

# TEACHING PRACTICES IN SIMULTANEOUS INTERPRETING<sup>1</sup>

By

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## 1. Introduction

The training of simultaneous conference interpreters has undergone considerable development and institutionalization since the first systematic writings on the subject by Herbert (1952) and Paneth (1957) nearly half a century ago. Indeed, it has been suggested – by Jennifer Mackintosh (1995: 122-128) – that there is a widely accepted training model or paradigm which, among other things, implies that trainers should be "practicing conference interpreters, preferably AIC members" and "use material taken from actual conferences as teaching material".

In line with the "Training Paradigm" outlined by Mackintosh (1995), Moser-Mercer (1994: 15) states that "Good training programs offer students sufficient exposure to a variety of speakers" and that

Examination conditions should mirror real conference conditions; live speakers ad-libbing speeches come much closer to real life than extraneous texts taped and played back on poor sound equipment. In some professional exams, students have a chance to prove themselves both with ad-libbed speeches and with written texts, which they take to the booth and interpret as an interpreter-examiner reads the original live.

Assuming at least some wash-back effect from examination conditions to prior teaching, these demands would also apply to teaching practices in the classroom.

The question underlying this paper, then, is: To what extent does the "Paradigm of Good Training Practice" as articulated at the level of international experts with special regard to the type of input material, translate into corresponding teaching practices in the classroom? (The question was actually inspired by interpreting students at my own institution, who had hinted at substantial differences in the training practices of colleagues in various language

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1 This study was first presented at the 30th Anniversary Conference of the MIIS Graduate School of Translation and Interpretation, Monterey, California, 11-13 January 1999.

sections – and thus confirmed recollections from my own training experience in the mid-1980s.)

In order to narrow down my study to a manageable scope, I will focus on selected quantifiable issues in the training of simultaneous interpreting (SI). Apart from the cues provided by Mackintosh (1995: 122) and Moser-Mercer (1994: 15), the papers by Kurz (1989, 1990) and Cenková (1994) on the value of video tapes in interpreter training were instrumental in focusing the study on the media and modes of input presentation (live, audio- or videotaped speeches delivered impromptu or read with or without availability of the text in the booth).

A second issue, raised by Mackintosh (1995: 126), is "correction":

Correction in simultaneous is more difficult and many feel can only be attempted if the students' performance is recorded and then compared to the original. Too much attention to terminology and focussing on the words used by a student is usually counterproductive in that it distracts attention from the substance of the message. Correction is a subject on which the literature has little or nothing to say. It is virtually uncharted territory and the references are mainly anecdotal.

A sub-topic which is implicit in the present study is the role of the literature on interpreter training in shaping teaching practices. Mackintosh (1995: 129) states that "Interpreter trainers can benefit from exposure to ideas on (...) what materials to use and how to use them", which would apply particularly to the use of video recordings as advocated by Kurz (1989, 1990) and Cenková (1994) and, more generally, to correction techniques and feedback sessions as described by Schweda Nicholson (1993) and Schjoldager (1996).

Given the local origin of my research question, I attempted to address it on the basis of empirical data from the institution in question, i.e. the "Department for Translator and Interpreter Training" (as it is literally called) at the University of Vienna, which offers training in simultaneous (and consecutive) conference interpreting in eleven languages in combination with German. Data were gathered by questionnaire as described in more detail below.

## 2. Material and Method

A three-page self-administered questionnaire was distributed in the fall semester 1995/96 in all SI classes of the eleven language sections offering a specialization in interpreting, i.e. Czech, English, French, Hungarian, Italian, Polish, Portuguese, Romanian, Russian, Serbocroat and Spanish.

Two versions of the questionnaire, perfectly identical in content, were used: One intended for students, with some questions phrased explicitly from a

student perspective, and the other for teachers, with the corresponding changes in phrasing (e.g. "Do you receive..." vs. "Do students receive..."). Most of the question items involved rating the frequency of occurrence on a five-point scale (never – rarely – often – usually – always). Since the questionnaire actually contained items on more aspects of teaching than will be discussed in this paper, only the relevant excerpts will be reproduced (in translation) in the appendix.

The questionnaire was distributed by the author in individual classes during a two-week period towards the end of the semester. The teachers had first been contacted in writing and asked for permission that 10-15 minutes of class time be used for carrying out the survey. All teachers agreed to participate, and 140 student questionnaires as well as 25 teacher questionnaires were filled in and collected in class.

### 3. Results

#### 3.1 Study population

The 25 SI classes, given by 22 different teachers, are distributed rather unevenly over the eleven language sections. In the majority of languages there are three different SI classes (English: four), whereas the others have only one (Hungarian, Polish, Romanian, Serbocroat) or two (Portuguese). More than half of the respondents classified the level of instruction as "advanced" rather than "beginner" (13%) or "for all levels" (38%). There were on average six students (min. 1, max. 11) per class. Two-thirds of respondents indicated that the class in question was usually attended for more than one semester; most students reporting this had actually taken the same class in two or three previous semesters. The total time spent actively interpreting in the booth in a 90-minute class period was between 30 and 60 (average: 45) minutes.

#### 3.2 Media and modes of input presentation

In response to question # 2.2 (see appendix) on the "estimated share of input presentation media" respondents reported the following percentages: 'live' in class: 55.6%, from audiotape: 36.8%, from video: 7.6%. Given the large standard deviations for these values, the results need to be broken down by individual class (Fig. 1).

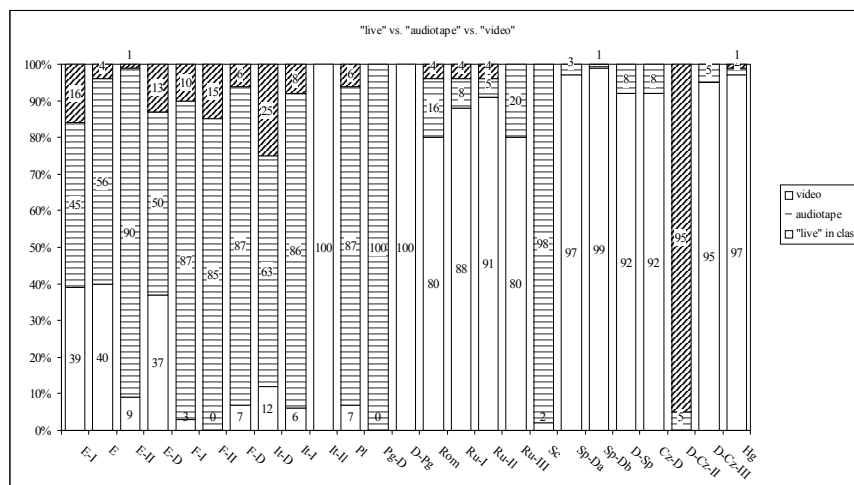
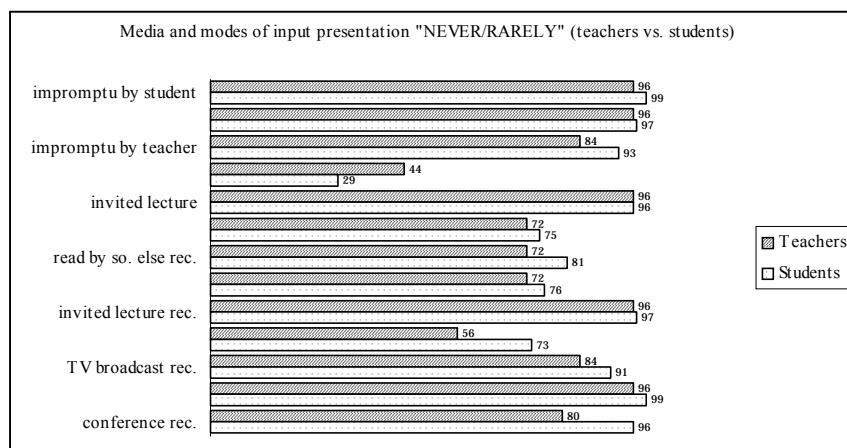


Fig. 1: Media of input presentation (by class)

While the 25 classes are listed and labeled as they appeared in the course catalog, Figure 1 yields a rather clear pattern with only few exceptions. Half of the classes, mostly on the right-hand side, show a predominance of material presented "live in class" whereas the others exhibit a heavier use of audiotapes and, more often than not, a mix of the three media. Only one class (in the Czech section) has a (95%) dominance of video use for input presentation.

Interestingly, a comparative analysis of the data for students and teachers shows a clear tendency of teachers to overrate audiovisual media use: 45% as opposed to 35% (students) for audio tapes, and 12% as opposed to 7% (students) for the use of video material.

This tendency is also visible in the analysis of aggregate responses to question # 2.1 on the frequency of occurrence of different types of 'live', audio and video materials (see appendix). As it turns out, the pattern of responses to the list of 13 items under this question is clearest for the *infrequency* of occurrence. Figure 2 therefore shows the percentages of "never/rarely" responses by teachers and students.



**Fig. 2:** Media and modes of input presentation (teachers vs. students)

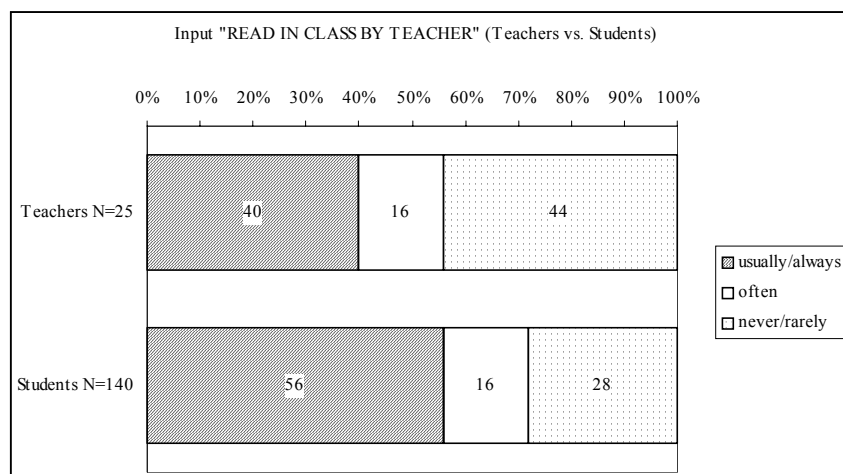
Of the five types of live presentation (impromptu or read by student, impromptu or read by teacher, invited lecture), five types of audio materials (read on tape by teacher or someone else, recording of a radio broadcast, an invited lecture or conference proceedings) and three types of video material (recording of a TV broadcast, an invited lecture or conference proceedings), only five options are not 'ruled out' by a large majority (80% or more) of the respondents. In the category of 'live' presentation in the classroom, "written texts read by the teacher" stand out as the least infrequent type of input presentation. The other four modes of presentation which were rated as less infrequent are audio recordings of a text read on tape by the teacher or someone else, of radio broadcasts, and, most clearly, of conference proceedings. The affirmative responses (of teachers and students combined) to these five modes of input presentation are listed below:

Five most frequent modes of input presentation "often" "usually" "always"

'live' in class: written text read by teacher	16%	18%	35%
audio recording of text read on tape by teacher	15%	5%	5%
audio recording of text read on tape by so. else	12%	6%	2%
audio recording of radio broadcast	13%	10%	2%
audio recording of conference proceedings	16%	12%	2%

Judging from the strength of the affirmative response, the reading of a written text by the teacher 'live' in class stands out as the most common mode of input presentation for SI exercises. Again it is interesting to note that the incidence of

this presentation mode is rated differently depending on the respondents' role in the classroom (Fig. 3).



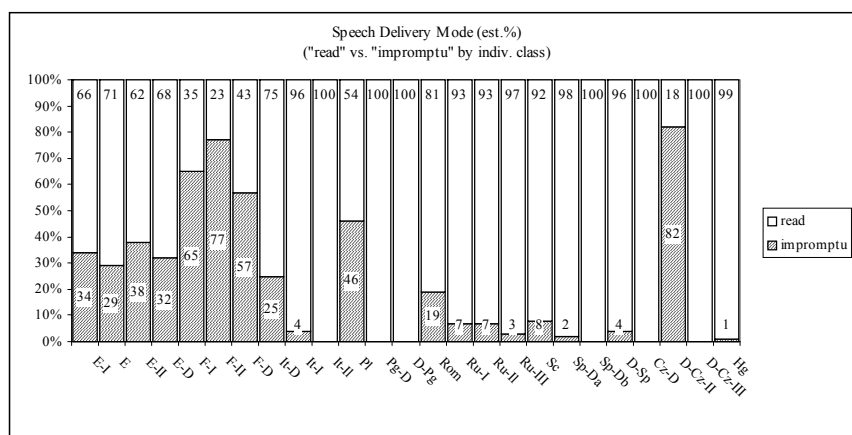
**Fig. 3:** Input "read 'live' in class by teacher" (teachers vs. students)

Teachers as a group report a distinctly lower overall frequency for their practice of reading the input text 'live' in class (40% "usually/always" + 16% "often" as compared to 56% "usually/always" + 16% "often" from the student perspective).

A more detailed break-down of the aggregate responses to this sub-item shows a highly uneven, albeit very clear distribution over the different classes: For no fewer than nine classes (3 in Russian, 2 each in Czech and Spanish, one each in Italian and Portuguese) all respondents (100%) indicate that the teacher "usually" or "always" reads a text in class; for another two classes (one in Spanish, one Hungarian) the respective percentages are 91% and 89%. In contrast, the classes listed on the left-hand side in Figure 1 (mostly English and French) show much less reliance on this mode of input presentation but actually account for the second-highest percentages in the list above, i.e. for the use of "audio recordings from conference proceedings". As further detailed analyses of input presentation modes by individual class would show, the predominant use of certain media and modes of input presentation is highly specific to particular language sections or even particular classes (i.e. teachers).

### 3.3 Speech delivery mode and documents

An issue which is implicit in the pattern of input modes described above is the incidence of "read" versus "impromptu" source material in all media and types of presentation. This question was formulated explicitly as item # 2.3 of the questionnaire (see appendix) and yielded a very clear-cut response. On the whole, one fifth (20.3%) of the source texts which students receive as input for SI exercises are impromptu speech, whereas the reading of written texts accounts for nearly four fifths (79.7%) of all input material. This finding is obviously a direct reflection of the fact that the teacher's reading of a written text in class or, in some cases, on tape is the most common mode of text presentation. By the same token, the break-down of the data by individual class confirms the distributional pattern noted above (Fig. 4).



**Fig. 4:** *Speech delivery mode (by individual class)*

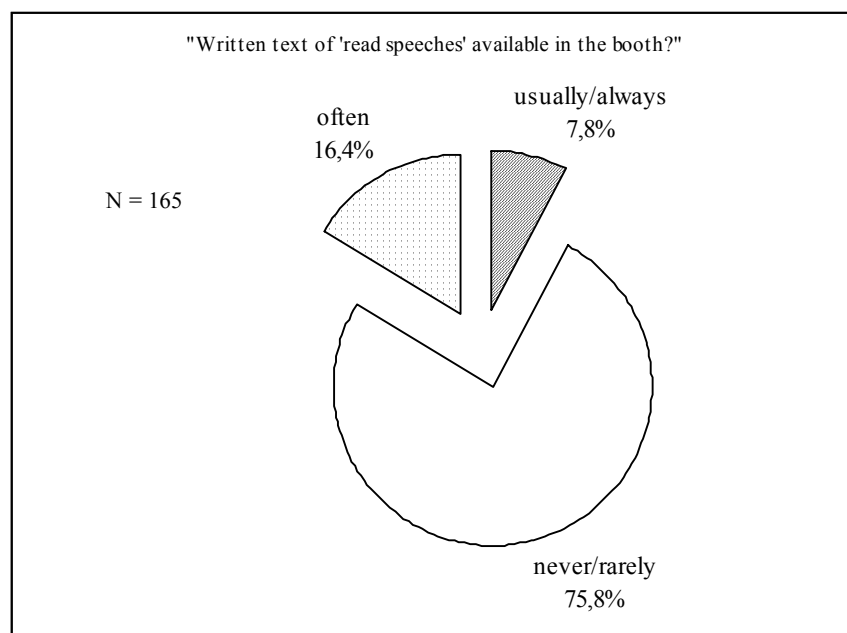
With only two obvious exceptions (Polish and one Czech class), the more common occurrence (more than 20%) of impromptu speech in the input material used for SI exercises is limited to the classes listed on the left-hand side of the chart (English and French classes as well as one class in the Italian section).

Given this predominance of "read speeches", one would naturally be interested in knowing whether and how often students have the text of such read speeches available in the booth. After all, the working conditions established by AIIC, the International Association of Conference Interpreters, would require that if a text has to be read aloud during a conference, interpreters need to receive a copy of it beforehand, and that the interpreter is under no obligation to provide interpretation if s/he has not received the text in sufficient time to study

it. The results for the availability of the written text in the booth (question # 3.2) are shown in Figure 5.

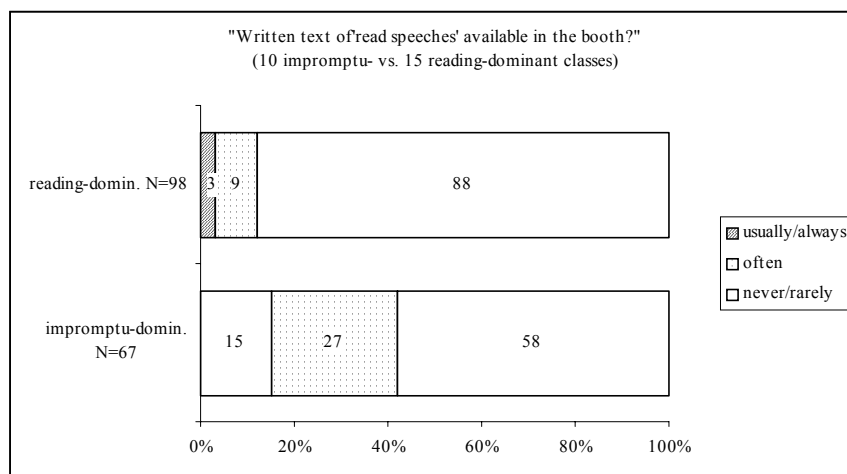
Three quarters of respondents indicated that the text of 'read speeches' was "never" or "rarely" available to students in the booth. As for the rest, 16.4% reported that the text was "often" available while having the text in the booth was a common occurrence ("usually" or "always") for less than 8% of those asked.

In the light of the uneven distribution of impromptu vs. read source material over the different classes (Fig. 4) it seems worthwhile to analyze the responses to question # 3.2 by comparing the (ten) more impromptu-oriented classes (English and French sections plus one Italian, Polish and Czech class) with the rest. The results are given in Figure 6.



**Fig. 5:** Availability of text of 'read speeches' in the booth



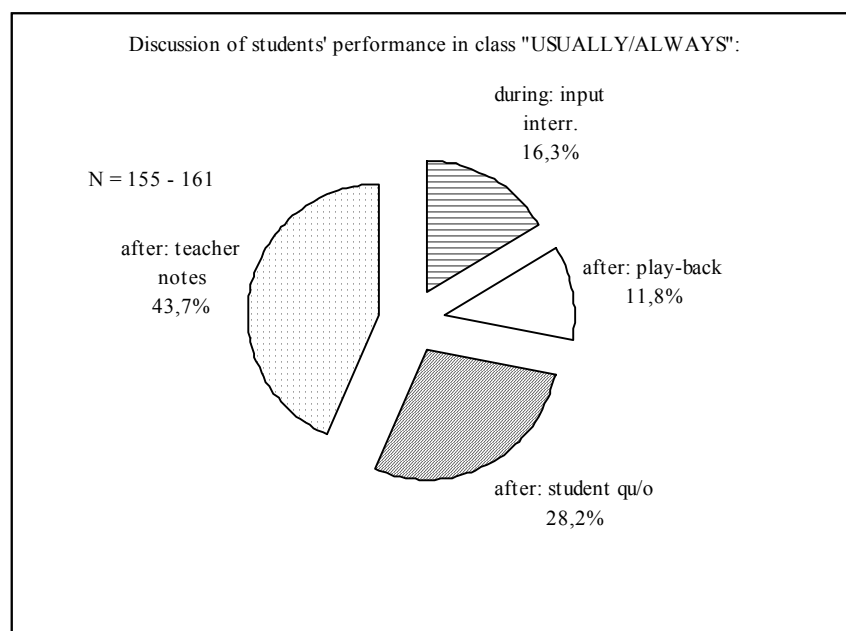


**Fig. 6:** Availability of text in booth: impromptu- vs. reading-dominant classes

Clearly, the predominant use of read speeches in 15 classes with less than 20% impromptu speech does not correlate with a higher incidence of availability of the written text in the booth. On the contrary, it is the 10 "impromptu-dominant" classes (N=67) that show much greater emphasis on the text of read speeches being available to students in the booth (15% "usually/always", 27% "often").

#### 3.4 Correction

Question # 3.4 (see appendix) was aimed at establishing the relative frequency of four different techniques of providing feedback on students' interpreting performance, i.e. after the interpreting performance, based on teacher's notes, on questions and comments from students, or on playing back the recording of students' interpretation, or else during the interpreting performance, with interruption of the source text presentation. The results are shown in Figure 7.



**Fig. 7:** *Feedback/correction techniques*

Nearly three quarters of respondents reported that correction was "usually" or "always" effected after the interpreting performance on the basis of teacher's notes (43.7%) or questions and comments from students (28.2%). Providing feedback on the basis of playing back the recording of students' performance was rated as much less frequent, while correction during the interpreting performance, involving an interruption of input presentation, was reported as common practice by 16.3% of those responding to this item.

At closer inspection of the data by class, the aggregate percentages for the two less common techniques, i.e. play-back of students' performance and correction while holding input presentation, exhibit a rather clear-cut division between the classes in the English and French sections (plus one Italian class) and the classes charted on the right-hand side in Figures 1 and 4. Figures 8 and 9 are intended as a graphic rather than numerical representation of this pattern.

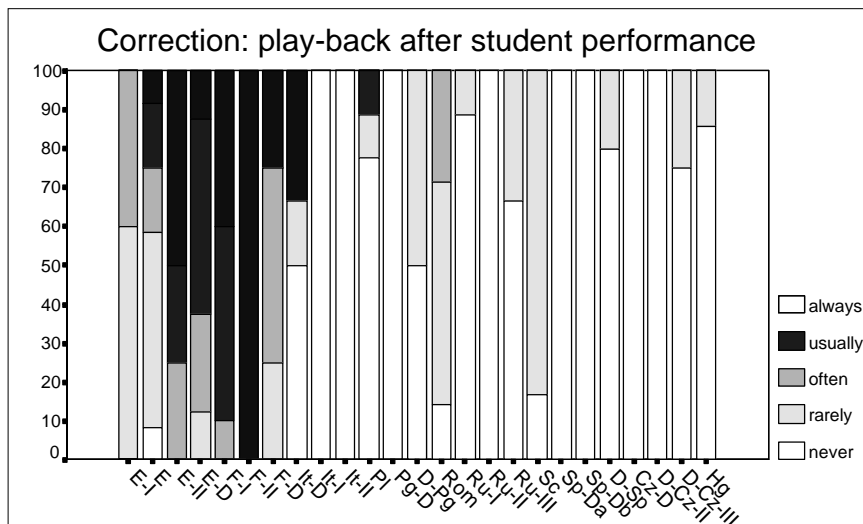


Fig. 8: Correction: play-back after student performance

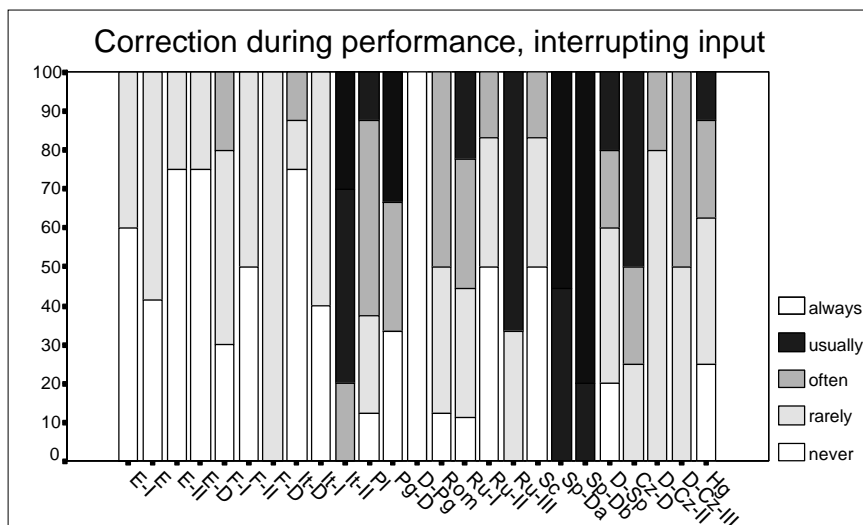


Fig. 9: Correction during student performance, interrupting input presentation

As regards the aspects of a given interpreting performance which are most frequently discussed during correction/feedback sessions in class, respondents

were asked to give a rating for the following eight "issues" relating to output quality (cf. Bühler 1986, Kurz 1993): 1) sense consistency, 2) coherence, 3) correct target language, 4) technical terms, 5) syntax and style, 6) delivery, 7) voice and articulation and 8) booth manners. The results show that priority is clearly given to the first three aspects (63/64% "usually" or "always"), followed closely by the fourth ("technical terms") with 58% and, at some distance, "syntax and style" (48%). Of the remaining three aspects – "delivery", "voice and articulation", "booth manners" – only a minority of respondents (34%, 24% and 23% resp.) say that they are "usually" or "always" discussed in the critique session. This pattern is largely confirmed by a look at responses in the "never/rarely" category: While 42% of respondents indicate that "delivery" is "never" or "rarely" a point of discussion, the corresponding percentages for "voice and articulation" and "booth manners" are 60% and 65%.

#### 4. Discussion

The origins of the present study are at least two-fold: The initial impetus for undertaking it came from local personal experience from a student perspective. Given the impression that training practices were by no means uniform in the various language sections or classes, the question was: "To what extent are teaching practices in SI similar or different in the eleven language sections offering interpreter training at the Department of Translation and Interpreting of the University of Vienna?" Answering this question then required an analytical conception of SI teaching practice and its constituent features. The latter was found in some more recent contributions to the literature on interpreter training, notably by Mackintosh (1995) and Moser-Mercer (1994), which describe what might be called a "Paradigm of Good (Training) Practice". On this basis, the original question can be recast to focus on the extent to which the consensus on good training practice articulated at the level of international experts is actually reflected in teaching practices in the SI classroom. In addition, there is an action-research component underlying this study in the sense that any discussion and exchange on teaching practices among fellow interpreter trainers would require some kind of data describing the practices in question (cf. Robson 1993: 438-443).

In line with this need for gathering observational data, the study is unabashedly descriptive in nature. It attempts to point to similarities and differences in some two dozen SI classes with regard to selected aspects of "good training practice" such as (audiovisual) media use for input presentation, speech delivery modes, and correction and feedback techniques. As regards the type of input material, there is agreement in the literature on the need to "mirror real conference conditions" (Moser-Mercer 1994: 15) and the importance of

"confronting students with *life-like situations*" rather than a "'sheltered-workshop' atmosphere" (Kurz 1989: 213), exposing them "to a variety of speakers" (Mackintosh 1995: 15), "different foreign accents" and "a broad range of speech styles" (Kurz 1989: 213), "both with ad-libbed speeches and with written texts, which they take to the booth and interpret" (Moser-Mercer 1994: 15). Kurz (1989, 1990) and Cenková (1994) in particular feel that these requirements are best met by using audiovisual media:

*Les moyens audiovisuels nous permettent mieux, et d'une manière plus complexe, de créer une réelle situation de communication, complétée par le contexte visuel, lequel est absent quand on utilise d'autres moyens d'enseignement.* (Cenková 1994: 228)

As regards the issue of correction/feedback, the study is rather exploratory in nature, considering the observation by Mackintosh (1995: 126) that "Correction is a subject on which the literature has little or nothing to say."

The self-report questionnaire for gathering data on the relative frequencies of occurrence from students as well as teachers was kept relatively simple so as to limit the time required for filling it in during class time to 10-15 minutes. This constraint placed more complex qualitative issues of teaching methodology beyond the reach of this first exploratory survey. However, since the study was prompted by observations made from a student perspective, it was felt to be preferable to ask simple questions of a large number of respondents rather than address complex qualitative issues on the basis of expert interviews with teachers alone. Indeed, the distinction between the student versus teacher perspectives yielded some interesting findings which bear on the issues of data validity and respondent bias as discussed below.

Focusing first on the more straightforward results of the survey, it appears that video is the least common type of input medium and, with the exception of one Czech class, is most prevalent in the English, French and Italian sections. The bulk of the input material (over 90%) is presented 'live' in class or from audiotape, with a rather clear-cut pattern of dominance obtaining for the use of audiotapes in the English, French and Italian sections as well as a Polish, Serbocroat and Portuguese class whereas most of the remaining classes show a strong preference for presentation "live" in class.

Of the 13 modes of source-text presentation in the three media, only five are found to be relatively prevalent. On the whole, the most common mode of delivering input for SI exercises is the reading of a written text by the teacher "live" in class, which is also reflected in the overall (im)balance between read versus impromptu speech material in a ratio of 4:1. However, the aggregate percentage for "live" reading in class actually breaks down into two different groups: While in 11 classes (in the Russian, Spanish, Czech, Italian, Portuguese

and Italian sections) practically all responses suggest that the teacher usually or always reads a text "live" in class, the remaining classes, mostly in the English and French sections, show much less reliance on this mode of input presentation and instead seem to favor the use of audio recordings from conference proceedings.

Notwithstanding the prevalent use of written texts as input material, students do not usually have the text of the read speech available in the booth. In fact, availability of the text in the booth is significantly less frequent in the group of 15 classes with at least an 80% incidence of read speeches than in the remaining 10 classes, including the English and French sections, with a higher incidence of impromptu speech. If one adds to this the largely similar pattern of classes in which correction is typically effected during the interpreting performance and associated with the interruption of source-text presentation, there appears to be a common SI teaching approach in roughly half the classes surveyed – at least with respect to the features targeted in this study. It consists in using written input texts which are read "live" in class by the teacher but not available to students in the booth and in giving feedback during students' interpreting performance while interrupting source-text presentation. Using the same types of correlation, one can also discern an alternative teaching method which consists in the predominant use of audio and video recordings of read as well as impromptu speeches, in making the text of read speeches available to students in the booth, and in giving feedback after students' interpreting performance based on the teacher's notes and playing back the recorded performance.

Since the questionnaire was designed only to gather quantitative data on relative frequencies of occurrence rather than elicit reasons and arguments for some of these teacher preferences, one can do little more at this point than speculate about causal relationships underlying these findings. The most obvious explanation would appear to be the fact that most multilingual meetings in the Austrian context involve the traditional Western European conference languages (English, German, French, and to some extent Italian and Spanish), thus making it comparatively easy to procure recordings of conference proceedings and documentation in these languages. While one could question this argument by pointing to the lively conference interpreting market which emerged in Eastern Europe after the fall of the Iron Curtain, it is nevertheless a fact that such meetings would not generally take place on the local market of those engaged in teaching SI in Vienna. To some extent, however, the recommendations by Kurz (1989: 214) on procuring recorded speech material through cooperation with diplomatic bodies and by an exchange of tapes among the staff of institutions involved in multilateral cooperation networks (such as CIUTI or, more recently, TEMPUS, CEEPUS and SOCRATES) might go some way towards offsetting the market-related disadvantages described above.

Another – and closely related – way of accounting for what roughly amounts to an East-West European language gap in media use for SI training in Vienna may be the fact that few interpreter trainers for languages other than English, French, Italian and Spanish have had a chance to be very active as "practicing conference interpreters" or even join AIIC, thus making it more difficult for them to "use material taken from actual conferences" as Mackintosh (1995: 122) would have it.

Since the use of video material for creating "life-like situations" is most prevalent in the English and French sections, in which one senior staff member each has also been actively engaged in interpreting research, i.e. contributed to and presumably also read the literature on interpreter training, the findings of this survey might be seen as confirming the doubts voiced by Gile (1990: 33, 1995: 3) and Dodds & Katan (1997: 90) as to the impact of the Interpreting Studies literature on actual teaching practices. Referring specifically to training-oriented scientific research, Gile (1990: 33) concludes that

it does not seem to have had any significant effect on training methods and results except in courses given by the researchers themselves, and sometimes in the schools where they teach, but on the whole, interpretation instructors prefer to keep their personal, most often traditional methods, and take no heed of research.

With regard to the use of media and modes of input presentation for SI training, Gile's pessimistic assessment of the impact of empirical research findings appears to be valid also – and even – for (less scientific) papers on personal teaching experiences and didactic recommendations.

On the other hand, there is a curious role-based bias in the survey results precisely for those aspects for which certain normative expectations could be said to exist. The relative share of video and audio material, for instance, is given a markedly higher rating by teachers compared to their students. Similarly, as regards correction, which "many feel can only be attempted if the students' performance is recorded and then compared to the original" (Mackintosh 1995: 126), teachers are much less outspoken about the practice of giving feedback during the students' performance while interrupting source-text presentation (teachers: 24% "often", 16% "usually/always"; students: 15% "often", 24% "usually/always"). However, this interpretation of the discrepancy between teacher and student responses is little more than a hypothesis. Admittedly, confirming it as the best way of accounting for the quantitative data would probably present a considerable methodological challenge: any more personal (qualitative) and invasive technique, such as in-depth interviews or coded observations, might be too intrusive for some or most of the teachers, who, feeling that they are put on the spot by a (junior) colleague, might not be

very forthcoming with their answers. Establishing, then, to what extent teachers are actually aware of training "norms" and conscious of falling short of the mark is certainly beyond the scope of this descriptive study.

## 5. Conclusion

The present local survey on selected features of SI teaching practices – i.e. media and modes of input presentation, availability of written speeches in the booth, techniques and subjects of correction and feedback – clearly confirmed the original hypothesis that there is a high degree of variation in teaching practices across and partly also within the eleven language sections offering SI training in Vienna. In principle, such a plurality of approaches could be evidence of the "productive disagreement" (cf. Moser-Mercer 1991) underlying university-level instruction; in the case under study, though, it is not quite clear whether the data on certain (groups of) languages and classes are a reflection of principled and deliberate deviations from the "paradigm of good training practice" sketched out in the literature. Thus, the present analysis of quantitative data on some aspects of SI training does not yield clear findings on the notion that "Interpreter trainers can benefit from exposure to ideas on (...) what materials to use and how to use them" (Mackintosh 1995: 129). If a "paradigm of good training practice" does exist, it is not consistently reflected in all the 25 interpreting classes included in this study. The present study, while not designed to ascertain the reasons and justifications for – and implications of – the heterogeneity in SI teaching practices, is a step towards taking stock of the situation at one particular institution and supplies empirical data which hopefully will contribute to a more lively debate and exchange on the way would-be simultaneous interpreters are, could and should be taught.



## Appendix

## Questionnaire (excerpts, translated from German)

## 2.1. What type of presentation is used for the texts/speeches to be interpreted?

## - "live" in class:

	never	rarely	often	usually	always
improvised speech delivered by student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
written text read by student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improvised speech delivered by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
written text read by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
invited lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## - from audio-tape:

	never	rarely	often	usually	always
text read on tape by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
text read on tape by someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recording of broadcast programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recording of invited lectures in Dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recordings from conferences, meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## - from video-tape:

	never	rarely	often	usually	always
recording of television broadcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recording of invited lectures in Dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recordings from conferences, meetings etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.2. What is the overall percentage/share of the three types of media used for source text presentation in your class?

"live" in class: ..... %  
 from audio-tape: ..... %  
 from video-tape: ..... %  
 -----  
 100 %

- 2.3. What is the overall percentage/share of "impromptu speeches" and "reading of speeches/written texts" (in all media of presentation)?

impromptu speeches: ..... %

reading of speeches: ..... %

-----  
100 %

- 3.4. When and how is students' interpreting performance discussed in class?

	never	rarely	often	usually	always
afterwards, based on teacher's notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
afterwards, based on questions and comments from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
afterwards, based on playing back the recording of students' interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
during the interpretation (with interruption of source text presentation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3.5. Which aspects of a given interpreting performance are discussed in class?

	never	rarely	often	usually	always
correspondence with source text content (sense consistency with original message)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
coherence of the interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
correct use of target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
technical terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
syntax and stylistic expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
delivery (speed, pauses, hesitation...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
voice quality and articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
booth manners (noises, throat-clearing, laughter etc. in the booth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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