

**Abstract**

The present thesis focuses on the teaching of interpreter’s notes within selected universities in the Federal Republic of Germany. The aim of this theoretical-empirical study is to find out how lecturers teach note-taking, which sources they use, and how much importance they assign to teaching note-taking. Findings from German universities are compared with responses from research participants from a university in the Czech Republic.

The theoretical part of this study introduces the topic of note-taking in a wider context of interpreting, discusses the prevailing systems of note-taking in more detail and deals with teaching note-taking and some of its aspects. Tools and technologies used for note-taking are also mentioned.

In the second, empirical part of the thesis, the goals, chosen methodology and possible limits of the research are presented. Participants and universities selected for the research are also introduced. The data is collected by means of questionnaires and semi-structured interviews. Findings from both of these methods are then compared based on thematic areas. Although the target group of the research is relatively small, and the results are therefore not fully decisive, a number of noteworthy trends have been identified which may serve as basis for future research. Also, the comparison of teaching note-taking across different universities might present a source of inspiration for both students and teachers of interpreting and provide a new perspective on teaching note-taking.

**Keywords**

Interpreter training, interpreter’s notes, questionnaire, interview, consecutive interpreting, models of note-taking, note-taking training