

Abstract

This thesis addresses the issue of the interplay of product form changes and experience in simultaneous interpreting from English into Czech comparing students and graduates in Interpreting. The purpose of this study is to conduct a systematic overview of language form errors in simultaneous interpretation performed by interpreters on different stages of acquiring interpreting skills. The study is divided into two sections – theoretical and empirical. The theoretical section introduces the current state of knowledge and the findings of previous studies concerning product form changes on a language level in simultaneous interpreting. The present study is based on the assumption that growing experience and regular interpreting exercise improve interpreter's output form achieving thus a smooth and fluent interpreting performance without any language disfluencies unpleasant to the listener. The study also addresses listener's perception of the language form of interpreter's output with all of its potential infelicities.

The empirical section consists of an experiment which is divided into two parts. The first part aims at classifying and quantifying product form changes in simultaneous interpreting performed by three groups of interpreters – beginning students, advanced students and graduates in Interpreting. The second part comprises evaluation of selected interpretations from all the afore-mentioned groups by 30 listeners. Listeners fill in a questionnaire about their perception of the language quality of Czech and their overall impression of the interpreters' output; and compare individual interpreters' performances on a scale better/worse. The results of this study confirm that growing experience reduce the occurrence of language errors on all levels in interpreter's output. The proportion of language error types is dependent on the stage of interpreter's development. Listeners perceive as best the output of graduates in Interpreting whose performances have the lowest occurrence of language errors. The performances of beginning and advanced students are evaluated with similar marks, the relation between the number of errors and the overall mark is not clear in these two groups of interpreters. Listeners perceive as worst the performances with high occurrence of speech disfluencies and syntactic errors, they mark better the interpretations with frequent lexical and morphological errors.