

Abstract

The present theoretical-empirical thesis deals with the role of feedback in interpreter training. Its aim is to give an overview of the students' attitude towards feedback, their expectations, preferences and the way they use the elements of feedback in their work outside the classroom. The research part of the study also compares the expectations of two groups of BA and MA students at the Institute of Translation Studies, Faculty of Arts, Charles University.

The theoretical part discusses the general importance of interpreter training. It presents the requirements for teachers of interpreting, recommendations for interpreter training programmes as well as the role of feedback in interpreting classes. It clarifies the role of feedback as a means of teaching interpreting, its components, functions, techniques and types and it concludes with a presentation of recommended feedback methods. The empirical study analyses data collected in a questionnaire including BA and MA interpreting students at the Institute of Translation Studies. The results confirmed some of the recommendations presented in existing literature. The data also suggest that students' attitude towards feedback differs according to their year of study. MA students tend to prefer more general, strategic-oriented and diagnostic feedback, while BA students require very detailed and specific feedback focused on suggestions of alternative language solutions. It has been revealed that advanced MA students tend to give better and more specific feedback. All students involved in the study stated that they take notes of feedback elements but very few actually use them outside the classroom.