model. The questionnaire aims at the issues an interpreter is most likely to adjust: the speed of their rendition, the vocabulary they use, the complexity of their sentences and whether or not the interpreters will try to adjust their pronunciation, especially if they are interpreting for non-native speakers of the particular language. The questionnaire will be handed to AIIC members, so as to provide feedback of sufficient quality by expert conference professionals. I have chosen AIIC also to set a rigid standard of the interpreters. The questionnaire asks the interpreters, whether they do or do not adjust their rendition to the needs of the target audience.

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[2] Moser, Peter. *Survey on Expectations of Users of Conference Intepretation*. Vienna: AIIC, 1995.

I expected that the interpreters would say that they do indeed adjust their rendition and that they take into consideration the fact that they might be dealing with non-native speakers. The data gained should provide helpful basis for the final version of my model.

Such model should help future interpreting students as well as current practitioners improve their understanding of the interpreting process and its various stages.

1. Hypothesis - The Working Model

As I pointed out in the introduction of this thesis, I now want to present my own model of audience-driven adjustment in simultaneous interpretation, which I will gradually try to improve throughout the course of this thesis by introducing relevant literature and some of the models that are already existent.

The working model contains cognitive, interactional and sociological aspects that I will discuss. What is of particular concern to me is the audience's presupposed knowledge, which provides input into the interpreter's decision-making process and in this manner shapes the interpreter's future utterance. The working model is rather simplistic, in that it uses the traditional notion of Speaker, their Recipient (Recipient 1), receiving the message in the source language (SL), Interpreter, receiving the message in the SL as well and converting it into the target language (TL), so as to enable their Recipient (Recipient 2) to understand the message.

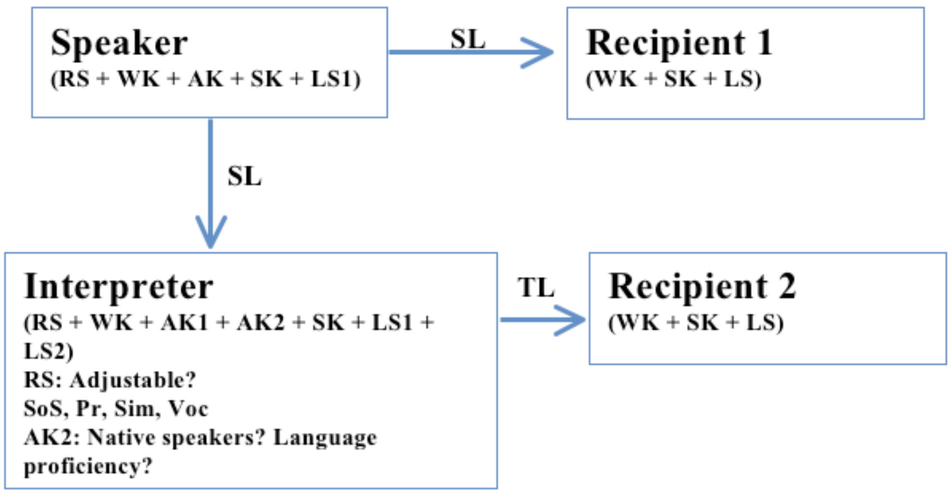

Figure 1: The proposed model of recipient-driven adjustment in SI

The Speaker uses for construction of their speech five sorts of skills and knowledge: rhetorical skills (RS), their world knowledge (WK), the presupposed knowledge of the audience they are speaking to (AK)[3], the situational knowledge (SK) and their language skills in the language in which they are delivering their speech (LS1).

[3] E.g. The Speaker, a German historian, can adjust their speech when speaking to a group of German historians or to a group of British politicians.

The Recipient 1 uses their world and situational knowledge, in order to understand what the Speaker is referring to and also their language skills, so as to understand the message itself.

The Interpreter needs to use all the skill and knowledge categories the Speaker himself is using, but has to add the presupposed knowledge of their own target audience (AK2) as well.[4] Besides this, the Interpreter has to use also their language skills in the target language (LS2) in order to produce a message in the target language. Furthermore, the Interpreter has to take into account various problems in the category of rhetorical skills, such as whether they can or cannot adjust the speed of their rendition (SoS – speed of speech), their pronunciation (Pr), simplicity of their rendition (Sim), which here refers to simple vs. complex syntax and, finally, the vocabulary (of their rendition).

The Recipient 2 uses the same skill and knowledge categories as Recipient 1, with the obvious difference that they are listening to the message in the target language.

This model will serve as a basis for the further exploration of the topic at hand.

I would also like to point out that, as I stated in the introduction, I used a questionnaire in order to gain data to achieve a more precise model of the situation. The questionnaire and the final version of the model are introduced in the last stage of this thesis.

[4] This may be important at a conference where, for example, two thirds of the audience are English, whilst the other third is German. The Speaker himself, being English as well, jokingly alludes to English current affairs and the Germans do not understand this. Therefore, the interpreter has to either explain or deal with such a remark, so as to ensure that the German part of the audience does not feel that they are being mocked, when the English laugh and they do not know what they are laughing about.

2. The Three Questions

2.1 What am I interpreting?

This question clearly refers to the subject matter of interpreting as such, to the content. There is a clear difference between interpreting technical texts and a friendly meeting, in that the former requires more *preparation* and *precision* than the latter, focusing merely on everyday language. These two aspects then, are very important. In technical interpreting, the interpreter is supposed to transfer solid information based on concrete, often empirical data. Thus, the interpreter needs to be as precise as possible to avoid misunderstanding and confusion. This, consequently, requires background knowledge not just of the vocabulary used, but also of the matter at hand. I have devoted a chapter to each of these two requirements. I will begin with *precision* and continue with *preparation.*

2.1.1 Precision

Precision has been a key feature, when discussing conference interpreting. Jones (1998) gives an example of precision: He describes conferences so bland, that "[the conferences']…very blandness can make them awkwardly elusive to the interpreter, who may have to deal with the finest nuances of meaning, so fine sometimes as to seem to exist only in the mind of the speaker (for example a distinction made between 'where appropriate' and 'where necessary')" (Jones 1998, 7). Jones takes precision very seriously, as is clear from his comment: "An interpreter should have total mastery of their mother tongue, that is, they should have the ability to express themselves fluently, grammatically and precisely, with accurate and extensive vocabulary, such that they can reflect finer shades of meaning on a broad range of topics" (Jones 1998, 9). This is the typical and usual way of describing precision in interpreting: focusing on nuances, one of the basic presuppositions being language competence on the highest level possible.

Another example of this traditional approach was expressed by James Nolan (2005, 18): "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." So the question remains: Do the interpreters ever think about the fact that *they* are, in fact, the ones delivering the message to the audience/client?

An example of such contemplation and approach can be seen in an essay by Matthew Perret (2007), published on the AIIC website to explain a new approach to Interpreting Studies as seen by a practitioner:

> If you are a professional conference interpreter, have you ever felt under pressure to give the version your client wanted to hear? That it would be better to change the register of the original speaker to achieve his intended effect on the audience? That you were being scapegoated as the "bearer of bad tidings"? (Perret 2007)

Perret, a practicing professional, could be – although it is his individual opinion and (as firmly stated on the AIIC website[5]) not a statement of the organisation itself – taken as a person with enough practice to be qualified to make such a statement. Therefore, one cannot but add to the traditional way of approaching interpreting, where the main aim lies mostly on the message itself, some form of sociological approach.

Perret introduces three questions, which open a possibility to look into the world of professional interpreting and try to understand how a professional (a fully qualified practitioner) interpreter decides how to interpret. I will point out especially the first question: "…have you ever felt under pressure to give the version your client wanted to hear?" (ibid.), where Perret explicitly mentions the concept of the client *wanting to hear something*. This is also the main point of my model. Not only should an interpreter try to adjust their interpretation of the original to fit the client's knowledge, but also sometimes the interpreters are facing a dilemma; with *precision* on the one side, the interpreter fully aware of the fact that, in theory at least, this is what they should be saying, yet on the side stands *what the client wants to hear.* Any movement that should lead to the interpreter being faithless to the original speech is surely not what one should be after, but as Perret asks this question, it is probable that conference interpreters feel under pressure to interpret the source text so that it conforms with the expectations of the client (if there is room for such an interpretation).

Perret's second question ("That it would be better to change the register of the original speaker to achieve his intended effect on the audience?") addresses a different issue, so I will focus on that later, but the third question, referring to the interpreter being scapegoated, again, is relevant just now. The notion of the interpreter being

[5] Perret, Matthew. "Interpreting studies research and interpreter training – worlds apart?" Accessed February 23, 2013. http://aiic.net/page/2687/interpreting-studies-research-and-interpreter-training-worlds-apart/lang/1

scapegoated was ever so clear in the studies focusing on community interpreting (Perret 2007), but Perret speaks of conference interpreting. So far, most of Interpreting Studies addressing conference interpreting focalized *precision* and merely the branch of IS dealing with community interpreting mentioned the fact, that even the interpreter could play an important role, as a *person* interacting with the other (two) communication participants, rather than a mere "switching station" as described by Anderson in 1976.[6] It is still the message itself, that remains the central point of the interpreting process, but the person of the interpreter is slowly getting more focalized. In some cases, such as in community interpreting, the interpreter was paid more attention to and has risen from the status of this "switching station" to the "third corner of the interpreting process". And that is why also Perret comments on the theoretical development of conference vs. community interpreting in the following manner: "For whilst research into Community Interpreting looked at such issues as loyalty to the customer, and relationships between people, research into conference interpreting, tended to concentrate on neurolinguistics, the supposed "simultaneity of the cognitive processes", and information processing models – put simply, it was process-oriented not sociological (put even more simply, we were not being examined as "*people*", but rather as circus acts)" (Perret 2007). This is a valid remark, especially, as he later claims, because the course of IS is changing. Interpreting – especially simultaneous – is now, according to Perret, who links his words with Diriker, seen as "socially situated act" (*ibid.*).[7]

And Perret's second question: "That it would be better to change the register of the original speaker to achieve his intended effect on the audience?" (Perret 2007), is of no lesser importance. Here, once again, Perret confirms the presumption that even conference interpreters of the highest level feel the urge, when interpreting, to change, or as I see it, adjust, the register of the original speaker. This may be caused by a number of factors like the speaker not knowing the audience properly, by the speaker's or the audience's language competence or simply by the very settings of the conference itself.

[6] Anderson, R. Bruce W. "Perspectives on the Role of Interpreter," In *The Interpreting Studies Reader*, ed. Franz Pöchhacker and Miriam Shlesinger, (London and New York: Routledge, 2002) 208-218.

[7] Perret refers to Diriker's seminar, which was a part of a cycle, organized by AIIC, examining the application of IS research to interpreter training.

Based on Perret's article, one could say that the notion of *precision* as the primary aim of the interpreted communication is no longer seen in the orthodox manner, as suggested by Jones, but can be approached as a complex social activity, affected by not only what is actually being said (i.e. the original text), but also the interpreter's conscience and decisions on other than just linguistic levels.
I want to examine the interpreter's reaction in a hybrid way: using models – a feature of the "old ways" – I want to describe the social interaction (as stressed by Perret) and decision-making as well as adjustment going on in the interpreter's mind.

2.1.2 Preparation

When speaking of preparation, one could divide the issue into two chapters: training and individual preparation. I will use the term training in the usual way for denoting an educational process (long-term or short term) at an institution, such as university or the like. Individual preparation is a term I will use to denote a preparation for a unique interpreting task, conference, speech etc.

2.1.2.1 Training

The issue of training has been described from a number of perspectives, such as entry-requirements, where the focus is on what the interpreting student should be capable of before actually being trained, from the viewpoint of didactics, various exercises and practical handbooks, language skills etc. All of these capabilities are clear and are valid throughout the profession, and absolutely relevant even for the field I am describing. However, no one really seems to be able to precisely define what is vital for an interpreter to know and what is of lesser importance. This claim is based on Kalina's views of interpreting methodology:

> As long as there is no clear evidence as to which skill components are absolutely required (and cannot be compensated for by others) for a successful career as a professional interpreter, the question of what exactly the training of future interpreters should consist of remains open. (Kalina 2000, 13)

As not even renowned theoreticians seem to be able to precisely define what is and what is not important in training, for the purposes of this thesis training as such should be narrowed down into two fields: firstly, training of dialogue interpreting, as this is a model case, where audience's reactions are immediate and clearly perceivable and therefore the interpreter can react instantaneously; secondly, intercultural communication, as this is a field crucial for the assessment of the target audience's prior knowledge and presuppositions.

Dialogue Interpreting Training

I have decided to include this form of training because, as Pöchhacker (2004) states:

> The skills required for dialogue interpreting ('liaison interpreting', 'bilateral interpreting'), which may be practiced in the short consecutive or simultaneous (signed or whispered) modes, have more to do with the dynamics of **interpersonal interaction** than with 'content processing' as such. (Pöchhacker 2004, 186)

Interpersonal interaction training could be in fact one of the ways of assessing what the audience thinks, what they do and do not understand and thus have the ground to react accordingly.

According to Pöchhacker (2004), in the training of dialogue interpreting, focus has been on "…management of interactive discourse, with particular regard to turn-taking and role performance." (Pöchhacker 2004, 186) The role performance has proved itself to be of importance when developing trainees' "interpreting and discourse management skills which are sensitive to the purpose of the interaction and the constraints of a particular communicative context" (Pöchhacker 2004, 187). Therefore, these role-plays combined with the above mentioned interpersonal interaction skills have the potential of being used to train what could be called *audience assessment*, i.e. the ability to understand the audience's needs, presumptions and what they do or do not understand, thus helping the communication and improving the overall quality of the interpretation. This audience assessment becomes even more important in the medical conditions.

Focus on Medical Interpreting

In this thesis, I will be very much arguing for what in the context of medical interpreting is called "the mediated approach" (Hale 2007, 42). Hale (*ibid.*) describes that in current interpreting theory, one could find two main approaches: firstly, the mediated approach; and secondly the direct approach.

The mediated approach does not see the interpreter as a mere switching station, but argues that an interpreter is (in the medical context) a person who "mediates" (Hale 2007, 42) between the two participants, "deciding on what to transmit and what to omit from the speakers' utterances". (*ibid.*) This approach, then, gives the interpreter much greater authority, decision-making and power over the target text and therefore the interpreter in such process is called the "gatekeeper". (*ibid.*) In medical context, this way of interpreting is, in fact, even more interpreter-dependent, than in any other discipline. Hale (2007, 43) here claims that the interpreting process is not formed by the typical scheme *original text – target text*, but rather that the interpreter leads a short dialogue with the physician, sums it up for the patient, leads a short dialogue with the patient and sums it up for the doctor. This way, Hale believes (*ibid.*), the interpreter can save the doctor's time by omitting irrelevant information given by the patient and can calm down the patient by adding information to explain the situation to the patient. This is, by definition, very much bound to the area of medical interpreting, but as I have shown on Perret's article, even conference interpreters do feel the urge to act as such filters – surely not to the extent of actually omitting or adding anything vital to the information mediated (which is surely not the case even in the medical settings), but in terms of register, complexity of speech, etc., they definitely are prone to doing this.

The opposite of the mediated approach is what Hale calls "the direct approach" (Hale 2007, 43). Here the interpreter is to maintain maximum accuracy and leaves the decision-making to the participants of the dialogue, thus embracing the role of a "translating machine". (*ibid.*) Such terminology may seem a bit harsh, but is, in principle, correct: The interpreter performs the usual tasks, without omitting any information and ensures this way that all the responsibility of the dialogue depends on the two other participants. The doctor may in this way spot important information in what may be seemingly irrelevant and the patient is sure that their problem is being discussed directly with a professional physician (Hale 2007, 43).

2.1.2.2 Intercultural Communication

Interpreting has always been necessary where two (or more) cultures historically met. The interpreter stands between the cultures as a cultural mediator and tries to convey the meaning to the target audience as clearly as possible. In order to be able to assess any prior knowledge of the audience's, the interpreter must be able to define cultural differences between the speaker and the audience.

To define which issues need to be tackled by interpreters, I will use Hahn's (2007) Ten Commandments, as commented on by Káčmarová (2009), or, to be more specific, the most relevant of them, as this is not a thesis on intercultural communication. I will be using Hahn's first and tenth Commandments to demonstrate how important is intercultural communication for interpreters and their decision-making process, when assessing whether a client will or will not understand the message. Hahn's commandments have proved useful in teaching intercultural communication and are thus supportive for my main point. Hahn formulates his commandments in the following manner:

> I. Be aware of differing social values;
>
> II. Be aware of differing status symbols and how to demonstrate them;
>
> III. Be aware of decision-making customs: not all people like to make decisions quickly and efficiently;
>
> IV. Be aware of concepts of time: not all people like to see time as money;
>
> V. Be aware of personal space: people from different cultures have different 'comfort zones';
>
> VI. Be aware of cultural context: people from certain cultures (called 'high-context cultures') rely less on verbal communication and more on the context of nonverbal actions and environmental settings to convey meaning. People from low-context cultures like the USA rely more on verbal communication and less on circumstances and implied meaning to convey meaning;
>
> VII. Be aware of body language: learn the basic differences in the way people supplement their words with body movement;
>
> VIII. Be aware of different etiquette rules or manners: what is polite in one culture may be considered rude in another;
>
> IX. Be aware of legal and ethical behaviour;
>
> X. Be aware of language barriers: English is the most prevalent language in international business, but it's a mistake to assume that everyone understands it. [8]

Be Aware of Differing Social Values

Káčmarová comments on the first commandment thus: "Everybody is a member of a society, work team or family, and in accord with these memberships has a value system." (Káčmarová 2009, 59) We do shape our values according to the society we live in, our friends and/or family. It comes as no surprise, that where different social values meet, there might be a clash of opinions and reactions.

Káčmarová gives the example of Chinese executives, who need to build a close relationship with their business partner before they are able to make any agreement. "…the Chinese really need to know their future partner. They ask personal questions that might be considered impolite by other nationalities (cultures)..." (Káčmarová 2009, 60). Now, under such circumstances, the interpreter serves as much of a cultural

[8] Káčmarová, Alena. "The Application of Hahn's (2007) Ten Commandments of Intercultural Communication in Business Interaction". *Topics in Linguistics* 3 (2009): 59-64.

mediator. As I will point out later (p. 35) on Pöchhacker's Interactant Model (Pöchhacker 1994, 74), our social values and view of the world based on these are of interest to the IS very much, as the participants in any communication process (or interactants) see every communicative event in the light of their own culture and personal experience. Therefore, if the interpreter knows that their client is not aware of the fact that the Chinese tend to ask personal questions which may make the client feel uncomfortable, they will definitely try to explain, that this is a habit of the Chinese culture. And this could be taken for a sort of adjustment of the original utterance. The explication as such is not an adjustment in the clearest sense of the word, but it is an adjustment nevertheless.

The social values could be viewed as an issue of *context*. If the interactant grew up in an environment where questions like: "Why are you so fat?" are being asked on a daily basis, we cannot but presume that such an interactant would later in life take such questions for a normal part of a conversation. They would take them for normal, because they are aware of their *context*. They simply want to know what happened to the other person that they are this overweight and would therefore ask. Malinowski, who focused on "primitive" cultures, discussed the issue of context but his treatise is still relevant today (Katan 2009, 76). Malinowski then gives an example of a message only understandable to the natives of the Trobriander islands and explains that, if this message were to be understood by other nationalities, it would have to undergo what Hermans calls "thick translation". The notion of "thick translation" is specific for translation (in its written form), because it presumes that the reader of a text is not aware of the "situation in which … words were spoken" (Katan 2009, 77) and this sort of context was named the "context of situation" (*ibid.*). In interpreting, the interactants are presumably aware of the situation in which *words were spoken*, but the notion of context remains important still. Not the context of situation, however, but the "context of culture". The reason I mention both types of context is simple: the context of situation is immediately and clearly visible to the recipient of a message: to stay with the example of the Chinese businessman, they see a Chinese person asking them what they see as very personal questions. Hence the context of situation is clear to them. But as they sit opposite this Chinese person, they will, unless well informed about Chinese negotiation habits, have to ask themselves: "Why is he asking me this?" And the question *Why?* can be only answered by the context of culture.

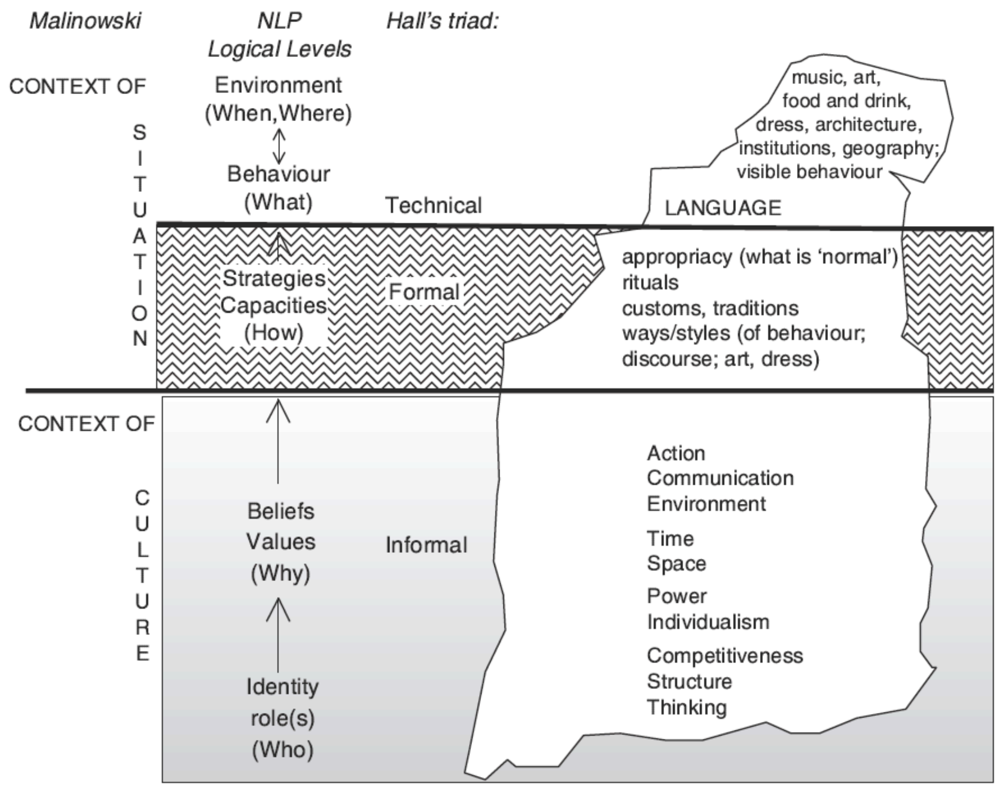

Figure 2: The iceberg representation of culture (Katan 2009, 78)

I have included the Iceberg representation of culture, as seen by Katan (2009) to explain why I believe the context of culture is important when interpreting and why this issue must be taken into consideration when adjusting the message an interpreter is going to render. As can be seen from the model, the context of situation contains phenomena such as language, music, food and drink etc., which are a part of the technical culture and are thus the easiest to be understood by the recipient of the message. The "deeper" the message gets, however, the more difficult it becomes for the recipient to understand the message objectively and not feel offended (as it would be in the case of the question *Why are you so fat?* if it were asked by a European). Therefore, to understand this behaviour, the recipient will have to be either instructed by the interpreter that this is a "normal" procedure in China (thus the interpreter would make it a part of the context of situation at its formal level), or the interpreter would have to explain that the Chinese try to build a close relationship before they can enter into an agreement. In any case, the interpreter has to know both cultures very well so as to be able to convey the message. And, in the example discussed in this chapter, the interpreter has to *presume* the level of knowledge of the recipient and explain the question, which may otherwise be understood as rude. And this level of presumption is one of the levels I will be considering in my own model, because the role of the interpreter as a cultural mediator cannot be neglected when speaking of the interpreter adjusting their rendition to fit the recipient's needs.

Be Aware of Language Barriers

Káčmarová makes a claim saying:

> English is one of the most often used languages in business communication but it is a mistake to assume that everybody speaks it. If an interpreter is not present and English is used as lingua franca, it might be a good idea to every now and then check the comprehension of the discussed issue (our and our partner's). (Káčmarová 2009, 63)

I agree with the first sentence of this quotation of Káčmarová, as it makes sense that even though some people are capable of basic communication in English, they may not be capable of understanding once the discussion goes into more detail or once someone starts speaking in too complex a manner or too fast. Seeing Káčmarová's second sentence, however, I cannot agree. Quite often, English would be used even in a situation where an interpreter is present. If one party understands English (and yet is not a native speaker of it) and the other party does not, the usual practice is to use an interpreter to interpret for the less language-wise-competent party into their particular language and back to English. This is often the case of the so-called "small" languages of which Czech is a good example. Usually, interpreters with Czech as A language are required to have also at least one B language, which can also be seen in the trend of EMCI[9] courses. The admission requirements are set specifically to provide the European institutions with highly skilled graduates and are, language-wise as follows: "the minimum requirements for language combinations are: A-B (required especially if Czech is A) or A-C-C."[10]

2.1.2.3 Individual Preparation

Apart from training, the interpreters should also prepare for every single interpreting task individually. As I stated earlier, the concept of individual preparation as used here refers to the preparation of a particular interpreting task, i.e. a conference, speech etc.

Practitioners, as well as theoreticians, seem to be uniquely united in the opinion that interpreters should prepare for every interpretation. Jones, a practitioner, for example

[9] European Course in Conference Interpreting

[10] Charles University. "EMCI (European Course in Conference Interpreting." Last modified April 11, 2011. http://utrl.ff.cuni.cz/UTRLFF-206.html.

states that: “meetings are impossible without preparatory reading of background documentation, a briefing given by participants to the interpreters before proceedings begin…” (Jones 1998, 8). Jones, being a practitioner, brings the real-life point of view. Pöchhacker, on the other hand, being a theoretician, comes with a 2,5D model of a conference, where the importance of preparation for a particular conference is also clearly stated.

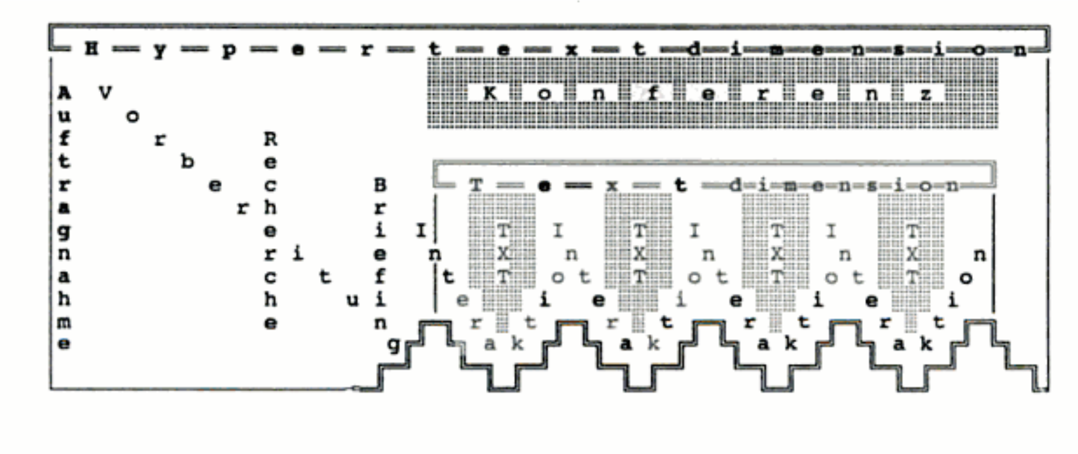

Figure 3: 2,5D Model of Translatorial actions of SI (Pöchhacker 1994, 120)

Pöchhacker then goes on to give a practical example, on which he based this particular model: He based it on the XVI. World Congress of the WSAVA (World Small Animal Veterinarian Association), which took place in Vienna in October 1991. The Congress was three-days-long and the range of issues addressed was extremely wide: on the first day there would be speeches on ophthalmology and the opening ceremony, as well as immunology of dog diseases. The second day would contain papers on orthopaedic surgery and cardiology whilst the third day’s morning offered lectures such as “Turtle surgery”, etc. (Pöchhacker 1994, 121). The concept of topic of the conference is what Pöchhacker calls *Hypertext.*

The preparation of the interpreters therefore is limited. They would surely prepare and try to gain as much knowledge as possible, but it is highly improbable that they would ever achieve the level of knowledge of their audience. After all, Pöchhacker in this model contains not the medium of *text* itself, but also the phenomenon of *time*. Seeing that the model describes the situation as seen from the interpreter’s perspective, thus starting with the moment of accepting the offer to interpret such conference

(*Auftragnahme*[11] – order acceptance), with the process of preparation (*Vorbereitung*), through research (*recherche*) and briefing lead to the conference (*Konferenz*) itself. If (in theory) a model were to describe the audience's, it could start some 40 years earlier, because one of the audience members is a Professor of veterinary medicine who has been dealing the subject of veterinary medicine for these 40 years. So, such a model would differ for every single participant (especially in the aspect of preparation), because as the professor spent the last four decades studying the subject of this conference, the interpreter will have just a few days to learn about the field as much as possible.

Simply put, it is clear that an interpreter cannot within a couple of weeks achieve the level of expertise of a 65-years-old professor in the field. This however, as Pöchhacker states, should not serve as an excuse to the interpreters. He says that if the interpreter in question is adequately translatologically competent and if they have gained a good basis of recent medical knowledge, a functional target text is attainable. (Pöchhacker 1994, 121)

[11] As the model was available only in German, I used my own translation to explain its purpose and the terms used by Pöchhacker

2.2 Who am I interpreting for?

This question is crucial for the later development of a new interpreting model, because the audience's prior knowledge, level of expertise and especially language knowledge, but also their reaction, play a paramount part in the outcome of the final interpretation. As Nolan suggests: "Careful observation of speakers' gestures and demeanour, as well as the reactions of listeners, will provide additional clues to the intent behind the words" (Nolan 2005, 18). As I stated in the chapter on *Precision* (chapter 2.1.1), Nolan could be seen as a highly respectable traditionalist, hence even in the traditional approach, one could see that in conference interpreting, the reactions of listeners are of value to the interpreters.

2.2.1 The Language and the Audience

Focusing on English, one of the greatest issues of the day is the fact that English has in the last several decades been turning (if not fully turned) into *lingua franca*. This is not only very positive, as English provides an easy means of communication, but also complicates matters for professional interpreters. By definition, many of the English speakers are not native speakers; their level of English knowledge and communication skills differs from expert knowledge (such as interpreters with English as a B language) to constant beginners, who will use English to communicate only the most basic of ideas.

Among some non-English-speaking EU countries, a large percentage of the adult population claims to be able to converse in English – in particular: 85% in Sweden, 83% in Denmark, 79% in the Netherlands, 66% in Luxembourg and over 50% in Finland, Slovenia, Austria, Belgium, and Germany.[12]

This means that the interpreter may be forced to constant decision-making and simplifying their utterance to a level of English the audience is most likely to understand. Thus, they might use the most common of synonyms just to avoid any misunderstanding, they will have to speak clearly and focus on pronunciation. This is one of the issues I focused on in my questionnaire. Unlike the usual questionnaires based on that of Bühler's and focusing on interpreting quality and user expectations, which include a category of *native accent*, I have decided to use the category of

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[12] European Commission. "Special Note: Europeans and Languages." Eurobarometer 63.4 http://ec.europa.eu/public_opinion/archives/ebs/ebs_237.en.pdf (accessed April 5, 2013).

pronunciation. As my questionnaire addresses the aspect of *adjustment*, I wanted the interpreters to express their opinions on how they adjust their pronunciation, rather than the accent. The reasons are clear: in order to be more understandable, it is improbable that the interpreters would be able to change their accent, which either is or is not native in the first place. This is valid especially if they are not native speakers of the target language. What they can affect, however, is their pronunciation, so as to be more intelligible.

2.2.2 Level of Expertise

The problem of the language itself is not the only major issue the interpreter needs to tackle. Another aspect of successful interpretation is the level of expertise in the respective subject the audience had before the interpretation process began. Therefore, the interpreter might be interpreting basic physics for the public, while they might interpret the same speaker for a specialised congress the very next day. The utterance and interpreting surely need to be adjusted to the need of these differing audiences. This matter, therefore, correlates with the chapter on *preparation* (Chapter 2.1.2).

2.2.3 Personal Contact

The question *Who am I interpreting for?* also goes hand in hand with the fact that, sadly "[Interpreters]…remain an anonymous voice, with little or no personal contact with the delegates they are working for" (Jones 1998, 6). Jones in his handbook refers to conference interpreters, who would spend most of their time interpreting simultaneously, rather than consecutively. In consecutive interpreting the level of anonymity would be much lower, as the audience usually sees the interpreter in front of them. Closer contact of the audience with the interpreter is common also in less formal (or prestigious) occasions. This presumption is also confirmed by Jones' opinion, that "[On the private market]…there is a better chance of personal contact with delegates. If the delegates are satisfied with the work of a particular interpreter they will ask to have them again in future, thus providing a degree of continuity." (Jones 1998, 7) Jones here addresses two major topics, where he speaks about personal contact with the delegates on the one hand and about the delegates' satisfaction. I deal with the latter issue in the chapter *What is awaited from my interpretation* (chapter 2.3) and would like to focus on the former now. The personal contact is important, especially in the case of small conferences, where the speaker is not a professional, or, in the most extreme of cases, in community interpreting, where this personal contact is even more important, sometimes even to such extent, that the interpreter becomes a fully valid third party in the communication process (e.g. in the medical settings, chapter 2.1.2.1).

2.3 What is awaited from my interpretation?

2.3.1 Expectations

The issue is driven by audience expectation, but it is also necessary to add the expectations of the interpreters themselves. By understanding the audience's expectations before the interpreter even starts interpreting, the interpreter will be able to provide a better service, in that the audience will be more satisfied. Already more than 60 years ago, Herbert (1952, 82) pointed out this fact:

> It is quite clear that in a diplomatic conference the greatest attention should be paid to all the nuances of words, while in a gathering of scholars, technical accuracy will have greater importance; in a literary and artistic gathering, elegance of speech; and in a political assembly, forcefulness of expression. Similarly, the style and tone cannot be the same in a small group of three or four sitting round a table, in a committee room with a membership of twenty or fifty, and in a public meeting where many thousands are gathered.

Here Herbert sums up the basic presumptions every interpreter has to make before even starting the research for a particular event and states that the user expectations are event- and user-specific.

And yet it is improbable, that the interpreter can fully assess all the audience's expectations in advance. In fact, the interpreters might have different criteria than the users. Cartellieri (1983, 213) assumes that "very often, a good interpreter is two quite different people, being one thing to a conference participant and another to a colleague". More often than not, the interpreters will set for themselves a higher standard than the actual recipients will. This has been proved by Kurz's (1993, 16) comparative study, where she aimed to compare the different expectations of the various user groups. She chose three different events to conduct her survey, first being a conference on general medicine, the second on quality control and the third was a Council of Europe meeting. The results of these three surveys were then confronted with the results of Bühler's (1986) study, where Bühler constructed a questionnaire and distributed it to AIIC interpreters to evaluate which aspects of an interpreter's rendition they held for more and which for less important. This Bühler's questionnaire (or at least parts of it) has been used on numerous occasions and Kurz (1993, 15) herself uses the first eight criteria of it, in order to "ensure comparability with her [Bühler's] study among AIIC interpreters" (*ibid.*). The eight criteria as well as the results of the surveys are shown in figure 4.

The four groups were asked to give marks to the eight aspects of interpreting, as seen in the figure (1 for the lowest, 4 for the highest importance). The chart clearly shows that the results of Bühler's interpreter-oriented study differ from the outcome of the user of the user-oriented study of Kurz. The interpreters seem to have on themselves much higher demands than the actual users do. This manifests itself for example in the fact that the interpreters themselves seem to believe, that native accent is much more important than (once their results are compared with those of Kurz's study) they actually are to the other user groups. The results are very similar throughout the chart, the only exception being criterion six and eight by the Council of Europe participants, who seemed to have higher expectations than the interpreters did. The average result, however, makes a clear enough statement, being that the interpreters really are stricter to themselves than the audience will be.

Criterion	Int. N = 47	MDS N = 47	Eng. N = 29	CE N = 48	avg.
1. native accent	2,9	2,3	2,2	2,08	2,365
2. pleasant voice	3,085	2,6	2,4	2,396	2,6
3. fluency of delivery	3,468	2,9	2,966	3,208	3,1
4. logical cohesion	3,8	3,6	3,1	3,3	3,458
5. sense consistency	3,957	3,6	3,655	3,6	3,69
6. completeness of interpretation	3,426	3,0	2,9	3,458	3,2
7. correct gramm. usage	3,38	2,4	2,03	2,688	2,6
8. use of correct terminology	3,489	3,4	3,138	3,729	3,4
average	3,44	3,0	2,8	3,06	3,06

Figure 4: Kurz's (1993, 16) Assessment of quality criteria for interpretation by four different user groups.

There would, very probably, be differences in the expectations of professional interpreters and the recipients, but I do not fully subscribe to the fact that the difference should be as vast. Bühler's questionnaire was in the first place devised to rate the abilities of new AIIC applicants by their sponsors. "For the purpose of her study, she [Bühler] assumed that sponsors applied the same criteria to sponsoring a candidate as to a first class interpretation." (Kurz 1993, 14) I would rather think that if the interpreter's were to rate all these categories in a real-life situation of the three conferences, as did the participants of these conferences in Kurz's study, their results might be different. They would themselves be confronted with the actual situation and thus would not speak generally on the criteria of a good interpretation, but would take into account the interpreted event itself. As I already pointed out at the beginning of this chapter, Herbert (1952, 82) already suggests the differences of evaluated aspects of interpreting in various interpreted events. The fact that interpreters and users in general do not rate the importance of various criteria in advance as they would when assessing an individual event after it has happened, is also one of the results of the research undertaken by Collados Aís (1998, 328) where she claims that "In the course of our study, it also emerged that the actual evaluation of the output does not necessarily correspond with the users' or interpreters' declared expectations."

Kurz's study nevertheless shows the gap between real user expectations and the theoretical expectations of practitioners.

2.3.2 Quality Expected vs. Quality Delivered

An interpreter's rendition, as Déjean le Féal (1990) argues, should have the following qualities:

> What our listeners receive through their earphones should produce the same effect on them as the original speech does on the speaker's audience. It should have the same cognitive content and be presented with equal clarity and precision in the same type of language. (Déjean le Féal 1990, 155)

This does sound desirable, and yet one cannot avoid feeling that this opinion is rather idealistic. Are even experts and fully trained professionals able to attain such a level of interpretation ability? This Déjean le Féal's particular idea may be true in the perfect hypertext of, an international organization, where a number of professional interpreters interpret into all the participants' languages. Also the participants would have to be experts in the same field, the only difference among them being the language they speak. And even there, even the most skilled professional can never achieve such a level of rendition, that it would provide, what Déjean le Féal calls "equal clarity and precision". Gile comments upon quality of interpreting thus: "The fact is,… … that errors can be very numerous. … many such errors and omissions are found in the performance of interpreters enjoying a high professional reputation and in environments, in which no unfavourable conditions,… …can be identified.” (Gile 1997, 163) Although Déjean le Féal’s prototypical definition may be something all practitioners should aim for, Gile’s comment sounds much more realistic. It is much more probable that even the most skilful professional would make a mistake in their rendition, than that they will not. But still, all practitioners doubtlessly try to achieve as high a standard as possible in their interpretation.

Many researchers have already dealt with the topic of quality assessment in interpreting (Gile 1991, Déjean le Féal 1990, Pöchhacker 2001), some focusing on textual, the others on other levels of the interpreting process. For the point I would like to make, i.e. that interpreters do adjust their rendition to the presupposed knowledge of the audience, I chose Pöchhacker’s (2001, 413) model, showing the Quality standards for the product and service of interpreting (*ibid.*).

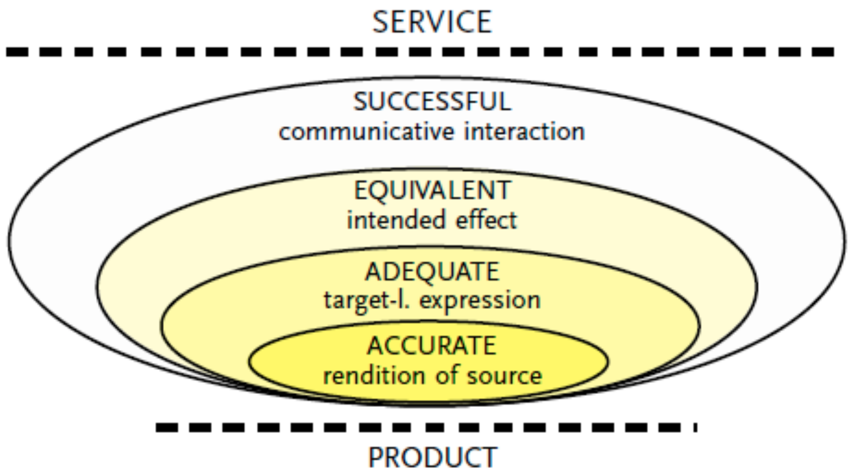

Figure 5: Quality standards for the product and service of interpreting (Pöchhacker 2001, 413)

What translation theoreticians saw as the classical translation dichotomy, we can reflect in interpreting as the dichotomy between the process’s product itself (i.e. target text) and the successfulness of the service, that interpreting undoubtedly is. Thus, the interpreter should be in a constant decision-making process, having to state whether they want their final rendition to be as accurate as possible, (where Pöchhacker puts the accuracy in the very centre of the whole process, forming a foundation for all the other standards), or whether they want to be more service oriented, thus having to focus more on the communicative side of the event. Surely,, the ideal case would make a clear cut through all the levels and would therefore make for good communicative interaction, whilst maintaining the intended effect, adequacy and accuracy once compared with the source text. But unfortunately, the notion of this ideal interpretation seems to be (as I have deduced on the preceding page with Gile's comment) unattainable.

The model above shows what has translation theory been dealing with throughout centuries, interpreting studies are dealing with too. It can be seen as "reflecting the fundamental duality of interpreting as a service to enable communication and as a text-production activity"[sic.] (Pöchhacker 2001, 413).

So what do recipients typically await, expect and require from an interpretation? Seeing the results of the AIIC survey conducted in 1993 and 1994 by a team of interpreters, led by Jennifer Mackintosh, on more than 200 conference participants, we could say that the audience awaits faithfulness to the original. In fact 45% of all respondents said spontaneously (the survey was undertaken in the form of interviews) that content was to them the paramount issue (Moser 1995, 8) (see Figure 6). Other issues arising spontaneously included synchronicity (as the study was focusing on SI), rhetorical skills and voice quality.

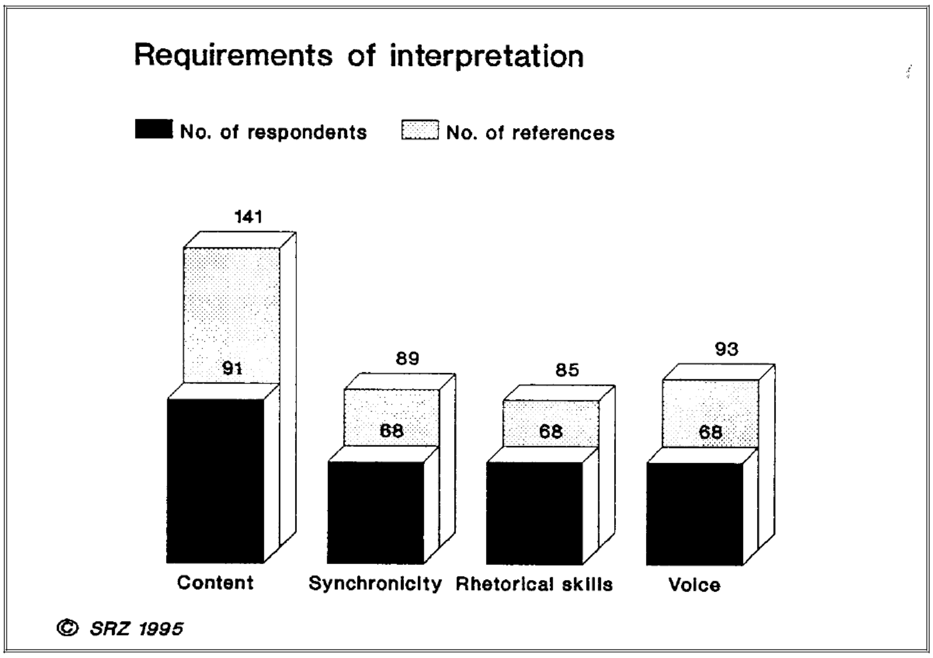

Figure 6: Requirements of interpretation (Moser 1995, 8)

Interestingly, the AIIC researchers included apart from the clearly rhetorical categories of regular delivery[13], absence of hesitation, also complete, grammatically correct sentences and clarity of expression in the category of rhetorical skills rather than including it in the column of content. This is on the hand understandable, as regular delivery and absence of hesitation are doubtlessly valued rhetorical skills. And yet complete, grammatically correct sentences and clarity of expression could be as well included in the category of content, because how can the audience understand the message they are being given by the interpreter, when the interpreter does not form grammatically correct sentences and their expression is unclear? If the interpreter's rendition was mostly composed of incomplete and grammatically incorrect sentences, the audience would probably not care as much about the interpreter's poor rhetorical skills, but would rather want to hear the content itself.

[13] i.e. fluent delivery

3. Models

A model, is an incomplete representation, one which singles out features and relationships that are of particular concern to the analyst (Pöchhacker 2004, 85). In this sense then, even my model is focusing mostly on particular aspects of the interpretation process, as one cannot fully contain its complexity in a single diagram without omitting crucial information. The better to comprehend the modelling process, I will present some relevant modelling levels, as summed up by Pöchhacker (*ibid*.).

3.1 Modelling Levels

Interpreting models have so far focused on seven levels, on which one can create such conditions, that they may be described by a model (Pöchhacker 2004). These levels are: anthropological, socio-professional, institutional, interactional, textual, cognitive and, eventually, neural. It is clear that Pöchhacker levels up the "areas of action" from the largest to the smallest, being an individual's brain.

In the case of modelling the interpretation process and its changes according to the presupposed knowledge of the audience, I shall clearly move along the interactional level. And yet such a complex operation, as is interpretation and its decisive process, will doubtlessly include some aspects of other levels, such as the cognitive level. This phenomenon may be observed especially in the decision-making phase of the process. Therefore, I believe, some of Pöchhacker's modelling levels may need to overlap in order to create a new, functional model.

The interactional level, however, may be further divided into several other sub-levels, such as communication, constellation and text/discourse (Pöchhacker 2004). Later in this chapter, some of the models focusing on these sub-levels will be used to demonstrate how to construct a new model, describing the situation at hand. For the correct modelling of the presupposed knowledge of the audience, however, all three of these sub-levels may have to be used to exactly describe the interaction.

3.1.1 Constellation Models

It would seem that constellation models would be the simplest to create, as the researcher just describes the basic interpreting situation. This, however, may be proven wrong by the very first model to be discussed: Anderson's linear model.

3.1.1.1 Anderson's Linear Model

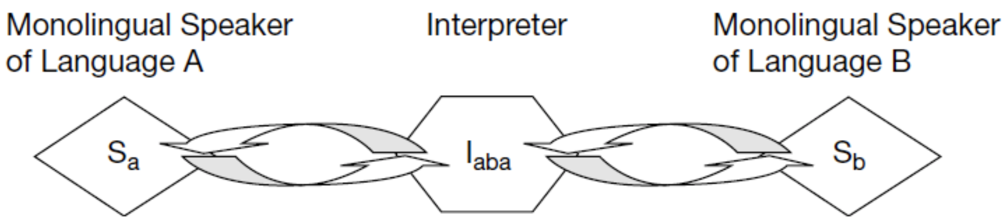

Figure 7: Anderson's Linear model (Pöchhacker 2004, 88)

Anderson clearly attempts to describe the interpretation situation in an extremely general manner. Once a more detailed study is undertaken, however, one needs to add a piece of crucial information: the communication between Speaker A and Speaker B, which, however non-verbal it probably will be, cannot be overlooked. Anderson's model would only be correct in an almost unimaginable situation, where the Speakers do not have audio-visual contact with each other and their sole means of communication really is just the Interpreter.[14] Therefore another pair of arrows would have to be added to cover the non-verbal aspect of communication, leading from Speaker A to Speaker B and vice versa. Anderson himself comments thus:

… It follows that the role of the interpreter is pivotal to the entire social process. In the type case of three participants, two may be assumed to be monolingual. The interpreter is, by definition, bilingual. The two monolingual actors would be unable to communicate without his aid – except through a primitive set of gestures. (Anderson 1976, 210)

Anderson was, therefore, aware of the problem of non-verbal communication. Furthermore, in today's situation, which has already been described, where English is quickly becoming what could be called a *lingua franca*[15], it is highly improbable for the speakers to be perfectly monolingual; the probability of them understanding some parts of the message (if not the gist) uttered by one or the other speakers will, definitely affect their communication.

[14] Pöchhacker calls the Interpreter in this situation a "switching station" (Pöchhacker 2004, 88).
[15] The issue of *lingua franca* has also been discussed in chapter no. 2.2.1

3.1.1.2 Pöchhacker's Interactant Model

Much closer to the goal of my model, as introduced in the hypothesis of this thesis, is Pöchhacker's Interactant Model (Pöchhacker 1992), which pinpoints the importance of *roles* the individual participants – interactants – play in a communication. This model was also one of the reasons why I chose to mention the role playing exercises in the chapter *Dialogue interpreting training* (chapter 2.1.2.1). The model "hinges on the "perspective" of the individual interactant on the communicative event" (Pöchhacker 2004, 89).

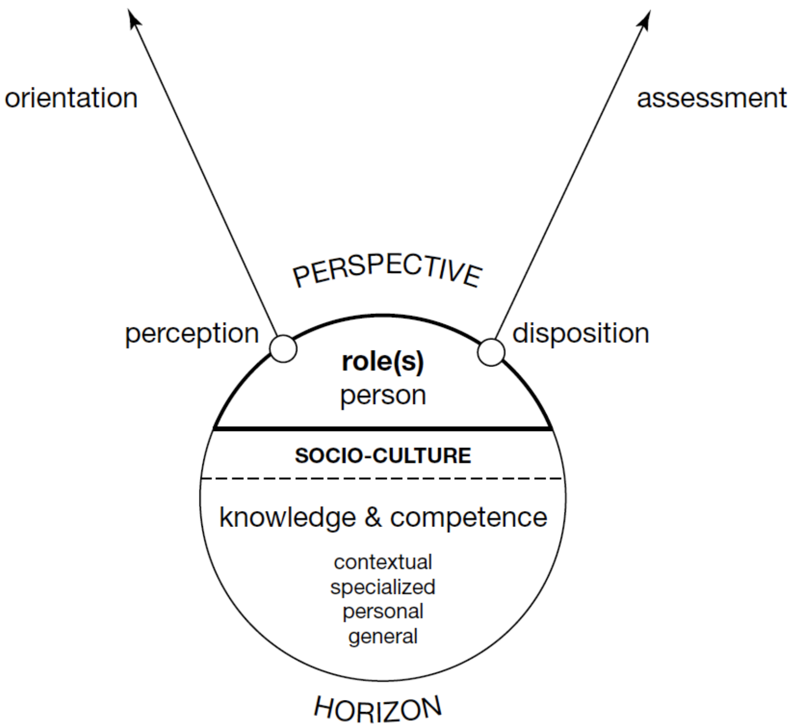

Figure 8: Pöchhacker's Interactant Model of the interpreting situation (Pöchhacker 2004, 90)

Pöchhacker points out the importance of the individual's approach to the situation and the fact that every situation "exists only 'in the eyes of' (i.e. as seen from the perspective of) the interactant" (Pöchhacker 2004, 90). As can be seen from the arrows coming out from the main body of the model, each of these arrows has been given a function of its own. The left arrow claims that based on the *perception* of the communicative event, the interactant will orientate themselves, thus have an input of how to react. The right arrow suggests that, based on the interactant's disposition (i.e. the former experience), their assessment of the event will be made. Once the interactant combines *orientation and assessment,* they create their very personal perspective of the event. Once this is achieved, they can adjust their role in the event accordingly. This point is important also for my own model: In Pöchhacker's viewpoint, socio-cultural background, as well as former knowledge and competence play a key role in the interactant's perspective, as well as in the role they will play in such an event. This model also underlines the importance of intercultural communication I mentioned earlier (chapter 2.1.2.2).

Therefore I can presume that every piece of knowledge and competence gained before the communicative event itself will affect the interactant's perception and disposition. Pöchhacker's model is thorough when describing an individual's approach and viewpoint, but, as Pöchhacker did not aim for description of the communication event itself, but rather just for the *perception* as such, it does not fully describe the adjustment of one interactant's knowledge and competence to the knowledge and competence of others.

3.1.1.3 Kalina's Model

Sylvia Kalina's 1998 model of comprehension and production in interpreting approaches the whole interpreting process from the point of view of textual analysis. This is, after all, not relevant for this thesis. What is important, however, are the concepts named on the sides of the model: Relevant world/situation knowledge and relevant linguistic knowledge. I have already discussed the notion of culture and intercultural communication in chapter 2.1.2.1 and here it proves useful. Kalina mentions the fact that the speaker of the original speech (or, she sees it, the T_1 speaker) and the T_1 addressee share both the linguistic and extralinguistic knowledge. The interpreter (or communicative mediator) shares their knowledge as well and is therefore able to convey the message to the T_2 addressee. The important part here is the fact, that in the text-relevant world/situation knowledge, as well as in the text-relevant linguistic knowledge, the T_1 speaker is no longer being mentioned. Kalina rather mentions the interpreter and the T_2 addressee. Therefore we can assume that the interpreter, like the speaker and addressee of T_1 has to share their cultural knowledge with the addressee of T_2. Furthermore, if the interpreter is in this manner "sitting on the cultural fence", we have to presume that they have to be constantly making decisions about what would the T_2 addressee still understand and what would be too culturally and/or linguistically specific for them to be omitted, explained, transplanted or solved differently. As I pointed out, the textual level of Kalina's model is (for the sake of my thesis) not as important as the fact that she mentions the knowledge that the interpreter has to share with both sides of the interpreting process. What I would like to do, however, is aim more on the decision-making process of the interpreter's, so as to see what aspects of their rendition they might adjust for their addresses the better to understand.

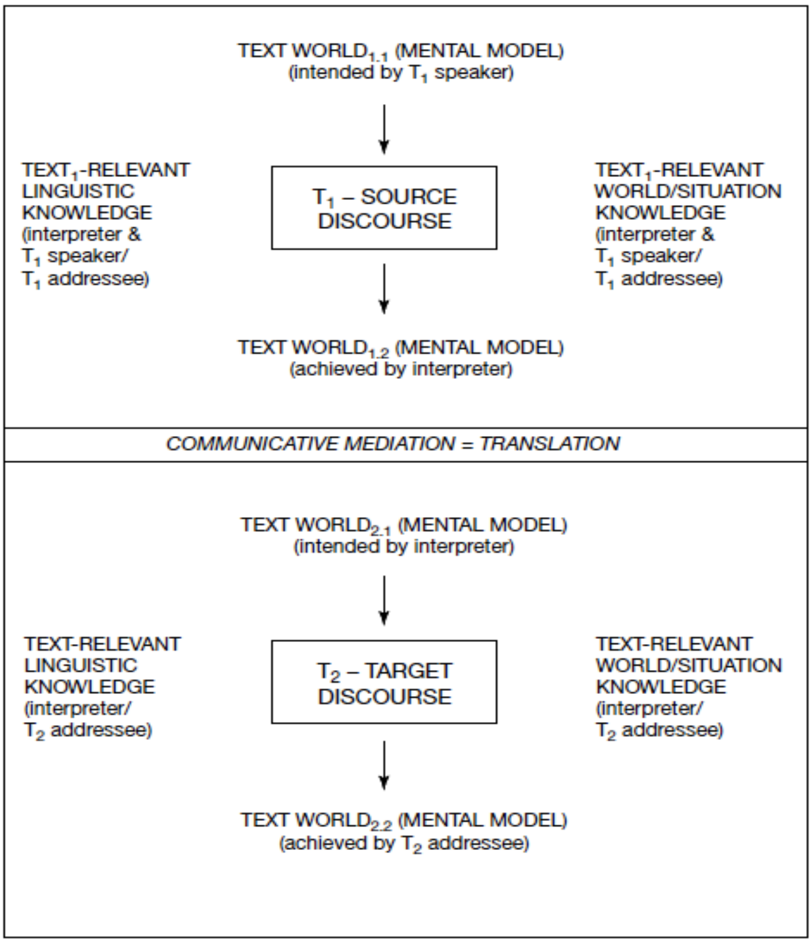

Figure 9: Kalina's model of comprehension and production in interpreting (Pöchhacker 2004, 96)

3.1.2 Processing Models

Pöchhacker's and Kalina's models present a number of intriguing issues, but as pointed out in the introduction of this chapter, I believe that if I am to create a more precise model of the phenomenon I have described, I need to combine both a constellation model and a processing model.

That is why the following chapter focuses on processing models, some of which are, by definition, much more elaborate than the models I have discussed so far, others take a wholly different approach and aim to describe the processes of interpreting from a more organic point of view.

3.1.2.1 Setton’s Model of Processing in Simultaneous Interpreting

In 1999, Robin Setton came with an elaborate model, which was by the author himself characterized as “a hybrid of best available theories” (Setton 1999, 63). The model focuses on a vast range of processes, some of them being verbal, others non-verbal and vitally for my own model, some of them being environment-dependent. Setton classifies the environment’s input as “other perceptual input” and links it to *situational knowledge*. This then provides input to the adaptive memory and thus affects the whole rendition by entering the assembler and the executive. The other source of input into the adaptive memory is in Setton’s view the world knowledge. But it is the combination of the two (situational and world knowledge) that I believe is of importance for my own model. Setton’s model is really very impressive as it takes into account a number of issues, but as Prágerová (2012) puts it “ [Setton’s] generalizations are based on too small a corpus (consisting of five interpreters) and the corpus itself is based on interpretations from only three languages.” (Prágerová 2012, 159).

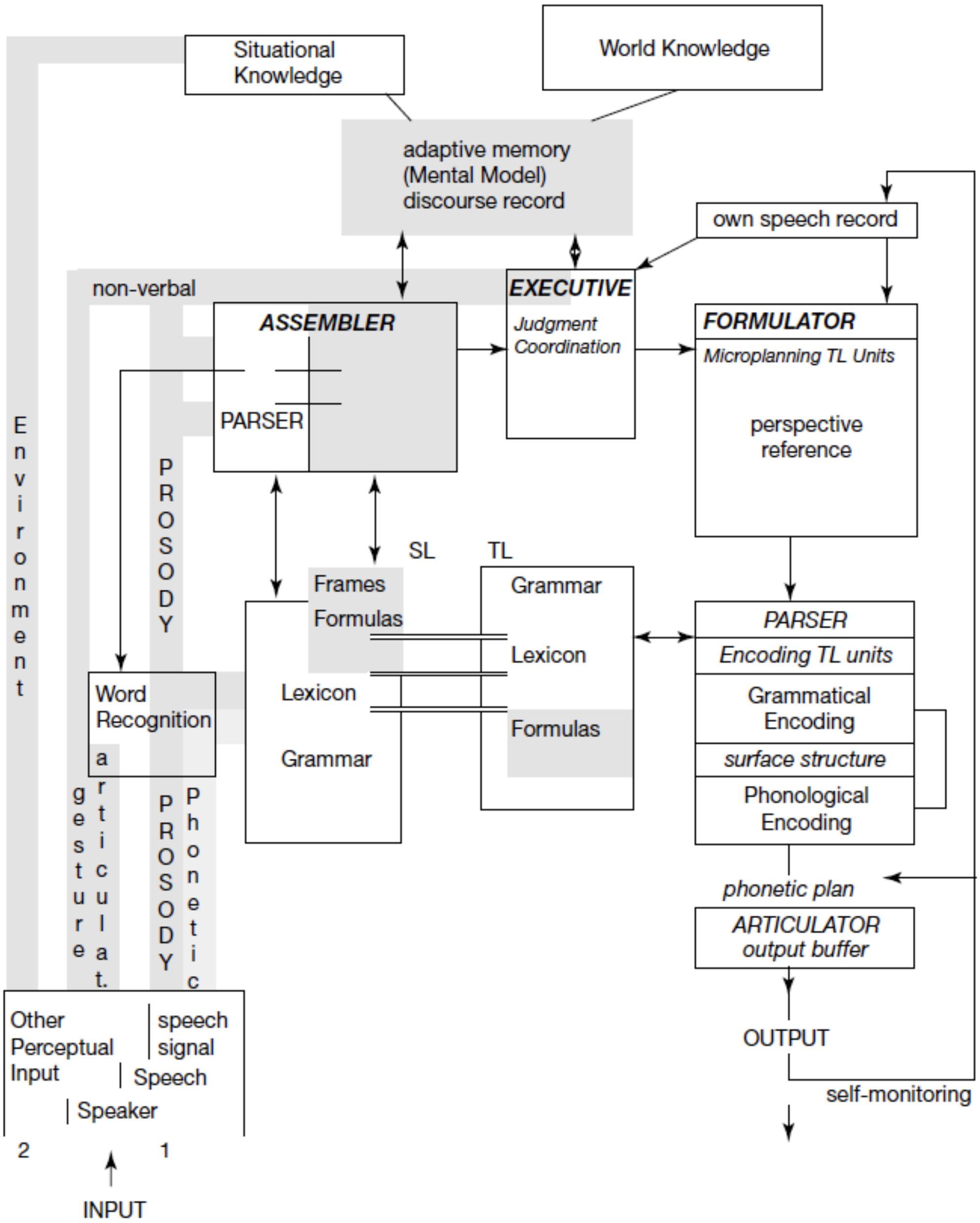

Figure 10: Setton's (1999, 65) model of processing in simultaneous interpreting

3.1.2.2 Prágerová's Cognitive Model of Simultaneous Interpreting

Prágerová (2012) comes with an article claiming, that simultaneous interpreters cannot start what she calls "conceptualizing", as the "primary mental representations of the ideas are not available to him or her from the very beginning" (Prágerová 2012, 151). She stands SI in this matter against consecutive and mentions the major difference: consecutive interpreters do (more or less) know what the speaker in the finished segment said. She then goes on to aim for a model, which would be placed between the source and the target culture, but not forgetting Chernov's anticipation processes and mental images. The author, having in her study gone through a variety of models, some of which have been mentioned in this thesis, arrives at two conclusions, firstly: "…the audience has to rely on the 'approximate' rendering of the original mental image behind the original speech." (Prágerová 2012, 164) What Prágerová here says could be summed up as the speaker having their own mental image and reflecting it in their speech. The interpreter then perceives this speech, takes it as the basis for a mental image of their own and creates upon this basis their own speech. And Prágerová's second conclusion: "Interpreting is a consequent process of approximation to the mental image that the interpreter has been constructing on the basis of linguistic, textual and discourse features, which the interpreter can identify only in the course of interpreting." (Prágerová 2012, 164). These two conclusions, together with her comments on other authors' models, led to her model.

The model itself is rather complex. Target culture being represented on axis *x*, source culture on axis *y*, it is time that is on axis *z*. The original speech (being directly on *z*) is always slightly ahead the target rendition, which is also aimed into the target culture and thus closer to *x*. The fact that the target speech is always slightly delayed is caused by the time lag. As Prágerová does take into account the phenomenon of anticipation, the arrows pointing from the target toward the original are meant to symbolize precisely this. The ovals mean units of meaning, whereas their shades refer to what Prágerová calls "density of each unit, in terms of the number of cognitive processes that must be carried out before the interpreter arrives at a decision and formulates their rendering of that particular unit." (Prágerová 2012, 165). Interestingly, Prágerová does not mirror this density in the anticipatory processes. Therefore, the blue arrows pointing from the green interpreted speech to the pink original one do not show any particular relationship with the density of the units they come from and point towards.

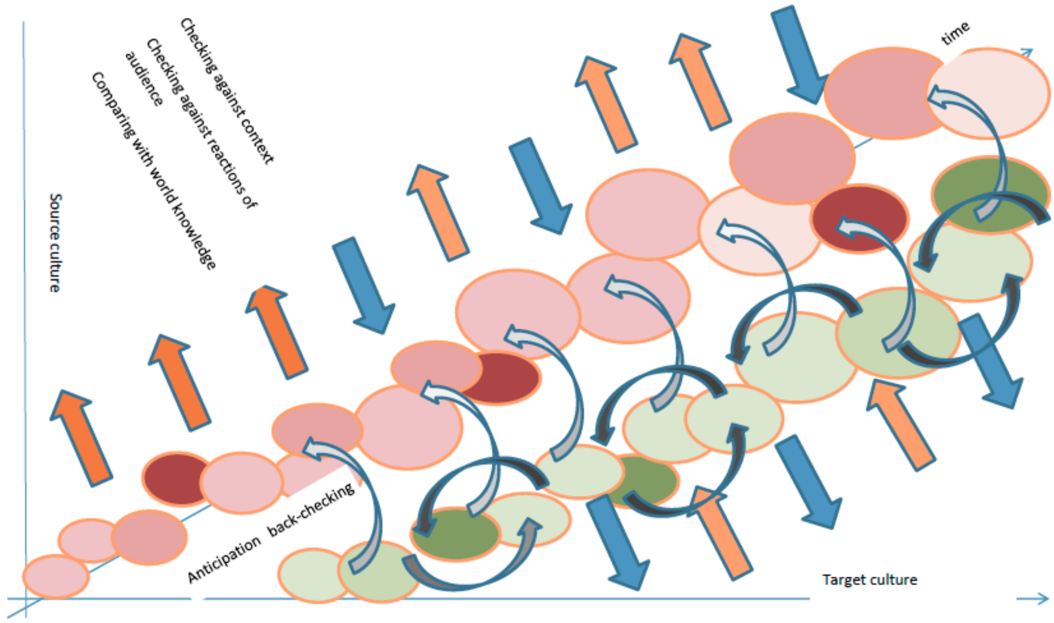

Figure 11: Prágerová's (2012, 164) Cognitive Model of Simultaneous Interpreting

The importance of this model for my thesis is in the three comments next to axis *y*, because here Prágerová comes with the idea that the interpreter keeps checking their final rendition against context, reactions of audience and keeps comparing his or her rendition with world knowledge, thus preventing themselves from slipping into non-sense. The most important of the three is in my point of view the fact that Prágerová includes the notion that interpreters have to check their rendition against the reactions of audience, because the audience and their knowledge and reactions are of particular concern to my own model. However, these three comments should, logically, be mentioned on the other side of axis *z* as well, because if the green speech is the interpreted one, the interpreter should be surely checking against context, reactions and world knowledge as well.

4. Practical part

4.1 Method

The main aim of the practical research and data mining was gaining valid and relevant data that could be used, once combined with the theoretical basis in the first major chapter of this thesis, to chisel a model describing the adjustment of rendition of professional conference interpreters. As I have already introduced the hypothesis of my model in chapter 1, I wanted the data in this questionnaire either to prove or to disprove my proposal.

As the data mining method, I decided to use a web-based surveying tool, SurveyMonkey [16], which offered the possibility of a free questionnaire. SurveyMonkey is a tool typically used by HR and marketing companies trying to gain as much consumer data as possible. These companies for this purpose create their own account and questionnaire and pay the site to send the survey to the target group the companies want to address. As I wanted to use merely the questionnaire service, which is free of charge, this tool seemed as good as any.

4.1.1 Web-based surveys: Pros and Cons

SurveyMonkey has proved itself to have two problems for any serious research: firstly, once I have gained the first one hundred questionnaires, the site would show me only the one hundred and would not count into the final results any other questionnaires coming after that 100th. This did not mean that the site did not register the later questionnaires, but it would simply not show me, as the creator of the survey, any results for more than the first 100 surveys. If I wanted to be shown all the results, I would have to prepay the service, which I, of course, did. Once having paid the amount requested, I could go on to an infinite amount of questionnaires gathered. The second issue seemed to be the name of the site itself. Some of the interpreters I sent the survey to would oblige and say that the name of the site was suspicious, at best. An example of such worries taken to the extreme was an email from one of the responding AIIC members, Mr Charles Speed, who sent me an email, saying merely: "Sorry, don't know you and your monkey university smells strongly of virus.[17]" I later explained to Mr Speed that this was merely the name of the site, rather than the

[16] www.surveymonkey.com
[17] Charles Speed, e-mail message to author, February 17, 2013.

name of our university, which he kindly acknowledged and filled out the questionnaire, but I do not doubt there were other interpreters who did not reply to my e-mail message and would simply ignore this questionnaire because of the name of the site itself. This is a mistake I did not suppose to happen and it may have cost me a few per cent in the response rate of the questionnaire.

I ran a try-out of the questionnaire with a group (8 persons) of my class colleagues to see whether the site and questionnaire worked properly. I have received no negative feedback. The results and comments of these 8 persons were a part of the resulting graphs, but the structure of the questions allowed me to identify these eight students and omit their comments. If I were not to include this test group and use a new questionnaire, I would have no certainty that the questionnaire would work.

Unlike other surveys, such as e.g. Zwischenberger (2009), I did not aim to gain as much data about the respondents as possible. After all, the survey was not designed to mirror the sociological situation of AIIC and all the information that would be needed for any sort of analysis was already contained in Zwischenberger’s extensive survey. If I were to include all the questions Zwischenberger contained in her questionnaire, which was greatly helped with by Franz Pöchhacker, I would very much minimize my chances of receiving enough material back so as to suffice for my aim. Furthermore, I wanted the questionnaire to be absolutely anonymous and to bring as precise information as possible. Zwischenberger’s research was anonymous as well, but the email addresses of those AIIC members, who had already submitted their responses could be monitored by one server, whilst the data of the questionnaire itself were stored on another server (Pöchhacker and Zwischenberger, 2011). As I was not capable of providing two servers myself, I simply prohibited the use of a single IP address more than once to fill-out the questionnaire. This way, the interpreters did not have to register using their email addresses, so the survey remained anonymous and yet they were not capable of answering the survey more than once, unless they would try to access it from a completely different computer. I did not presume such method of “hacking” the questionnaire, however.

4.1.2 Questionnaire Target Group

As with any questionnaire, the problem was the reaching of respondents whose opinions and ideas would be valid. In my own research, I aimed to avoid the typical problems, that may occur, once assembling a corpus of interpreters: bias, too small

number of participants in the research, some of them evaluating merely simulations, rather than real-life conditions (Setton 1999), etc.
The main issue that had to be tackled was the ensuring of standards rigid enough so as to allow me to presume that the interpreters have sufficient practice as professionals to be apt enough to reply to my questions in a sufficient manner. After contemplating all sorts of possibilities, I decided to limit the questionnaire solely to conference interpreters (rather than courtroom interpreters, which were one of the possibilities as well).
The decision of including only conference interpreters meant that I could send the questionnaire to members of AIIC. This also sorted the problem of professional standards, because AIIC itself has a demanding admission procedure for its new members and I could thus rely fully on the fact that AIIC members have the qualification to respond to my questions. I have gained all the email addresses of the AIIC members from the AIIC directory 2012.
In the previous parts (pp. 8, 9) of this thesis, I have described a dichotomy, as seen by Perret (2007), between the traditional approach to interpreters, where they were mostly being examined as Perret puts it, as "circus acts" (Perret 2007) and the newer, sociological approach to the matter. When I designed my survey, I bore in mind the fact that I wanted to fuse both of these approaches, because, as I wanted to create a model, which is a typical representative of the old ways, I had to create a survey rigid enough to provide enough solid data. On the other hand, I provided the interpreters in the survey not only with classic scaling questions, but also with open-end questions, where they could describe their own personal approach to whether they do or do not adjust the original speaker's rendition.

4.2 The Questionnaire

The questionnaire itself consisted of just seven questions, because, as stated in the previous chapter, its main purpose was not creating a sociological profile of the respondents, but seeing which aspects of their rendition would they change and which they would not change at all.
I aimed for a compromise between a very brief survey, which would not provide enough data, and a long and elaborate survey, which would provide me with a great

deal of data, but would very probably have resulted in far fewer interpreters filling it out.

The survey had a very brief introduction, explaining its aim and the grading scale:

> This survey focuses on various aspects of an interpreter's rendition, that could be changed or adjusted to enable better understanding. An interpreting professional may adjust the pace of their rendition, the complexity of their vocabulary or even try to adjust their pronunciation in order to make their rendition more clear and understandable when interpreting for e.g. non-native speakers of the target language. As an interpreter which of these would you adjust if you feel the audience has difficulties to understand?
> (1 – I do not adjust at all, 4 – I tend to adjust a lot)

The first four questions were based on Bühler's (1986) questionnaire format, where the interpreters were given a scale from one to four, as explained in the introduction, on which to evaluate the respective aspect of their interpretation that they would change. Apart from the classic one-to-four scale, the interpreters were also given the possibility of commenting on these four questions. The better to illustrate the visual side of the questionnaire, I include a screenshot of one of the questions:

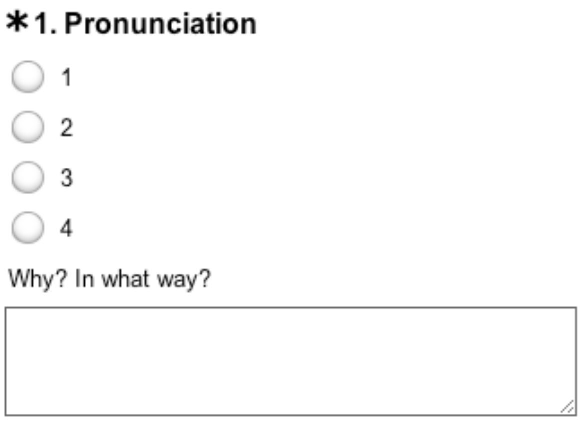

Figure 12: Question 1: Pronunciation.

The asterisk in front of the question means that this question is compulsory and the questionnaire cannot be finished, unless this question was answered.

The four questions in this format were: Pronunciation, Speed of speech, Simplicity of speech (simple vs. complex sentences), Vocabulary.

These four questions do not suggest that the gist of the speaker's rendition should be changed, or that its effect should be altered. The questions really focus merely on how the interpreter can adjust their rendition in order to ensure better communication between the speaker and their audience.

4.2.1 Pronunciation

I have included the question of pronunciation because it would seem logical that an interpreter would try to speak as clearly as possible, especially if they feel that the audience does not understand the subject of the interpreter's rendition or their language very well. As I pointed out in chapter 2.2.1, I had to differ from Bühler's questionnaire format, as I was not that much interested in the accent of the interpreter, but more in the way they try to pronounce more carefully.

As the reader can see in figure 12, the comment field had its own, short sub-question, explaining what the interpreters were supposed to comment on. Thus, the question on pronunciation had the sub-question of *Why? In what way?* I wanted the interpreters to elaborate on this topic, because I was interested in (if they do, indeed, adjust their pronunciation) how specifically they adjust it.

4.2.2 Speed of Speech

I presumed the interpreters would not slow their rendition down if they are interpreting for native speakers of the target language and also if the speed of the speaker does not allow them to adjust their own speed. But this question is the reason why I decided to include the remark on non-native speakers in the questionnaire's introduction. I was interested in whether the interpreters actually take into account the fact that they might be interpreting for an audience, whose language skills in the target language may not be as good as the language skills of native speakers.

This issue was also addressed by the comment field and its sub-question which asked: *Would you tend to speak more slowly when communicating with non-native speakers?*

4.2.3 Simplicity of speech (Simple vs. Complex sentences…)

The next question focused on my presumption that the interpreters would try to speak in simpler, clearer sentences, so as to ensure the audience's better understanding. This question was rather self-explanatory. The comment field asked the question: *How?*

4.2.4 Vocabulary

The last of the four grading questions was perhaps the most interesting, as it implied the highest grade of the interpreter's own effect upon the target rendition. I wanted to know whether the interpreters would actually dare and simplify even the vocabulary and terminology of the speaker, if they felt that their audience did not understand. Like question three, the comment field of this question asks the question: *How?*

4.2.5 Demographic questions

The last three questions were demographic:

Question five was used to differentiate whether the respondents were students or professionals. This had two reasons: firstly it allowed me to cut out the dry-run with my eight classmates, whom I mentioned in chapter 4.1.1 and secondly the outcome of this thesis was at one stage supposed to be used in a project that requested that students be used in the questionnaire.

Question number six addressed the issue of how many years of practical experience the interpreters had, from three to more than ten. Once again, my main goal was not stating the exact number of years of practical experience, as this had been done a year earlier by Zwischenberger.

Question seven was a backup question, which was placed in the questionnaire in order to ensure that the respondents really are members of AIIC. So it asked the question: *Are you a member of any sort of professional association?*, offering a yes/no field and a comment field of: *Which one*?

4.2.6 Reaching the Respondents

Having tested the functionality of the questionnaire, I started sending it out to members of AIIC. I sent a link of the questionnaire with a short introduction of myself and the purpose of my thesis via email. As mentioned in 4.1.2, I gained all the email addresses in the AIIC 2012 directory. Not all AIIC members provide their email address in the directory, however, so the amount of sent emails does not mirror the real amount of AIIC members. Altogether, I have sent 2738 emails.

4.3 Questionnaire Results

Out of the 2738 emails sent, 98 could not be delivered either due to the fact that the recipient's mailbox was full or my email was seen as spam. Seventeen further messages were not successfully delivered, because the interpreters were out of office for a longer period of time, which exceeded the closure date of my questionnaire. So, once the undelivered messages are subtracted, the number of successfully delivered emails equals to 2623.

Out of this amount, 480 interpreters responded to the questionnaire, which, once transformed into percentage, equals to 18,3% response rate.

Out of the 480 interpreters, who began filling in the questionnaire, all 480 also finished it.

4.3.1 Question 1: Pronunciation: Results

All the 480 respondents answered the first question. Expressed graphically, the results are as follows:

Pronunciation	Response Percent	Response Count
1	45.6%	219
2	25.8%	124
3	19.6%	94
4	9.0%	43
	Why? In what way?	295

Figure 13: Question 1: Results

As can be seen from the results of this question, 45.6% of the respondents do not adjust their pronunciation at all. Also, the number 295 in the lower right corner of the figure means that the answer had 295 comments written by the respondents. As I cannot include every single comment in this thesis, I will include always a few of them, expressing an idea or a notion, which was mirrored throughout them.

If we look among the comments the respondents left, we can find the reasons why the interpreters do not feel the need to adjust their pronunciation.[18] I would like to give the reader a few examples, e.g.:

- I have standard/most common pronunciation, no need to adjust
- I usually care a lot
- My normal accent is very clear
- I believe I a have a clear fairly neutral accent in English (not regional) and that most people who learn English would be familiar with it. [sic.]
- An interpreter must ALWAYS speak in very clear distinctive manner, articulating well…
- It’s important always to pronounce words clearly.

[18] In the body of this thesis, I will not include all the comments made by the interpreters, as just in the case of the first question, this would mean 295 comments. I will always find some common ground for the comments made and will mention groups of them that aptly illustrate the notion I want to address. All the comments to all questions are a part of the electronic appendix to this thesis.

All these examples are actually expressing one idea, being that the interpreter should always care for their pronunciation and thus that these recipients do not feel the need to adjust their pronunciation at all. I have to agree with the opinion that interpreters should always speak as clearly as possible, but I would not expect more than 45% of responding interpreters not to adjust their pronunciation at all.

Seeing the matter from the perspective of those interpreters who do adjust their renditions' pronunciation, we can see that 54.4% of all responding interpreters adjust their pronunciation at least to some extent, 9% even tend to adjust their pronunciation a lot. Thus, also the comments of respondents varied from those shown above, stating that no adjustment whatsoever was needed, to those, which expressed the opinion that interpreters should adjust their pronunciation:

- Articulate more clearly
- I try to speak even clearer to make it easier to understand.
- Better articulation
- Articulate
- Enunciate clearly
- Articulate more clearly
- I try to pronounce clearly anyway, but I may try and be extra clear for non natives.

Out of the 54.4%, these slight changes aiming solely for better articulation formed 25.8%, thus I graded their adjustment in pronunciation with the grade 2. This does not mean, however, that the other 28.6% (grades 3 and 4 combined) did not mention articulation or enunciation. Most of the respondents did, but they also mentioned other phenomena they try to adjust to provide a better service for their audience.

4.3.1.1 Accent

Even though I did not want to focus on accents in this question, as I presumed it would be quite impossible to change the accent in SI, the respondents expressed quite often the idea that they actually might want to change the accent if they are working for a particular audience:

- I try to separate syllables and adopt a mid-Atlantic accent in English (as opposed to a marked American accent)
- Native speakers can understand other regional British accents, for non native speakers I would be more aware of the need for clear diction.
- When I work into English, and the audience is not native. I speak with a "mid atlantic accent" and abstain from far fetched idioms.
- Would switch to British English.
- I try to minimize my markedly US Midwestern accent. [sic.]

As stated earlier, I deliberately changed Bühler's category of accent to pronunciation. And yet, the interpreters seemed either to misunderstand the question I was asking them or they held the question of accent for so important, that they felt the need to specifically mention it. As the reader can see, I was wrong in my presumption that the interpreters would not be willing to adjust their accent to the needs of the audience. This mistake, however, speaks for the hypothesis, that the interpreters adjust their pronunciation in order to be more intelligible for their audience.

4.3.1.2 Audience-specific Adjustments

Seeing the topic of this thesis, by far the most interesting and important aspect the interpreters mentioned was the fact that they would adjust their rendition in terms of pronunciation not only to achieve a more neutral enunciation, but also for the purposes of the audience not being confused. This means that if the interpreter knows that the audience is used to a certain word being pronounced in a certain (often wrong) manner, the interpreter deliberately pronounces the word in the way known to the audience. Some interpreters mentioned this specific approach:

- I might somewhat modify my pronunciation of proper names to make it more clear for target-language speakers (i.e. when interpreting into English from Spanish, give a slightly anglicized pronunciation of a name).
- in Southamerica, the term "Volkswagen" is better or even only understood if you pronounce "wolvájen"; this is the way, the label of the German car has been incorporated to the local phonetic uses. [sic.]
- If the locals mispronounce a word - they may not understand it otherwise. Example: in Nicaragua if you are translating for a doctor and a patient - the patient will better understand combiotico (even thought that word does not exist in the dictionary) instead of antibiotico.

It was precisely this sort of adjustments that I had in mind when assembling my hypothesis. The interpreter, knowing that the audience has their own local pronunciation of a specific word, uses this pronunciation, rather than using the proper pronunciation and thus undergoing the risk that the audience will not understand them properly. As is obvious from the examples given by the interpreters, this sort of adjustment requires not only excellent knowledge of the language itself, but also of the *locally specific* culture of the audience. Thus, the first example is valid only for the language pair Spanish – English, the second one would be implemented only in South America and the third one is clearly extremely locally specific. I presume that this sort of locally specific culture could be found in many language pairs, even in English – Czech.[19]

Even though this question was specifically focusing on pronunciation, some interpreters mentioned already here the need of adjusting the vocabulary, terminology or explanation in their rendition. So, some interpreters commented:

- Clear enunciation - avoiding colloquialisms
- In case I know the audience doesn't have much of the background on a topic, famous case, entity, celebrity that the speaker mentions: then I would try as much as possible to include a word or two in explanation. Also the same for acronyms that I know from the context the audience have no previous knowledge about.
- clear pronunciation, no regionalisms
- By using simpler terms, if audience seems unfamiliar with official terminology, speaking slower or enunciating better...

Once again, this is a good example of the interpreters taking into account the specific needs of their audience and thus providing a better service[20]. It is very important to stress the fact, that the interpreters are not mentioning any means of "oversimplifying" their rendition. The interpreter in the first example would simply avoid colloquialisms, the third one would avoid regionalisms and the last one would avoid expert terminology if they know that the audience is not familiar with the topic of their interpretation. All of these simplifications would probably only serve for the audience the better to understand, without compromising content. The second example introduces the topic of explanation, but once again, only to provide better service to the audience, so that the audience understands the cultural allusions of the speaker. Seeing all these examples in the light of Pöchhacker's standards of interpreting, which I addressed in chapter 2.3.2, we can see all these slight adjustments as shifts towards what Pöchhacker calls successful communication.

4.3.2 Question 2: Speed of Speech: Results

The second question of my questionnaire addressed the speed of speech. Similarly to the first question, all 480 respondents answered this question. And interestingly, 327

[19] A good example could be the specific pronunciation of brands in Czech. Some 15 years ago, when the Czech public learnt about the existence of the American TV station HBO, half of the Czech nation pronounced it as "Hábéó".

[20] Based on the presupposition that if the audience understands better, the service is better as well, as it fulfills its main purpose better.

respondents left a comment, which was more than in the case of the first question. The question offered following results:

Speed of speech

	Response Percent	Response Count
1	28.8%	138
2	**41.7%**	**200**
3	22.5%	108
4	7.1%	34
Would you tend to speak more slowly when communicating with non-native speakers?		327

Figure 14: Question 2: Results

As the reader can see in the figure above, 41.7% of all respondents marked the speed of speech with a 2, meaning they would slightly change the speed of speech in order to achieve a better understanding for the audience. Also, an extreme change in the speed of speech, here represented by grade 4 seems very unlikely, as only 7.1% of the responding interpreters decided for this most extreme change in pace.

As we are talking of simultaneous interpreting, the interpreter has only limited possibilities of actually adjusting their speed of interpreting, because they have to interpret the information of the speaker's rendition, thus having to coordinate their own speed of speech with that of the speaker. Because of this fact, I did not expect the interpreters to say that they would change their tempo too much. It even came as a surprise, that more interpreters would actually adjust their speed of speech than their pronunciation, as is obvious if the reader compares the results of the second and of the first question. As in the case of the first question, I would now like to address the issues that were spontaneously addressed by the responding interpreters.

4.3.2.1 Speed of Speech Dictated by the Speaker

First (and the most often to be spoken of) of the issues the interpreters would mention was the fact, that the speaker is, in fact, the one who determines the speed of speech. This was brought up not only by those interpreters who claimed they would never adjust their speed of speech, but also by those who said they actually would adjust their speed of speech. I would therefore now like to introduce some comments that express this very notion. I will start with the interpreters who would never slow down, and gradually come to the interpreters who said they would always adjust the speed of the original.[21]

No Adjustment at all

As of the interpreters, who said they would not adjust the speed of speech, some interpreters made it very clear, that they would never even think of slowing down:

- ?????? I go along the speed of the speaker! it's not up to me to "speak slowly".... If I do, I could miss part of what is being said.
- No.
- Not really, I have to keep the speed of the speaker.
- No, this is entirely determined by the source speech
- Cannot adjust the speed- I still have to deliver the same amount of information
- Speed is according to the speaker and density of his speech. My main purpose is not to lose the logic of the speech. If the listener cannot take my speed, it is his / her problem

These comments all express the general idea that if the speaker speaks quickly, the interpreter should simply speak quickly as well, so as to keep the pace with the original and not to lose content.

Adjustment where possible

I did not want the interpreters to understand my question as a suggestion that they should sacrifice the interpreted content in order to speak slowly. My aim was to see whether they slow down, if they are given the possibility to do so by the speaker's speed. Fortunately, this was understood by most of the respondents and they commented in the following manner:

- Not always easy to do, but I try to be conscious of it.
- If at all possible, yes.
- Yes, I would try, compatibly with the speed of the speaker.
- Yes, whenever it is possible
- One can try but if the original speaker is extremely fast you can only slow down so much.
- it depends! in some situations, you can allow yourself to speak more slowly, e.g. when the speaker repeats him or herself. you can slow down because you say once (slowly) what the speaker says twice. other than that, If the

[21] I will not make any calculations expressing how many comments were in favour of slowing down and how many were against, as the graphic expression of the question speaks very clearly for itself and it would be in some cases impossible to make a clear distinction.

speaker speaks quickly, I don't have much of a choice. I follow.

This approach expresses the notion, that where possible, the interpreter should take into account the audience's needs and adjust the speed of the original, i.e. slow down, where necessary. All of this should be done without sacrificing any important part of the content, but as the last comment suggests, speakers tend to be repetitive, which gives the interpreters some space to slow down, as they do not have to repeat the redundant information.

Some of the interpreters even specifically mentioned the audience's needs that they think of when they slow down:

- If we find it hard to cope with speaker speed, the same applies to our listeners. We are "the speaker" for them. So, whenever possible and without running the risk of sounding too artificial, I may try to adjust my speed of speech.
- I try never to rattle along but rather compact things a little if the speaker is extremely fast. For one particular group with very weak English I tend to do that even more.
- I would if the audience is clearly having trouble. Speed is a major factor in not understanding.
- This doesn't necessarily apply only when speaking with non-native speakers. Some people/audiences, not used to interpretation, often appreciate this.

Such comments were of great help, when deciding, whether I should include the category of speed of speech in my model, because some interpreters, at least, really do take into consideration the fact that their audience may have trouble understanding if the interpretation really were to be too fast.

Audience vs. Speaker Dichotomy

Some of the respondents' comments stood in absolute opposition to the notion of any adjustment in the interpreter's rendition and just following the speaker. Other comments, however, pinpointed the idea that the most important role of interpreting is ensuring the audience's understanding of the speaker's ideas. This dichotomy refers back to Pöchhacker's quality standards for interpreting (Fig. 5),

One comment, for example, left not only the speed, but also everything else to the speaker's own decision and applied a very straightforward rule to the interpreted speech:

- No, I adjust to the speaker's speed, and if he/she makes a dog's breakfast out of it I go by the principle of "Garbage in-garbage out" Same if he/she is reading a document without providing a copy.

The idea of “Garbage in-garbage out” should probably be left to every interpreter’s professional judgment, for it is questionable how much can an interpreter adjust a speech, which is qualitatively insufficient from the very beginning. And yet the interpreter should do as much as possible in order to provide the audience with a high-quality service. So, if I continue using Pöchhacker’s quality standards in this dichotomy, this comment suggests that the interpreter in fact cannot provide a good product, if they are not given good input.

The other side of this dichotomy was represented by comments such as these:

- The message should be understood, that is the most importat thing. [sic.]
- yes, and communicating with native speakers, also. There's no point in running. What we want to is to understand. So if the speaker runs, I do not. But I always try to keep a natural speaking rhythm -without exagerating nor offering too slow pace. [sic.]

These comments argue that even if the input really is of poor quality, at least in terms of pace, the interpreter still can try to improve on it and aim for more consistent delivery, thus providing the audience with a better service. Once again, using Pöchhacker’s quality standards, such approach would lead to a more successful communication.

4.3.3 Question 3: Simplicity of Speech: Results

The third question of my questionnaire posed the inquiry, whether or not the interpreters try to simplify their rendition if they feel the audience might have trouble to understand too complex sentences. The question itself even mentions the simplification of sentences, as its title is *Simplicity of speech (simple vs. complex sentences…)*. The text in brackets was included just to give the respondents a more precise idea of what they are being asked. The results were as follows:

Simplicity of speech (simple vs. complex sentences...)	Response Percent	Response Count
1	19.4%	93
2	30.6%	147
3	**34.8%**	**167**
4	15.2%	73
	How?	312

Figure 15: Question 3: Results

Once again, all 480 respondents answered this question, with 312 of them leaving a comment.

The graph expresses the fact that 80.6% of all the respondents would try to adjust the simplicity of their rendition if they felt that the audience was struggling to understand. In fact, exactly 50% of all the interpreters who filled in my questionnaire would adjust their speech to what they perceived as grade 3 or 4. Based on these results, I would like to introduce also this category into my model in the final part of this thesis.

The fact that the interpreters would adjust their rendition more than they would in the case of questions one and two also led to a number of interesting comments that I would, like I did in the case of the previous questions, like to present now. Similarly to my approach to question two, I would like to begin with the comments that mentioned no change and gradually proceed to the more obvious of adjustments.

4.3.3.1 No Adjustment at all

Some interpreters leave not only the speed of speech, but also the complexity of their own, i.e. interpreted, rendition to the speaker. It is not my job to criticise nor praise this approach, but I can provide the reader with some examples of such comments:

- THIS IS THE JOB OF THE SPEAKER[22]
- No, the register is set by the speaker.
- I have no right to change the simplicity. My job is fidelity.
- Again, this will actually be dictated by the speaker

These comments are the typical examples of those interpreters who would mark question 3 with a 1. As seen in Figure 15, 19.4% of the respondents would not adjust the simplicity of their rendition at all and would leave all the decision-making to the speaker.

4.3.3.2 Slight Adjustments

As the reader can see in Figure 15, 30.6% of interpreters chose answer number 2, which is interpreted as making slight changes to their rendition in order to enable their audience the better to understand. Once going through the comments on question 3, one sees that the interpreters very often mention that they would try to shorten their sentences:

- Shorter sentences.
- short sentences.
- Simpler, shorter sentences.
- Shorter sentences if possible.
- Short sentences via saucissonnage. One sentence per meaning unit if possible. But without becoming untrue to the original text.

Seeing the sentence-shortening process as the take-off point for other simplifications, I would like to show the reader some more comments mentioning shorter sentences, but also other adjustments to their rendition:

- simpler structure of sentences, shorter sentences.
- I use as simple sentences as possible.
- Shorter sentences, simple gramatical structures if possible. [sic.]

All of these examples mention syntactic adjustments. Such changes to the sentence structure would, presumably, help the audience better to understand the interpreter's rendition. Now, I would like to give the reader a few examples of comments, which

[22] Capitalized as in the original

address also lexical and/or stylistic adjustments:

- This is the most relevant aspect of all: I tend to ajust my language style, i.e no idiomatic expressions, no complicated sentences (subject, verb, objecttype), repetition of the most striking messange elements. [sic.]
- avoid subordinate clauses and compound sentences. repeat operative terms
- I do not try to shine with flowery sentences.
- Shorter sentences and more expressivity.
- Shorter sentences, less technical terms, fewer idiomatic expressions.

Such lexical adjustments, as using less technical terms and fewer idiomatic expressions have to be situation-specific (as I have pointed out in chapter 2.2). Again, where applicable, these changes to the interpreter's rendition would have great effect on how the audience understands the interpreter. One comment that I would not agree with, however, is the penultimate comment, mentioning that the interpreter would add expressivity. I do not see any reason why expressivity should be added, because what I sought in the responses were efforts to make a rendition clearer, not more entertaining.

4.3.3.3 Audience-oriented Adjustments

It was the comments directly addressing the adjustment of the interpreter's rendition to the needs of the audience that were most interesting to me and to this thesis. Some interpreters did mention that, when interpreting, they actually consider the audience's ability to understand. The comments on this issue varied from very plain to quite elaborate. An example of a plain comment could be:

- It depends on the nature of the listeners.

Even this simple comment was for me already a clear sign that at least some interpreters try to adjust their rendition to suit their audience. As I pointed out, however, some comments were not as laconic and explained the way the interpreters would adjust their rendition:

- If you sense the audience is not very sophisticated you have to adapt and speak very plain English i.e. "The cat sat on the mat" and not "The feline reclined on the kilim".
- If I realize that my English audience is composed of many speakers with dubious level of English, I will try to avoid using idiomatic expressions that might be beyond their reach.

Here, the interpreters address exactly the issue I wanted to describe in this thesis. It is this sort of adjustment to the situation and the audience that I believe need be considered before starting the process of SI. These comments refer to the phenomenon of the audience not always being linguistically proficient, which I also addressed in chapter 2.2.1. The first comment mentions a specific example of simplification, which may be taken too much into the extreme in this case. The second example specifically mentions trying to avoid idiomatic expressions in order to be better understood by an audience of "dubious level of English".

One interpreter even mentioned a "general" rule that they use regarding their audience:

- this is largely dependant on subject matter complexity: general rule = do underestimate or prejudge the audience. Specialists @ a tech conference NEED details.... [sic.]

In other words, (from the point of view of this particular interpreter) it is always better to make one's rendition simpler rather than more complicated. But the comment's last message also states that specialists at a technological conference need details. Therefore one could presume that this "general" rule is rather situation-bound (making it "specific" rather than "general"), which would make much more sense than generally simplifying the interpreter's rendition.

4.3.4 Question 4: Vocabulary: Results

The fourth question of my questionnaire asked the interpreters whether they adjust their vocabulary when they interpret for an audience that could struggle to understand too complex a rendition. 473 interpreters answered the question, with 7 respondents skipping it. Expressed graphically, the results are as follows:

Vocabulary

	Response Percent	Response Count
1	20.1%	95
2	29.4%	139
3	**35.3%**	**167**
4	15.2%	72
	How?	309

Figure 16: Question 4: Results

309 interpreters left a comment on this question, providing me with plentiful feedback. As the reader can see in figure 16, 35.3% of respondents were in favour of grading this question with a three, thus indicating adjustment in their rendition. Generally, the question's results mirror the results of question three, where the percentage distribution was very similar. The similarity of the answers to question three and four was also obvious from the comments, as many of them once again addressed e.g. shorter sentences. There were, however, some differences, that could be once again summed up in patterns in order for the reader to see the major issues addressed. As I did in the case of question 3, I will list them gradually from those comments expressing no will to adjust to those, which admit some sort of adjustment.

4.3.4.1 No Simplification

As the reader can see in figure 16, 20.1% of respondents said that they would not change the vocabulary of their rendition. Like in the case of question 3 (chapter 4.3.3), this could be seen as leaving the responsibility of the audience's understanding fully on the speaker, regardless the needs of the audience. Some examples of negative comments on the adjustment of vocabulary were based only on fidelity to the original speech:

- I have no right to change the vocabulary. My job is fidelity.
- Depending on the original speach. [sic.]
- I do not believe it is my job to "dumb down" the speaker. The onus is on the speaker to make these adjustments, not the interpreter. This is especially true in court!

So, the interpreters making these comments could be seen as speaker-oriented. Especially the last comment makes a clear statement that it is up to the speaker to decide what vocabulary they use. This is true, but the speaker can only decide the vocabulary in the source language, whereas it is up to the interpreter to decide the vocabulary they use in the target language. This is the case especially in the case of e.g. proverbs and idioms. These may be replaced with simpler expressions without threatening the message itself.

There were commentaries, however, which were also against vocabulary adjustment but for another reason, being the audience itself. One such comment follows:

- If a delegate claims to speak English then they must expect to hear normal English vocabulary

Yet again, the dichotomy of speaker- vs. audience-oriented interpreting arises. As I discussed this dichotomy already in chapter 4.3.2.1, I will not go into further detail.

4.3.4.2 General Simplification

All of the comments made on this question to some extent related to vocabulary simplification. Therefore I would now like to give a few examples of more general comments and later I will introduce more specific comments, addressing also more specific fields of vocabulary simplification.

The general comments on vocabulary simplification typically mentioned the usage of everyday (as opposed to specialised or technical) vocabulary, avoiding too complicated expressions and also avoiding the use of sayings. Here I would like to present the typical examples:

- I avoid sayings, expressions, obscure words.
- By not using unecessarily complicated vocab [sic.]
- Choose simpler words and more straight forward syntax. [sic.]
- Avoiding very flowery/literary vocabulary
- using as much as possible everyday terms
- No proverbs, no complicated figures of speech

All these comments merely state that the interpreters are aware of the fact that they can simplify their rendition. As said above, the interpreters commented not only on general simplification of the vocabulary they would use, but also on more specific vocabulary adjustments. The first I would like to address are the simplifications concerning idiomatic expressions.

4.3.4.3 Idiomatic Expressions

On of the issues the respondents mentioned the most often was the adjustment, or rather omission of idiomatic expressions from their rendition. The reasoning here is clear, for idioms usually are more difficult to understand than regular vocabulary. Some examples of comments on this topic:

- I wouldn't use too many idiomatic expressions.
- I would use less idiomatic expressions with non-natives
- Definitely. This wouldn't be the time for idioms or grammatical acrobatics.
- Avoid idiomatic phrases. Use standard expressions or terms known to the listener

Especially the last example is particularly interesting, as it suggests the use of standard expressions or terms known to the listener, i.e. it takes into account also the knowledge of the audience at tries to incorporate it in the interpreting process.

4.3.4.4 Audience-oriented Adjustment

If in chapter 4.3.4.1 I presented some comments based on the anti-adjustment approach, I will now like to give the reader some examples of the opposite. The comments mentioning some sort of audience-based adjustment could be divided into two categories: firstly, culture-specific adjustments and secondly the language-driven adjustments, which are made if the interpreter knows of some linguistic deficiency of their audience.

As of the first category, one could include here specific proverbs that may not be known even among the native speakers of a language or also regionalisms, and differences between a language’s varieties. A typical example may be the differences between English as it is used in the United Kingdom and American English. The respondents commented upon this matter thus:

- Try and say "elevator" instead of !"lift" when talking to Americans. Use Anglo-saxon terms when talking to British but use words of Gallic origin when interpreting in English for Italians or Spanish Use EU speak for the EU!

- I adjust my vocabulary, choosing less/more technical words;. I pay attention when I'm translating for nationals of a country that use different words for things and I try to adopt their terms (tipically, fruit and vegetables); when in doubt, I ask them. I'm also careful with colloquial expressions. [sic.]

- Try and avoid culture-specific sayings/proverbs etc. if they are not widely known.

This category can also be broadened to absorb cultural references that the interpreter sometimes may include or explain. This is manageable only under very limited circumstances, where the interpreter really has the time to do so, but nevertheless, it is worth commenting upon. One interpreter addressed the issue with intriguing insight:

- example: only if, for instance, an European orquestra conductor is giving masterclasses to young people that belong to a quite different cultural and social circuit (like slums in Southamerica) and they virtually can't know the cultural references the master is offering. Then I change certain references or terms in a "paralell" way, adapting same contents or message to other words. Has worked wonderfully. [sic.]

This approach is already on the border of creating the interpreter’s own text. Furthermore, the interpreter undergoes a risk of the audience later asking the speaker about something that the speaker did not say, but the interpreter did render. This may lead to confusion.

The second category, language-driven adjustments, includes those adjustments that the interpreter willingly makes in order to be linguistically more understandable for their audience. So, it may also include the idiomatic expressions mentioned in chapter 4.3.4.3 as well as the general simplification I wrote about in chapter 4.3.4.2. The reason why I include this category of adjustments here is because I want to provide the reader with comments and examples given by the respondents, which specifically mention the audience. Therefore, the interpreter makes these adjustments, bearing in mind the linguistic needs of their audience. The following comments address specifically this issue:

- Yes; I will try to adjust my choice of vocabulary to the audience's level of fluency.
- yes, for non native speaker i'd rather say transmit than convey [sic.]
- If I feel it would help the audience, I would interpret the complex term as is (equivalent) then add a more accessible version.

4.3.5 Demographic Questions: Results

As mentioned in 4.2.5, the last three questions of my questionnaire were demographic. Their main aim was ensuring that the data provided in the first four questions was provided by qualified respondents and therefore the data were valid. Question five was included for me to see how many students took part in the questionnaire, because, as I stated in 4.2.5, the questionnaire was originally designed also for students. As this was eventually not the case, this question allowed me to see that only 8 students, i.e. my test group, took part in the questionnaire. Because I knew that all members of the test group commented on all open questions (with the exception of the last question, asking whether the respondents are members of some professional association), this fact allowed me to avoid quoting the first eight comments on all the questions.

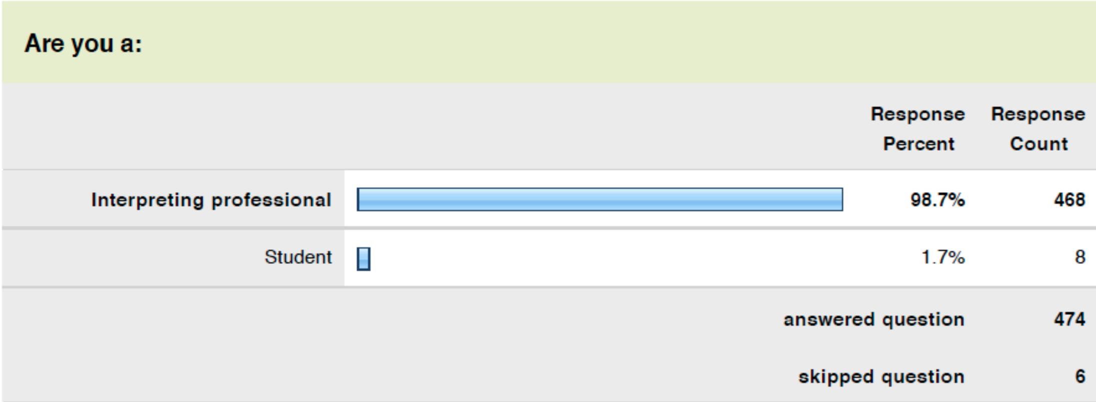

Figure 17: Question 5: Results

Question 5 resulted in exactly what was needed, in that it split the two groups of respondents into the test group of eight and the rest. As I knew from the results of the test group, two of my class colleagues answered this question so, that they marked both possibilities, i.e. student as well as interpreting professional. This resulted in the 0.4% overlap of the two responding groups[23]. This can also be seen from the difference between the real sum of the respondents of this question (474) and the sum of answers (476). Also, six interpreters skipped this question.

Question 6 addressed the practical experience of the respondents. As I mentioned in 4.2.5, my main goal was not stating the exact number of years of experience of every interpreter. My aim was to ensure that the data was provided by experienced interpreters.

[23] 98.7% + 1.7% = 100.4% This 0.4% is caused by my two class colleagues, as each of them forms approximately 0.21% in the resulting graph.

How many years of practical experience have you had?		
	Response Percent	Response Count
Less than 3	1.7%	8
Less than 5	1.9%	9
Less than 10	6.3%	30
More than 10	**90.1%**	**430**
	answered question	477
	skipped question	3

Figure 18: Question 6: Results[24]

Once again, it was the test group, who all opted for the field declaring that they have fewer than three-year experience. All the other respondents were professionals, with over 90% having had more than ten years of practical experience. The question was responded by 477 respondents, with three interpreters skipping it.

Question seven, focusing on the respondents' membership in a professional organization, was answered by 474 respondents, i.e. 6 respondents skipped it. As the test group members all opted for the negative answer, I knew that 8 respondents would not be members of any professional association. However, 11 respondents opted for the negative answer. This is surprising, because as I wrote in chapter 4.1.2, the source of all the email addresses I used was the 2012 AIIC directory. Therefore, either the three other respondents, who answered *No* are no longer members of AIIC, or they simply made a mistake. As the survey is anonymous, none of these possibilities can be proved. 460 interpreters made a comment on this question, where all of them stated they were members of AIIC and 86 of them mentioned other associations, such as TAALS[25] (12 interpreters), ATA[26] (11 interpreters) and other national associations[27].

[24] I am aware of the fact that I made a grammatical mistake when assembling the questionnaire, as the noun *year* is countable and I should therefore use the modifier *fewer*.

[25] The American Association of Language Specialists

[26] American Translators Association

[27] The full list is to be found in the electronic appendices

4.4 Questionnaire results: Summary and Effect on model

In chapter, I wanted to acquaint the reader with the results of the questionnaire I used in order to gain data to achieve higher degree of precision of my proposed model (Chapter 1). I aimed to prove that interpreters really do adjust their rendition to suit better the needs of the audience.

No question resulted in a majority of the respondents answering in a negative manner. Seeing the results of question 1 (Pronunciation, chapter 4.3.1), however, I decided not to include the category of pronunciation adjustments in my model. This is due to the fact that 45.6% of responding interpreters answered that they do not adjust their pronunciation at all and further 25.8% aimed for only small adjustments in their pronunciation. Their comments on the fact that the interpreter has to be intelligible at all occasions must be therefore taken into account.

Since the answers to all other questions were more in favour of adjusting the interpreter's rendition than against it, I will leave the other three areas of adjustment (Simplicity of speech, Speed of speech and Vocabulary) also in the final version of my model.

5. Final model

Based on the undertaken theoretical research and survey, I would now like to present the final version of the recipient-driven adjustments in SI.

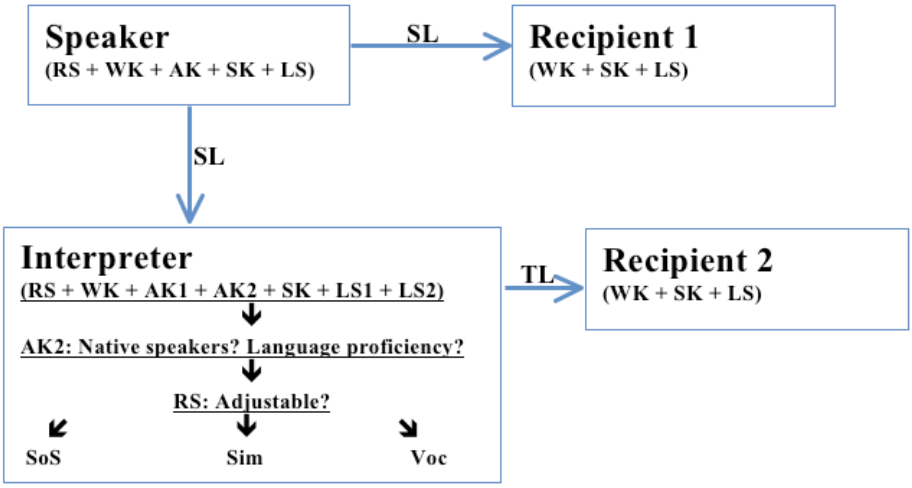

Figure 19: Model of recipient-driven adjustments in SI

The model in figure 19 presents Speaker, as the source of the message, uttered in source language (SL). To produce the message, the Speaker has to use their rhetorical skills (RS), their world knowledge (WK), the presupposed knowledge of their audience (AK), the situational knowledge (SK) and their language skills (LS).

The message in the source language is then received by Recipient 1 and Interpreter. Recipient 1 is in this situation merely a listener, i.e. does not produce any message himself or herself. To understand the message, however, they still have to implement their own world and situational knowledge and their language skills.

The Interpreter's operations are the most complex of all the participants. The Interpreter receives the message in the source language and has to implement all of the skills of the Speaker, i.e. rhetorical skills, world knowledge, situational knowledge, source language skills (LS1) and presupposed knowledge of the Speaker's audience (AK1). Unlike the Speaker, however, they also have to make use of their language skills (LS2) in the target language (TL), and of the presupposed knowledge of their own audience (AK2), i.e. listeners to the interpreted rendition in target language.

The category of AK2 is very important, because it is this category that determines whether the Interpreter should adjust their own rendition or not. If the Interpreter knows that the audience consists solely of native speakers or linguistically proficient individuals, there is no need to simplify their vocabulary. Also, the Interpreter has to take into account whether any adjustment is possible, because they might be e.g. overwhelmed by the speed of speech of the Speaker, which would give them no opportunity to adjust their own rendition.

Once having established, that the audience needs adjustments made by the Interpreter and that these adjustments are possible, the Interpreter has to decide what aspects of his or her rendition are to be adjusted. Based on the results of my questionnaire, I have included three categories that may be adjusted: Speed of speech (SoS), Simplicity of Speech (Sim) and Vocabulary (Voc). The Interpreter then renders the message in the target language, which is then received by Recipient 2.

The data for this decision-making system of the Interpreters' is based on the web-based survey I have undertaken and extensively described in chapter 4. Originally, I wanted to include four categories of adjustment, rather than just the three, where the fourth one should be Pronunciation. Based on the results of the survey, however, I decided not to include Pronunciation, as a majority of respondents would either not adjust their pronunciation at all, as they felt they are intelligible on any occasion; or that they would make just very slight adjustments.

Recipient 2 is in the same position as Recipient 1, with the exception that Recipient 2 listens to the message in the target language.

The main difference between this final version of the model and its hypothetical version introduced at the very beginning of this thesis is on the one hand the exclusion of the category of Pronunciation and on the other hand the fact that the Interpreter has to make a number of decisions before they can begin adjusting their rendition. Firstly, they have to decide whether the audience really needs any adjustment, based on their presupposed language skills. If the Interpreter comes to the conclusion that the audience does need such adjustment, they have to decide whether this is possible, based on the input given by the Speaker. If this is possible, then, eventually, they may start adjusting their rendition in three aspects: Speed of speech, in that they may speak slower where necessary; Simplicity of their rendition, in that they may use simpler syntactic structures; and their Vocabulary, in that they may choose more known words and terms.

Conclusion

In this thesis, I concentrated on the creation of a model that would describe the situation, where interpreter adjusts his or her rendition in order to be better understood by their audience.

To do this, I assembled a hypothesis in the form of a basic model at the beginning of this piece of writing and then continued to describe the situation at hand both from the theoretical and practical point of view. In the hypothesis, I suggest that interpreters may adjust their pronunciation, speed of speech, simplicity of speech and their vocabulary.

In the theoretical part, I at first commented on three theoretical questions that need be answered in order to decide, whether any adjustment to the interpreter's rendition is necessary or desirable.

The first of these questions, *What am I interpreting?*, handles the very substance of the interpreting process itself, i.e. the interpreted subject. It focuses on the precision of the interpreting process, how this precision can be achieved and how interpreters should prepare for an interpreting task. In the chapter on preparation, I discuss both training, as in an educational institution, and individual preparation, that should be done by interpreters before every conference.

The second question, *Who am I interpreting for?,* addresses the issues connected with the audience's presupposed knowledge. Therefore, it concentrates on the audience's linguistic skills, their level of expertise in the interpreted subject and also pinpoints the importance of personal contact of interpreter and audience.

The last of the questions, *What is awaited from my interpretation?*, deals with the audience expectations. It introduces a study undertaken by Kurz to see what the criteria of quality assessment in interpreting are as seen not only by the audience, but also by interpreters themselves. Furthermore, it introduces a study of Moser's, which describes the quality of interpreting as expected by the audience. The chapter in this manner contrasts the difference between the quality of interpreting that is expected and the real quality that is delivered.

The last chapter of the theoretical part introduces some of the relevant models that have so far described the issue at hand. The chapter suggests that there are several theoretical levels on which a model could be built and that the model I aim for in this thesis should be a combination of two of these levels: the level of constellation and the level of processing.

The practical part describes the method I used to gain data for my own model: It shows the reader the web-based questionnaire I used and discusses the advantages and disadvantages of web-based surveys.

As the target group of my questionnaire, I chose AIIC. I sent the questionnaire to all members of AIIC, and received 480 responses. These provided me with sufficient amount of data, the relevance of which I describe in the majority of the practical part. The data shows that AIIC members were not very open to adjusting their pronunciation, as they suggest that a professional interpreter should be fully intelligible on all occasions. Therefore, I decided not to use the category of pronunciation in the final version of my model.

This final version of the model also forms the last part of this thesis. I named it the *Model of recipient-driven adjustments in SI*, as it describes the constellation of the interpreting situation, as well as the decision-making process that the interpreter undergoes, when deciding whether they should adjust their rendition. The model suggests, that the interpreter has to not only use the abilities that also a normal speaker has to use, such as rhetorical skills, language skills, etc., but also has to take into account other factors, such as the linguistic proficiency of their audience. Then, the interpreter has to decide whether it is even possible to make adjustments to the speaker's own rendition, because the speaker may, for example, speak too fast. If this does not prohibit the interpreter from making such adjustments, they can adjust their rendition to provide the recipient with a more understandable message.

Appendices

1 Compact disc containing electronic appendices:
Complete survey results (Question 1 – 7 in full length)

Resumé

Tato diplomová práce se zaměřuje na modelování simultánního tlumočení a klade hlavní důraz na předpokládané znalosti publika. Hned v úvodu práce představuji svou hypotézu – model, který předpokládá, že tlumočník zná publikum, ke kterému hovoří, a je tedy schopen svůj výkon přizpůsobit právě potřebám posluchačů. Předpokládal jsem, že tlumočníci budou schopni tlumočení přizpůsobit ve čtyřech oblastech: v rychlosti, jakou hovoří, ve výslovnosti, v syntaktické komplikovanosti vět a konečně ve volbě slovní zásoby. Tento model jsem v průběhu vypracovávání práce dále precizoval a jeho finální verze je představena na konci práce.

Po hypotéze následuje v práci teoretická část, která se snaží najít odpovědi na tři důležité otázky v tlumočení:

- *Co tlumočím?*
- *Pro koho tlumočím?*
- *Co se od mého tlumočení očekává?*

První otázka se zaměřuje na samotnou podstatu tlumočnického procesu, tedy na tlumočený projev. Přistupuji k němu ze dvou hledisek, jednak z hlediska přesnosti tlumočení a také z hlediska přípravy na tlumočnický výkon. Co se přípravy týče, rozděluji ji ještě na vzdělávání, tedy přípravu v rámci nějaké instituce, a individuální přípravu před každou tlumočenou zakázkou.

Položením druhé otázky se snažím zpracovat otázku publika. Nejdříve se zabývám jeho jazykovými znalostmi, později přecházím ke znalostem odborným, které mohou zejména v rámci odborných přednášek a konferencí hrát klíčovou úlohu, a kapitolu zakončuji důrazem na osobní kontakt mezi tlumočníkem a klientem, který vede k lepší vzájemné spolupráci.

Třetí otázka se z podstaty věci zaobírá očekáváním ze strany publika. Proto je v kapitole použito průzkumů AIIC, které se snažily zjistit, která kritéria jsou pro posluchače tlumočení nejvíce a která naopak nejméně podstatná. Všeobecně se zjišťuje, že nejdůležitějším kritériem pro splnění požadavků publika je správný převod obsahu tlumočeného textu.

Následně ještě teoretická část poskytuje pouze orientační přehled vybraných modelů, které již na podobná témata vznikly. Modely jsou rozděleny podle Pöchhackerova schématu na rovinu konstelační a procesní, protože jsem i ve svém modelu v hypotéze použil obou dvou těchto rovin pro lepší modelaci situace.

Po tomto přehledu následuje praktická část, která popisuje metodiku sbírání dat pro praktické podložení finální verze mého modelu. Pro efektivní sběr dat jsem využil internetového dotazníku, který jsem rozeslal všem členům AIIC, jejichž jména a e-mailové adresy byly uvedeny v ročence AIIC za rok 2012. Tím jsem rozeslal 2738 e-mailů a dostal jsem 480 odpovědí.

Dotazník se skládal ze sedmi otázek, kdy první čtyři se týkaly právě oblastí, které mohou tlumočníci ovlivnit při svém vlastním projevu: výslovnost, rychlost řeči, komplikovanost větných struktur a slovní zásoba. Další tři otázky byly demografické, zjišťovaly, kolik let zkušeností tlumočníci mají, zda jsou i studenty a zda jsou členy nějaké profesionální tlumočnické asociace.

Praktická část tedy dále prezentuje výsledky tohoto dotazníku. Výsledky jsou udány jak procentuálně, tak i výběrem z komentářů, které do dotazníků členové AIIC zapsali.

Poslední část práce je věnována finální verzi modelu, který zohledňuje jak teoretické, tak i praktické poznatky nabrané při psaní této práce. Na základě sesbíraných a roztříděných dat bylo zřejmé, že výslovnost není pro profesionální tlumočníky v podstatě možné ani nutné měnit, protože musí mluvit zřetelně za všech podmínek. Proto jsem se rozhodl kategorii výslovnosti z finální verze modelu zcela vynechat. U všech tří ostatních kategorií se potvrdilo, že tlumočníci opravdu svůj projev přizpůsobují předpokládaným znalostem publika.

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Abstract

This thesis investigates the interpreting models with a special focus on situations, where the interpreter needs to adjust their rendition in order to be understood by their audience. Its theoretical basis is formed by some of the previously created models of interpreting, as well as the theories of intercultural communication, preparation and training. The practical side of the thesis is represented by a web-based survey, which tries to prove that professional conference interpreters do indeed adjust their rendition. Upon these foundations, a final version of a model describing this situation is devised.

Key words: Interpreting process, Interpreting models, Interpreting theory, Interpreting surveys, Adjustments in interpreting

Anotace

Tato diplomová práce se zaměřuje na modely tlumočení s důrazem na ty tlumočnické situace, kde musí tlumočník upravovat svůj projev tak, aby byl pro cílové publikum srozumitelný. Práce je teoreticky podložena přehledem vybraných modelů tlumočení, ale také interkulturní komunikací, přípravou na tlumočnickou zakázku a vzděláváním. Z praktického hlediska stojí práce na sběru dat pomocí internetového dotazníku, který měl za úkol prokázat či vyvrátit hypotézu, že tlumočníci skutečně svůj výkon přizpůsobují. Na základě těchto teoretických i praktických dat je následně dokončen model, představený v hypotéze této práce.

Klíčová slova: Proces tlumočení, modely tlumočení, teorie tlumočení, dotazníky v tlumočení, přizpůsobování projevu v tlumočení