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Student Adaptation into Interpreting Studies at University Based on Secondary Schools Language Competence in English

Adaptace studentů na univerzitní tlumočnická studia vycházející ze středoškolských jazykových kompetencí v anglickém jazyce

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

V Olomouci dne   ………………………………….........

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1 Introduction

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

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

I also found a basis for my research in the following statement by Keiser (1977, 13):

> ...interpretation courses are not language courses, in other words...the would-be student must have mastered his language before entering into the course. ... he must have the required mastery of his active and passive languages before starting the interpretation course otherwise he will constantly stall and stumble under the tremendous pressure of interpretation *per se.*

While studying interpreting at Palacký University I personally encountered the issues connected to the adaptation of a novice student into the process of interpreting. From what I remember, I was stressed, perplexed, felt discomfort, and even suffered from anxiety during my first classes of the interpreting seminar. When we were told to speak aloud in front of the others, or even interpret at the desk and record ourselves for practice, I was unable to do so without stress, blushing, or stuttering. Sometimes I could not speak at all. Many of my colleagues experienced similar issues. Additionally, many of them preferred translation

seminars to interpreting, probably because they associated interpreting with stress, and unpleasant public situations.

This personal experience and the mentioned approaches led me to an idea that could be examined on the diploma thesis level. I want to investigate whether the situation of the interpreting training program at Palacký University Olomouc is really as Keiser (1977) sees it in the above quotation. In other words, if the interpreting students really have mastered their level of language in terms of all linguistic competences before starting their interpretation courses, or if they constantly "stall and stumble under the tremendous pressure of interpretation," (Keiser 1977, 13). To be more exact, I am interested in whether there are issues connected to the adaptation into interpreting studies at Palacký University, and if so, what these issues are and where they can possibly come from.

One of my hypotheses is that the issues are brought already from secondary schools English lessons. In other words, the primary interest is to find out more detailed information and learn how the Czech secondary schools can prepare their students for interpreting, I decided to conduct a three-level survey investigating the subjective opinions of secondary schools students, novice students of interpreting, and the graduate students of the interpreting studies at Palacký University. I will comment more specifically on the results of the survey in Chapter 1.1 Questionnaire Survey chapter; the questionnaires structures and the result tables are attached in Annexes of this diploma thesis. However, the results in general show that the novice students do experience problems with at least some of their linguistic abilities in the elementary interpreting seminars, which makes it more difficult for them to adapt to the interpreting skill. The subjective opinions of the students participating in the survey convinced me to continue with further research into these issues and elaborate upon the situation in this diploma thesis.

To begin with, I decided to divide this thesis into two main sections being the theoretical and the practical one. The theoretical part will deal with the demands of the interpreter's profession in general, and it will explain the key linguistic competences needed for interpreting. This part will also concentrate on the interpreting studies at Palacký University Olomouc in terms of the

requirements for entrance examinations. It also focuses on the elementary interpreting seminars and their outputs, and the teacher-students interaction. Last but not least, the theoretical part introduces the situation at the Czech secondary schools regarding English lessons and the textbooks used. To remain objective and impartial, I present opinions on interpreting and teaching languages and interpreting introduced by various experts such as Daniel Gile, Danica Seleskovitch, Ingrid Kurz, Andrew Gillies, Douglas Brown, Franz Pochhacker, and others. I will also make use of the primary sources such as the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR), the *General Educational Program for Foreign Languages* (*Rámcový vzdělávací program pro výuku cizích jazyků*), et cetera.

The main goal of this thesis is to answer the question how can specific secondary school textbooks of English language prepare a student for the study of interpreting with regards to the linguistic competences connected to interpreting. I would also like to investigate what are the specific issues with regards to language competences in the elementary interpreting seminars. The two investigated factors will be (i) the B2[1] output level of secondary school-leaving exam Maturita, which is being tested at the entrance examinations of the interpreting studies, and (ii) the whole length of four years of study at secondary schools and the extent into which the secondary school students can advance in their language knowledge based on the utilization of the selected textbooks.

Once again, to remain objective, impartial and narrow in my research I had to choose the criterion according to which I would assess the secondary school English output. For this purpose I decided to evaluate the secondary school textbooks for teaching English. I will elaborate upon the textbooks both in the theoretical part of the thesis, where I will describe what curriculum they contain and what the outputs are. As for the practical part, I will evaluate the selected textbooks with regards to the key linguistic competences needed for the elementary interpreting seminars at Palacký University Olomouc. I am, of course, aware of the fact that there are many more factors influencing secondary school education and the issues connected to interpreting. Speaking of the secondary

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[1] According to CEFR.

schools, the language teacher, his approach towards teaching, textbooks instructions modification, or even omission of some exercises, or the usage of additional tools can influence the advance in language. Also the number of lessons, extracurricular activities, foreign stays, motivation, or classmates and personal talents and background can have an impact on one's development of linguistic abilities. However, I decided to concentrate on a specifically narrow criterion being indicated by the instructions within the textbooks. The main reason for this choice is that the instructions in the textbooks are an objective and impartial factor.

Speaking of the methodology of the practical research, I will perform a quantitative research of the secondary textbooks of English. More specifically, I will count the number of exercises practicing the selected key competences needed for interpreting and I will concentrate only on the specific instructions of every exercise. One may object that the instructions can be altered or skipped by the teacher, or other factors. I agree with that and I think that further research into this situation could shed more light on even more specific issues. However, I decided to focus exclusively on the instructions in the textbooks. Though, it is hoped to create the first **stepping stone** in this research area.

To see a more detailed description of the practical research and its methodology, please see the practical part of the thesis and its research methodology and aims. Consequently, the thesis is completed with the results of the practical research and ended with the conclusion based on the whole diploma thesis being the survey performed with the students, the theoretical groundings, and the results of the research.

2   Questionnaire Survey

As I already mentioned in the introduction, prior to composing this diploma thesis I decided to conduct a survey to investigate whether the issue of the adaptation of novice students of interpreting into the interpreting training program is worth further researching and whether there really are any issues connected to it. At this point, I would like to briefly present the results of the survey to show the starting point for this diploma thesis. The original questionnaires and the result tables containing all the answers are placed in the end of this work in the Annexes.

The survey was conducted at three different levels. The first part was performed at three various Czech secondary schools with the students in their last year of study. The descriptions of the particular secondary schools are presented in the theoretical part of the thesis in chapter 3.5.7. English at Secondary Schools Selected for Survey. The schools involved were Grammar School (Gymnázium) Bystřice nad Pernštejnem, Secondary Industrial School (Střední průmyslová škola) and Business Academy (Obchodní akademie) Frýdek-Místek, all of them based in the Czech Republic. The number of the secondary school research sample was **119 students**.

Most of the questions of the secondary school questionnaire concentrate on the ability of speaking or public speaking. This is because at first I intended to concentrate exclusively on this key competence needed for interpreting. However, after I collected the results and I decided to continue researching this situation, I extended the research into more abilities, because concentrating only on speaking would not be sufficient for the purposes of this diploma thesis.

The second part of the survey consists of the answers of the current novice students of the interpreting training program at Palacký University Olomouc, and the last part contains the answers and suggestions of the graduate students of the same program. There were **35 novice students** of interpreting answering, and **18 graduate students** taking part in the survey. The questions of the second questionnaire focus on all the key abilities needed for interpreting, which were also researched within the practical research of this thesis.

2.1 Results of the Survey

Generally speaking, the conclusion of the secondary school questionnaire answers is that most of the students experience troubles with public speaking because they are shy, or they think they do not have sufficient active vocabulary. The other problematic abilities are listening comprehension and grammar.

As for the university questionnaire survey with the novice students of interpreting, I asked them about the situation at their secondary school and about difficulties they are experiencing at their interpreting seminars. Most of them stated that the most difficult (and needs more training) for them during their secondary school lessons of English were exercises connected to grammar and public speaking. They were also asked to evaluate various linguistic abilities on a 1-10 scale. The exact numbers are presented in the tables in the Annexes of this thesis. However, to comment on the main results, speaking, listening, search for key information in texts, prompt orientation in texts, and grammar scored the highest of all the abilities. This means that the students claimed they needed to practice these skills the most, it also means that they must use these skills during their interpreting seminars, and also that these skills were practiced within the curriculum of their secondary school textbooks.

The last part of the survey conducted with the graduate students of the interpreting training program consisted of three main questions. The qualitative answers are presented in the Annexes of this thesis. The questions were the following:

Do you think that your secondary school helped you in terms of your beginning with interpreting? How?

The majority (13 out of 18) answered the first question as "no, my secondary school did not help me". The rest answered either as "partly", or "yes, it did help me".

The second and the third question were the following: *If you preferred translation to interpreting at university, do you think that also your secondary school preparation in English could have contributed to this?* and *If you preferred*

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

In most cases (6) the answers were explicitly "no", "not really", or "I do not think so". The other cases are shown in the Annexes tables.

To conclude this chapter, I would like to present some of the suggestions made by the secondary school students, and the graduate students. The suggestions were the following ones:

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

- concentrate more on **spoken English**, films or TV series in English with subtitles (add an extra English lesson)
- **speak more in front of the classmates**
- **vocabulary enriching activities**
- smaller study groups (5)
- **more speaking games and activities (2)**
- concentrate on people who are interested in English
- **speaking in pairs (3)**
- **more conversation practice (2)**
- **more listening comprehension practice (3)**
- teacher (2)
- spend less time on homework correction
- writing essays
- **more communication activities**
- better motivation of students

From a retrospective point of view of a student/a graduate of the English for Translators and Interpreters program at Palacký University, what would you

change in your usual or extra English lessons at secondary school (in both usual classes or conversation seminars)? Please state:

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

Once again, the majority of the suggestions is connected to speaking exercises and more time for an individual student. Most of the students or graduate students of the bachelor's study program English for Translators and Interpreters, who participated in my survey, would change something in their secondary school English classes concept. Since I considered the above results and suggestions worth further researching, I used them as the stepping stone for my diploma thesis and for its following practical research.

3   Theoretical Part

This chapter is divided into five main parts. The first part concentrates on particular demands of the interpreting profession, it describes various obstacles an interpreter has to overcome and different opinions of experts on interpreting. The second part introduces interpreting as a future occupation, focusing on its advantages and disadvantages and situations a novice interpreter may encounter. The third and very important part deals with the abilities in language needed for interpreting. It describes the particular language abilities into more detail and shows the opinions of various experts. The abilities presented were also researched within the practical research of this thesis and within the survey, results of which were presented above. The fourth part explains and sheds light on the interpreting studies at Palacký University Olomouc. It describes the requirements for the entrance exams, and abilities trained and needed in the elementary interpreting seminars. Last, but not least, the fifth part shows the situation at Czech secondary schools and explains what the Czech maturita[2] from English consists of, and what the outputs of the exam are. This part also describes the selected secondary schools, whose students participated in the conducted survey.

3.1 Demands of Interpreting

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

Two basic modes of interpreting are consecutive and simultaneous. Both of them have become the standard medium of multilingual communication in international organizations, either in private, or public sector. Generally, in the interpreting community, the consecutive mode is considered more accurate and faithful than the latter (see, for instance, Van Hoof, 1962, 36; Weber, 1989, 162). Daniel Gile claims that it is because

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[2] Maturita – the Czech secondary school-leaving examination.

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

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

We can explain the process of interpreting with the following quotation: "Interpreters work with **spoken words in a particular context**, conveying a message from one language to another, while translation deals with written texts," (AIIC[3]). Daniel Gile (1992) also explains the demands, difficulties, and efforts "involved in interpreting tasks and strategies needed to overcome them" (Gile 1992, 191). He suggests that many failures occur in the absence of any visible

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[3] Available online: http://aiic.net/interpreting-explained

difficulty and he proposes the Effort Models for interpreting. Even though I will not describe these Models into greater detail because they are not the topic of this diploma thesis, they are still worth mentioning at this point, since Gile concentrates on the demands of interpreting. He further claims that "the Effort Models are designed to help them [interpreters] understand these difficulties [of interpreting] and select appropriate strategies and tactics. They are based on the concept of Processing Capacity and on the fact that some mental operations in interpreting require much Processing Capacity" (Gile 1992, 191).

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

Speaking from my personal experience at bachelor's studies at Palacký University, I experienced problems with public speaking, stress, or multitasking in the means of both rendering the spoken message and thinking about its grammatical and semantic background, et cetera. This is what mainly led me to the topic of this diploma thesis, and I am interested in a further investigation of this phenomenon. At this point, I would like to begin with public speaking, since, according to the survey presented above, this is one of the parts of the interpreting training which causes trouble to many students.

What many interpreting theoreticians and practitioners support (for example Gile 1992, Nolan 2005) is that **public speaking** creates an important part of training of a novice interpreter. They claim there are several reasons for that. **First of all**, it is crucial to mention that many people who study in order to acquire two or more working languages in interpreting have the tendency to be shy, of a retiring disposition and, when they are in a situation of facing the audience, they may freeze up and even develop mental blocks. **Secondly**, interpreting assignments often require interpreters to perform their job in front of many people, who can even be of an important status, and it can be rather intimidating even for experienced professional interpreters. The **stage fright** can be, however,

overcome by a method that is used by novice actors, and that is: **rehearsal**. In addition, an interpreter, similarly to an actor, a news announcer, or a sports commentator, must learn how to use their **voice**. In my opinion, it is therefore very important for future interpreters to lessen these stress factors into the greatest possible extent by analyzing one's weaknesses and tackling them within the interpreting training.

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

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

Another obstacle to tackle is the phase of preparation before the interpreting assignment. The difficult thing about interpreting assignments is that even if an interpreter prepares himself or herself thoroughly and tries to anticipate all possible troubles, still something unexpected can happen. A speaker may change his or her mind at the very last minute, discard or change the prepared speech, make jokes, invite a last-minute guest, use a different power point presentation, display photos and pictures, use an unusual turn of phrase, idiomatic language, a

novel idea, a breakthrough in the debate, a new argument, impenetrable accent, a mispronounced key word, poor sound quality, an obscure acronym or reference, omissions, an eccentric speaker, also a mistake of a speaker, et cetera. This is why it is best to gain familiarity with the subject matter which will be discussed at any future assignment and also to attend such meeting soon enough. These rules could be especially helpful in getting a grasp of **procedural rules and terms**. Besides that, the interpreter can learn from careful observation of the speakers' demeanor and gestures. As for the feedback, the listener's reactions will provide the novice interpreters with supportive clues to the intent hidden behind the words. It is also helpful to obtain a copy of the agenda, any background documents available, power point presentations, list of speakers, or any pre-prepared speeches. Many speakers prepare their speeches in advance, which creates a huge advantage for interpreters, who can then prepare themselves prior to the assignment. Interpreters can look up the needed information online and ask the speaker any questions they need in order to minimize future misunderstandings. There are also cases where there is an existing translation of a particular speech available, which can be easily read out by the interpreter. (Nolan 2005)

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

One of the other hindrances for good-quality interpreting is dependent on the length of sentences and on the pace of speaking. James Nolan (2005, 25) suggests that when speakers use short, declarative sentences and speak at moderate speed, the interpreter's task is much simpler. On the contrary, more complex sentences can cause problems for interpreters, but if they are presented within a moderate speed, they can be coped with. Usually, long, complex

structures, which are delivered at high speed are problematic – the interpreter's task is therefore greatly complicated. As a rule, a lag of a single sentence or phrase can lead to omissions or inability to further continue in the process of interpreting.

As Nolan (2005, 45) further contends, it is important to avoid automatically following of the word order and structure of the source language both in the process of translation and interpreting. What is crucial is not to render only the individual words and same sentences, which may be considered only the roots for further building, but to convey the message of the speaker, which is usually more than just individual words. Such units are called the "meaningful structures", or, more specifically, the ***units of meaning***. These may comprise a number of words, or part of a sentence, or more than one sentence at a time. For an interpreter, it is important to identify those units very quickly in order to adjust the final rendered speech in the target language, or not to omit something important. On the contrary, not to change the meaning, or add something which was not said by the speaker. The units are usually organized into meaningful clusters in the source language, but this does not mean they have to be conveyed to the audience within the same clusters in the target language. The ***meaning*** must, however, correspond.

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

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

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

the inherent features of cultures and languages, not to the individual abilities of the translator or the limitations of the craft. The problem of "untranslatability" arises from the fact that different cultures divide up the universe in different ways, and that their languages therefore contain ideas, words, and expressions to describe those different concepts and culture-specific features. To cite some familiar examples, the languages of desert peoples have many words for different aspects of a feature of the physical world that English speakers simply call "sand", the Inuit language has many words for "ice", French has many words to describe the qualities of wine (e.g. "gouleyant" and "charpenté"), which cannot be very satisfactorily translated into English, etc (Nolan 2005, 57).

An extra part of the interpreter's job is to be aware of the possible usage of figurative language and to remember that such a speech can not be rendered in the same way in the source language as in the target language. Usually, a usage of a different figure should be applied, for example the employment of a metaphor instead of a proverb, or even a brief explanation using non-figurative language. As a rule, the worst possible strategy would be a literal interpretation, which would usually completely change the meaning of the source information completely and could mislead the audience (Nolan 2005, 67).

In political speeches, or negotiations, argumentation plays a key role, which is also one of the possible pitfalls for an interpreter (Nolan 2005, 117). It is based on logic and emotion, and in addition to a possible quick speech, it is very difficult to keep up with the speed and the snowballing argumentation. The arguments may change within seconds, as the speaker can get emotional, or morally influenced. Even if a speaker's logic seems faulty, the interpreter must remain loyal and not betray the absurdity. On the other hand, if there is a ridiculous amount of the speaker's "lyrical waxing", the interpreter must not betray his or her skepticism. In order to be able to do so, the interpreter should develop logical and emotive rhetoric into certain extent.

"Political correctness" (Nolan 2005, 127-128) in public fora, especially in the diplomatic sphere, are an individual chapter to speak about. Interpreters must observe the conventions and forms of a particular forum and the occasion,

choosing moderation whenever in doubt. Whenever it comes to the event of international fora, even excessive extents of speech would be framed in down-to-earth, carefully chosen words, and so must render the interpreter. Contrarily, there are also cases of a strong language usage including moral judgments and emotionally based arguments or statements containing moral disproval or censure. Such occasions are better to be meant for experienced interpreters, who would know how such language should be handled. In some cases, intonation helps the interpreter to decide and to convey a message with the proper coloring. Consequently, for such political speeches, consequently, there should be some kind of a balance between the diplomatic decorum and forceful debate.

Last, but not least, in my opinion and speaking from my professional experience, from time to time, a situation may occur, in which speakers have the tendency to blame the interpreter when they have gone too far, or, according to the speakers, rendered something inappropriately, or the interpreting service was "poor" in its quality (Nolan 2005, 127-128). It is understandable that there must be some sort of communication between the speaker and the interpreter. The speakers can express their wishes and expectations, but it is not their job to assess the quality of interpreting; they have not completed the interpreting training, they do not know the possible interpreting strategies and solutions, and thus can not have the needed insight to asses.

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

3.2 Interpreting as Future Occupation

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

Shuttleworth & Cowie define interpreting as "oral translation of a written text" (1997, 83), while Mahmoodzadeh gives a more detailed definition:

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

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

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

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

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

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

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

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

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

Lore (2008) concludes with a claim that people naturally know less about their abilities than they think and many things they know are based on experiences from the past, colored by what people were telling them, the culture they were raised in, beliefs about themselves, etc. Using solid knowledge about natural talents rather than just ideas about themselves may constitute the difference between success and failure. We all make inaccurate assumptions and decisions made on too little knowledge.

3.3 Abilities in Language Needed for Interpreting

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

In numerous studies on translators' or interpreters' training (see for example Gile, 2005, Álvarez et al, 1993) there is a particular relevance given to the linguistic component (Flores, 2014). As for these studies, the passive and active knowledge of such a component and its importance with regards to a foreign language are emphasized. Speaking about the translators' training, they need to understand specific language registers and be able to grasp not only the informational meaning of utterances, but also the small nuances and shades of meaning that are expressed by subtle choices of expressions. On the other hand, interpreters also need to respond rapidly to spoken language to transfer the best and faithful meaning possible to the target language (Flores, 2014). For both, translators and interpreters, good active knowledge is crucial and represents a requisite for both professions. It is required from them to be able to make speeches at a high-quality language level of the source language and to reproduce texts in accordance with the communicative situation. In tune with the statements above, many studies have concentrated on the comprehension and analytic skills needed by translators (Schäffner, 2002). A deep linguistic knowledge can enhance the comprehension and transfer the meaning. Furthermore, there is a special emphasis being put on technical language, such as law or science. The

competences required for translating or interpreting of these types of texts are usually gained in the specialized translation/interpreting courses (Flores, 2014). Since languages are culturally bound, linguistic knowledge involved in the interpreting or translation process is directly interconnected with extralinguistic cultural knowledge needed for interpreting/translating. Several scholars (see, for example, Berenguer, 1996; Beeby, 2004; López, 2009, etc.) have attempted to establish a framework for the linguistic competence required by translators and interpreters, as opposed to the requirements of foreign language learners and users. As Flores (2014) commences,

> in their studies they pinpoint the fact that students enter the degree with little knowledge of English, which makes it more difficult for teachers to foster competences proper to the translation competence and forces them to concentrate on the linguistic and general ones. Moreover, these studies point out that the four classic linguistic skills (i.e. reading, writing, listening, and speaking) are not enough and that more specific skills and competences proper to this profession need to be promoted. Some of these skills are text analysis with different genres, using the language correctly (i.e. in a socio-pragmatic correct manner), note-taking, the ability to memorize and synthesize, etc. In short, these studies advocate for a proper methodology of English for Translation and Interpreting taking into account the actual needs of these professionals. They highlight the importance of including certain competences proper to other courses within these language courses (e.g. documentation and specialized translation). Nevertheless, they do not go beyond a mere description of the situation and leave the door open for future and more concrete studies on the issue. This is, therefore, what this study aims to do, i.e. elaborate on the notion of linguistic competence needed by translators and interpreters in order to create a proper methodology of English for such professionals in their training process (Flores 2014, 33).

According to Andrew Gillies (2013) the crucial abilities for interpreting in general are the is good passive and active knowledge of languages and good general knowledge. As for the consecutive mode, Gillies claims that active listening and analysis, delivery, memory and recall, note-taking, reformulation

ability, self-monitoring, and split attention are the crucial abilities that need to be trained. On the other hand, the simultaneous mode requires a sufficient practice of split attention, anticipation ability, reformulation ability, self-monitoring, and stress management. Also time lag has to be taken into account and trained. The following subchapters will concentrate on these abilities in a greater detail. Therefore, the following subchapters will comment on some of the particular abilities needed for the act of interpreting and also needed in the elementary interpreting seminars at Palacký University Olomouc. These abilities were also asked about in the survey conducted prior to completing this diploma thesis.

3.3.1 Time lag/Décalage

Every interpreter needs to work under the pressure of time. One of the examples of the time pressure is the time lag. As Cokely (2014, 1) describes it, it is "the time between delivery of the original message and delivery of the interpreted message." As Timarová and Dragsted (2011) claim, the time lag is also known as ear-voice span or décalage. Time lag has also been measured in written translation based on eye-tracking and key-logging. Timarová and Dragsted (2011) continue, claiming that "time lag provides insight into the temporal characteristics of simultaneity in interpreting, speed of translation and also into the cognitive load and cognitive processing involved in the translation/interpreting process."

3.3.2 Anticipation

In interpreting, there are situations when might be very helpful to be able to anticipate the speaker's intentions, or the exact words he will finish or start his sentences with. It may save time, and energy of the interpreter. This is why anticipation and guessing should be trained at interpreting seminars and it is also included in the secondary school English textbooks. The concept of anticipation was first mentioned in connection with conference interpreting by Jean Herbert (1952). Marianne Lederer explicitly mentioned the cognitive anticipatory activities of word prediction and sense expectation (1978, 330-2). After several introductory studies had been presented, Daniel Gile (e.g. 1995, 170) regarded anticipation as an example of inversion of the four efforts involved in the

interpreting process. Another point of view was presented by Chernov, who saw anticipation as the result of message redundancy (1994). Kalina (1992) presented exercise suggestions from a purely didactic point of view. There are two main types of anticipation. These are anticipations based on language prediction, or linguistic anticipation (Lederer 1978, and Setton, 1999), on the contrary, the second type is represented by anticipations based on sense expectation, or extralinguistic anticipation (for example, Setton, 1999). Later on, Marianne Lederer presented another classification. She divided anticipation into anticipation proper and freewheeling. While the first one means that the interpreter's production comes before the speaker's production, the second instance means that it comes at almost the same time as the speaker's production.

3.3.3 Stress Management

In my opinion, stress management in every profession, not only in interpreting is very important, and probably often a forgotten issue. Interpreting is a very stressful profession, and it is then crucial to be able to employ stress management tools, probably already at the university level when being a novice. "Feedback from classmates helps not only in identifying and tackling problems. It can and should encourage (students) and even help to reduce excess stress and frustration where necessary," Heine 2000, 223). Cooperation with the fellow students or colleagues may be one of the tools. As Ingrid Kurz (2003) claims, there is general agreement that job stress results from the interaction of the person and the work conditions. This can be explained as the harmful physical and emotional responses that "occur when the requirements of the job do not match the capabilities, resources or needs of the worker," (Kurz, 2003). The National Institute for Occupational Safety and Health state that conditions at work play a primary role in causing job stress, but there are also individual factors. These stressors can have a direct impact on worker's safety and health. The following Figure 4 represents the NIOSH model of job stress.

Stressful Job Conditions

Risk of Injury and Illness

Individual and Situational Factors
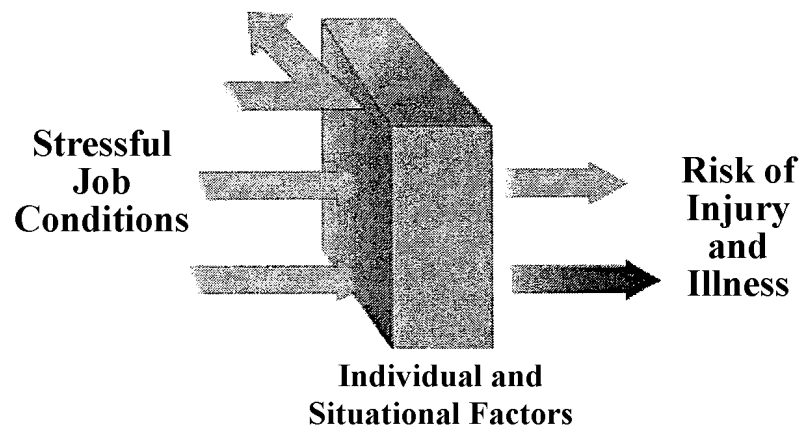
Figure 1: NIOSH model of job stress.

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

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

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

> More often than not the interpreter is very highly strung and must in
> his profession stand a long and continuous strain which is hard to bear.
> (Herbert 1952, 6)

> When he interprets, the interpreter is under pressure. (Seleskovitch
> 1978, 41)

This stress is experienced not only during the real interpreting performance in practice, but also by the novice students, even though it is only, for example, a mock conference or a mock interpreting exercise. From my point of view, this is one of the reasons, why stress management tools and exercises should be introduced and practiced at university interpreting studies.

3.3.4 Memory and Recall

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

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

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

has created neural pathways for storing ideas and information which can then be recalled weeks, months, or even years later. To create these pathways, the interpreter must make a deliberate attempt to encode the information in the way the interpreter intends to recall it later. As Zhong (2003) continues, he claims that the long-term memory is a learning process and it is essentially an important part of the interpreter's acquisition of knowledge, because information stored in LTM may last for minutes to weeks, months, or even an entire life. The duration of STM is very short. Peterson (1959), for example, found it to be 6 - 12 seconds, while Atkinson and Shiffrin (1968) and Hebb (1949) suggest it is 30 seconds. Memory in interpreting only lasts for a short period of time. Once the interpreting assignment is over, the interpreter moves on to another one, often with different context, subject matter and speakers. Therefore, as Zhong (2003) claims, the STM skills need to be imparted to trainee interpreters.

3.3.5 Search for Key Information

One of the abilities considered a prerequisite for the start of the interpreting training is searching for key information in texts. The texts can be both written and spoken – speech, or recordings. The ability is partly connected to reader's literacy, and more exactly to *information literacy*. The term is explained as "... the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand."[4] In the process interpreting, it is required to be able to look up information on the Internet, in dictionaries, or in paper form very quickly to be able to use it as soon as possible. We also help our booth colleagues, who are interpreting, by searching information for them. In addition, this skill is helpful in the process of preparation phase happening prior to the interpreting assignment. The skill will be further investigated in the practical research of this thesis.

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[4] Available online: *http://infolit.org/about-the-nfil/what-is-the-nfil/*. National Forum on Information Literacy. Retrieved October 25, 2012.

3.3.6 Interpersonal Communication Skills

First of all, I would like to describe oral social communication in general, and subsequently present the peculiarities of the communication scheme of the oral communication including interpreting between languages. Interpersonal skills are the skills we use when engaged in face-to-face communication with one or more other people.[5] In the process of the interpersonal communication people exchange information, meanings, or emotions either verbally or non-verbally. This type of communication is not just about what is actually said – but *how* it is said and the non-verbal messages sent through the tone of voice, facial expressions, gestures and body language. The job of an interpreter is to serve as a communicator of a message within a particular channel, work with different feedbacks (from the speaker, or the audience), overcome the issues of noise, and take into account all the necessary context. For any communication to occur, there must be at least two agents involved in the process of sharing a common set of signs and a common set of semiotic rules. As Wilbur Schramm (1954) claims, communication in general can be understood as processes of information transmission governed by three levels of semiotic rules:

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

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

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[5] Available online: http://www.skillsyouneed.com/general/communication-skills.html

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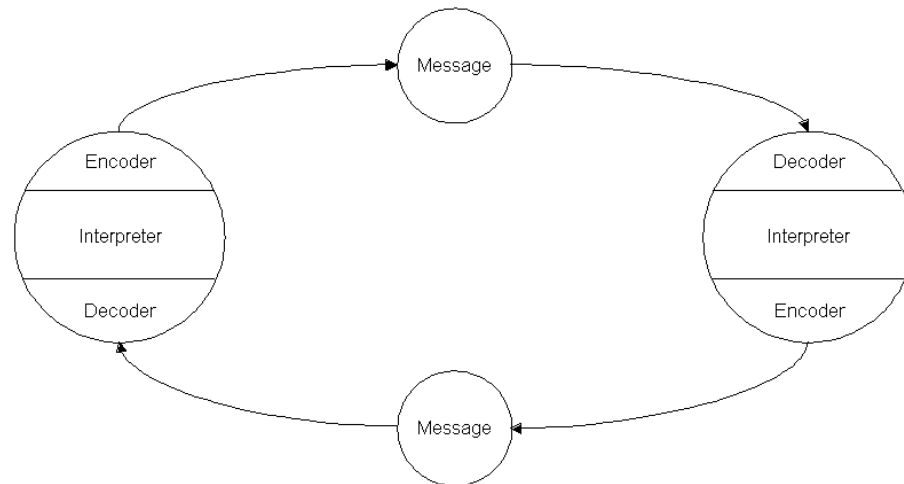
Figure 2: Schramm's (1954) model of communication.

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

On the contrary, the communicative process of interpreting involves three agents, who are the speaker, the hearer, and the interpreter. The following figure by Ingram shows an example of the process of interpreting, but there have been many various models presented (see, for example, Moser-Mercer 1978, Ford 1984, or Colonomos 1992, et cetera). As Cokely (2014, 1) suggests that

while there are differences in the sets of factors and characteristics each model addresses, they all view interpretation as a complex cognitive process. Regardless of which model one accepts, it is clear that the execution and activation of the interpreting process depends upon input that is not controlled by the interpreter; i.e. the source language (SL) message. It is also clear that the accuracy of any interpretation is directly dependent upon the interpreter's comprehension of the original message -- what is not understood cannot be accurately interpreted and what is misunderstood will be misinterpreted.
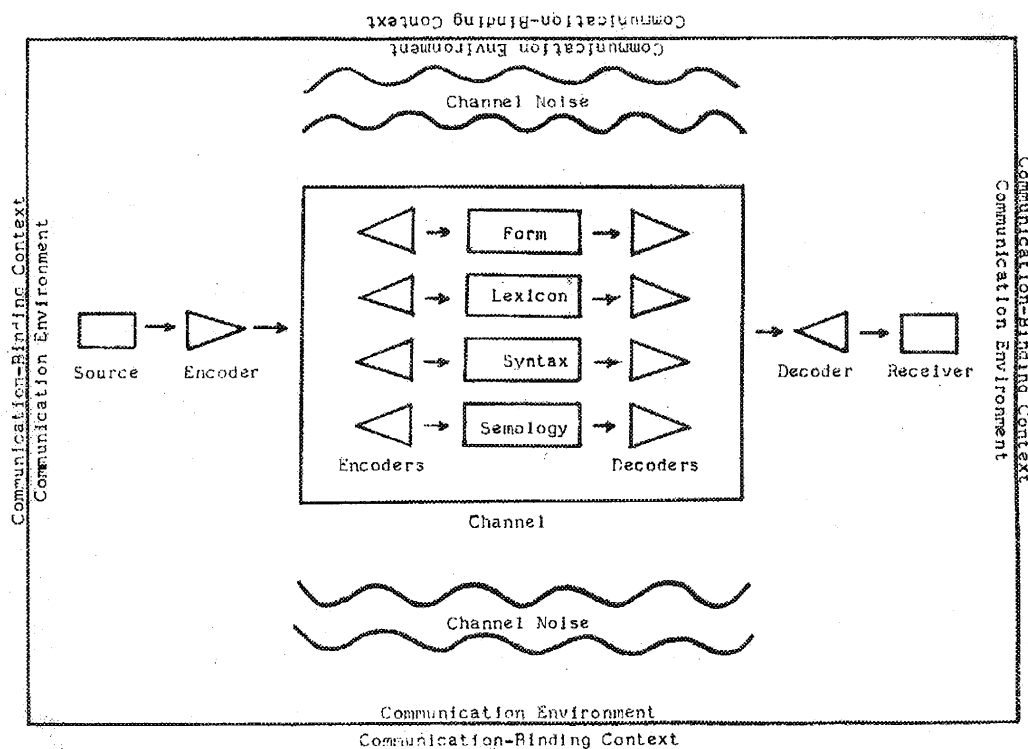
Figure 3: Ingram's Communication Model of the Interpreting Process (Ingram 1974, 9).

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

by the context in which it takes place. The interpreter has to take into account the context of the message he is conveying, but also the situational context (for example the booth conditions in case of simultaneous interpreting, or the number of recipients of the message, their expectations, and possible emotions, et cetera).

3.3.7 Active Listening

To illustrate what the competence of being able to listen actively means, I will draw inspiration from Andy Gillett's ideas on listening comprehension and note-taking.[6] Mr. Gillett concentrates mainly on listening comprehension and note-taking in general and in academic discourse, mainly at lectures. He tries to help university students with those problematic parts of language. Gillett claims that listening comprehension can improve quickly if one hears English often, be it on television, radio, or through any other communication channel. He suggests that any kind of comprehension is a part of the following circle:

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

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

- bottom-up listening

- top-down listening

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

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[6] Available online: http://www.uefap.com/listen/listfram.htm

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

> if you hear the sound /ðɛə/, it is only the context that will tell you if the word is "there", "their" or perhaps "they're". Your knowledge of grammar will tell you if /kæts/ is "cats" or "cat's", which may be "cat is" or "cat has.[7]

A future interpreter needs to keep in mind that listening should be **purposeful** and **interactive**. The way a person listens to something depends on the purpose why they listen. People can listen to different texts in different ways. In general, people usually know why they are listening. One usually knows how the news programs on the radio are organized – a headline is followed by further details. The sports results follow the main news, so if we want to know them, we wait until it is time without listening to every word of the main news. While reading a story, or a play, the listening is different. We start at the beginning and listen to the end. In academic listening different listening strategies must be involved. These are, according to Gillett (2013), "scanning to find the correct part of the lecture, skimming to get the gist, and careful listening of important passages are necessary as well as learning about how texts are structured".

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

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[7] Available online: http://www.uefap.com/listen/listfram.htm

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

As, for example, Gillies (2013) claims, **active listening** is also one of the key abilities of an interpreter. The skill can be acquired and developed with practice.[8] The term simply means that one is listening actively. To be more specific, it means that one is fully focusing on what the speaker is saying rather that only 'hearing' the message being said. The activity involves listening with all senses. First of all, it is the full attention to the speaker, but it is also crucial that the interpreter is seen to be listening – he or she shows interest in what the speaker is conveying. The active listening interest can be shown both verbally and non-verbally, such as eye contact, nodding one's head, smiling, agreeing, et cetera. This is mainly important in consecutive interpreting, since in simultaneous, there is not the innate contact between the speaker and the interpreter possible. Such a 'feedback' in interpreting will help the communication to be easier, open, and possibly honest.

Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that.[9]

3.3.8 Summarizing & Note-taking

In this section of the diploma thesis I will not focus on the note-taking happening during the process of interpreting (for this purpose see, for example, Rozan, 1956, or Krušina, 1971), but mainly on the ability of taking notes from various lectures, presentations, or recordings, and being able to focus on and distinguish the key information and summarize the information heard. These abilities are important for novice interpreters, before they start their training and also during the initial

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[8] Available online: http://www.skillsyouneed.com/ips/active-listening.html

[9] Available online: http://www.skillsyouneed.com/ips/active-listening.html#ixzz4GYFnqdro

phase of the training. These abilities are also trained and practiced already at the secondary school level and I will focus on them in my practical research of the secondary school textbooks.

The ability to take relevant and key notes is very important in interpreting, mainly in the consecutive interpreting (for example Rozan, 1956). Taking notes is, however, not only important for the students of interpreting but for learners of English in general. Students must take relevant notes during lessons, lectures, and decide what information is more or less important and worth noting. As Gillet (2012) describes, there are two main reasons why note-taking is important:

1) When you are reading or listening, taking notes helps you concentrate. In order to take notes - to write something sensible - you must understand the text. As listening and reading are interactive tasks, taking notes help you make sense of the text. Taking notes does not mean writing down every word you hear; you need to actively, decide what is important and how it is related to what you have already written.

2) Notes help you to maintain a permanent record of what you have read or listened to. This is useful when revising in the future for examinations or other reasons.

As many experts on interpreting (see, for example, Rozan, 1956, or Nolan, 2005) claim, besides other things, interpreting notation should be clear, concise and accurate. Gillet (2012) agrees with these criteria with regards to making notes in general and further creates rules of how to take notes during lectures accordingly. The main rule is that the notes should show the organization of the text, and subsequently the relationship between the particular ideas. Gillett suggests that when one is listening, he should firstly listen to the beginning of the text to find the main points and how they are related. Secondly, one should listen for the subsidiary points and understand the bonds between them. Then, it is necessary to reduce the points to notes and show links and relationships between

them. Gillett (2012) claims that good notes need to be organized appropriately and he proposes two possible methods for this:

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

b) **Diagram**
   a. A diagram of the information shows how the main ideas are related and reflects the organization of the information. You can use flow charts, pictures, tree diagrams, mind maps (Buzan, 1974), tables etc. You can also include circles, arrows, lines, boxes, etc.

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

3.4 Interpreting Studies at Palacký University

English for Translators and Interpreters (Angličtina se zaměřením na komunitní tlumočení a překlad) is a professionally oriented study program, which came into existence in reaction to a growing demand on applied education of the tertiary sector. The content of this branch of study is strongly oriented on gaining the competence needed for application in practice. The core of the studies is represented by a module of obligatory specialized subjects, eight of which are of

translation nature and eight of which are of interpreting nature. Making active decisions, students gradually deepen their linguistic knowledge and by training and drill exercises, they adopt and practice their translation and interpreting abilities. The main emphasis is put on the practical language improvement in subjects such as Linguistic Exercises. From the entering level of language, which is B2, the graduate students will achieve the language level C1 according to the *Common European Framework for Languages*. The obligatory subjects are accompanied by an offer of obligatory-optional subjects from the fields such as linguistics, literature, cultural studies, and various seminars concentrated on different specializations such as Anglo-Saxon law, business correspondence, etc. The students can choose the courses in compliance with their preferences, having in mind that there are several thematic modules set. In these modules they must fulfill a minimal credit quota in order to ensure the variability of individual study plans. Within their optional subjects, the students must also complete four courses of another foreign language within the three years of study. The classes of specialized subjects take place in specialized multimedia translation-interpreting classrooms equipped with the latest technologies for the support of translation and interpreting in order to comply with the needs and trends of the current commercial practice. An integral part of the professional preparation is also a system of practice training which goal is to mediate the experience of working as a professional translator or interpreter. The translation practice training is realized in cooperation with a translation agency, and thus the interpreting training takes place in various institutions, organizations, and companies.[10]

3.4.1 Profile and Employment of Graduate students

The profile of a graduate of the bachelor's branch of study English for Translators and Interpreters is the translator and interpreter in English language for the sector of the public and private sphere. The gained competence in using information technologies and tools for computer aided translation, translation memory, linguistic corpuses, and terminological databases should enable them to fulfill the

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

needs and trends of the current translation and interpreting practice. The graduate can find employment as a translator/interpreter in various organizations, institutions, companies, agencies, or work as a free-lancer. The graduate will be able to translate/interpret texts of different functional styles within official and business situations. Thanks to the gained competence the graduate will be able to orientate also in terminologically specific texts from various areas. The graduate has the possibility to continue with the master's studies of English for Translators and Interpreters, or philological studies.[11]

3.4.2 Entrance Exams Requirements

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

- test on academic requirements
- written test in English language
- those applicants, who pass the written exam, will advance to an oral interview, which is considered "a talent exam". The applicants will express their motivation and abilities for studying translation and interpreting. The sense of their mother tongue, expressive abilities, reactions promptness, and the ability to remember are tested in both English and Czech language.[12]

The expected prerequisites are that the applicants have their English language level equal to the B2 level according to the *Common European Framework for Languages* and knowledge of facts and current trends connected to English-speaking countries. This type of studies also requires knowledge and personal

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

[12] The official requirements of the KAA department retrieved from:
http://www.upol.cz/skupiny/zajemcum-o-studium/studijni-obory/obor/anglictina-se-zamerenim-na-komunitni-tlumoceni-a-preklad/

abilities for the work of a translator-interpreter, knowledge on political and cultural situations, involvement in various past time activities, good knowledge of the Czech language and stylistic skillfulness. The department offers a preparation course for the studies applicants[13].

The particulars of the bachelor's studies entrance exams are the following according to an internal KAA source[14]:

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

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[13] The Czech version of the branch of study description available online: http://www.ff.upol.cz/skupiny/zajemcum-o-studium/bakalarske-a-magisterske-studium/studijni-obory/obor/anglictina-se-zamerenim-na-komunitni-tlumoceni-a-preklad/

[14] Král, Pavel. 2016. Interviewed by author. Olomouc, Czech Republic. July 27.

3.4.3 Interpreting Classes

I would like to begin this chapter with the following quotation: "**Teaching quality means putting the student in the centre,**" (Andres 2015, 13). I think that this quotation expresses the need to concentrate fully on the development of individual students, on the individual development of every language competence they need for interpreting, on monitoring their success and failures in tasks, and on assessing students needs in order to improve and tackle their individual, not only linguistic, problems. Speaking from the point of view of a student of interpreting studies at Palacký University Olomouc, I am interested in whether there are issues connected to adaptation in interpreting and expressing oneself orally in general, and if so, what these problems are and how they can possibly be coped with.

In this chapter I concentrate on what interpreting is in general and what an interpreter has to do to perform his or her profession well. At this point, I would like to define interpreting itself, before continuing to more specific details. As Nolan (2005, 2) explains,

> **interpretation** can be defined in a nutshell as conveying understanding. Its usefulness stems from the fact that a speaker's meaning is best expressed in his or her native tongue but is best understood in the languages of the listeners.

Danica Seleskovitch (1975) bears an opinion that language is the result of human's need in expressing ideas and thoughts by conveying, bearing, and delivering meaning. Language is thus only a tool for communication of meaning. When studying interpreting or translation, she thinks that the language spoken (parole) instead of language behavior (langue) should be the center of attention. Seleskovitch thinks that the task of translation or interpreting is to convey the meaning of communication. She presented an idea of the interpreters being compared to painters instead of photographers – the painter extracts equivalent meaning from reality and conveys the intended reality. The interpreters and translators should then cross the language forms into the meaning to gain the real meaning of the discourse, and then convey it in a suitable form to the target audience. Seleskovitch concludes that the comprehension of the meaning is the prerequisite step in interpreting.

The bachelor's branch of study English for Translators and Interpreters requires obligatory attendance of both translation and interpreting courses[15]. Speaking of interpreting and translation, I consider it crucial to elaborate upon the main differences between those two fields. As many experts claim (for example Nolan 2005, 2-3), there is a difference between the profession of a translator and the one of an interpreter. While a translator studies written material in one language, which is the "**source language**" and reproduces it also in a written form in another language, which is called the "**target language**", an interpreter listens to a spoken material, or a message, also in the source language, and renders it in oral form into the target language, which is the language of the audience. There are two possible ways of oral rendering – consecutive, or simultaneous. What these professions have in common is that they both must have thorough knowledge and mastery of the target language, which is usually their mother tongue, as well as a very good level of passive understanding of one or more source languages, which they decide to work in. Most interpreters usually opt for the target language, which is their native tongue.

As Nolan asserts (2005) on the one hand, the translator additionally relies on thorough research with background materials and a vast range of **dictionaries**, specialized or general, in order to produce the most accurate and well-readable translation possible in a written form. On the other, the interpreter relies mainly on his or her ability to get the gist of the spoken message across to the target group of listeners on the spot. Even if the translator or interpreter is very good at his or her profession, no translation can ever be "perfect" because there will always be a difference between cultures and languages. However, it is still important for the translator to maintain with a higher standard of completeness and accuracy, including the reproduction of the original style, while the interpreter is expected to convey the essence of the spoken message immediately without almost any background help.

Paraphrasing Nolan's (2005) words, the work of the translator is often compared to the one of a writer, while the interpreter's performance is more like that of an actor. While a good translator will spend plenty of time searching for a

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[15] According to the MŠMT accreditation.

correct technical term or will be choosing the right words, a good interpreter must **immediately** come up with an **adequate paraphrase or a rough equivalent** if there is not a perfect equivalent at the time, in order not to lengthen the gap between the source and the target language performance. There are people who are able to do both interpreting and translation and they could also have studied both of those fields, as it is for example at Palacký University, where the bachelor's study program consists of the study of both interpreting and translation. On the contrary, there are others, who find it difficult for various reasons to take up both professions. Such reasons may include temperament, or matters connected to personality. Speaking in general, some translation experience can provide a good foundation for becoming an interpreter.

However, speaking from the point of view of the results of the conducted survey, many students would prefer to concentrate on one field only. My claim is based on the answers from the university questionnaires distributed to the bachelor's program students. Even though we are interested in the bachelor's program, there is a connection with the master's one and I would like to use it as an illustrative example here. Usually, as the survey shows, many students would like to concentrate more on translation, which can be seen on the statistics taken from this year's (2015/2016) master's program, where there is a possibility of choosing one or the other, and where many students prefer to focus on translation and take their final exam in translation rather than in interpreting. In order to present an illustrative example, this year's statistics for Komplexní zkouška (the final Comprehensive Exam) lists 13 students for translation, versus **only 3 for interpreting**[16]. This is why, among other reasons, I want to put this trend, already happening at the bachelor's level, under a close scrutiny and find out why the situation is evolving in this direction.

When interpreting between languages, it is important for the interpreter to find the way of balancing the linguistic and social-linguistic differences in order to maintain both faithful to the original speech and to sound natural to the target audience without changing any meaning. Also, for example, in case of culture-specific terms, jokes, or phrases, it sets a difficult situation for the interpreter to

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

bridge the linguistic gap to bridge between the speaker and the audience (Nolan, 2005). Sometimes it is also difficult to decide what interpreting strategy the interpreter should choose in order to **render the message adequately** when speaking about differences in languages. For example, there are languages with a wordier style than that of a source language for example in terms of **formality level** (or vice versa), where it makes it difficult for the interpreter to keep up the pace of the speech. Problems could arise between the languages connected to the level of formality – while one language can be rather simple and straightforward, the other needs complexity, wider range of rhetorical devices, richness of vocabulary, and verbal ornamentation in order to bear the same message in the target language (for example, Seleskovitch).

The real interpreter's job consists also of tasks connected to conveying diplomacy or negotiation (Nolan, 2005). Fortunately, the profession of an interpreter can exist and be useful, since not all statesmen and diplomats have the time, energy, or linguistic talent to master the language of each party with whom they must speak. Through bridging the linguistic gap, the interpreter helps speakers to discharge their duty to convey understanding.

Despite these numerous difficulties, it is important not to become the interpreter who uses only plain monotonous speech. James Nolan argues (2005) that there is the interpreter's "**safety-net"**, being **the plain speech**. That should, on one hand, never become a crutch or a formula that would reduce brilliance to monotony. The interpreter should always do justice to the speaker in terms of conveying his message properly and not to use the safety-net too often, mainly when the original speech is delivered to an important audience and is of an epic quality. On the other hand, there are often situations, when simple ideas are unnecessarily expressed in complex or turgid sentences, and such situations are the great opportunity for the interpreter to **clarify and simplify** them for the target audience. This can, however, not happen when the speaker makes **complex arguments** on purpose, and in such situations, an interpreter with enough experience, skill, and confidence, should not use his or her safety-net and try to follow the speaker's message as adequately as possible.

At Palacký University, there is a **bachelor's** study program named **English for Translators and Interpreters**[17], and a **postgraduate master** study program with its name of branch of study **English for Translators and Interpreters**[18]. The **first program** – the bachelor's branch of study English for Translators and Interpreters is a full-time study program with its standard length of study of 3 years. According to the accreditation of MŠMT[19], its educational goals are to prepare their graduate students for work of a professional translator and interpreter between the languages of Czech and English, in both private and public sector. Further, graduate students will be able to provide translation and interpreting services in various kinds of situations and for various organizations, institutions, enterprises, language agencies, state or local government institutions, private companies, or as self-employed freelancers.

The **second study program** – the postgraduate master branch of study English for Translators and Interpreters, is also a full-time branch of study, but, on the other hand, its standard length o study is 2 years. Even though, I did not concentrate on this study program in my survey I decided to describe it due to the fact that the participants of the additional survey presented above were the students or graduate students of this study program. In compliance with the accreditation of MŠMT its educational goals are to provide graduate students with a deeper insight into translation and interpretation issues, and with profound linguistic, cultural, and literary background. The important part of this study program is developing independence, flexibility, creative skills, and critical reflection in order to help graduate students with their personal growth within the field. Graduate students will be able to provide services of translation and interpreting, they will be able to translate all kinds of texts, including fiction and non-fiction texts from various fields of expertise, and they will be able to interpret in more demanding conditions (both simultaneously, and in high consecutive way).

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[17] In Czech: Angličtina se zaměřením na komunitní tlumočení a překlad.

[18] In Czech: Angličtina se zaměřením na tlumočení a překlad.

[19] The Ministry of Youth, Education, and Sports of the Czech Republic

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

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

The **prerequisites** and the course preconditions are excellent active knowledge of Czech, and active knowledge of English – at advanced level or higher. After the completion of the three consecutive interpreting seminars, students will be able to interpret consecutively proceedings and business meeting into Czech and into English.

Simultaneous interpreting seminars start with the fourth interpreting course into Czech. Topics of speeches include the following: science and humanities. Strategies of simultaneous interpreting with advanced speeches are practiced;

also, students learn how to prepare for a job assignment, how to work with glossaries, and parallel texts, and how to communicate with their client. There is a **mock-conference** with **audiovisual recording** at the end of the course finalized with a feedback from the tutor.

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

Teaching methods used within all of the interpreting seminars among others are: monologic lecture (interpretation, and training), dialogic lecture (discussion, dialogue, and brainstorming), activating (including simulations, games, and dramatization), and observation. As for the assessment methods, the tutors make use of an analysis of linguistics, systematic observation of students, and student's portfolio analysis[20].

There are also two obligatory practical interpreting training courses named Interpreting Hands-On Training 1 and Interpreting Hands-On Training 2, where the student will carry out their work experience at a chosen company or institution. This could be a translation and interpreting agency, private or state company, et cetera. Such institution may be selected by the students themselves, or may be suggested by their tutor. There are also conferences held which are organized by the university, and where a lot of students of interpreting may at least partially complete their practical interpreting training, or internship under real conditions and stress. After the student has completed their training, he or she must submit their interpreter diary including an evaluation from the customer they delivered interpreting services for. The main aim of these two courses is to gain practical and real-life experience in the environment of professional interpreting.

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[20] The accreditation of MŠMT.

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

3.4.4 Students and Teacher Interaction

This chapter focuses on the interaction between students of languages, hence interpreting, and their teachers. At first, I would like to define the term *interaction* in the context of teaching. Paraphrasing the words of Douglas Brown from his book *Teaching by Principles, An Interactive Approach to Language Pedagogy* (1994), interaction is an important word for language teachers. It is the era of **communicative language teaching**, and **interaction** represents the heart of communication. The process of interaction is mutual: we send messages and we receive them; we interpret them in a context; we negotiate meanings; and we cooperate to reach certain purposes. Through interaction, language store of students can be increased as they listen to or read linguistic material, or cooperate with fellow students in discussions, problem-solving tasks, et cetera. Through interaction it is possible for students to use everything they know in the language, or everything they casually absorbed from real-life situations. Interaction is useful even at an elementary stage, since the students can observe the elasticity of language. Brown claims that

> **interaction** is the collaborative exchange of thoughts, feelings, or
> ideas between two or more people resulting in a reciprocal effect on
> each other. Theories of communicative competence emphasize the

importance of interaction as human beings use language in various contexts to "negotiate" the meaning, or simply stated, to get one idea out of your head and into the head of another person and vice versa (1994, 159).

The language teacher in interactive language learning can have different roles such as: a controller, a director, a manager, a facilitator, or a resource of knowledge, skills, or motivation. Speaking of the learning process in general, not only regarding the language acquisition process[21], there is a specific connection between the teacher's intention and the learner's interpretation of a task. Learning within task-based pedagogy outcome is claimed to be the result of an unpredictable interaction between the learner, the task situation, and the task itself. In order to achieve success from the teacher's point of view, it depends on the extent to which the teacher's intention and the learner's interpretation of a particular task meet. There are situations which a teacher should avoid, in which possible mismatches within the mentioned interaction can occur. They can be of different origin, such as: communicative, linguistic, strategic, cultural, cognitive, pedagogic, procedural, attitudinal, instructional, and evaluative. If the teacher is able to know the reasons of the potential sources of the mentioned mismatches, it will help to create as good interactive situation between the teacher and the learner as possible, help to sensitize the teacher to interpretive density of language-learning, and also finally help to facilitate desired learning outcomes in lessons.

3.5 English at Czech Secondary Schools

In order to illustrate the output of the Czech secondary schools I would like to begin this subchapter with a closer description of the Czech secondary school-leaving exam called Maturita in general, and then explain Maturita in English language. For a clear illustration I present a table of the structure of the Czech Maturita Exam:

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[21] Available online: http://eltj.oxfordjournals.org/content/45/2/98.short?rss=1&ssource=mfc

Common Part of Maturita Exam in the Year 2015/2016

YEAR	COMMON PART	PROFILE PART
2016	**2 obligatory exams** 1. Czech language and literature 2. foreign language or mathematics	**2–3 obligatory exams** - stated by FEP[22]/ the director of the school
	max. 2 optional exams - from offer: foreign language, mathematics	**max. 2 optional exams** - offer stated by the director of the school[23]

Table 4: Common Part of Maturita Exam in the Year 2015/2016.

Maturita in English language brings different demands together. First of all, since the Czech Maturita is a B2 linguistic referential level language exam, the abilities connected to this level of language can be found in the publication *Common European Framework of Reference for Languages: Learning, teaching, assessment*[24] (CEFR).

The Czech Maturita Exam in English is a complex exam and consists of three different parts: **a didactic test, a written essay** and an **oral exam.** That is why there are demands on receptive, productive, interactive, linguistic and speech abilities of a student stated, which can be tested within the common part of the Maturita exam. The requirements on interactive linguistic abilities can be tested only within the oral part of the Maturita exam. There are also various requirements on **linguistic competences** of a student, which project into all linguistic abilities. You can find a table showing the exact structure and timing of the Maturita tasks below:

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[22] FEP – Frame educational program (translated from RVP – Rámcový vzdělávací program).

[23] http://www.novamaturita.cz/zkousky-a-predmety-1404036121.html

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

	Didactic test	Written essay	Oral exam
Listening	Reading and linguistic competence	Written performance	Oral performance and interaction
Particular Exam	**Impact**	**Ability/competence**	**Time Limit**
DIDACTIC TEST	50%	Listening	35 min.
		Reading and language competence	60 min.
WRITTEN ESSAY	25%	Written performance	60 min.
ORAL EXAM	25%	Oral performance and interaction	15 min.

Table 5: Maturita Exam in English language[25].

Requirements of Maturita exam include:

☐ definition of individual abilities;

☐ characteristics of recordings/ original texts/ written or oral performance of a student;

☐ characteristics of communicative situations, areas of language use, and topics;

☐ general definition of linguistic means.

The **didactic test** contains two individual subexams. These test receptive speech knowledge (listening and reading) and linguistic competences of a student. Another part of the Czech Maturita exam is the **written essay**, where the overall linguistic competence (written performance) is tested. The last but not least part is the **oral exam** testing productive linguistic abilities of a student (oral performance and interaction)[26].

The Czech Maturita exam is divided into two optional levels. The basic level is the output level of B1 according to CEFR and the second, the higher level is B2 output level according to CEFR. As the applicants to the bachelor's branch of study English for Translators and Interpreters are required to have at least the

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[25] Available online: http://www.novamaturita.cz/cizi-jazyk-1404033644.html

[26] Available online: http://www.novamaturita.cz/katalogy-pozadavku-1404033138.html

B2 level knowledge and abilities, I concentrate on the higher level of the Czech Maturita exam and the textbooks with the output level of B2.

The Maturita exams have been organized by the Ministry of Education, more exactly by CERMAT (agency by unified tests since 2010. At that time, there was a new system of state exams introduced and divided the previous structure into two parts, being the state part and school part. The state part includes compulsory Czech language and literature, and a foreign language or mathematics. The school part consists of school subjects which can vary[27].

Basic Difficulty Exams:

- verify the mandatory minimum of skills and knowledge of every school graduate regardless of the type of secondary school, study field or form of education;
- within a particular subject, they test only what every graduate should learn under the requirements of the current educational documents on all types of secondary schools, in any study field and in any form of study;
- represents the intersection of the educational curriculums within a particular subject of all study fields finished with Maturita.

Higher Difficulty Exams:

- is an optional level, and therefore it can not be expected that every secondary school in every study field will prepare their graduate students for this level;
- tests the skills and knowledge of those study fields, from which a substantial proportion of students successfully apply for enrollment in universities;
- is derived from the requirements of university entrance examinations.[28]

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[27] Information retrieved from: http://www.novamaturita.cz/katalogy-pozadavku-1404033138.html

[28] The descriptions retrieved from: http://www.novamaturita.cz/dve-urovne-obtiznosti-1404033201.html

3.5.1 Secondary School Language Teaching

For the purposes of this diploma thesis, I concentrate mainly on the language competences used in the elementary interpreting seminars and connected to interpreting in general. These are mainly listening comprehension, grammar understanding and application, extensive vocabulary, both active and passive usage of language, shadowing abilities, searching for key information in both written and oral texts, interpersonal communication, public speaking, cooperation in pairs (see, for example, Jones, 1998), etc.

Douglas Brown (1994) claims that listening to a foreign language and understanding it is not an easy process. Listening comprehension is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, which is only the beginning of the whole **interactive process**. The brain reacts to the impulse, and comes up with various possible cognitive and affective mechanisms. There are eight processes involved in comprehension itself, which can either occur simultaneously or in extremely rapid succession.

The first process is the one, when the hearer processes the "raw speech" and holds it in short-term memory. Its image consists of several parts (phrases, cohesive markers, clauses, intonation and stress patterns) of speech. The second process is the one, when the hearer must determine the type of speech event. He or she must ascertain whether the processed speech is a conversation, a radio broadcast, a speech, and subsequently interpret the meaning based on the information. The third process stage is when the hearer infers the objectives of the speaker through three criteria – the type of speech event, the context, and content. The speaker might want to either persuade, request, or to affirm, deny, inform, et cetera. Here, the **function** of the message is being inferred. The fourth part of the process is that the hearer recalls background information relevant to the particular context and subject matter. At this point, experience and knowledge are used to perform cognitive **associations** in order to be able to interpret the message. The fifth part consists of the hearer's assigning of a literal meaning to the utterance. This involves a set of semantic interpretations of what the ear has perceived. In some cases, literal and intended meaning can be the same; sometimes the literal

meaning can be irrelevant to the message, as in metaphors, or idiomatic language, which is so important for interpreting. Therefore, second language learners must learn to go beneath the surface of speeches, to be able to interpret such messages correctly. The sixth process happens when the hearer assigns an intended meaning to the utterance. As Brown (1994) suggests, a key to human communication is being able to match **perceived** meaning with **intended** meaning. Not speaking about the metaphorical and idiomatic language, it can apply to short or long discourses, careless speech, and inattention of the hearer, contextual miscues, psychological barriers, or conceptual complexity. Getting to the seventh process, it occurs when the hearer determines whether information should be retained in short-term or long-term memory. The first case, which lasts for only a few seconds, is appropriate for contexts that need a quick oral response from the hearer. While, on the other hand, long-term memory is more usual when, for example, processing information in a lecture or seminar. Last, but not least, the eighth process is created by the hearer, when he or she deletes the **form** in which the message was originally received. In 99 percent of speech acts, the words and phrases themselves are quickly forgotten, and what matters and stays in the memory, are the messages. In other words, this means that the important information is retained conceptually. In conclusion, taking a look at the foregoing, listening comprehension, which occurs during second language acquisition process, but also during interpreting, is an **interactive process**. After the initial reception of sound, a person performs at least seven from the mentioned processes. In a conversation, there would usually a speaking interaction follow immediately after the listening stage, and so does in interpreting.

According to Brown (1994, 238), what makes both listening comprehension and oral communication difficult are the following factors that may occur in the listening recording, or during speaker's performance: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, interaction. While getting to the oral communication skills teaching, I would like to focus on the speaking part in further detail now.

While **speaking – oral production** is the second key skill crucial for interpreting (for example Jones, 1998), it is then important to describe what teaching oral communication skills at secondary schools demand at this point. As Brown thinks (1994), listening and oral communication skills are closely linked and intertwined. There are several possible interactions between these two modes, but one the most popular discourse category is conversation. In teaching oral communication, there are many issues connected to it, and it is needed to have more practical considerations in mind when teaching speaking. These are, for example, pronunciation teaching, accuracy and fluency of speech, affective factors, and the interaction effect.

3.5.2 Secondary School English Textbooks

In this chapter I would like to concentrate and describe some of the most often used textbooks used for teaching English at secondary schools, which should prepare the students for the English level of the Czech Maturita within various linguistic competences. For the purposes of this diploma thesis I will focus on such linguistic competences that are demanded at the elementary interpreting seminars. The textbooks are mainly the following titles: *Maturita Solutions, English File 3rd Edition*, and *Headway*. As stated in the questionnaires in the practical part of the thesis, these are the textbooks that were mostly used at secondary schools by the students of interpreting studies at Palacký University.

According to § 27 of the School Act, schools can make use also of other textbooks and texts which do not have the approval clause, if they are not against the educational goals set by the school act, general education programs (RVP) or legal norms and if they comply with pedagogical and didactical principles of education. On the usage of such texts and textbooks is decided by the director of a particular school, who is responsible for the compliance with the given conditions.[29] Therefore, there are possibilities of how to enrich the curriculum and the lessons, maybe also leading to better preparation of students for universities.

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[29] Available at: http://www.ceskaskola.cz/2010/09/schvalovaci-dolozka-ucebnic.html

For the purposes of this diploma thesis I present the selected criteria of the Ministry of Youth, Education, and Sports of the Czech Republic, which state which textbooks can be considered a complete series of textbooks[30]:

a)   the series is intended for teaching within one educational branch of study (or its part) or more educational branches of study, or for education of one or more subjects,

b)   the series is elaborated according to a unified, pregiven concept,

c)   the series allows a constant usage of the textbooks of compact series within the whole length of the study cycle of a given branch of study (for example, all the years of study of secondary education),

d)   the series allows adopting of all the expected outputs of a given branch of study (or branches of study), or a given subject (or subjects), for which the textbooks series is intended within the study cycle under letter c).

All the criteria must be in compliance with the School Act (§ 40 par. 1 Act no. 29/1984 Coll.). The possible future textbooks are revised by two independent editorial consultants who are arranged by the Ministry for Youth, Education, and Sports of the Czech Republic. They are in the exclusive contact with the ministerial stuff and the financing is covered by the Ministry. The Ministry also cooperates with specialized organizations and companies, universities, and professional associations in order to maintain the best professional supervision possible. The editorial documents commenting on the textbooks are the internal documents which are not accessible to a public usage and are exclusively in hands of the Ministry. However, what is publicly and officially known is that the editorial consultants work in compliance with General Educational Programs (*Rámcové vzdělávací programy*). Workbooks can only be granted the clause if they are a matching part of the textbooks and if the two parts are presented at the same time creating a unified set. The approval clauses must be reapproved after a

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

given period of time of six years. However, a shorter period for reapproval can be agreed upon. The approval clause can be also prolonged up to three years. The lists of approved textbooks are presented on the official website of the Ministry of Youth, Education, and Sports of the Czech Republic, and in the Věstník MŠMT bulletin.

3.5.3 General Educational Program for Foreign Languages[31]

The education in Foreign Language module follows the level of language abilities and communication skills of A2 level according to Common European Framework for Languages, which the student had gained from the previous education, and aims towards the achievement of the B2 level according to CEFR. The expected outputs of the receptive speech abilities according to RVP G[32] are the following:

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

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[31] The information is retrieved and translated from Czech from RVP G (Rámcový vzdělávací program pro gymnázia).

[32] Rámcový vzdělávací program pro gymnázia = General Educational Program for Grammar Schools.

The expected outputs of the productive speech abilities are the following: the student can formulate his opinion clearly, grammatically correctly, spontaneously, and fluently. He can freely and clearly reproduce a read or heard text with vocabulary and linguistic structures adequate to a more difficult text. He can present a continuous speech on a given topic. He can compose a text on various topics and will express his stance. He can describe his surroundings, his hobbies, and activities in detail. He will create clear and logically structured formal and informal written texts of different styles. He can understand complex information and grammatically correctly can speak about them. He uses wide general vocabulary in order to give arguments, while not reducing what he wants to say. He uses various dictionaries to create a written text on an unknown topic.

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

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

- **Phonetics**: word and sentence sound construction, phonetic reduction, phonetic attributes
- **Spelling**: rules of complex words, phrasing and intonation, pronunciation presentation conventions
- **Grammar**: noun and verbal phrases, morphemes, prefixes, suffixes, expressing past and future, subordinate complex sentences, complex sentences, derivation, transposition, transformation, valence

- **Lexicology**: collocations, phrases, idioms, phrasal verbs, sentence frames, terms, phrases on known topics

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

- **stance, opinion, attitude** – agreement, disagreement, approval, request, refusal, possibility, impossibility, need, necessity, order, ban
- **emotions** – like/dislike, interest/disinterest, happiness/disappointment, surprise, amazement, fear, concern, gratitude, indifference, sympathy
- **moral attitudes and functions -** apology, forgiveness, praise, reprimand, repentance, confession, conviction
- **shorter writing** - greeting, message, greeting cards, greeting cards, invitations, reply, personal letters, official letter, application, advertisement, CV
- **longer writing** - detailed biography, narrative, an essay, a detailed description, technical description
- **read or heard text** - linguistically uncomplicated and logically structured text, the text information, descriptive, factual, documentary, artistic and imaginative
- **speaking** - description, summary, comparison, narrative, announcements, presentations, text reproduction
- **interactions** - both formal and informal conversation, discussion, correspondence, structured interview, random situation in personal and professional life, communication by phone or other media
- **information from the media** - print, radio, television, Internet, film, audio recordings, video recordings, public messages, phone

The discussed topics and communicative situations are the following: The texts are factually and linguistically challenging but straightforward. They contain elements of artistic, journalistic, Encyclopedia and popular scientific style, subject to usual and less common, concrete and abstract topics which the student

may encounter in their daily lives or while traveling to the English-speaking countries. The discussed areas are:

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

Education in foreign language leads, at secondary schools finished with the Czech Maturita exam, to achieving the **B2 level**. According to the *Common Framework for Languages* the level can be characterized as follows: The student expresses himself clearly, while not reducing anything he would like to say. He has sufficient expressive means to give a clear description, express own ideas, give arguments, while not searching for words excessively. For this purpose, he uses some types of subordinate clauses. He generally has a high level of vocabulary, even though changes or incorrect choice of words happen in small scale, which however do not cause problems in communication. He is also able to make use of grammar and commits only minor nonsystematic mistakes influencing syntax. They are, however, not frequent and can be corrected

retrospectively. The student does not commit serious errors in formulations, he can express his ideas self-consciously, clearly, and politely within formal and informal functional styles of a given language equivalent to a particular situation and persons.

3.5.4 Maturita Solutions

The authors of this textbook are Tim Falla and Paul A. Davies. The textbook has the five-level English course for teenagers, with a clear structure, supported approach to speaking, practice, and exam preparation still at its heart. As the official website of the Oxford University Press (2016) describes:

> *Solutions'* simple structure and guided approach to learning supports and motivates students to use language confidently. The Student's Book and digital resources provide achievable activities and consistent practice. Exam pages and online practice tests also thoroughly prepare students for school-leaving exams. The course develops language and skills so that speaking becomes frequent and familiar. Teachers who use *Solutions* say that by the end of each lesson 'every student spoke!' A clear structure, results-based lessons, extra practice, and specific exam preparation are all key elements in *Solutions*. The course supports students through its straightforward layout and clear presentation. Lessons are achievable and motivating, and give learners specific objectives to work towards. Speaking is integrated into every lesson, with model answers and pronunciation practice teaching students how to speak accurately. Each unit has at least one writing lesson, which includes sample texts and a 'Check your work' feature. These help students improve their critical thinking, spelling, grammar, and usage of phrases. *Solutions* follows the presentation-practice-production methodology: lexis and grammar is presented in context, followed by controlled practice, free practice, and applied production. Practice is reinforced from the Vocabulary and Grammar Builder in the Student's Book, tasks in the Workbook, games on the Student's MultiROM and website, and 20 additional photocopiables per level. Specific exam preparation helps students prepare for B1 and B2 school-leaving exams.

> Dedicated exam page after every unit ensures that students consistently receive a full page of exam practice.[33]

- Five-course curriculum (Elementary to Advanced) for students of secondary schools concentrating on the new maturita examination.
- Clear structure of lessons: one page = one 45-minute lesson.
- Deals with maturita topics – GET READY FOR MATURITA.
- Prepares for all of the part and both levels of the new maturita examinations.[34]

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

3.5.5 English File Third Edition

This chapter will bring the next textbook used in language teaching classes at secondary schools. The authors of this textbook are Christina Latham-Koenig and Clive Oxenden. This book is also used for both teaching adults and young learners of English. It is considered a secondary-school textbook by the Ministry. The third edition[35] is the latest (2013) edition of the best-selling English File, improved

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[33] Available online:

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

[35] English File accreditation number: 30633/2013, valid until 2019

throughout with brand new digital components to use inside and outside the classroom. The marketing logo says: "English File Third edition – the best way to get your students talking."[18] The English File concept remains the same – the lessons are fun and enjoyable and get students talking through the right mix of language, motivation, and opportunity. The latest version has updated and improved content and the components for students and teachers.

There are mainly English File third edition digital components, which help to make the most of teaching and learning opportunities inside and outside the classroom. The digital package includes: iTools (a digital classroom resource), iTutor and iChecker for students, Pronunciation App for mobiles, Online Workbook, Student's and Teacher's websites.

The curriculum is divided into 12 lessons and 80% of them consist of updated texts and listening exercises. These are components presented both in printed and digital version for students and their teachers. There are video reports and documentary clips from the real life. These sections are called Practical English a Revise and Check section.[36]

I will now comment on and present the official (MŠMT) school educational plan for this textbook. The textbook is intended for the students of four-year grammar schools, the higher level of eight-year and six-year grammar schools, also for the students of grammar schools with sport and linguistic specialization, specialized secondary schools, and other secondary schools.

The textbook English File Intermediate 3rd edition follows the previous textbook English File Pre-Intermediate 3rd edition with its input level of A2 and output level B1 according to the Common European Framework for Languages. The input level of English File Intermediate 3rd edition is B1 and the output level is B2 according to CEFR. The time frame to cover the contents the textbook is 120 hours while using additional materials. The educational and pedagogic

[36] The description is available online:

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

strategies to which the textbook form prompts, lead to the development of key competences.

The educational content (the outputs and curriculum) leads to achieving the B2 level according to the Common European Framework for Languages. The following cross-subjects relations and cross-topics are indicative. Teachers can find suitable materials when teaching particular lessons, which are connected to other subjects or other cross-topics. The textbook mainly offers the texts topically connected to educational fields such as Human and society, Art and culture. The texts for other educational fields can be found in a supplementary material Culture Link.

3.5.6 New Headway

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

- Streamlined units, now at eight pages. They are easy to navigate, with clearly divided sections.
- Fresh modern design, with an emphasis on maximum clarity on the page.
- Every aspect of the previous edition has been reviewed. There are small changes to make activities run more smoothly, as well as major changes to text and topic.
- The clear, systematic, effective grammar syllabus has been retained, but has been modified where necessary for even greater clarity.
- Grammar Spots highlight key areas, getting students to analyse form and use.
- Up-to-date texts with global appeal reflect changing trends and the use of English worldwide.
- Challenging reading and listening texts from a variety of authentic sources develop comprehension skills and integrate speaking practice, usually personalised.
- Writing now has a separate section at the back of the book, with a fuller syllabus, providing models and follow-up activities.
- Clear focus on grammar
- Balanced, integrated-skills syllabus
- Real-world speaking skills - Everyday English, Spoken English, Music of English

- Hot words and Hot verbs present and practise vital collocations[37]

3.5.7 English at Secondary Schools Selected for Survey

At this point, I would like to describe the approach to English language teaching and the current (2015/2016 school year) situation at the three particular secondary schools, which I selected to participate in the conducted survey. First of all, I would like to begin with **Gymnázium Bystřice nad Pernštejnem**, which is a secondary comprehensive school that actively **cooperates with Palacký University** in various ways. I took the following information on English language classes from the School Educational Plan (ŠVP) of the secondary school[38].

According to MŠMT, Czech secondary school education must comply with and make use – within each secondary school subject – of the following pedagogical-educational strategies, which a secondary school student should achieve: a learning competence, a problem solving competence, a communicative competence, a social and personal competence, a civic competence, an entrepreneurial spirit competence. In Gymnázium Bystřice nad Pernštejnem, there are two possible branches of study to choose from – an eight-year-long study program, and a four-year-long study program, both finished with Maturita exam (the Czech school-leaving examination). I will concentrate on the four-year-long study program, since this is the one included in my research. There are 3 lessons of English per week in the first year of study, three lessons in the second year, four lessons in the third year, and four lessons in the final fourth year of study. In the third year of study, a student may choose a specialized seminar in English conversation lasting for the two following years, or the English seminar may be chosen in the final fourth year of study. There are also other languages, such as German, Russian, and French taught at the school. The aim of the conversational seminars is to enable the students to communicate more in English language,

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[37] Available online:

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

[38] Elaborated in compliance with Act no. 561 /2005 Coll. as amended.

prepare for their Maturita exam, and for other possible language certificates. In all years of study, all English classes are divided into study groups. The teaching takes place at specially equipped classrooms with audiovisual technical facilities, and didactic tools, with the study groups having 20 students at maximum. The language teaching specializes in four main abilities, according to the *Common European Framework for Languages* – listening and reading comprehension, language competence, and writing. I especially like the fact that the freshmen students are given a categorization English test, which would reveal their English knowledge level, and subsequently, according the results, the students will be divided into study groups. There are school competitions in English language held, there is cooperation with secondary partner schools in abroad, and there is also a possibility of getting a language certificate in **cooperation with Palacký University**.

The second secondary school, which I cooperated with, is the institution uniting three schools – **Střední průmyslová škola, Obchodní akademie a Jazyková škola s právem státní jazykové zkoušky, příspěvková organizace** (Secondary Technical School, Business Academy, and Language School entitled to State Language Certificate Testing), **Frýdek-Místek**. I decided to conduct the research in two different classes of this secondary school. The first one of them was conducted at the study program of **Technické lyceum** (Technical Lycée), where there are three classes of English per week from the first until the last year of study. Besides general English, the students also study technical terms, which form about 20% of the whole lexical units, which they are obliged to learn. The main aims of the subject is to prepare their students for a multicultural environment full of various nations, and cultures, and also to enable the students to communicate in real-life situations and possibly be employed in a multinational company. For these purposes, several individual competences are trained. These are: linguistic competence (receptive, productive, and interactive, both in oral and written form), listening competence with comprehension of monologue and dialogue texts, oral and written performance focused both topically and situationally, notes, specialized texts translation with the help of dictionaries, et cetera. As well as in the case of Bystřice secondary school, also here the students

are acquainted with and prepared for international language certificates, such as KET, or PET, and there are conversational competitions held, which can help the students in their linguistic development and further motivate them. What I personally like the most on their approach towards English teaching, is the approach towards mistakes making. According to SPŠ language policy, a mistake should not be considered a flaw, but a means towards improving oneself. A teacher should motivate their students, help them widen their knowledge, and change different teaching methods. A student should try to react, or try to comprehend the language, even if it is difficult for him or her, and not to give it up, with which the teacher should help them. Also such topics such as xenophobia, or racial discrimination are discussed within the whole study in order to observe the rules of democracy.

The other party participating in my research was **Obchodní akademie s jazykovým zaměřením** (Business Academy with Linguistic Specialization). Besides the principles mentioned in the two above secondary schools, this school also wants to prepare their graduate students for a future possible job, where they could use English in the economic sphere. The students also learn specialized terminology by making use of multimedia programs and the internet, the classes are equipped with quality didactic technical equipment, and the school cooperates with foreign secondary schools. The specialized terminological topics include topics such as: work and occupation, applying for a job, employment assessment, phone conversation, business correspondence – letters and emails, business and market, advertisement, demand and supply, invoices, order making, booking, complaint, numerical and mathematical expressions, et cetera. The teachers at this secondary school think that nowadays it is important to emphasize the communicative aspects of teaching and to concentrate on individual student needs. There should also be motivational aspects included (public presentations, project methods of teaching, games, competitions). The lessons are organized in three multimedia classrooms, usual classrooms, and IT classrooms. Also, making use of Moodle portal is implemented. Since part of this secondary school is also a language school, and Obchodní akademie has a linguistic specialization, it is of course possible for its students to attend extra language courses, and likely

prepare themselves for an **international language certificate or a state exam**, and also to sit the state exam within the premises of the Language School.

3.6 Comparison of Language Competences

This chapter focuses on the comparison of linguistic competences gained at the courses of English at the level of secondary schools, the demands on participants of entrance examinations to the study field English for Translators and Interpreters of Palacký University and the requirements and expectations of its elementary interpreting courses.

The main activities connected to interpreting are **listening**, analyzing, and **speaking – oral production** (for example Jones, 1998). Other linguistic competence and training techniques I would like to focus on, because they are used and further practiced in the elementary interpreting seminars at Palacký University are for example the shadowing ability, grammar usage, extensive active and passive vocabulary, note-taking ability, listening comprehension, prompt searching for key information, memory exercises, public speaking, and pronunciation exercises. The following Figure 4 shows the difference between the passive and active level of language learning:
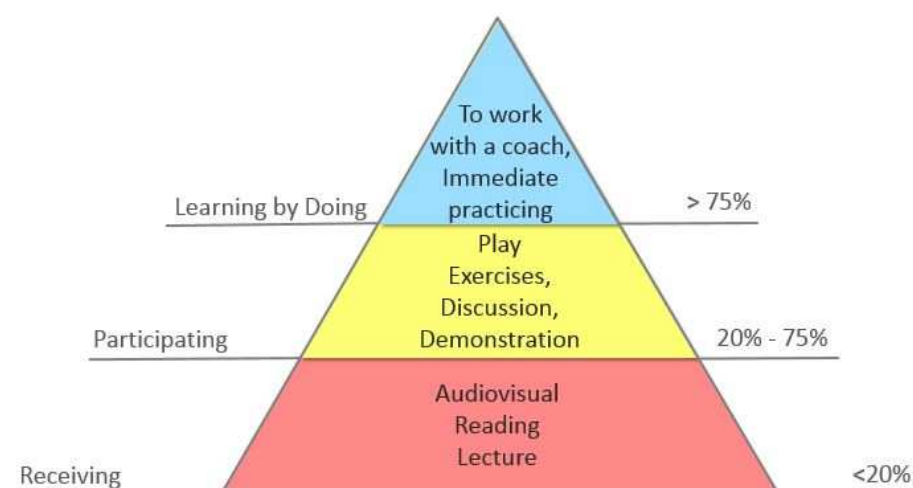

Figure 4: Retention of Learning[39].

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[39] Available online:

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

Andres and Behr (2015) suggest that before there were any European interpreting branches of study, interpreters started doing their work based on previous job experience, where they could have worked bilingually, or they were bilingual thanks to their family ancestry. Later on, in the 1940s and 1950s, schools of interpreting started to emerge, and from the subsequent experience, it seemed that students must have met certain prerequisites in order to finish their degree in interpreting. In my opinion, this is one of the points, where secondary school education of English seems to be very important as it, once again in my from my point of view, influences many of the prerequisites.

According to another author, Daniel Gile (2015), the aptitudes and background of many interpreting students are different from those of the previous generations of the conference interpreters, and the didactic and institutional environments of interpreter training programs have changed since its very beginnings. But, in my opinion and speaking about Palacký University study programs for interpreting, there could still be better conditions for the interpreting training namely in terms of the students practicing their speaking skills and public speaking already at secondary school in their English classes. Then, the tutors of interpreting at university would have better and more qualified foundations to build on, and, subsequently, better and more experienced interpreters would graduate from the university programs.

I think that it is obvious that there are more factors that influence the student's ability of becoming a good interpreter, and which would make him or her like their profession. Furthermore, I am aware of the fact that there are many factors influencing public fright, speaking abilities, or listening comprehension abilities, and other mentioned linguistic competence. This could also be for example aptitude, which, according to Andres and Behr (2015) is "the natural ability to acquire knowledge or skill". However, I still assume that one of the factors influencing all of them is secondary school English preparation. The higher the quality of the English classes already at secondary schools (among others, in terms of active and passive vocabulary practice, public speaking, listening comprehension, etc.), the better the grounding for a novice interpreter.

As Gile (2015) further elaborates on his ideas, he summarizes that the interpreting training had to be re-examined over the time, since the situation with students has changed and since scientific research about interpreting and interpreting cognition brought new ideas about the field, in order to optimize interpreting programs and to be able to fulfill local academic and professional requirements, also at the labor market. The teaching and learning practices then had to be adjusted appropriately. Last, but not least, globalization and communication and information technology has been changing a lot in the world of interpreting and it has also been opening up new possibilities for knowledge and skills acquisition, and self-development. These fast changes might be one of the causes why interpreter training has been and remains a central focus point of many academic writers, teachers, tutors, and has had its firm place in the both the professional, and academic interpreting literature.

4   Practical Part

The following part of the thesis represents the practical research which I conducted on various secondary school textbooks of English language. It provides us with the overview of the topics and aims of the research, research questions, previous conducted research on similar topics and finally presents the conclusions based on the results of the research.

4.1 Topic and Aims of the Research

The main aim of my research is to investigate the connection between the output of secondary school textbooks in English within the whole four-year study, the entrance exams to the interpreting studies of Palacký University Olomouc, and the expectations and requirements of the elementary interpreting seminars in terms of individual language competences. The research questions are the following:

Are all of the key linguistic competences required for the act of interpreting in elementary interpreting seminars at Palacký University practiced within the selected secondary school textbooks of English?

Which linguistic competences are practiced the most and which are practiced the least (or omitted) within each secondary school textbooks curriculum?

Much has been researched in the field of English teaching at the level of secondary schools (for example Wright, 2010), and there has also been much researched in the field of novice interpreters training (for example Seleskovitch, 1989). I, however, concentrate particularly on the connection of secondary school textbooks of English with the novice interpreters' adaptation at the bachelor's study program English for Translators and Interpreters at Palacký University Olomouc, the Czech Republic. Therefore, the survey contained in my diploma thesis focuses purposefully on a specifically narrow group of students and textbooks. I hope that the results of the research will help the students of interpreting into their adaptation into interpreting. The results could also help in finding out which linguistic competences are not sufficient for the students of

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interpreting and the training in the seminars can subsequently concentrate on practicing these more. Combining that, the results could contribute to a possibly easier adaptation of the novice students into the process interpreting at Palacký University.

4.2 Research Hypotheses

I would like to say that I assume that the **quality of secondary school classes of English influences the adaptation of a novice interpreter** into his field of study/profession. Based on this statement, I would like to propose the following hypotheses:

I think that secondary school textbooks for teaching English do not contain a sufficient variety and number of exercises, which would train the key linguistic abilities needed for interpreting. These are mainly active and passive vocabulary, good memory, summarizing, note-taking, listening comprehension, ordering information, critical thinking, search for information in recordings and texts, reading comprehension, public speaking, interpersonal communication, etc. Subsequently, the novice interpreters at Palacký University experience issues in their elementary interpreting seminars connected to the insufficient level of their skills coming already from the level of their secondary schools.

4.3 Research Methodology

As I already mentioned in the introductory part of this thesis, what led me to this research was the situation at the interpreting seminars and at the branch of study English for Translators and Interpreters. I wanted to find out whether there are any problems in adaptation into interpreting seminars and interpreting itself, and if so, what could have caused these problems. The second thing I wanted to know was how can secondary school English textbooks prepare their learners for interpreting. Even though I am aware of the fact that possibly not many students will opt for interpreting as their studies, I am interested in the textbooks which were named by the current students of interpreting and how *they* prepared them for interpreting. One of my hypotheses is that the issues may be connected to language abilities and competencies. Some of them may be of insufficient level

needed before the students start the interpreting training. This would mean that the students come to the interpreting seminars with insufficient language abilities already from their secondary schools. Therefore, I decided to find out, whether my presumption is right. The first step in research was creating and distributing questionnaires at different levels in order to find out what the opinions of the students were. I already presented the results of the questionnaire survey at the beginning of this thesis. Based to the results, I decided to continue with my research into more objective grounding. The following part of the thesis presents the objective part of my research, which is an evaluation of textbooks used at secondary school in English classes. I analyze the exercises contained in the textbooks and try to find out whether they include sufficient number of exercises needed before a student starts interpreting training. I am particularly looking for exercises practicing abilities such as pronunciation, vocabulary, grammar, speaking, speaking in pairs, or in groups, public speaking, note-taking, search for information in texts and in recordings, active and passive listening, summarizing, expressing opinions, numbering relevant information, reading, shadowing/copy intonation and repeating, applying new knowledge, understanding difference, anticipating (guessing the future), choosing from the list, reasoning (critical structures), etc. In order to create clear evaluation of the textbooks, I put the information into charts, where I show how many of such exercises a particular textbook contains. For this research I chose the most widely used textbooks at Czech elementary schools and the textbooks, which were named by the students in the first part of the research – the survey.

The competences I am evaluating were selected with regards to the requirements of the entrance exams of the English for Translators and Interpreters bachelor's study program. I commented on the details of entrance examinations above, so I will just briefly restate the competences at this point. The output level of English of the Czech secondary schools finished with the school-leaving examination Maturita is B2 according to CEFR. The entrance exams require the same level, but also test particular abilities. These are: notes-taking, summarizing of the content heard, switching between English and Czech in speaking, answering the questions on details they omitted, text understanding, reproduction

ability, fluency, level of oral performance, grammar and vocabulary application, including idioms and phrases, memory, critical thinking, etc. Also, the ability to get back to a text and retrospectively deduce the content is tested and general knowledge is examined. I included these competences into the following evaluation of the secondary school textbooks. Please note that I evaluated all of the secondary school textbooks under the exactly same criteria to set the standard.

As I mentioned before, I am aware of the fact that the exercises can be adjusted (for example a speaking exercises could be used as a writing one, or a group discussion can only be discussed in pairs, etc.), omitted by the teacher, or even misunderstood. However, for this research I had to concentrate on narrow objective criteria, which are the instructions. The results could possibly serve as a stepping stone for further and more thorough investigation into the situation.

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

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

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

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

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

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

Writing: write, write down, compose (a story, etc.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please note that I only counted the abilities practiced in all of the evaluated textbooks. There were also other instructions such as *translate*, which practice the key abilities needed for interpreting, but they were not contained in all of the evaluated textbooks or were there in a very insignificant number present. Also, I included specific vocabulary activities connected to *phrases*, or *idiomatic expressions* into the count of vocabulary exercises. All of the textbooks also contain an English-Czech glossary, transcripts of recordings, and additional supplementary exercises concentrating on particular abilities such as grammar, vocabulary, or writing. I included also these exercises into the total count.

4.4 Secondary School Textbooks

The first evaluated textbooks are English File 3rd edition. The textbook I begin with is English File Intermediate 3rd Edition with its input level B1 and its output level of the beginning of B2. The textbook has 10 lessons in total. The following and also the last textbook of the secondary schools is English File Upper-Intermediate 3rd Edition with its input level B2 (its beginning) and its output level B2 (its end) according to CEFR. The second range of textbooks I decided to evaluate is Maturita Solutions. There are also two textbooks evaluated, the first one is Maturita Solutions Intermediate, and the second one is Maturita Solutions Upper-Intermediate. The first title starts with B1 level and finishes at the beginning of B2 level, while the second following title finishes with the beginning of C1 level according to CEFR. The last range of textbooks is New Headway, also containing two textbooks at the secondary schools level. The two textbooks are New Headway Intermediate the Third Edition starting with B1 level and finishing at the beginning of the B2 level, and the following New Headway Upper-Intermediate, the Third Edition finishing with the B2 level.

4.4.1 English File Intermediate 3rd Edition

The following chart shows the quantity of the particular exercises connected to the specific prerequisites and abilities needed for interpreting training.

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	194
PRONUNCIATION	65
LISTENING	276
GRAMMAR	96
READING	99
WRITING	22
SEARCH FOR KEY INFORMATION IN RECORDINGS	124
SEARCH FOR KEY INFORMATION IN WRITTEN TEXTS	63
SPEAKING IN PAIRS	151
SPEAKING IN GROUPS	22
PUBLIC SPEAKING	81
MEANING ESTIMATION FROM CONTEXT	17
COPY AND REPEAT INTONATION	41
NOTE-TAKING	11
CRITICAL THINKING	18
ORDER NUMBERING	8
REMEMBER/MEMORY	43
BRAINSTORM	10
TIME PRESSURE	5
ANTICIPATE	18
SUMMARIZE	5
TASKS IN TOTAL	**1369**

Table 6: English File Intermediate 3rd edition.

4.4.2 English File Upper-Intermediate 3rd Edition

The following chart shows the quantity of the particular exercises connected to the specific prerequisites and abilities needed for the interpreting training.

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	111
PRONUNCIATION	78
LISTENING	224
GRAMMAR	108
READING	85
WRITING	19
SEARCH FOR KEY INFORMATION IN RECORDINGS	99
SEARCH FOR KEY/ INFORMATION IN WRITTEN TEXTS	54
SPEAKING IN PAIRS	123
SPEAKING IN GROUPS	20
PUBLIC SPEAKING	69
MEANING ESTIMATION FROM CONTEXT	26
COPY AND REPEAT/ INTONATION	35
NOTE-TAKING	14
CRITICAL THINKING	17
ORDER NUMBERING	2
REMEMBER/MEMORY	12
BRAINSTORM	11
TIME PRESSURE	7
ANTICIPATE	29
SUMMARIZE	3
TASKS IN TOTAL	**1146**

Table 7: English File Upper-Intermediate 3rd edition.

The following graph shows the total number of exercises practiced within the two evaluated English File textbooks and within the whole four-year curriculum of a secondary school.
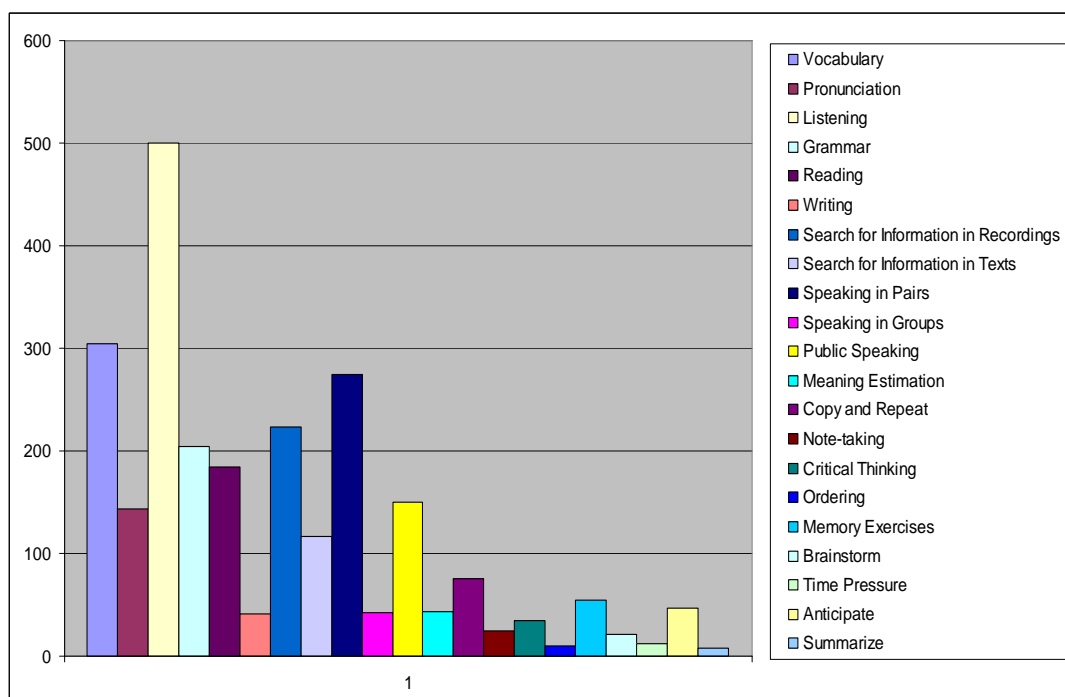
Graph 1: Total Number of Exercises – English File.

As it may be seen from the graph and from the previous tables, the most practiced key competences needed for interpreting are listening comprehension, vocabulary, and speaking in pairs within the whole four-year curriculum of a secondary school. On the other hand, the least practiced exercises are summarizing, time pressure exercises, or ordering/numbering.

4.4.3 Maturita Solutions Intermediate

The following table shows the quantity of exercises contained in Maturita Solutions Intermediate secondary school textbook.

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	147
PRONUNCIATION	9
LISTENING	105
GRAMMAR	190

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

Table 8: Maturita Solutions Intermediate.

4.4.4 Maturita Solutions Upper-Intermediate

The following table evaluates Maturita Solutions Upper-Intermediate textbook. It presents the number of each particular exercise connected to the particular abilities practice, which are contained in the textbook.

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	148
PRONUNCIATION	6
LISTENING	87

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

Table 9: Maturita Solutions Upper-Intermediate.

The following graph shows the total amount of exercises contained within the whole four-year curriculum of a secondary school. The exercises are, once again, sorted according to various linguistic abilities needed for the interpreter's training.
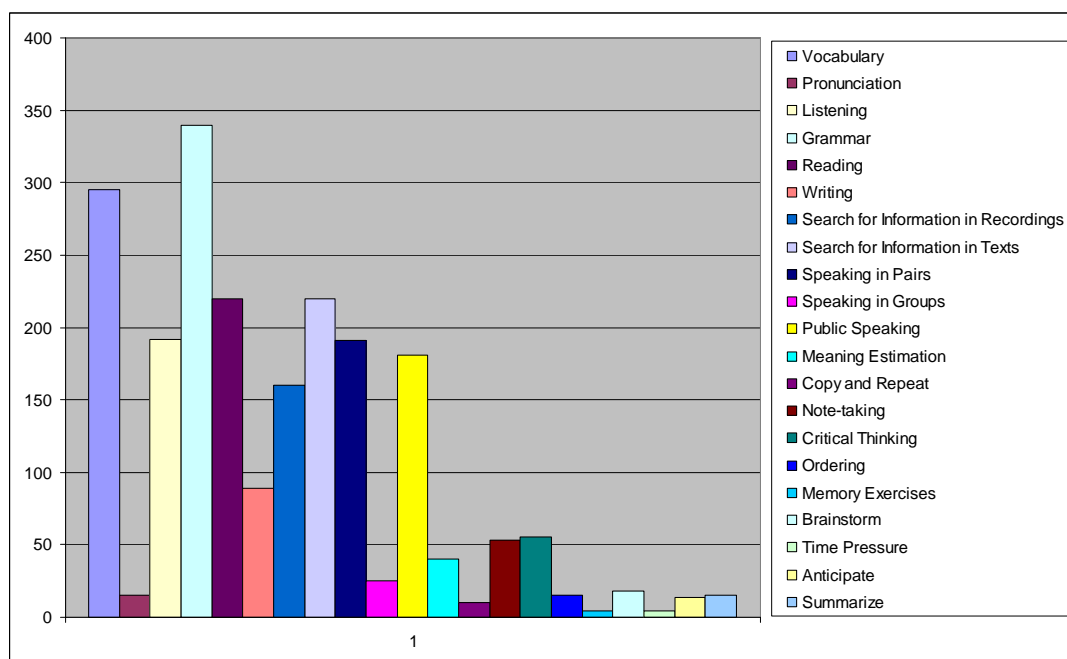
Graph 2: Total Number of Exercises – Maturita Solutions.

The results of the quantitative analysis show that within the curriculum of Maturita Solutions textbooks, the grammar skill, vocabulary, reading, and search for information in texts is practiced the most. On the contrary, the least practiced exercises are the ones connected to time pressure, memory tasks, and pronunciation – the copy and repeat session.

4.4.5 New Headway Intermediate

The following table represents the number of the particular exercises connected to the abilities of an interpreter contained within New Headway Intermediate textbook.

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

85

IN RECORDINGS	
SEARCH FOR KEY INFORMATION IN WRITTEN TEXTS	60
SPEAKING IN PAIRS	96
SPEAKING IN GROUPS	38
PUBLIC SPEAKING	78
MEANING ESTIMATION FROM CONTEXT	10
COPY AND REPEAT/ INTONATION	31
NOTE-TAKING	10
CRITICAL THINKING	9
ORDER NUMBERING	3
REMEMBER/MEMORY	5
BRAINSTORM	6
TIME PRESSURE	1
ANTICIPATE	7
SUMMARIZE	2
TASKS IN TOTAL	**865**

Table 10: New Headway Intermediate.

4.4.6 New Headway Upper-Intermediate

The table below shows the quantitative results of the exercises included in New Headway Upper-Intermediate textbook.

TASKS TYPES	NUMBER OF OCCURRENCE
VOCABULARY	143
PRONUNCIATION	19
LISTENING	151
GRAMMAR	91
READING	73
WRITING	39
SEARCH FOR KEY INFORMATION	66

IN RECORDINGS	
SEARCH FOR KEY INFORMATION IN WRITTEN TEXTS	65
SPEAKING IN PAIRS	79
SPEAKING IN GROUPS	38
PUBLIC SPEAKING	101
MEANING ESTIMATION FROM CONTEXT	14
COPY AND REPEAT/ INTONATION	42
NOTE-TAKING	11
CRITICAL THINKING	18
ORDER NUMBERING	8
REMEMBER/MEMORY	6
BRAINSTORM	7
TIME PRESSURE	0
ANTICIPATE	12
SUMMARIZE	3
TASKS IN TOTAL	**986**

Table 11: New Headway Upper-Intermediate.

The graph below represents the total number of tasks contained in the whole four-year curriculum of New Headway discussed at Czech secondary schools.
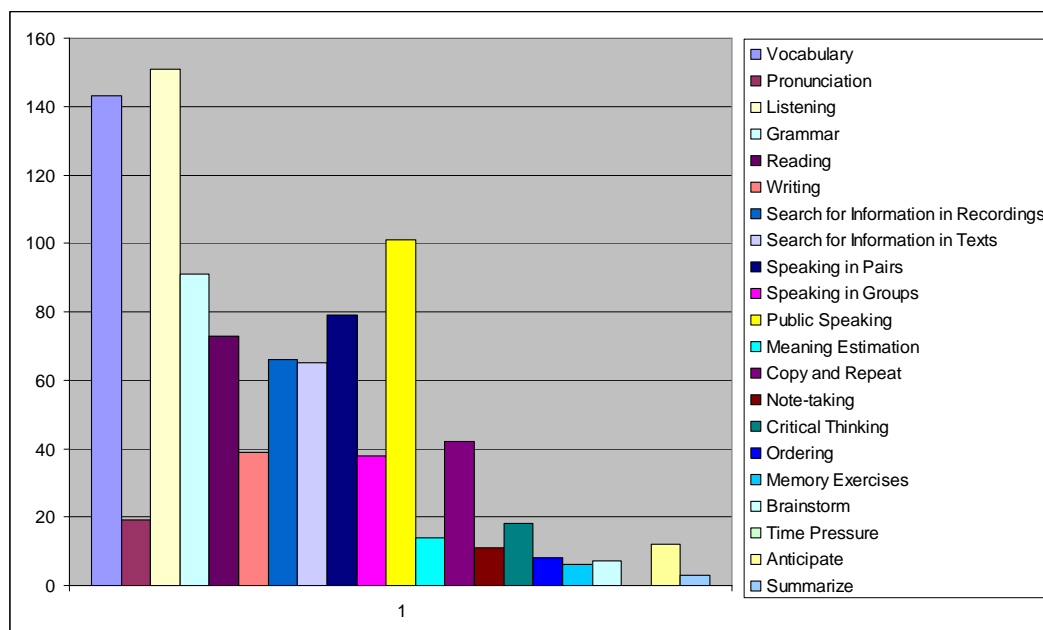
Graph 3: Total Number of Exercises – New Headway.

As it is clearly seen from the results showed in Graph 3, the exercises practiced the most are listening comprehension, vocabulary, and public speaking. On the other hand, the least trained abilities are summarizing, time pressure – which scored zero exercises – and memory.

To conclude the practical part of this diploma thesis I would like to generally state that as it may be seen from the tables and graphs, no secondary school textbooks for teaching English train all of the selected key linguistic competences needed for interpreting equally. Every textbook range concentrates on one to three types of tasks the most and it differs between the particular titles. On the contrary, there are also abilities, which are almost not trained, or not trained at all within some of the textbooks.

5   Conclusion

The main aim of this diploma thesis was to examine the state of the art of the interpreting training program at Palacký Univesity Olomouc. To be more specific, I wanted to investigate whether there are any issues connected to the adaptation of novice students into the process of interpreting at the elementary interpreting seminars, or not. If so, I aimed to research what these issues were and where they came from. My assumption was that the novice students of interpreting come to the interpreting studies at the university level with an insufficient level of some of the key linguistic abilities or competences required for the act of interpreting. This might be one of the primary reasons that causes problems in the process of adaptation to the new skill of interpreting.

I decided to conduct a survey with different groups of students to find out whether my assumption was right and whether it was worth more researching. I performed the survey at three different levels. The first one happened at three different secondary schools with the students in their graduation year of study and I was investigating what the current situation at their English lessons was like. The second part of the survey focused on the current novice students of interpreting at Palacký University Olomouc. I wanted to find out what difficulties they have in their interpreting seminars regarding the key abilities needed for interpreting. I asked questions regarding, for example, listening comprehension, note-taking, summarizing, speaking in public, memory tasks, reading comprehension, grammar application, the level of active and passive vocabulary, pronunciation, the search for key information in recordings and written texts, et cetera. To find even more complex information interconnected on all of the needed levels, the last part of the survey was conducted with the graduate students of the bachelor's study program English for Translators and Interpreters of Palacký University Olomouc. I wanted to find out what the situation at their secondary school English lessons was like, how it influenced their interpreting training at university and whether they preferred translation to interpreting or vice versa and why.

Based on the results of the survey I decided to continue in further research of these issues and to create this diploma thesis focusing on the adaptation of

novice interpreters into the process of interpreting based on their secondary school language competences. To create a narrow and objective criterion for evaluation I concluded that I will use selected secondary school textbooks for teaching English as the impartial subject of evaluation. More exactly, I focused on three particular textbooks, namely Maturita Solutions, English File, and New Headway. In this respect, the textbooks were evaluated from the point of view of the key linguistic competences needed for interpreting. I sorted all of the exercises included in these textbooks into categories according to the instructions. The categories were the linguistic competences needed for interpreting such as listening comprehension, grammar application, phrases usage, pronunciation, public speaking, interpersonal communication in pair and groups, summarizing, note-taking, reading comprehension, search for key information in written and oral texts, et cetera. The total quantity showed which textbooks were focused on practicing of the particular competences the best and which, for example, did not include some of the competences at all.

The theoretical part of this thesis concentrated on the demands of the interpreter's profession accordingly to various experts (for example, Danica Seleskovitch, Daniel, Gile, Andrew Gillies, or Ingrid Kurz, etc.). It also provides the information on the key abilities in language needed for interpreting, including the ones examined in the survey. Subsequently, the interpreting training program at Palacký University Olomouc, and the elementary interpreting seminars in particular, was characterized. Specifically, the entrance exams for the study program, the elementary interpreting seminars and their requirements, and the outputs of those seminars were described. What was also paid attention to is the teacher – student interaction.

The practical research of this diploma thesis proved that there are differences between particular ranges of secondary school textbooks. No secondary school textbooks trained all of the selected key linguistic competences needed for interpreting equally. Every textbook range concentrated on one to three types of tasks the most and trained some particular abilities the most. This differed between the particular titles. On the contrary, there were also abilities needed for interpreting training, which were almost not practiced, or not trained at all within some of the textbooks. If there were no other factors influencing secondary school

teaching, it would mean that the secondary school curriculum would not be enough for a good adaptation to interpreting training program at university, and that probably extracurricular activities would be needed for an easy and successful adaptation. However, the secondary school textbooks are not the only factors, and further research into these issues is needed.

In my opinion, this diploma thesis brings certain implications for the novice interpreters and for the interpreting seminars of Palacký University Olomouc. Based on the presented results, it was found out that the students issues with public speaking, range of vocabulary, or grammar, listening comprehension among others, and that the selected secondary school English textbooks can prepare their learners only to a limited extent, because they do not focus on all of the key abilities equally. I am also aware of the fact that the secondary school textbooks are not the only factor influencing the performance and issues of the novice students of interpreting. As for secondary schools, there are also further factors such as the teacher, fellow students, extracurricular English lessons, foreign stays, or one's motivation, interest and aptitudes that have to be taken into account. Connectedly, there are a number of important questions which should be answered such as the how the other factors, such as one's motivation or the teacher's personality and teaching influence the secondary school teaching of English, etc. However, this would need further, much longer and more thorough approach to the investigation, and it is hoped that this diploma thesis can provide a useful point of departure for addressing these and other aspects of interpreting.

6   Resumé

Tato diplomová práce se zabývá problematikou adaptace nových studentů na proces tlumočení v prvním ročníku jejich studia. Konkrétně zkoumá situaci na bakalářském studijním oboru Angličtina se zaměřením na komunitní tlumočení a překlad Univerzity Palackého v Olomouci. Snaží se zjistit, s jakými jazykovými dovednostmi potřebnými pro tlumočení studenti přicházejí již ze středních škol a jakým způsobem a v jaké míře koncepce středoškolských učebnic anglického jazyka tyto dovednosti může ovlivňovat a trénovat. Práce má teoretickou a praktickou část, jejíž koncepce vychází z předem provedeného průzkumu na třech úrovních – na středních školách, se studenty oboru Angličtina se zaměřením na komunitní tlumočení a překlad a s absolventy tohoto oboru. Průzkum provedený formou dotazníků zjistil, že studenti tlumočnictví skutečně problémy s adaptací na tlumočnické dovednosti mají, a to v různých formách. To mě vedlo k rozhodnutí zabývat se touto problematikou dále a zpracovat tuto diplomovou práci s praktickým výzkumem. Ten jsem se rozhodla zaměřit na úzce specifikované téma, kterým jsou středoškolské učebnice. Přesněji řečeno jsem se rozhodla provést kvantitativní výzkum cvičení, která tyto učebnice obsahují za účelem zjištění, jak mohou připravit středoškolského studenta na studium tlumočnictví. Cvičení jsem rozřadila do několika kategorií nazvaných podle klíčových dovedností, které tlumočník potřebuje a provedla jsem komparativní analýzu těchto učebnic. Vyhodnotila jsem učebnici, která se tréninku tlumočnických dovedností věnuje nejlépe a na základě výsledků vyvodila závěry.

Praktický výzkum prokázal, že žádný ze středoškolských titulů se nevěnuje každé z vybraných tlumočnických dovedností ve stejné míře a že každá učebnice se nejvíce zaměřuje na dvě až tři klíčové dovednosti. Na druhou stranu v některých titulech určité schopnosti či dovednosti nebyly trénovány vůbec nebo téměř vůbec. To poukazuje na fakt, že pakliže by učivo středoškolských učebnic bylo jediným faktorem ovlivňující výuku jazyka a postup žáka, pak by zřejmě adaptace studenta na tlumočení nebyla snadná a bylo by zapotřebí například mimoškolních hodin angličtiny, které by adaptaci mohly zlepšit. Je mi ovšem známo, že faktorů ovlivňujících jak středoškolskou výuku angličtiny, tak problémy s adaptací na tlumočení je vícero. Na střední škole to může být například osobnost učitele, jeho pojetí výuky a práce s učebnicí a dalšími

pomůckami, motivace studentů, talent, zahraniční pobyty, mimoškolní aktivity, nebo zázemí. Doufám však, že tato diplomová práce poslouží jako jakýsi odrazový můstek pro další výzkum týkající se této problematiky a snad tak napomůže dalším badatelům v jejich práci.

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10 Abstract

Autor:	Bc. Markéta Ondřeková
Studijní obor:	Angličtina se zaměřením na tlumočení a překlad
Katedra:	Katedra anglistiky a amerikanistiky FF UPOL
Název česky:	Adaptace studentů na univerzitní tlumočnická studia vycházející ze středoškolských jazykových kompetencí v anglickém jazyce
Název anglicky:	Student Adaptation into Interpreting Studies at University Based on Secondary Schools Language Competence in English
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Počet znaků:	192 749
Počet referencí:	63
Klíčová slova v ČJ:	adaptace, tlumočení, překlad, paměť, tlumočnická notace, tlumočniční začátečníci, střední školy, učebnice
Klíčová slova v AJ:	adaptation, interpreting, translation, memory, note-taking, novice interpreters, secondary schools, textbooks
Anotace v ČJ:	Tato diplomová práce se zaměřuje na problematiku adaptace studentů na tlumočení. Zkoumá jazykové kompetence, se kterými tito studenti přicházejí ze středních škol na základě vybraných středoškolských učebnic anglického jazyka. Analýza těchto učebnic představuje praktický výzkum této diplomové práce.
Anotace v AJ:	This diploma thesis concentrates on the issues connected to adaptation of students

into the process of interpreting. It researches the language competences needed for interpreting, with which the students come from their secondary schools based on secondary school textbooks. The analysis of these textbooks creates the practical research of this diploma thesis.

11 Annexes

11.1 Structure of the Secondary School Questionnaire

1) How many lessons a week of English classes do you have?

    a. One a week.

    b. Two a week.

    c. Three and more a week.

2) How many students are there in your language group during a usual English lesson (not a substitution) at maximum?

    a. Less than 10 students.

    b. 10 to 15 students.

    c. 15 to 20 students.

    d. More than 20 students.

3) Do you learn English also in any extracurricular way? How?

    a. No, only at school.

    b. Yes, I attend individual lessons.

    c. Yes, I attend a language school.

    d. Yes, I go for language stays in foreign countries.

    e. Other. Please state:

4) What is the easiest for you in your English lessons at school?

    a. Listening comprehension exercises.

    b. Grammar exercises.

    c. Exercises in pairs – dialogues.

    d. Public speaking in front of the classmates.

    e. Writing exercises.

    f. Other. Please state:

5) What is the most difficult for you in your English lessons at school?

    a. Listening comprehension exercises.

    b. Grammar exercises.

    c. Exercises in pairs – dialogues.

    d. Public speaking in front of the classmates.

    e. Writing exercises.

    f. Other. Please state:

6) How often do YOU PERSONALLY have a chance to speak English during your English lessons at school?

    a. Every lesson.

    b. Once a week.

    c. Less than once a week.

    d. Other. Please state:

7) Do you also attend extra English lessons at school (a seminar)?

    a. Yes.

    b. No.

8) Do you consider the extra English lessons being useful for you?

    a. Yes, such as the usual English classes are. Why:

    b. Yes, on contrary to usual English classes. Why:

    c. No.

9) Do you like speaking in English during your usual or extra English lessons at school?

    a. Yes.

    b. No, I am shy in front of others.

    c. No, I can not speak English.

    d. No, I commit too many mistakes.

    e. No, I do not know how to express myself, I did not have sufficient vocabulary.

    f. No, I do not like speaking in general.

    g. Other. Please state:

10) Would you like to speak English more during your usual or extra English lessons at school?

    a. No, I am satisfied with the current state.

    b. Yes, I would like to speak in pairs more.

    c. Yes, I would like to practice public speaking.

11) What would you change in your usual or extra English lessons? Please state:

11.2 Structure of the University Questionnaire

1) How many lessons a week of English did you have in the last year of your secondary school?

    a. Two hours a week.

    b. Three and more lessons a week.

    c. Other, please state:_____.

2) How many students were there in your language group during a usual English class (not a substitution) at maximum at secondary school?

    a. Less than 10 students.

    b. 10 to 15 students.

    c. 15 to 20 students.

    d. More than 20 students.

3) Do you consider this number from a point of view of a student of ATP interpreting studies as suitable for the education of English language?

    a. Yes.

    b. No. Please state the reason:_____.

4) What type of secondary school did you attend?

    a. Grammar school (Všeobecné gymnázium).

    b. Language grammar school.

    c. Business academy.

    d. Other, please state:_____.

5) Did you learn English also in any extracurricular way at secondary school? How?

    a. No, only at school.

    b. Yes, I attend individual lessons.

    c. Yes, I attend a language school.

    d. Yes, I went for language stays in foreign countries.

    e. Other. Please state:

6) What was the most difficult for you during your English classes at secondary school?

    a. Listening comprehension exercises.

    b. Grammar exercises.

    c. Exercises in pairs – dialogues.

  d. Public speaking in front of the classmates.

  e. Writing exercises.

  f. Other. Please state:_____.

7) How often did YOU PERSONALLY have a chance to speak English during your English lessons at secondary school?

  a. Every lesson.

  b. Once a week.

  c. Less than once a week.

  d. Other. Please state:_____.

8) How much time did it usually take to practice speaking in class on average at secondary school?

  a. Less than 5 minutes.

  b. 5 to 10 minutes.

  c. More than 10 minutes.

9) Did you also attend extra English lessons at secondary school (a seminar)?

  a. Yes.

  b. No.

10) Did you consider the extra English lessons useful for you at secondary school?

  a. Yes, such as the usual English classes are. Why:

  b. Yes, on contrary to usual English classes. Why:

  c. No.

11) Did you like speaking in English during your usual or extra English lessons at secondary school?

  a. Yes.

  b. No, I was shy in front of others.

  c. No, I couldn't speak English.

  d. No, I committed too many mistakes.

  e. No, I did not know how to express myself, I did not have sufficient vocabulary.

  f. No, I did not like speaking in general.

  g. Other. Please state:

12) What textbook did you use in the last year of your secondary school?

a. Maturita Solutions.

b. English File.

c. Maturita Focus.

d. Other, please state:_____.

13) Please evaluate on the scale from 1 to 10 (where 10 means the best option), how the English language textbook used in the last year of studies of your secondary school concentrated on the following language competence needed for the student of interpreting:

a. Speaking:

b. Listening comprehension:

c. Shadowing:

d. Pronunciation:

e. Prompt orientation in a text:

f. Speaking in front of the class:

g. Memory training:

h. Notes taking:

i. Exercises on selection of relevant information from a text:

j. Vocabulary:

k. Grammar:

l. Idiomatic collocations, metaphors, phrases:

m. Interpersonal interaction:

n. Other, please state:_____.

14) Please evaluate on the scale from 1 to 10 (where 10 means the best option) the quantity of usage of the following language competence gained at your secondary school in interpreting seminars at Palacký University:

a. Speaking:

b. Listening comprehension:

c. Shadowing:

d. Pronunciation:

e. Prompt orientation in a text:

f. Speaking in front of the class:

g. Memory training:

h. Notes taking:

      i.   Exercises on selection of relevant information from a text:

      j.   Vocabulary:

      k. Grammar:

      l.   Idiomatic collocations, metaphors, phrases:

      m. Interpersonal interaction:

      n. Other, please state:_____.

15) How do you assess the level of your linguistic competence, which you gained (or should have gained) at your secondary school with regards to the level needed for studying interpreting? Please evaluate on the scale from 1 to 10 (where 10 means the best option).

      a. Speaking (1-10):

      b. Listening comprehension (1-10):

      c. Shadowing (1-10):

      d. Pronunciation (1-10):

      e. Prompt orientation in texts (1-10):

      f. Public speaking (1-10):

      g. Memory training (1-10):

      h. Note-taking (1-10):

      i.   Search for relevant information in texts (1-10):

      j.   Vocabulary (1-10):

      k. Grammar (1-10):

      l.   Knowledge of idiomatic collocations, metaphors, phrases (1-10):

      m. Interpersonal interaction (1-10):

      n. Other, please state:_____.

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

      a. Speaking (1-10):

      b. Listening comprehension (1-10):

      c. Shadowing (1-10):

      d. Pronunciation (1-10):

e. Prompt orientation in texts (1-10):

f. Public speaking (1-10):

g. Memory training (1-10):

h. Note-taking (1-10):

i. Search for relevant information in texts (1-10):

j. Vocabulary (1-10):

k. Grammar (1-10):

l. Knowledge of idiomatic collocations, metaphors, phrases (1-10):

m. Interpersonal interaction (1-10):

n. Other, please state:_____.

11.3 Survey Result Tables

(1) **Table of Secondary School Respondents' Answers**

	a	b	c	d	e	f	g
QUESTION 1	0	1	92	n/a	n/a	n/a	n/a
QUESTION 2	1	32	41	19	n/a	n/a	n/a
QUESTION 3	53	10	2	8	22	n/a	n/a
QUESTION 4	21	24	41	1	13	8	n/a
QUESTION 5	35	27	5	33	7	0	n/a
QUESTION 6	29	44	16	5	5	9	5
QUESTION 7	52	24	7	3	n/a	n/a	n/a
QUESTION 8	30	36	n/a	n/a	n/a	n/a	n/a
QUESTION 9*	13	10	23	n/a	n/a	n/a	n/a
QUESTION	20	18	14	20	33	9	0

10						
QUESTION 11	47	11	9	n/a	n/a	n/a	n/a
QUESTION 12	The suggestions are stated in chapter 1.1.					

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

*The number is relatively low because some of the students do not attend an English seminar, so they couldn't answer this question.

(2) **Table of University Respondents' Answers I**

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

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

(3) **Table of University Respondents' Answers II**

	Q13	Q14	Q15	Q16	In Total
Speaking	201 m=5,74	239 m=6,83	255 m=7,29	168 m=4,8	**24, 66**
Listening	222	287 m=8,2	258	153	**26, 23**

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

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

11.4 Graduate students' Qualitative Answers

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

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

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

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

I preferred translation during my bachelor's studies (before I found out what the translator reality is). I believe that my secondary school education has influenced my relation towards English, and I liked it so much that I decided to do it also professionally.
At the beginning I tried to concentrate more on translation and it was mainly because I was afraid of speaking and not understanding, and that I will not have the time to look up the unknown words.
This could be applicable for students, who have issues with public speaking or speaking in a foreign language, because they would learn how to cope with stress, get rid of mistakes, and feel more comfortable during their secondary school studies. However, I am a person who likes speaking in front of the others, so I do not think that the English classes at secondary school had a big influence on my decision.
I like the adrenalin the most, when you do not know whether the speaker will really stick to his speech or not. That is why you always have to be alert. I think that my secondary school English classes did not have any influence on this.
I preferred interpreting to translation. I can not assess if my secondary school English classes could change anything. I attended a language school, so I had an advantage in my usual English classes at school, and was often bored.
It's difficult to say. I left my secondary school with a wish to do translation. I got to interpreting gradually, as my preferences had changed. By all means, my secondary school prepared me for both.
If my secondary school English classes were different – if there was more time for the language (which was not possible due to many other subjects), I would prefer both translation and interpreting.
My preference was mainly given due to the fact that we did not have many presentations, so I could not prepare myself for the interpreting stress.
It's not only about the English classes, but about the whole concept of

interpreters. There is no possibility to encounter interpreting before going to university, and sometimes even after that. More emphasis on speaking would not change anything about it. The only possibility would be information events of universities/coordinators of interpreting programs at secondary schools.