

**Filozofická fakulta Univerzity Palackého**

**Professional preparation of conference  
interpreters**

**ATP**

**(Bakalářská práce)**

**Filozofická fakulta Univerzity Palackého**  
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**Professional preparation of conference interpreters**

**Bakalářská práce**

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Prohlašuji, že jsem tuto bakalářskou práci vypracovala samostatně a uvedla úplný seznam citované a použité literatury.

V Olomouci dne .....

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**ANNOTATION**

**ANOTACE**

# 1 Introduction

Communication among people is one of the main aspects of modern society. Communication is important in order to develop relationships, to settle business deals, and above all, to transfer ideas. For the purpose of transferring ideas, conferences can take place. However, if a conference is attended by many people from all over the world speaking different languages, it is impossible for them to understand one another. In order to facilitate understanding, conference participants need someone to interpret in case they do not speak a language which all of them would understand. It is at this moment when a conference interpreter comes on stage. However, to perform top quality interpreting, a certain level of training is necessary. The training might be of two types. First, it is a short-term training for interpreting, meaning preparing the vocabulary which interpreters will use during interpreting, asking for the material of the speech an interpreter is going to interpret, or preparation with a team. Second, there is long-term training, which the focus of this bachelor thesis. This type of preparation involves two aspects; formal (institutional) education included which might be gained from universities or seminars for interpreters and training in order to develop certain skills necessary for interpreting as such, e.g. memory, command of the language, speech and presentation skills. Gile mentions that training for interpreters is done on the formal level at interpreting schools in order to provide the interpreting market with trained professionals (2009, 5). This suggests that at present interpreting is considered to be a profession and interpreters might receive training at schools even though it is not currently compulsory or within seminars focused on training interpreting skills. Gile also states that “the training of professional translators and interpreters is still based essentially on professional experience, introspection, intuition and negotiations [...] rather than on research” (Gile 2009, 1). To prove that conference interpreters need no formal preparation nowadays, James states that (2005, 5-6), there is no united process of becoming an interpreter so the job of an interpreter does not require any formal training. However, the AIIC<sup>1</sup> states on its webpage that it is desirable that many of their

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<sup>1</sup> Association internationale des interprètes de conférence)

interpreters have a degree in order to prove at least their language qualification (AIIC, 2015a).

As previously stated, an interpreter serves as a mediator to overcome many of the communication barriers between people and as Jones says: “people from different countries may not only speak different languages but have behind them different bodies of knowledge, educations, different cultures, and therefore different intellectual approaches” (Jones 2002, 3). This statement might also be supported by the description of what interpreting is according to James who uses the words “conveying understanding” (2005, 2). And that is the job of an interpreter to help people to overcome these. On the basis of the above mentioned regarding the training of conference interpreters, these research hypotheses were defined:

- 1) Conference interpreters are experienced interpreters with ten and more years of practice.
- 2) Conference interpreters need no formal education to interpret.
- 3) Conference interpreters have a university degree or a certificate.
- 4) Conference interpreters have the degree European Masters in Conference Interpreting.

To determine the answers to these questions, an online questionnaire will be used in order to collect the data. The collected data will be analysed and on the basis of the analysis, the hypotheses will be confirmed or refuted. The research will be divided into three parts. The first part will focus on the questionnaire for international interpreters. For this purpose, a questionnaire was created which be afterwards sent to an organisation uniting international conference interpreters (AIIC) and be analysed once it is completed. The second part will focus on the analysis of the questionnaire which was be sent to the organisation for Czech conference interpreters (ASKOT, JTP). The last part will focus on the comparison of the data collected from answers. will you compare the two questionnaires or the data collected from answers? of Czech and foreign conference interpreters on the basis of which the conclusion will be drawn and the research hypotheses will be answered.



The theoretical part will very briefly focus on the job of an interpreter. The reason is that it is not the main focus of this thesis. The other chapters will focus on the formal training for conference interpreters, such as the education an interpreter might receive at a university or by attending interpreting seminars, additional training which will focus on what an interpreter might do in order to develop certain skills and knowledge for the profession of an interpreter, and associations not only in the Czech Republic, but also abroad, which join interpreters and what type of training they provide. The term “formal” represents the term “institutional”, which means education gained at universities and schools = institutions. Three universities are chosen. They are Charles University in Prague as the representative of the Czech Republic, Université de Genève and The University of Manchester as the representative of a university from an English-speaking country. The criterion was also the choice of universities offering the qualification EMCI (European Masters in Conference Interpreting).

For purposes of writing the thesis, the publications by Daniel Gile, Roderick Jones, Jean Herbert, Nolan James and others will be used as a valuable source of information necessary to writing this thesis. Any reference in the text about interpreters will refer exclusively to conference interpreters. Any reference to community interpreters will be signified so that the reader does not confuse conference interpreters with any other type of interpreters.

To collect data, a questionnaire was used in the empirical part. The data be used to prove or disprove research hypotheses. The questionnaire be online so all answers will be received in the electronic version which will afterwards be processed in order to attain the data necessary for the conclusion of the research.

As mentioned above, it has been decided to focus on conference interpreters, not community interpreters so the online questionnaire was distributed among conference interpreters only. The reason for this is that the profession of conference interpreters is different from community. Conference interpreters usually interpret at conferences and interpret the speakers who represent an institution or a certain organization with a difference in social environment. On top of that, conference interpreters interpret only at conferences compared to community interpreters who interpret in a variety of environments. So it is the nature of the work of both groups which forced me to decide which

type of interpreters to focus on. The other reason is that I would like to become a conference interpreter and therefore, my focus is on this type of interpreter.

This bachelor thesis may enrich the practice since there are not many publications or bachelor theses, which focus only on what training interpreters receive, where and in what intensity, and what components the formal and individual long-term training involves.

## **2 Conference Interpreting and the Interpreter in General**

Conference interpreting can be generally defined as an activity of understanding and transferring a message into a different language during international and domestic conferences. For this purpose, the conference interpreter serves as a tool for the transfer of information between language A and language B during conferences. Colin and Morris use the expression “material presented orally” (2001, 13) for the transfer of speech, which is the content of an interpreter’s work compared to the work of a translator. According to Jones, an interpreter does not have to interpret exactly word by word what a speaker says, but needs to convey a message with the same meaning (2002, 4). This is done either consecutively with help of notes or simultaneously. During consecutive interpreting, an interpreter reproduces a speaker’s speech in some intervals once the speaker has stopped speaking. On the other hand, simultaneous interpreting is reproduced while the speech continues. For the purpose of conferences, simultaneous interpreting is preferred because it takes less time than consecutive. An interpreter works in various contexts and either for a private or a public organisation.

Compared to other fields of study (e.g. biology, physics, etc.), interpreting cannot be taught by the memorization of theory. Interpreting is a complex practical skill which requires a good level of listening skills as well as a good level of speaking skills. Gillies states that “interpreting [...] is not an academic subject; it is far more akin to a craft or sport” (2013, 12). This comment suggests that skill in interpreting cannot be acquired by studying or reading books, but to practise as much as possible. It is because of this that he refers to sport in his comment. As well as in sport, an interpreter becomes a master after practising. However, as this thesis will suggest, even though interpreting is a highly practical skill, a certain level of formal training is necessary in order to learn about various techniques.

Conference interpreting (as the name suggests) is necessary during conferences and international meetings of different cultural and national

communities where a mediator is needed so that one speaker can be interpreted into various languages.

There are many organisations which join conference interpreters. To be part of such organisations (e.g. AIIC, ASKOT, JTP), interpreters are obliged to follow certain rules and obligations and are required have a certain level of experience in the field. Every association has its own Code of Ethics, which might be found on their webpages, which includes the point that interpreters have to gradually train themselves.

### 3 Formal Training for Conference Interpreters

Formal (institutional) training, as Pöchhacker explains, has become an important part of interpreters' portfolio (2004, 189). According to the Macmillan English Dictionary, the word *formal* is defined as education or training which might be gained by studying rather than by working (Macmillan 2004). Formal training involves attending universities and seminars or training courses which interpreters might attend in order to improve their formal as well as practical skills in interpreting, such as memory, simultaneity, language command and rhetoric, and theoretical knowledge about the interpreting as a profession. Before proceeding to a description of formal training, it is necessary to differentiate between institutional training and training which interpreters might gain by attending seminars focused on training the skill of interpreting.

As James explains, there is no specific process of becoming an interpreter so the job of an interpreter does not require any compulsory formal training (2006, 5-6). However, as AIIC notes, the systematic way of training is the surest way to perform the job (AIIC, 2015b). As already mentioned above, interpreting is considered to be similar to a craft. Specific training depends on the standards of an employer or an institution. As a result, anyone who has a relevant free-lance certificate or is employed in a relevant position can interpret. Nevertheless, AIIC indicates that at present most conference interpreters have a Masters degree or European Masters in Conference Interpreting (EMCI) so having a degree seems to be a standard in case of professional conference interpreting. However, an interpreter has better prospects of becoming a professional interpreter if he/she studies at a university which offers a study programme focused on conference interpreting or passes an exam which provides him/her with certification.

Taylor-Bouladon also describes what an interpreting course should include. She states that it should be taught by professional interpreters since they have enough experience which they may pass on and they also possess documentation from conferences, which they might provide to the students interpreters and that it should also start with consecutive and then move up to simultaneous interpreting (2001, 135-136). Taylor Bouladon mentions that even though there are courses for interpreting, some of them are very short, taking only a few weeks or months, and

they are completely unacceptable for their length, which could function only as refresher courses (2001, 134). The reason for this is that since interpreting is defined as a craft, excellence therein is attained through a constant and gradual practice, for which a short course would be insufficient.

The necessity of establishing formal training for interpreters arose when more and more people who were not trained professionals had to interpret as part of their job. As a result, people started to have the impression that anybody can interpret. Therefore, it became necessary to have trained and professional interpreters. For this purpose, many universities all over the world started to work on establishing study programmes for interpreters.

### **3.1 Universities Offering Degrees**

Even though interpreting as a discipline does not have a long tradition in the aspect of institutional preparation for a profession<sup>2</sup>, there are many universities where interpreters can get formal training. Mostly, they offer two types of training for interpreters. The first is interpreting studies, and the other programme is the philology of a language where the main focus is, however, put on a language, not on interpreting techniques. The Philology of a language programme is offered by various universities all over the world<sup>3</sup> and the main focus is put on areas such as syntax, morphology, lexicology, and literature, among others. However, it requires more to become a professional interpreter than only to know the language.

In order to describe formal training which professional interpreters receive, three universities were chosen. First of all, Charles University in Prague as being one of the universities in the Czech Republic offering the programme for interpreters and also the only university, offering *EMCI*. Second of all, the Université de Genève as the centre of interpreters and one of the first places where interpreting as an academic subject was established. Third of all, The University of Manchester as being the university with very good reputation in terms of

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<sup>2</sup> Conference interpreting has had its tradition as a modern profession since the conference in Saint-Germain in 1919 (Čeňková, 2001).

<sup>3</sup> Charles University in Prague, University of Helsinki, University of Wrocław, University of Oxford, etc.

providing education for professional interpreters and also as a representative of an Anglophone university.

### ***3.1.1 Charles University in Prague***

Charles University offers a study programme for the training of interpreters as a part of the faculty of arts. The study programme is intended for students interested in English, German, French, Czech, Russian, and Spanish. The study programme is organized in two levels. The Bachelor and Master. The bachelor's programme is focused on both translation and interpreting and their comprehension, in case of the Master's programme, the students choose either translation or interpreting meaning that they can start their specialization in one of the two fields. At Charles University, it is possible to study either an interpreted language alone or in combination with another subject, e.g. two languages for intercultural communication or one language for intercultural communication in combination with another subject.

The interpreting programme seems to keep its exclusivity and accepts only a limited number of applicants. From the point of view of the number of accepted students, to the new bachelor academic year, 2015/2016, there were 425 candidates applying for the study programme English for Intercultural Communication (referred to as *IC*), 102 candidates for French for IC, 90 candidates for German for IC, 78 candidates for Russian for IC, and 58 candidates for Spanish for IC. The maximum number of accepted candidates were 35 for English, 30 for French, 30 for German, 20 for Russian, and 20 for Spanish. However, the actual number of student who successfully meet the requirements were 30 for English, 21 for French, 27 for German, 6 for Russian, and 14 for Spanish (Filozofická fakulta Univerzity Karlovy v Praze, 2015b).

The Masters programme where students start to specialize accepts fewer students. To the new master academic year, 2015/2016, there were 42 candidates applying for the study programme Interpreting: Czech – English, 29 candidates for Interpreting: Czech – French, 19 candidates for Interpreting: Czech – German, and 12 candidates for Interpreting: Czech – Spanish. The maximum number of accepted were 12 candidates for all combinations. The actual accepted were 9 candidates for English combination, 10 for French, 9 for Russian, and 5 for

Spanish (Filozofická fakulta Univerzity Karlovy, 2015c). To sum up, the number of accepted students suggests a certain level of exclusivity of the subject.

The subjects taught in the programme are both theoretical and practical and the study programme also aims at maintaining the development of academic analytical skills and critical thinking. The programme covers these subjects – theory of translation, history of translation, research methods, international relationships, consecutive interpreting I, simultaneous interpreting I, simultaneous and consecutive interpreting II, practice (Filozofická fakulta Univerzity Karlovy v Praze, 2015d). The students also have to complete practical training in interpreting. This suggests a certain level of practice before becoming an interpreter after finishing the programme, compared with some other subject studies at university where students have little practical knowledge of their subject.

Charles University also offers the possibility of the study programme called *EMCI (European Masters in Conference Interpreting)* which is opened every two years. It is a two-semester retraining study programme intended for students who have already gained the Master degree. It takes 28 weeks and it covers 1,000 lessons out of which 600 lessons represent the direct lessons where students practice interpreting. The students interpret into the B language (what B language means is described in the following subchapter). The core syllabus contains these subjects - theory and history of interpreting, notation technique, pre-conference documentation research techniques (twelve lessons in winter semester), speech delivery techniques (ten lessons in winter semester), diplomatic protocol and the interpreter's ethics (two lessons in winter semester), current trends in the Czech language (four lessons in winter semester), memory exercises, consecutive interpreting and sight translation (four lessons a week in winter semester, six lessons a week in summer semester), introduction to simultaneous interpreting (forty lessons a semester), simultaneous interpreting (twelve lessons in summer semester, led by professional conference interpreters), simultaneous interpreting with a text (two lessons a week in a winter semester), mock conferences and video-conferences (four lessons a four weeks in both winter and summer semester), and expert lectures on topics from a variety of fields (two lessons a week). As it might be noticed, the focus is put on simultaneous interpreting as the



name of the degree suggests. The reason is that it is simultaneous interpreting which occurs during conferences because it is quicker than consecutive interpreting and therefore it is preferred.

Apart from the subjects mentioned above which create the core of the study programme, students have the possibility of attending the specialized lectures covering the topics from the European Union. They are international and European organisations/institutions, institutional system of EU, EU law (primary and secondary), unified market, Schengen, Treaty of Lisbon, European currency union, the Czech Republic in EU, stock market and banking, organized crime and criminality, legal and illegal migration, refugees, ecology, transport, 2020 strategies, health care, social politics, and unemployment. They take two to four lessons a week both in winter and summer term. Students must also undergo practical exams and have the possibility of visiting Brussels in the European Union to get a practical notion of what interpreting in practice is like. This means that they have direct experience with interpreting in the European Union. To conclude, the EMCI degree is directly intended for students interested in conference interpreting in the European Union. Students who successfully pass the course will gain the retraining certificate called “Conference Interpreter for European Structures” as well as the European Masters in Conference Interpreting Certificate issued by the Consortium of European Universities. The course costs CZK 75,000 plus the entrance exam which costs CZK 1,400, and CZK 2,200 in case students have to retake the final exam. The maximum number of accepted is 24. (Filozofická fakulta Univerzity Karlovy v Praze, 2015a).

### ***3.1.2 Université de Genève***

No matter how high-quality the Charles University is, there is one university which stands as one of the turning points in the history of interpreting by being one of the first faculties for training professional interpreters, Université de Genève, the faculty of translation and interpreting, offers a Bachelor of Arts degree in multilingual communication, Master of Arts degree in conference interpreting, a doctorate in conference interpreting after successfully finishing the Master of Arts in interpreting. The study programmes offer a full range of courses

focused on simultaneous and consecutive interpreting (Université de Genève, 2015a).

To be admitted to the Bachelor of Arts study programme, which takes three years and has ten modules<sup>4</sup>, students must demonstrate a high level of linguistic command as well as good knowledge of current affairs. Future students are tested in active language and passive language skills. They also need to possess a secondary school diploma (the following entrance exams are taking place from 29<sup>th</sup> until 31<sup>st</sup> March 2016 with the registration deadline set on 10<sup>th</sup> January 2016). The syllabus is structured in order for students to acquire a practice of languages A, B, and C. Thus, a high level of linguistic command is required of the students (Université de Genève, 2015b). Students study the areas of translation methodology and practice, language, culture and society, information and language technologies, and intercultural communication and specialised communication. Further on, in the Master's programme, they specialize either in translation or interpreting. The emphasis is also put on foreign language proficiency and development of analytical and writing techniques in the active language. The Bachelor degree helps students prepare for future specialisation either in translation or interpreting and also in other fields of multilingual communication. 106 students were accepted into the Bachelor or Arts study programme for the following school year.

The curriculum includes required as well as optional courses. The credits in the section of required courses are distributed among the areas of translation, A language, B languages, information technologies and working methods, intercultural communication, specialised communication and at another university in Switzerland or abroad. The optional courses distribute the credits among the courses from other faculties in Geneva or at another universities in Switzerland or abroad.

The Master of Arts study programme offers the specialization. It offers a full range of courses in simultaneous and consecutive interpreting, as already mentioned above. To be admitted to this study programme, students need, first of all, to hold a Bachelor of Arts in Multilingual Communication, a degree from

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<sup>4</sup> The modules are Langue A, Langues B1 et B2, Informatique et méthodes de travail, Traduction I, Langues et technologies langagières, Module libre, Semestre dan sune autre université, Communication interculturelle, Communication spécialisée, Traduction II.

another university in the same field of study, or an equivalent degree, second of all, to pass the written and oral entrance exams, demonstrating good knowledge of a linguistic command and current affairs, and third of all, to prove that students have spent at least three months in a country where a passive language is the official language. The required level of a language is perfect knowledge of the active language, the B language should be also mastered as native and the C language needs to be C1. The study programme takes three semesters and is divided into seven modules. They are terminology of interpreting and terminology of conferences, consecutive interpreting 1, 2 and 3, simultaneous interpreting 1 and 2 and memory (Université de Genève, 2015c). The studied languages are English, Arabic, Spanish, French among others. Last school years, 18 students were accepted into the Master of Arts study programme for the following school year.

The Ph.D. provides translation studies, multilingual information processing, conference interpreting, and multilingual communication management as the key points of the programme. Candidates need to possess either the Master of Arts in Translation or the Master of Arts in Conference interpreting or any other equivalent degree. The CV and a three-page proposal needs to be submitted to the academic advisor. Furthermore, a candidate needs to send a letter of motivation, a certified copy of the highest degree achieved, a detailed presentation of the Ph.D. project, among others. The dean will thereafter submit these to Faculty's Board of Professors for approval (Université de Genève, 2015f).

Apart from these, the faculty also provides the opportunity of continuing education which offers experienced teacher the possibility of necessary theoretical and pedagogical backgrounds to train the future interpreters (University of Genève, 2015g).

The University in Geneva, alike the Charles University, offers the qualification for conference interpreters, EMCII (already described in the previous chapter). The core of the syllabus and various subjects are identical.

### 3.1.3 *The University of Manchester*

The University of Manchester offers two types of specialised postgraduate qualifications. They are Conference Interpreting, and Translation and Interpreting Studies.

The length of the Conference interpreting (MACINT) is divided into either 12 months (full-time) or 24 months (part-time), the graduates are awarded the MA degree. The candidates, who apply for this subject, need to hold the Upper Second Class Honours degree, or its overseas equivalent, normally in a relevant subject and the fee is required in order to secure the place available in the programme because there is the limited number of places. The translation units (modules) are offered in all language combinations, the interpreting units only in Arabic, Chinese, French, German and Spanish. The programme is divided into two profiles – profile 1 is for students with English as their native language and two passive foreign languages and profile 2 for students with Arabic, Chinese, French, German, and Spanish as their native language and English as their active foreign language or vice versa. Students studying profile 1 will get training in interpreting from their passive language into their active language. Students with profile 2 will get training in interpreting from and into their both native and active foreign language. The curriculum contains the modules such as International Diplomacy, Professional Development, and developing the skills in both simultaneous and consecutive interpreting. Students have the opportunity to benefit from the close collaboration between the University of Manchester and *Interpretation Service at the United Nations in Geneva* where they can spend one week shadowing professional interpreters or working in a dummy both and from the visits paid by UN staff. The university is also in contact with *Directorate-General for Interpretation and Conferences at the European Parliament*. These contacts create links for pedagogical assistance for students (The University of Manchester, 2015a). All students who apply for MATIS have to remember that there is a limited number of places. There were 20 students accepted to the school year 2015/2016<sup>5</sup>.

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<sup>5</sup> This piece of information was acquired from the study department at The University of Manchester.

Translation and Interpreting Studies (MATIS) can be studied either for 12 months (full-time) or 24 months (part-time). The candidates, who apply for this subject, need to hold the Upper Second Class Honours degree, or its overseas equivalent, normally in a relevant subject and the earliest application is necessary in order to get a secure place since some language combinations have a limited number of places. The graduates who successfully pass the course are awarded the MA degree. The translation course units are offered in all language combinations, the interpreting courses only in the combination English and Arabic, Chinese, French, German or Spanish. The curriculum is divided into three main units (modules). They are Research Methods in Translation & Interpreting Studies I, Research Methods in Translation & Interpreting Studies II, and Translation and Interpreting Studies I and optional units. The optional units vary from Consecutive Interpreting, Commercial Translation, Public Service Interpreting among others. Compared to MACINT, the focus is put more on translation than on interpreting (The University of Manchester, 2015b). There were 35 students accepted to the programme for the school year 2015/2016<sup>6</sup>.

#### ***3.1.4 Practical use of graduates***

The practical use of the successful graduates is very wide. They can work, first of all, as community or conference interpreters in various institutions all over the world (the European Union, among others) both employed or with a trade licence. Second of all, in the newspapers or magazines as editors, they can also edit literature, they can do proofreading, they can work as reporters either in the Czech Republic or abroad for a television or radio and court interpreters, they can work in media relations, in tourism. Furthermore, they can work in any area where knowledge of a language and cultural background is necessary. Among others, there is also the possibility of setting up a business, the interpreting agency.

If combined with another subject, the graduates have the opportunity to work for instance in the field of diplomacy, as a teacher either elementary or secondary, researchers, court interpreters, etc. To get the extra qualification, they can apply for life-long learning which will be mentioned later.

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<sup>6</sup> This piece of information was acquired from the study department at The University of Manchester.

### ***3.1.5 Comparison of the Universities***

To compare all three universities, the MA (BA possibly) degree is received - upon successful completion of either of the three universities with the difference that MA degree is received usually after 12 months unlike in the Czech Republic or Switzerland. All three universities include various subjects in terms of interpreting). This helps students get full support and knowledge about the subject not only theoretical, but also practical.

To be accepted to any of the universities, applicants need to succeed in the entrance exams which is comprised of two parts – oral and written.

In terms of the study abroad, Université de Genève requires its students to spend at least one semester abroad or at other university in Switzerland unlike Charles University or The University of Manchester.

To compare all three universities in terms of the length of the study, both the Université de Genève and Charles University offer the programme with a longer duration than The University of Manchester. This suggests less practice for students at The University of Manchester with its only 12 months.

Charles University and Université de Genève, unlike The University of Manchester, offer the qualification of EMCI – European Masters in Conference Interpreting.

All three universities offer the same language combinations apart from Chinese which is not offered by Charles University.

Out of this comparison, it seems that Université de Genève has a better elaborated curriculum and provides more practice for students.

## **3.2 Seminars, Courses, and Workshops for Interpreters**

Training for interpreters might also be obtained by attending various courses offered by various institutions, e.g. by Charles University, the Czech Chamber of Sign Language Interpreters, Belisha Beacons, Deliberia, AIIC, etc. which offer training seminars.

To provide an example of what such a preparatory course might offer, a description of the preparation course by AIIC might serve as an example. The training course offered by AIIC, Training Future Interpreters, is designed to provide students with an understanding of the speeches of speakers, an understanding of the ideas of the speech, reproducing them, interpreting both simultaneously and consecutively, learning the ability of note-taking, fast reactions, developing the ability of speaking in public, managing stress, and the ability to prepare for various types of speeches. AIIC published a list of forthcoming courses on their web page for all applicants<sup>7</sup>. In case an applicant does not have time to attend the course in person, there is the possibility of taking the course in the form of webinars<sup>8</sup>. Compared with, for example, the programme at Charles University, this training course does not involve any theoretical knowledge so the focus is put on practice. On the webpage of AIIC, applicants may use the school finder<sup>9</sup> which will provide a list of locations for training.

Professional development courses are offered by the Institute of Translation and Interpreting (ITI). It provides training for interpreters' development. The diversity of courses includes seminars, workshops, networking days, and talks. Its calendar provides many events to choose from. The duration of courses also varies from courses lasting for five hours to the courses lasting for the whole weekend or two days during the week. The focus is put on practical training (ITI, 2015). The calendar of events can be found on the official web pages of the institute.

In comparison, Charles University offers interpreting courses for the supplementary training of interpreters. The focus is put mainly on notation during consecutive interpreting or simultaneous interpreting into the active language as well as the technique of speech reproduction, rhetoric, and interpreting in the intercultural environment. The syllabi of individual courses can be found on the webpage. The teachers who teach these courses are active conference interpreters with teaching experience from interpreting seminars and courses as well as experienced native speakers. The training is practical and participants are required

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<sup>7</sup> The list can be found at <http://aiic.net/events/>.

<sup>8</sup> The list of available webinars can be found at <http://aiic.net/page/6213/aiic-training-webinars/lang/1>.

<sup>9</sup> Found at <http://aiic.net/directories/schools/finder/>.

to interpret videos which are evaluated as well as fulfilling tasks given via e-learning applications. The courses vary in terms of lessons from five to eight lessons per course. The topics covered by the seminars are focused on both simultaneous and consecutive interpreting (Univerzita Karlova v Praze, 2015).

JTP<sup>10</sup> offers two types of seminars for interpreters. They are internal seminars, organized by the JTP itself, and external, organizing by various organisations or subjects for which JTP provides a link. The seminars are practical and they cover various topics from training note-taking, and memory to courses for interpreters-beginners (JTP, 2015).

Belisha Beacon, an organisation organising seminars and courses for interpreters, also offer training seminars for interpreters. The topics covered are divided into three stages. The first stage covers an insight into the profession of an interpreter, memory exercises and an introduction to note-taking. The second stage covers techniques and strategies of interpreting. The third stages focuses on developing note-taking and interpreting more challenging topics (specific topics are not defined). Each stage takes nine hours and takes place during one weekend. In conclusion, all three stages take 27 hours. As previously mentioned, the focus is on practice (Belisha Beacon, 2015).

The Virtual Institute of the Université de Genève also offers seminars and workshops for conference interpreters. They offer online and blended training which improves the existing skills of interpreters as well as facilitates the acquisition of new ones. On the website of the faculty, there is a questionnaire, the purpose of which is to determine the needs of the applicants. It is also possible to get a customized course according to the needs of an applicant. The trainers are mostly members of AIIC which connects the highest professionals in the field. All participants are issued a certificate which may enrich their portfolio (Université de Genève, Virtual Institute, 2015).

A course on interpreting is also offered by Deliberia, focusing on a seminar for interpreters. Deliberia offers various courses throughout the year. The syllabus covers the techniques of interpreting, concentration which is a necessary component of interpreting and the strengthening of short-term memory, which is

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<sup>10</sup> Jednota tlumočků a překladatelů



vital. Note-taking is also focused on. The seminar is conducted practically so participants will not gain any theoretical knowledge about interpreting. The course takes approximately 6 x 45 minutes (Deliberia, 2015).

In cooperation with JTP, The Czech Chamber of Sign Language Interpreters offers courses for interpreters. In comparison with the seminars mentioned above, some seminars also provide the participants with some knowledge about rhetoric, correct breathing, articulation, and flexibility of speech. The courses last for approximately seven hours (The Czech Chamber of Sign Language Interpreters, 2015).

Even though court interpreters do not belong in the same classification as conference interpreters, The Chamber of Court Interpreters publishes seminars and training for conference interpreters which usually take place at various organisations. To compare with the seminars mentioned above, the duration and topics are similar and the topics range from techniques to simultaneous as well as consecutive interpreting (KSTČR, 2015).

The Language School of the Capital City of Prague with Accreditation for State Language Examinations also offers the possibility of gaining a certificate in interpreting. However, it does not involve any preparatory training. The certificate reaches the C2 level and the exam necessary for gaining the certificate is divided into a written and oral part (SJS, 2012).

## **4 Individual Training of Conference Interpreters**

Individual training involves all aspects of training which an interpreter does in order to improve the quality of interpreting in the short term as well as in the long term. However, the focus of this thesis is the long-term training and development of a conference interpreter. Therefore, it will also be the focus of this chapter.

The training of conference interpreters is a necessary component of interpreting. As already mentioned in the previous chapter, interpreters might receive both theoretical and practical training at university or within various courses for interpreters. Training influences the overall performance. In terms of long-term training, interpreting is not only about knowing the language and having theoretical knowledge of the techniques used during interpreting (formal interpreting is mentioned in the previous chapter), but about more aspects which an interpreter needs to involve as a part of his/her long-term training and development. They are, for example, the training of memory in order to remember more facts and concepts and to have a higher brain capacity, simultaneity so that an interpreter is capable of listening and speaking simultaneously, training the system of note-taking so that an interpreter may rely on it and therefore yield more space to active listening, speech and presentation skills necessary for the delivery of speech, training split attention, handling psychological stress, and intercultural communication (explained in detail in the following chapters). Herbert states that an interpreter should seize all possibilities of interpreting and note-taking in order to develop a daily routine from it as a part of an interpreter's life. He also suggests slow dictation as a possible exercise (1952, 87). AIIC also publishes a list of tips for the professional training of conference interpreters<sup>11</sup>.

### **4.1 Language Development**

As previously mentioned, a good command of the working language (a language which an interpreter uses during interpreting) is necessary for interpreting. Whether this subchapter belongs to formal training or to individual

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<sup>11</sup> <http://aiic.net/node/14458/professional-development/lang/1>

training is questionable since it might belong to both types of training of interpreters. The command of a language can be acquired by studying it at university (formal) or by self-education at home (individual).

There are various ways of training in a language. For example attending language courses at a language school where there is the possibility of attending either a group or an individual course. To train one's language abilities, it is also possible to learn at home by watching movies, reading books, and self-teaching. As Herbert mentions, watching movies might help to train interpreters' language command to some extent (1952, 88). Nevertheless, the more a person is exposed to a language, the more he/she will absorb. Taylor-Bouladon confirms that in order not to forget it, interpreters have to read, listen, speak or generally use it (2001, 91). To acquire a language in order to be able to use it in interpreting requires many hours of training, since as already mentioned, interpreters need to be at the C2 level for interpreting a language. At present, the market of language schools offers many possibilities. However, even after reaching the C2 level, interpreters have to continue developing their knowledge of the language.

It is, however, not only the standard language which an interpreter encounters during interpreting. Speakers are usually from various countries where English is not spoken as the native language. Therefore, various comic books, cartoons, and novels may serve as a source of informal and non-standard language (Herbert 1952, 87). This suggests that by reading this "bad language", interpreters will get used to formal as well as informal structures.

## **4.2 Memory**

Memory is an integral part of interpreting. It helps an interpreter to maintain ideas until they are conveyed. As Taylor-Bouladon states, to become a successful interpreter, excellent memory is a must (2001, 46). This means that an interpreter needs to train his or her memory and its capacity in order to perform top quality interpreting. As Jones mentions, the bigger the capacity, the better the memory in order to store ideas in the brain and to be able to reproduce them meaningfully (2002, 29). The better memory interpreters have, the more they can rely on it and

the better reproduction they are able to perform. In order to gain this, a certain level of training of the capacity of memory is necessary.

#### ***4.2.1 Types of Memory and their Training***

In terms of training interpreting, Timarová states that “excellent memory is a prerequisite for the acquisition of simultaneous interpreting skills, and that memory is further improved through interpreting training” (2008, 18). There are two types of memory – **short-term (working)** memory and **long-term** memory. According to Pöchhacker, long-term memory is vital for consecutive interpreting, conversely, short-term memory is as vital in simultaneous interpreting (2004, 124). A good command of memory is not a predisposition, but it is necessary to train it. In order to do so, there are certain exercises. According to Jones, mnemonic techniques are very helpful because they allow an interpreter to attach an idea to a word which is easier to recall during interpreting (2002, 29).

Padilla focused his research on memory capacity. Research was conducted on a group of novice interpreters and experienced interpreters. Their memory capacity was tested. The results show that experienced interpreters have a better memory after (Padilla in Pöchhacker 2004) years of practice. This suggests that memory can be improved by continuous training.

### **4.3 Stress and its Handling**

The profession of an interpreter is very demanding in terms of the workload interpreters are faced with. They cannot postpone their work until the next day if they feel tired. They also have to cope with many factors during interpreting, e.g. fatigue, not enough fresh air in the interpreting booth, interpreting a new topic, keeping up with the speaker. Therefore, interpreters are put under a great deal of stress and its handling is a vital component of interpreting. All conference interpreters have to deal with stress no matter how experienced they are. Since stress can influence their overall performance either positively or negatively, it always depends on the personality of an interpreter whether stress will influence their performance positively or negatively. Taylor-Bouladon refers to a technique called the Alexander Technique. Originally meant for singers, the Alexander

Technique offers a way to release the tension in a person's body by better positioning it and as a result the body starts functioning to its full potential and a person gives a better performance (2001, 127-128). However, it is primarily experience that enables interpreters to deal with stress better than an inexperienced interpreter (Moser-Mercer in Kurz 2003). Thus, the more interpreters are exposed to stress, the more they get used to it. Other means of handling stress might be meditation, regular sport, or a regular daily programme.

#### **4.4 Split Attention and Simultaneity**

Split attention is the ability of an interpreter to perform more tasks simultaneously, listening and speaking in case of conference simultaneous interpreting, the skill which is very demanding to perform. Pöchhacker also uses the term *divided attention* (2004, 115) for split attention. Kurz states that simultaneity is not something we are born with but it is an acquired skill which needs to be trained (1992, 265). For this purpose, it is necessary to use the total capacity of the brain, or as Pöchhacker calls it "total processing capacity" (2004, 116). According to Pöchhacker, conference interpreters should take advantage of the so called time lag which is crucial in interpreting 2004, 117). The time lag between the speaker and the interpreter is approximately two to four seconds (Pöchhacker 2004, 117). Using the time lag, an interpreter cuts the speaker's speech into segments which he or she interprets. For this purpose, the ability of anticipation can also be helpful. To master the ability of split attention and simultaneity in simultaneous interpreting, an interpreter needs a lot of practice and full attention in order to perform top quality interpreting. James suggests several exercises in order to improve this ability, including shadowing as the main type of practice (see James Nolan, 2005, 19 – 24). Shadowing is an activity of repeating the same as the speaker with a pause of a few seconds.

In addition, Herbert (1952, 87-90) suggests that students who wish to train simultaneity should focus on three main aspects of simultaneity – to memorize a sentence which they hear, to translate it immediately into a different language, and to have a huge amount of vocabulary at their disposal. For the first aspect, listening to the radio with a focus on literal translation with an increasing distance

between the words, and summarization of what they hear is useful. For the second aspect, the translation of written text orally with the focus on rendering the meaning is suggested. After these two skills are fully trained, they are to be combined to train simultaneity. The third aspect focuses on the acquisition of vocabulary which, in terms of long-term training of interpreters, is a vital component.

#### **4.5 Further Qualification and Lifelong Learning**

Conference interpreters interpret various areas of the social life. Therefore, they have to keep up with the current trends and to further their qualification in order to be acquainted with the topic they are or might interpret. As Pöchhacker suggests, it has become more and more important for conference interpreters to continue in their education (2004, 189). Continuing education can include learning a new language (apart from the A and B language, interpreters should learn a C language in order to be able to interpret more languages), focusing on subject areas (medicine, law, etc.), or focusing on aspects of technological advances. The value of an interpreter's portfolio rises with further qualifications. The purpose of life-long learning programmes is to extend, refresh or complement students' knowledge.

Many universities all over the world have a well-established system of Lifelong learning offering postgraduates further qualifications and courses, seminars including<sup>12</sup>. Relating to the universities described above, Charles University offers high-quality programmes which suit various levels of abilities and students can fit the programmes into their working and family life (Charles University, 2015). Life-long learning courses are either short-term or long-term. They are further divided into two types of programmes. First of all, so called General-interest programmes which include preparatory programmes for University admissions and the "maturita" higher secondary certificate, preparatory studies, and short-term courses, such as one day seminars, multi-day seminars, etc. Second of all, professional programmes, which interpreters will probably use the

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<sup>12</sup> E.g. Charles University, can be found at <http://is.cuni.cz/studium/eng/ekczv/> (accessed 28th November, 2015), University of Oxford, found at <https://www.conted.ox.ac.uk/courses/index.php>, accessed 28th November, 2015,

most often, include professional programmes, specialization programmes, and supplementary programmes to meet qualification requirements in specific professions (Lifelong Learning, 2015). Within these programmes, interpreters can extend their qualification in e.g. law, medicine, pedagogy, etc. These specializations will increase their portfolio and help during interpreting by providing knowledge about a certain subject.

Université de Genève is similar in offering lifelong learning. They offer three types of Master of Advanced Studies, Diploma in Advanced Studies, or Certificate of Advanced Studies. Even though not specifically divided as at Charles University, the courses and programmes of lifelong learning are of similar nature.

The University of Manchester is not an exception by offering the same. All faculties offer life-long learning courses, programmes, and seminars for people interested in extending their qualification and knowledge. To sum up, all three universities which were compared offer the possibility of lifelong learning and continuing education. So the students who finish their studies of interpreting can tackle and extend their portfolio.

## **4.6 General Knowledge**

Since interpreters interpret various topics, the more they know about the topic, the easier interpreting is for them. It is an essential component of interpreting, referring to Herbert who states that general culture “is an absolute essential” (1952, 87) of interpreters’ work. Also AIIC (2015c) states that excellent general knowledge is important for an interpreter. In case interpreters interpret a topic which they have knowledge about, the skill of anticipation will be useful since they may predict what might come and what the topic is about.

## **4.7 Speech and Presentation Skills**

The way an interpreter reproduces speech is also vital. Referring to Herbert, he suggests that “a good interpreter must be a trained public speaker” (1952, 59) in order to deliver a speech which is comprehensible to the audience. Therefore,

interpreters need to pay attention to their speech and presentation skills. This means that interpreters must have a good command of their speech, meaning good articulation, good speed of speech, intonation, stress, pronunciation, gestures, and on top of that, they need to finish all sentences so that they do not evoke the feeling that they do not know what they are interpreting. To confirm this notion, Gile states that “interpreters are *professional speakers*, and public speaking is part of their professional everyday life” (2009, 215). For this matter, interpreters have to practise public speaking and, as Herbert suggests, this should be included in the training provided by interpreting schools (1952, 60).

#### **4.8 Intercultural Communication**

The final factor in the preparation of professional conference interpreters is the improvement of their intercultural communication; the skill of sharing information with various cultural groups and communities. It is used in such environments where there are various cultures and nationalities, with each of them perceiving a piece of information in a different way. The aim of interpreters is to be able to transfer a message so that the target group understands the aim of what is being said. Referring to Herbert who suggests that “the mission of the interpreter is to help individuals and communities to acquire a fuller knowledge and a deeper understanding of one another [...]” (1952, 3). As mentioned above, it is possible to get education in intercultural communication at all three mentioned universities. The study programmes might be then followed by studying Conference Interpreting or Translation and Interpreting degree.



## 5 Publications providing tips and material for training of conference interpreters

As any other profession, also interpreting profession requires literature providing overview of the current trends in interpreting and also list of literature useful for the profession. In terms of long-term training for interpreters, there are materials which might be used as a support for training. Gile mentions in his publication that there are periodicals for interpreters with tips on how to train their theoretical and practical knowledge, including also research on the matters of interpreting, issues concerning politics and worldwide issues, such as the periodical *The Interpreter's Newsletter*<sup>13</sup> published by University in Trieste, or *Palimpsestes*<sup>14</sup> published in Paris. Some of them are quarterlies, some of them are issued each month. Theses and dissertations, books by individual authors, and conference proceeding are other tools for training for conference interpreters (2009, 241-242). Also AIIC offers the online journals on its webpage which interpreters might read online<sup>15</sup>. IJIE (International Journal of Interpreter Education<sup>16</sup>) also offers the possibility of reading online articles. Moreover, conferences focusing on interpreting might also serve as a valuable source of information. These publications and events keep the interpreters updated and give them the insight into the current situation of interpreting. As in other professions, a master becomes a master after training and exploring various sources.

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<sup>13</sup> <http://www.openstarts.units.it/dspace/handle/10077/2119>

<sup>14</sup> <http://palimpsestes.revues.org/>

<sup>15</sup> <http://aiic.net/page/1005/forum-a-new-interpretation-and-translation-journal/lang/1>

<sup>16</sup> <http://www.cit-asl.org/new/ijie/>

## **6 Data collection**

The practical part provides the overview of the training of conference interpreters and focuses on the formal as well as individual training. To establish this, quantitative research was used as a source of data collection in order to provide general knowledge of the situation among conference interpreters. The reason for selecting quantitative research was to find which factor occurs the most often among interpreters on the basis of which the conclusions will be made. The aspects which were focused on were the length of experience in order to prove that only experienced interpreters are united in the organisations and interpreter considered professional interpreters, whether interpreters have formal education, how they prepare for interpreting and if they prefer teamwork over individual preparation. The practical part consists of a questionnaire which was distributed among conference interpreters in the organisations uniting conference interpreters – AIIC, ASKOT, and JTP no matter what language they interpret from/into. Since they are members of these organisations, a certain quality of their work and experience might be expected. Originally, it was intended to distribute the questionnaire only among the conference interpreters in AIIC and ASKOT since these two organisations unite conference interpreters exclusively, however, after three weeks I found out that there were only few answers received. Therefore I decided to send the questionnaire to JTP, asking only conference interpreters to fill it in. The questionnaire was created online and sent to the organisations. The organisations were asked to resend the questionnaire to conference interpreters online so the respondents would choose their answers online. The Czech interpreters received the questionnaire in the Czech language, the foreign in the English language. Both versions were identical in terms of questions. The obtained answers were evaluated and recorded into the graphs in percentage. There were 31 respondents who completed the questionnaire, eight from AIIC, seven from ASKOT and sixteen from JTP. All calculations are in percentage. The practical part is divided into two sections – the analysis of answers from Czech interpreters and the analysis of answers from foreign interpreters. The results are compared and discussed. On the basis of the results, the hypotheses are answered.

## **6.1 Characteristic of the questionnaire**

I created the questionnaire with help of my supervisor. The reason behind selecting the question is the purpose to provide the overview of the long-term training of conference interpreters in terms of their formal training, number of years of experience, and forms of individual training. Unfortunately, there are no methodological works concerning the topic, therefore the choice of questions was based on research of various authors who were concerned with individual aspects of formal and individual training. The questionnaire contains seven questions. The answers, from which respondents could choose, are closed. Questions The possibility of different option is also added with space for their own answer. The possible answers are based on the theoretical part and what seems to be trend according to reality.

The Czech version as well as the English version of the questionnaire might be found in Appendix 1 and 2. The completed questionnaires can be found on the CD attached to the thesis.

## 6.2 Analysis and interpretation of data collected

**Question 1:** How long have you been working as an interpreter?

Czech interpreters:

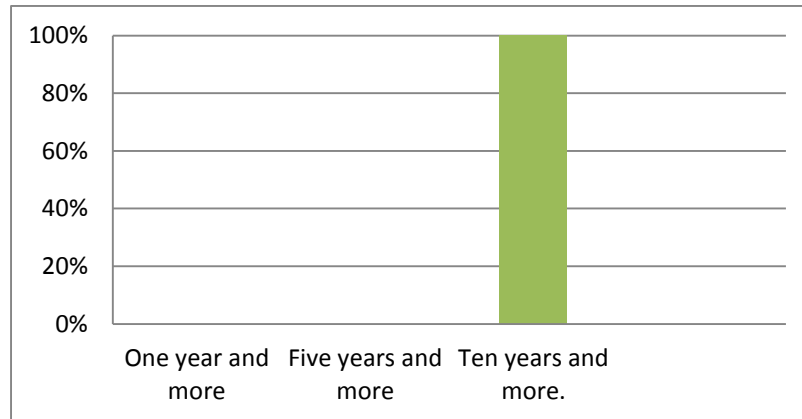


Figure 1: Length of experience (a)

Foreign interpreters:

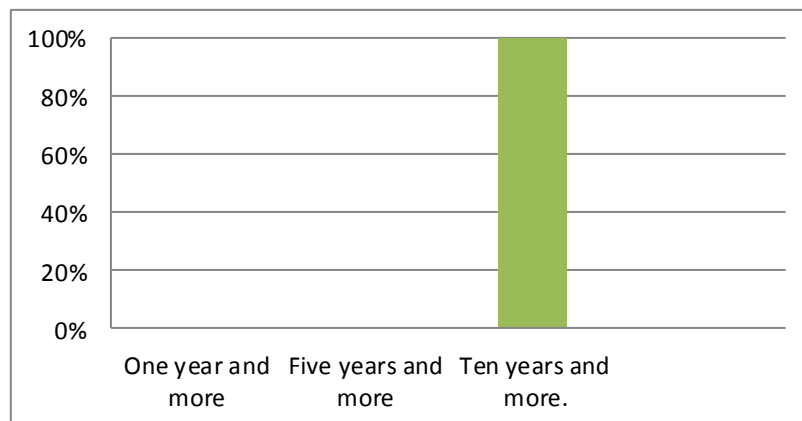


Figure 2: Length of experience (b)

→ As we can see in the graph, 100% of Czech respondents as well as foreign respondents have been working as an interpreter for more than ten years, which suggests that all respondents who received the questionnaire in AIIC, ASKOT, and JTP were experienced interpreters, therefore their answers might show what interpreting is like in the practice. This result might also suggest that there are only interpreters with many years of experience united in the organisations. Some of the respondents also stated how long they had been already interpreting, e.g. 45 years, 25 years, 17, years, etc.

**Question 2:** What education in interpreting do you have?

Czech interpreters:

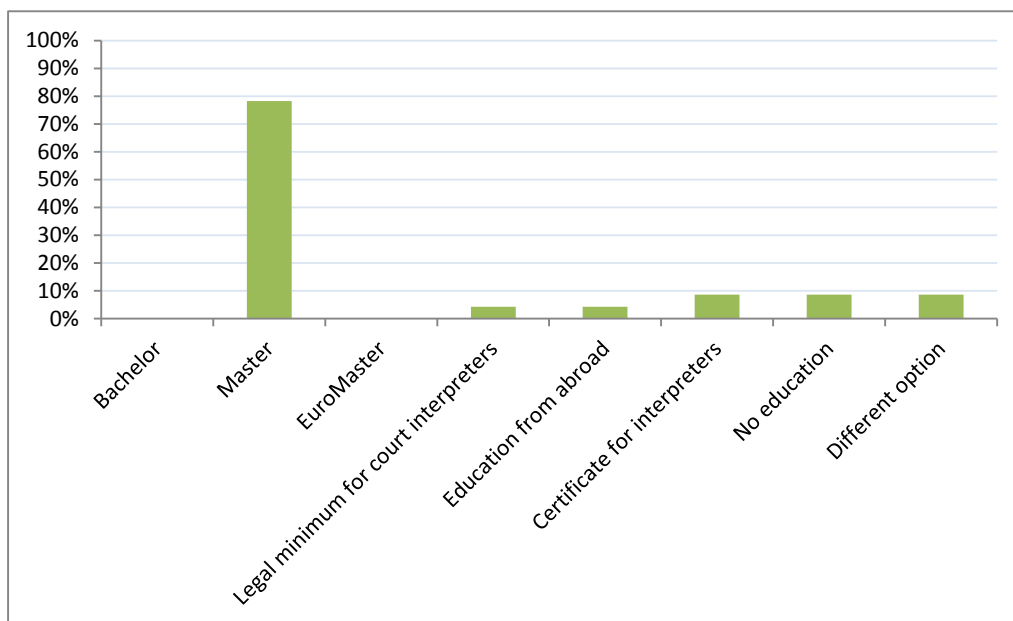


Figure 3: Type of education (a)

Foreign interpreters:

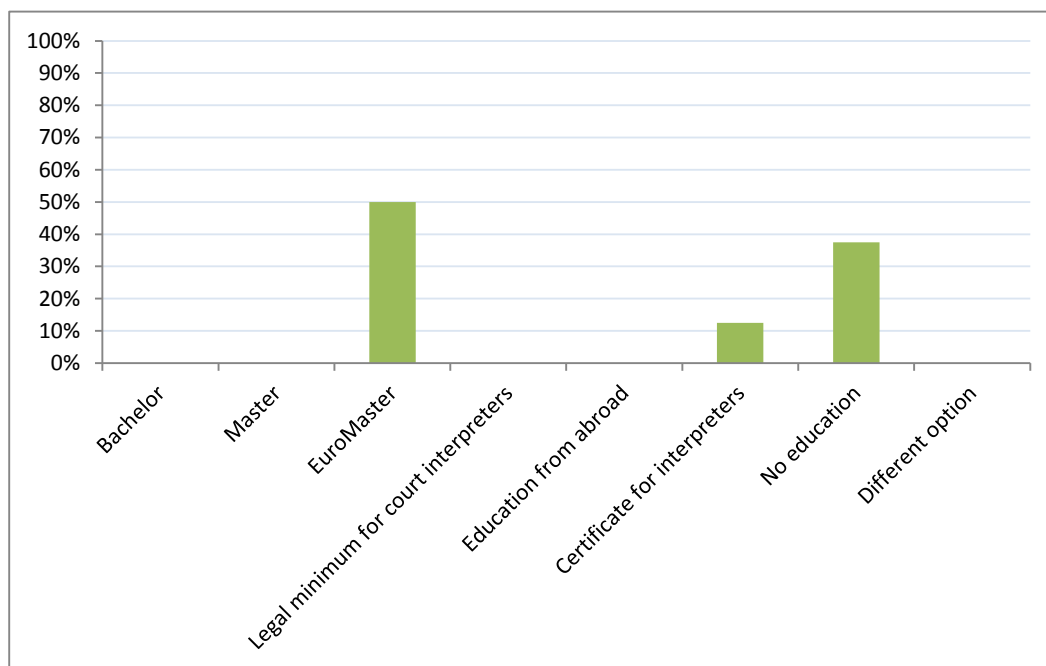


Figure 4: Type of education (b)

→ As we can see from the graph, the degree Master is the most frequent degree which the Czech interpreters have, it is the degree EuroMaster in case of foreign interpreters. Referring to chapter 3, even though interpreters do not need any

education, most of the Czech interpreters have it. This is, however, not the case in case of foreign interpreters. Even though the majority stated that they have EuroMaster, interpreters with no education cover 37.5%, which is the second highest score. Two Czech respondents, who choose the answer “Different option”, stated that apart from the Master degree, they also have the PhDr. degree, an academic degree received by people studying humanities, i.e. languages. The respondents, who chose the option “certificate for interpreters”, stated that they passed the State Exam for Interpreters which is on the C2 level, the foreign interpreters did not state what type of certificate they possess. In case of foreign interpreters who chose the option “no education”, they did not provide the information about what type of certificate they possess. The graphs also suggest that there are no interpreters having the Bachelor degree, neither in the Czech republic, nor abroad, so it seems as a trend that interpreters mostly have the Master degree or EuroMaster in case of foreign interpreters. Whether interpreters who have the Master degree have the degree from studying philology of languages or interpreting studies is the subject for further research.

**Question 3:** If you choose the option “no education”, are you forced to have education as an interpreter? If yes, then what?

Czech and foreign interpreters:

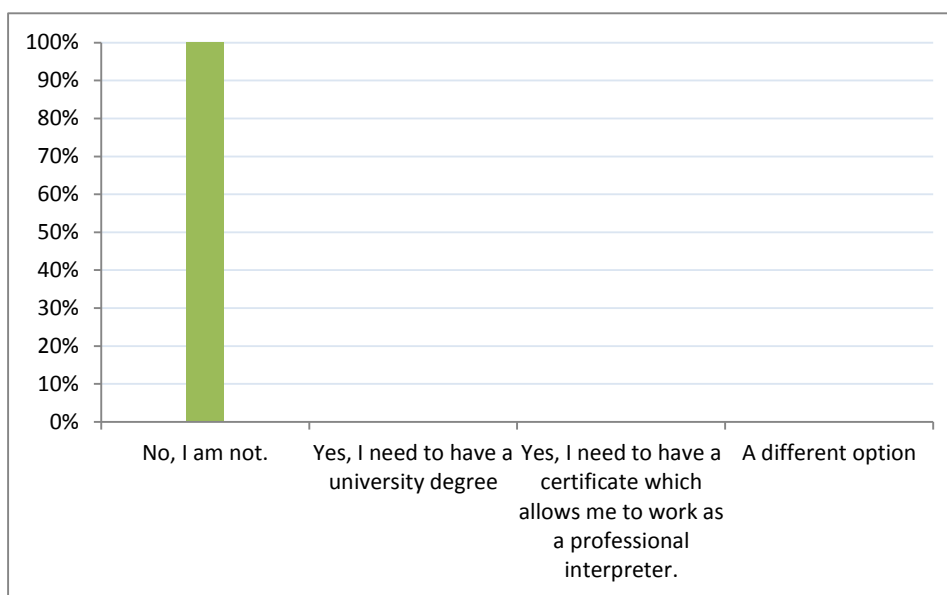


Figure 5: A must of a degree

→ The question analysis was based on both groups of interpreters. The reason for this is that their answers were the same. Five respondents chose the option “no education” in the previous question. Out of these respondents, all five answered that they are not forced into education however, three of the foreign interpreters stated that they feel that they will need it in the future. This might be attributed to the fact that the labour market nowadays asks for experts in many fields of study, languages in the case of interpreting, especially abroad. The results might be supported by what has already been mentioned in chapter 3, that AIIC recommends to interpreters to have a degree, Master or EuroMaster.

**Question 4:** Do you think that a university, preparatory seminars which the future interpreters attend provide sufficient preparation for interpreting?

Czech interpreters:

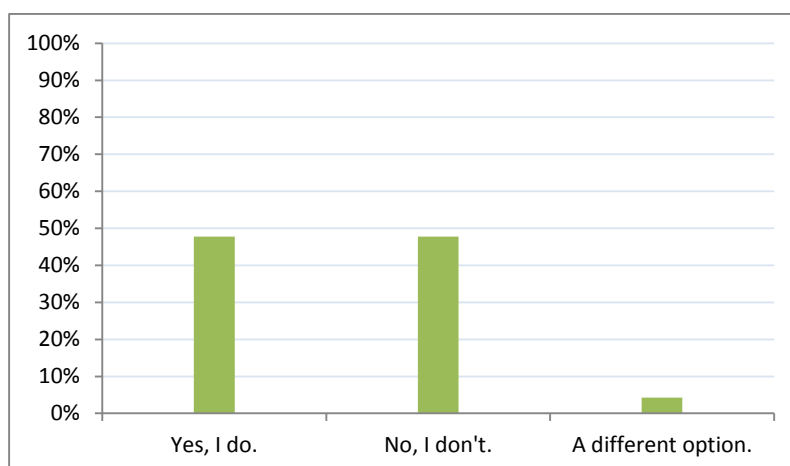


Figure 6: Sufficient preparation (a)

## Foreign interpreters:

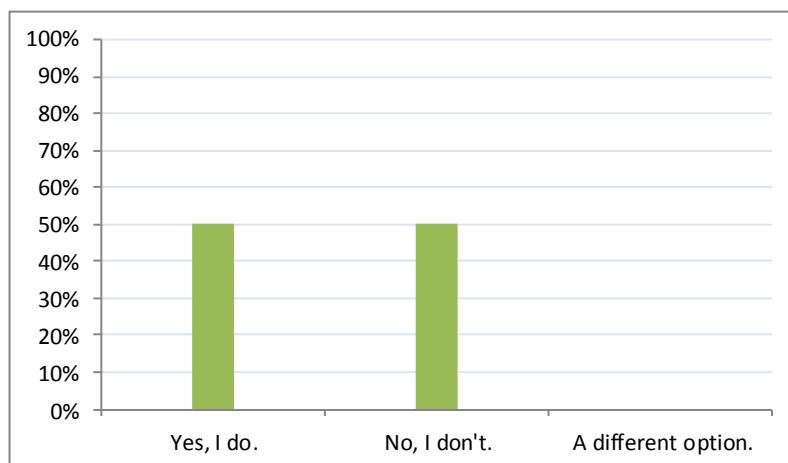


Figure 7: Sufficient preparation (b)

→ One Czech respondent, who chose the option “A different option”, stated that the university or seminars prepare for the basics. This might be attributed to the lack of practice which interpreters get during their university studies or when attending a seminar focused on interpreting. What they, however, get is the language command which is necessary for interpreting as well. The results were identical in case of the answers “Yes, I do” and “No, I don’t” in case of both groups of interpreters, Czech and foreign. To sum up, experienced conference interpreters have no unified opinion on whether university and preparation seminars provide sufficient or not.



**Question 5:** How do you prepare for each interpreting? You can tick more options.

Czech interpreters:

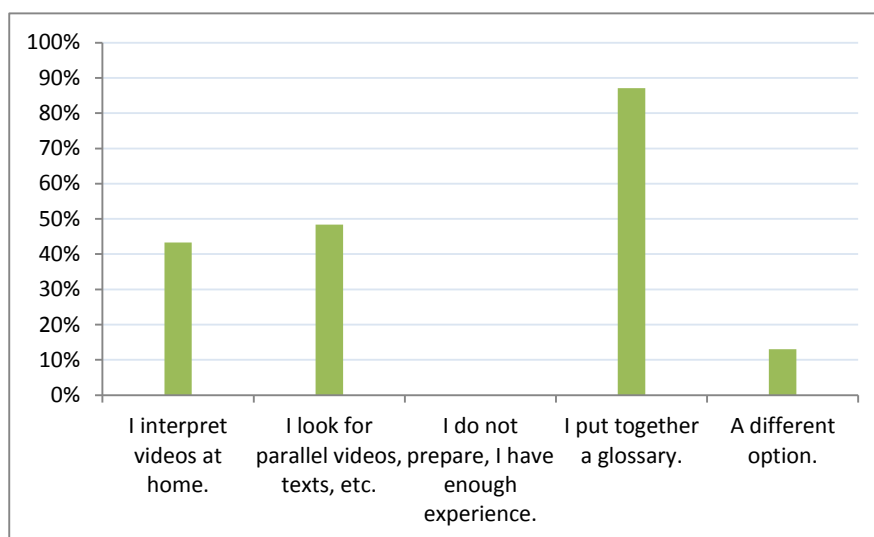


Figure 8: Way of preparation (a)

Foreign interpreters:

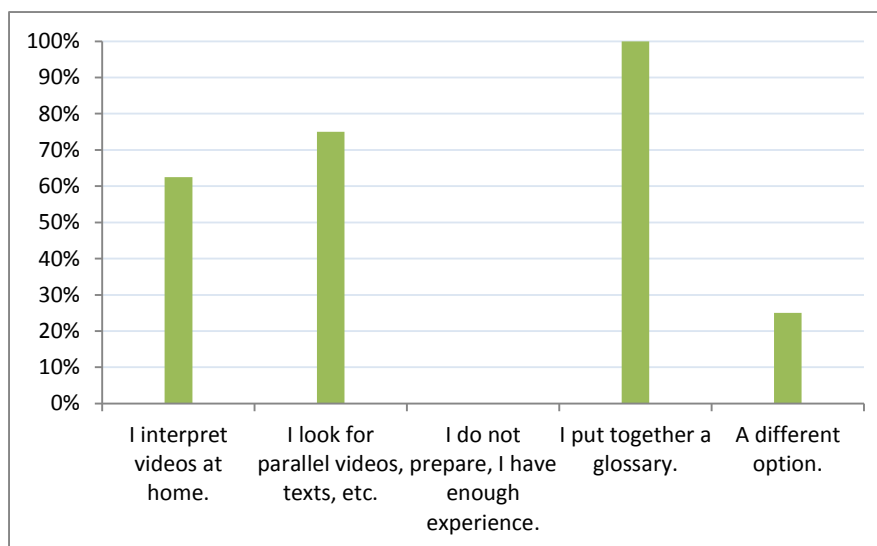


Figure 9: Way of preparation (b)

→ As the data suggested, the most frequent way of preparation before interpreting is creating the glossary for Czech as well as foreign interpreters. This might seem as the easiest way of preparation as an interpreter has the list of vocabulary in

front him even during interpreting and also the fact that an interpreter already has a glossary from previous interpreting. The respondents, who answered “a different option”, stated that they use the material which a client sends beforehand. Regardless of experience, all interpreters prepare for interpreting. However, this question this question focuses on the short-term training of interpreters, not on the long-term training and it did not provide any useful data for the conclusion of research.

**Question 6:** How do you proceed to the preparation? You can tick more options.

Czech interpreters:

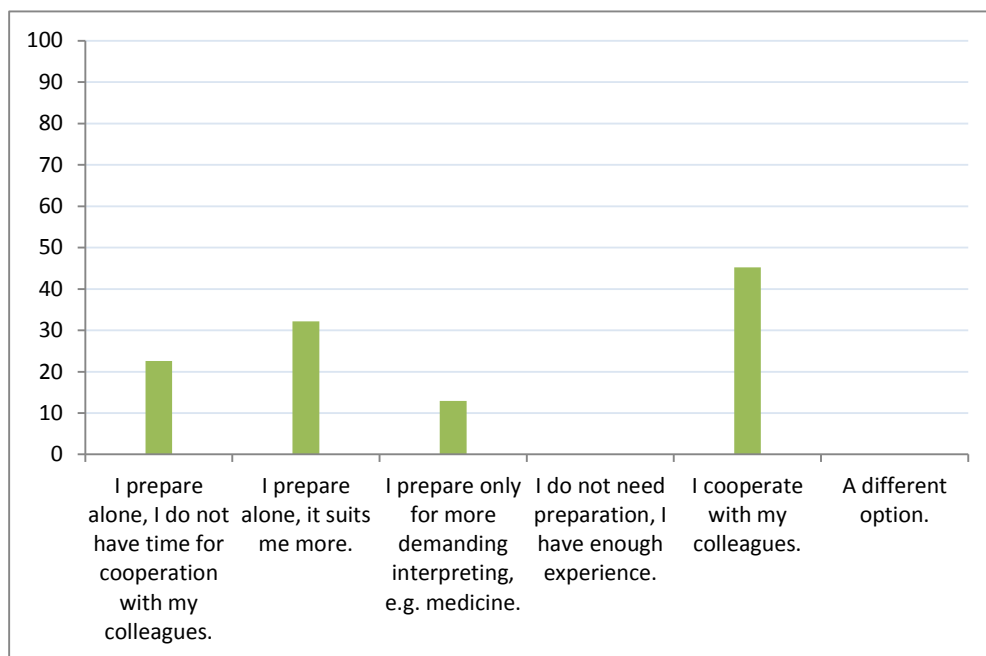


Figure 10: Teamwork (a)

## Foreign interpreters:

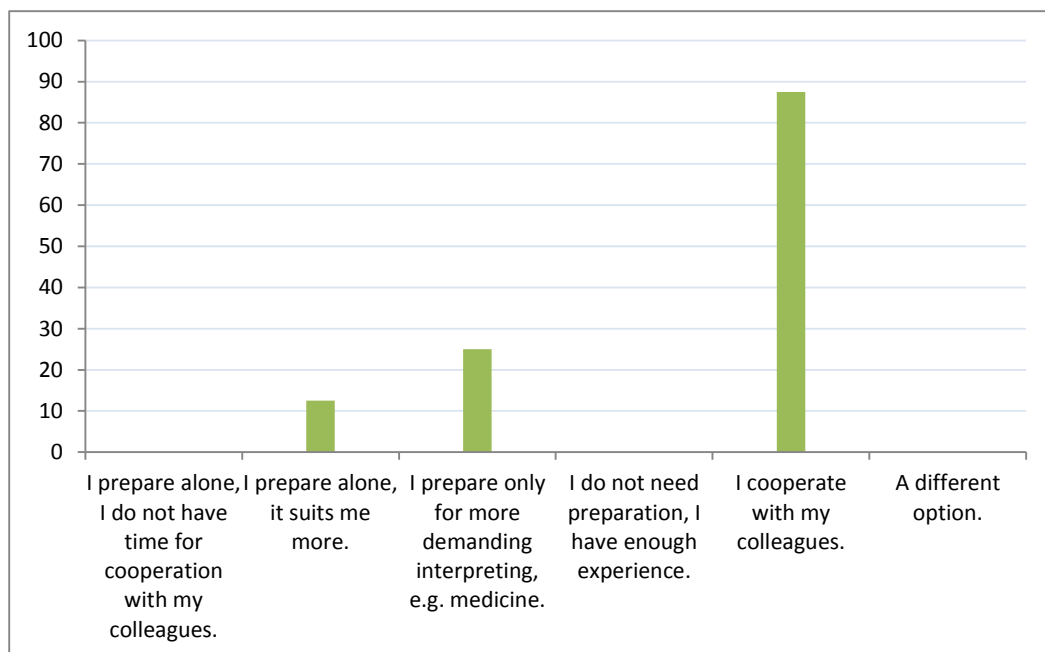


Figure 11: Teamwork (b)

→ As the data collected suggested, teamwork seems to be the most frequent way of procedure before interpreting. As mentioned in the theoretical part in chapter 5.6, teamwork is an essential component of interpreting nowadays since conference interpreters mostly work in teams during conferences. Teamwork is then vital and it also seems to be the trend nowadays. Some of them also prefer to prepare alone. This might be attributed to the fact that each interpreter has its own way of preparation which does not correspond to his/her colleagues' preparation. However, this question this question focuses on the short-term training of interpreters, not on the long-term training and it did not provide any useful data for the conclusion of research.

**Question 7:** During interpreting, do you do notation?

Czech interpreters:

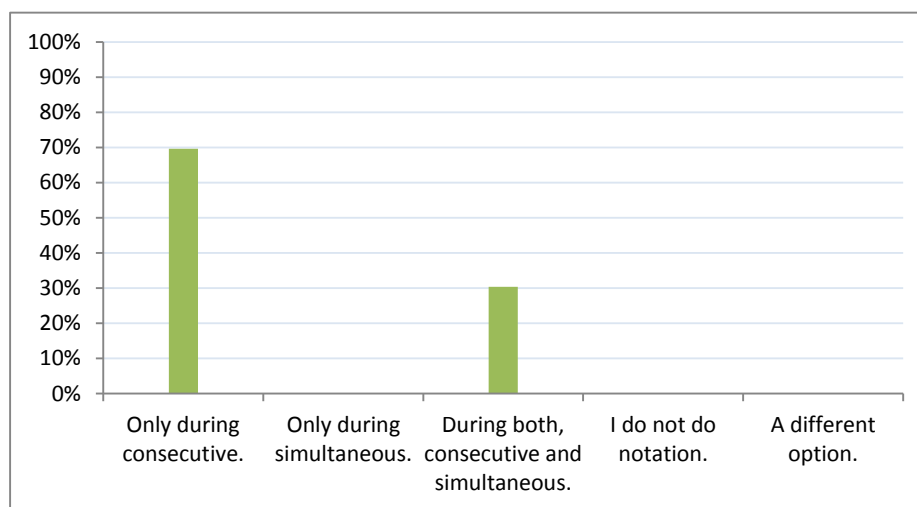


Figure 12: Note-taking (a)

Foreign interpreters:

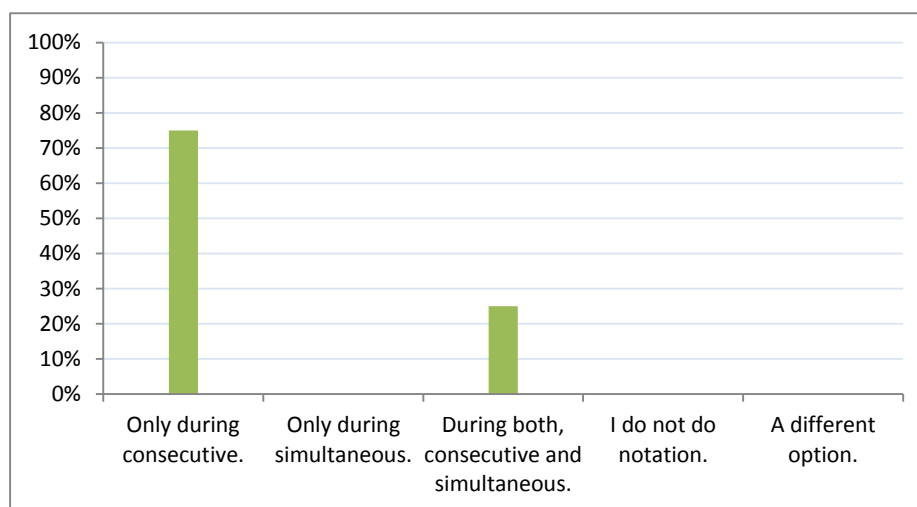


Figure 13: Note-taking (b)

→ Notation is an essential part of interpreting and the more interpreters practice it, the more developed it becomes. Training might be acquired even during interpreting itself. Based on the results observed, all interpreters use notation during consecutive interpreting as well as during simultaneous. This suggests that all interpreters get training of note-taking. Note-taking is preferred during

consecutive interpreting however, the results showed that note-taking is used also during simultaneous interpreting. The reason might be that it is used for noting down the data, numbers, names, etc. Into which extent it is used during simultaneous and why might be a suggestion for further research. However, this question focuses on the short-term training of interpreters, not on the long-term training and it did not provide any useful data for the conclusion of research.

### **6.3 Results of the research**

The aim of this research was to find out what preparation of conference interpreters looks like. At the beginning of the research, five hypotheses have been set. To answer the hypotheses, the questionnaire was created, which was afterwards sent online to associations uniting conference interpreters. The associations were ASKOT, JTP, and AIIC where the interpreters are required to have experience, it might be, therefore, expected that the results might show what the reality is like.

As for the first hypothesis, conference interpreters are experienced interpreters with ten and more years of practice and training. It was observed that this hypothesis is proved. On the basis of the results, it might be concluded that the questionnaire was completed by experienced conference interpreters therefore, it might be deduced that the results observed reflect the current situation in formal and individual training of experienced conference interpreters.

As for the second hypothesis, conference interpreters need no formal education to interpret, it was observed that this hypothesis is positive. On the basis of the results, even though they do not need formal education, they feel that they will need it in the future. This might seem as positive because if they are forced to have formal education, the more professionalized the profession becomes.

As for the third hypothesis, conference interpreters have a university degree or a certificate. On the basis of the analysis, it was observed that most of conference interpreters have a university degree. The degrees are either Master or EuroMaster. On the basis of the questionnaire, it was also found out that interpreters are not able to decide whether the university or seminar preparation provides enough into real interpreting since the results were 50:50.

As for the fourth hypothesis, interpreters have the degree European Masters in Conference Interpreting, this showed to be rather proved and seems to be the trend at interpreters outside the Czech Republic. This suggests that Czech interpreters might have not get used to the fact that EMCI is the trend or that the degree is not as familiar as abroad.

To conclude, interpreting is a challenging profession and training is its vital component. No matter how experienced an interpreter is, training should always

be included in order to perform top quality performance. It depends on experience of interpreters how much training they will prefer. Generally speaking, they are mostly unexperienced interpreters who spend more time by training than the experienced ones.

## 7 Resumé

Tématem této bakalářská práce byla profesní příprava konferenčních tlumočnicků. Jejím cílem bylo poskytnout přehled o tom, jaké komponenty jsou v přípravě konferenčních tlumočnicků obsaženy. Profesní příprava zahrnuje dva aspekty – formální (nebo také institucionální) a individuální přípravu. Formální příprava je příprava, kterou konferenční tlumočníci získají studiem univerzity a navštěvováním různých seminářů a workshopů. Individuální příprava zahrnuje to, co sám tlumočnick může v rámci sebevzdělání udělat pro svou profesi, tzn. dlouhodobé zlepšování paměti, zlepšování se v jazyce, kterým tlumočí, jak zvládat stres, jakým způsobem prezentovat řeč tak, aby byla srozumitelná, simultánnost poslechu a mluvení, schopnost interkulturní komunikace, obecnou znalost, kterou musí mít každý tlumočnick, jelikož tlumočí různá témata z různých oblastí a také to, že musí pracovat na svém neustálém sebevzdělávání. Práce dále zahrnuje stručnou charakteristiku povolání tlumočnicka a potřebu konferenčních tlumočnicků v dnešní době a publikace a zdroje, které může tlumočnick při svém vzdělání využít, jako jsou různé práce, publikace, časopisy jak čtvrtletníky, tak měsíčníky.

Na rozdíl od jiných povolání, povolání tlumočnicka nevyžaduje akademický titul pro výkon povolání. Nicméně některé organizace, např. AIIC, uvádí, že je titul pro výkon povolání žádoucí. Důvodem je, že akademický titul prokáže jistou znalost. Tlumočníci tedy mohou akademický titul získat jak z oboru tlumočení, tak z oboru lingvistického, nicméně nevýhoda tohoto studijního oboru je nedostatek znalostí o tlumočení a praxe, kterou studenti tlumočení dostanou. V takovém případě tlumočníci mohou navštěvovat různé semináře a workshopy nejen v České republice, ale i v zahraničí, kde si mohou vzdělání doplnit. Časová dotace těchto seminářů a workshopů se liší, ale ty krátkodobé většinou trvají 6 až 8 hodin, ty dlouhodobější třeba i celý víkend. Studijní obor tlumočení je v dnešní době nabízený Univerzitou Karlovou v Praze, kde je také, mimo jiné, možnost získat titul EuroMasters, což je titul udělovaný v oboru konferenční tlumočení. Časová dotace jsou dva semestry a tlumočníci získají spoustu praxe a teoretických znalostí o profesi. Dále je obor tlumočení nabízen např. Univerzitou v Brně, nicméně po přezkoumání sylabu jsem zjistila, že se tento obor zaměřuje spíše na



překlad než na tlumočení, ačkoliv udávají, že znalosti a dovednosti po absolvování budou mít studenti na úrovni EuroMasters. Studijní obor je dále nabízen univerzitou v Ženevě a v Římě.

Semináře jsou nabízené např. Univerzitou Karlovou v Praze, JTP, organizací AIIC, jazykovou školou Belisha Beacons, univerzitou v Ženevě, atd. Cílem těchto seminářů je zaměřit se vždy na jednu dovednost v rámci tlumočení, např. pouze na notaci nebo na simultánní tlumočení. Tlumočníci tedy mají možnost navštívit seminář dle toho, na co zrovna potřebují zaměřit.

V rámci individuální přípravy musí tlumočnick rozvíjet především paměť, a to různými paměťovými cvičeními, dále znalost jazyka, obecné znalosti o dnešní společnosti, simultánnost, systém notace, musí trénovat také řečové aspekty a rétoriku, zvládání stresu, rozšiřovat slovní zásobu a v neposlední řadě se neustále sebevzdělávat.

Praktická část bakalářské práce se skládala z dotazníku, který měl za úkol sesbírat data, na základě kterých se vyhodnotily na začátku stanovené hypotézy. Dotazník se skládal z celkem sedmi otázek, které byly vybrány na základě toho, aby poskytly přehled o situaci vzdělání a přípravy u konferenčních tlumočnicků. Dotazník byl vypracován ve spolupráci s vedoucím práce. Dotazník byl vytvořen online a emailem zaslán do organizací, sdružující konferenční tlumočnický jak v České republice, tak v zahraničí. Tyto organizace byly AIIC, ASKOT a JTP. Celkem bylo vyplněno 31 dotazníků, z toho 8 tlumočnický ze zahraničí a 23 tlumočnický z České republiky, které byly zpracovány a vyhodnoceny.

Na základě výzkumu bylo zjištěno, že konferenční tlumočnický jsou tlumočnický s více jak 10letou praxí v oboru, jelikož jedna z otázek se soustředovala na výši zkušeností a odpovědi, které přišly, měly uvedeno 15 let a více let zkušeností. Dále bylo zjištěno, že v oboru žádné vzdělání nepotřebují, nicméně valná většina z nich má alespoň titul Mgr., v zahraničí buď titul EuroMasters nebo tlumočnický certifikát. V České republice se taky ukázalo, že mnoho tlumočnicků vlastní titul PhDr. Většina z těchto tlumočnicků, kteří dotazník vyplnili, uvedlo, že si bohužel nemyslí, že by semináře a univerzita na povolání tlumočnicka dobře připravila. Co přesně v přípravě tlumočnicků chybí, může být námětem na další výzkum.

Tato práce je souhrnem toho, kde mohou konferenční tlumočníci získat teoretické znalosti v rámci přípravy na výkon povolání a do jaké míry je instituce a semináře, které navštěvují, schopni připravit do praxe. Tato práce může sloužit jako základ pro další výzkum v tomto oboru.

## **Appendix 1**

### **Profesionální příprava konferenčních tlumočnicků**

Veškerá data jsou důvěrná a budou použita pouze pro účely výzkumu.

#### **1. Jak dlouho už pracujete jako tlumočnick?**

- Jeden rok a více.
- Pět let a více.
- Deset let a více.

#### **2. Jaké máte vzdělání v tlumočnickém oboru?**

- Bc.
- Mgr.
- EuroMaster.
- Právní minimum pro soudní tlumočnický
- Studium v zahraničí.
- Certifikát.
- Bez vzdělání v oboru.
- Jiná možnost. Uveďte.

#### **3. Pokud jste v předchozí otázce zvolili bez vzdělání, nutí vás povolání tlumočnicka mít vzdělání v oblasti tlumočení?**

- Ne.
- Ano, musím mít vysokoškolské vzdělání.
- Ano, musím mít certifikát umožňující mi tlumočit profesionálně.
- Jiná možnost. Uveďte.

#### **4. Myslíte si, že univerzita, přípravné semináře, které budoucí tlumočnicki navštěvují, poskytnou tlumočnickům dostatečnou přípravu pro výkon povolání?**

- Ano.
- Ne.
- Jiná možnost. Uveďte.

#### **5. Jak se připravujete na tlumočnickou zakázku? Můžete označit více možností.**

- Tlumočím si doma videa, nahrávky, atd.
- Hledám paralelní videa, nahrávky, atd.
- Nepřipravuji se, jsem dostatečně zkušený tlumočnick.
- Tvořím si glosář.
- Jiná možnost. Uveďte.

#### **6. Jak probíhá Vaše příprava na tlumočení? Můžete zatrhnout více možností.**

- Připravuji se sám/sama, není čas na spolupráci s kolegy.
- Připravuji se sám/sama, je to pro mě lepší.
- Připravuji se pouze na složitější popř. nová témata, např. medicína, atd.
- Nepřipravuji se, mám dostatek zkušeností.
- Připravuji se s kolegou/kolegy, se kterým/kterými budu tlumočit.
- Jiná možnost. Uveďte.

#### **7. Děláte si při tlumočení notaci?**

- Pouze při konsekutivním tlumočení.
- Pouze při simultánním tlumočení.
- Při konsekutivním i při simultánním tlumočení.
- Nedělám si notaci vůbec.
- Jiná možnost. Uveďte.

## **Appendix 2**

### **Professional preparation of conference interpreters**

All data is confidential and will be used only for the purpose of the research.

#### **1. How long have you been working as an interpreter?**

- One year and more.
- Five years and more.
- Ten years and more.

#### **2. What education for interpreting do you have?**

- Bachelor.
- Master.
- EuroMaster.
- Legal minimum for court interpreters.
- Education from abroad.
- Certificate for interpreters.
- No education.

#### **3. If you chose the option “no education”, are you forced to have education as an interpreter? If yes, then what?**

- No, I am not.
- Yes, I am forced to have university education.
- Yes, I need to have a certificate which allows me to work as a professional interpreter.
- A different option. Give the reason.

#### **4. Do you think that a university, preparation seminars which the future interpreters attend provide sufficient preparation to them?**

- Yes, I do.
- No, I do not.
- A different option. Give the reason.

#### **5. How do you prepare for each interpreting? You can tick more options.**

- I interpret videos at home.
- I look for parallel videos, texts, etc.
- I do not prepare, I have enough experience.
- I put together a glossary.
- A different option. Give the reason.

#### **6. State the way of each interpreting order. You can tick more options.**

- I prepare alone, I do not have time for cooperation with my colleagues.
- I prepare alone, it suits me more.
- I prepare only for more demanding interpreting, e.g. new topics like medicine, etc.
- I do not need preparation, I have enough experience.
- I cooperate with my colleagues.
- A different option.

#### **7. When interpreting, do you do notation?**

- Yes, I do but only during consecutive.
- Yes, I do but only during simultaneous.
- During both, consecutive and simultaneous.
- I do not do notation.
- A different option. Give the reason.

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## **Annotation**

**Autor:** Mgr. Zuzana Kopecká

**Katedra:** Katedra anglistiky a amerikanistiky

**Obor:** Angličtina se zaměřením na komunitní tlumočení a překlad

**Název česky:** Profesní příprava konferenčních tlumočnicků

**Název anglicky:** Professional preparation of conference interpreters

**Vedoucí práce:** Mgr. Marie Sandersová, Ph.D.

**Počet znaků:** 73 397

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The bachelor thesis “Professional preparation of conference interpreters” deals with formal and individual training of conference interpreters on the profession. The theoretical part focuses on the ways of formal preparation, such as universities, seminars, and workshops where conference interpreters might acquire training, as well as individual preparation, which means what conference interpreters might do in order to improve their skills in the long term. The bachelor thesis also outlines the possible materials which might be used in terms of the training. The practical part focuses on the questionnaire among conference interpreters in terms of formal as well as individual training of conference interpreters.

### **Key words**

Conference interpreters, formal training, individual training, Charles University, Université de Genève, The University of Manchester, seminar, memory, language command

## **Anotace**

Tato bakalářská práce s názvem „Profesní příprava konferenčních tlumočnicků“ se zabývá formální a individuální přípravou konferenčních tlumočnicků na profesi. Teoretická práce se zaměřuje na způsoby formální přípravy, jako jsou univerzity, semináře a workshopy, kde konferenční tlumočníci mohou přípravu získat, a na způsoby individuální přípravy, což znamená, co mohou konferenční tlumočníci udělat pro zdokonalení svých dovedností v delším časovém měřítku. V bakalářské práci jsou také uvedeny publikace, které se na přípravu zaměřují. Praktická část se zabývá dotazníkem, který se zaměřuje jak na formální, tak na individuální přípravu konferenčních tlumočnicků.

## **Klíčová slova**

Konferenční tlumočnick, formální příprava, individuální příprava, Karlova Univerzita, Univerzita v Ženevě, Univerzita v Manchesteru, seminář, paměť, znalost jazyka