

Abstract

The master's thesis is a theoretical and empirical study about the interpreter's notes in consecutive interpreting. The study mainly deals with the note-taking language and the effect of the interpreter's experience on the choice of note-taking language.

In literature, many authors have already thoroughly studied note-taking. In the second half of the 20th century, three traditional interpreting schools emerged. Several authors created their own note-taking systems. Since then, there hasn't been a consensus among experts on the choice of the note-taking language. Some recommend using the source language, some prefer the target language and many experts are in favor of using both.

Main approaches to note-taking and reasons why to use either the source language or the target language are listed in the theoretical part. The theoretical part also covers empirical research on the choice of note-taking language. Compared to the high amount of theoretical publications on note-taking, only few empirical studies were carried out, studying the choice of note-taking language. Despite its small scale, the thesis thus seeks to follow in the footsteps of previous empirical researchers and verify, by the means of an experiment, claimings of theoreticians.

The experiment studying the effect of the interpreter's professional experience on the note-taking language is described in the empirical part of the thesis. The sample was made up of two groups of subjects, twelve interpreting students at the Institute of Translation Studies at the Faculty of Arts, Charles University in Prague. There was a one-year difference between the two student groups. With the experiment being carried out twice, the purpose of the research was to determine whether after a completed term of studies (3 months), the increased experience affects the choice of note-taking language.

We assumed more target-language words to appear in the notes of students with more interpreting experience than in the notes of less experienced students and the incidence of the target language in the notes to fairly increase in the second experiment.

As the less experienced students used more units of the target language in the notes than their more experienced colleagues, we came to the conclusion that the interpreting students' experience didn't affect the amount of target language in the notes.

Moreover, after three months, the target language only increased in one group's notes unlike our hypothesis assumed. Other factors, such as professional prerequisites or deliberate

practice seemed to affect the incidence of target language in the notes more than the interpreter's experience.

Key words: consecutive interpreting, note-taking, note-taking language, choice of the note-taking language, source language, target language, interpreter's professional experience, expertise, experiment.