

**UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI
FILOZOFICKÁ FAKULTA**

**MOTIVATION AND INTERPRETING PERFORMANCES
OF STUDENTS AND PROFESSIONALS**

DIPLOMOVÁ PRÁCA

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Diplomová práca

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Bc. Veronika Kašáková

ČESTNÉ VYHLÁSENIE

Vyhlasujem, že som túto diplomovú prácu vypracovala samostatne, pod odborným dohľadom vedúcej záverečnej práce a v práci som uviedla všetku použitú literatúru.

V Banskej Bystrici dňa 03. 04. 2022

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Veronika Kašáková

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ABSTRAKT

KAŠÁKOVÁ, Veronika: Motivácia a tlmočnický výkon študentov a profesionálov [Diplomová práca]. Kašáková, Veronika – Univerzita Mateja Bela v Banskej Bystrici. Filozofická fakulta; Katedra anglistiky a amerikanistiky – Vedúci práce: PhDr. Miroslava Melicherčíková, PhD. Stupeň odbornej kvalifikácie: magister (Mgr.) – Banská Bystrica: FF UMB, 74 s., 2022.

Predmetom diplomovej práce, ktorá tvorí súčasť projektu VEGA 1/0202/21: *Reflexia kognitívnych a osobnostných charakteristík v tlmočnickom výkone študentov PaT a profesionálov v reálnom a virtuálnom prostredí*, je výskum motivácie študentov a absolventov tlmočníctva a prekladateľstva rovnako ako profesionálnych tlmočníkov a jej vplyv na ich tlmočnicke výkony. Cieľom diplomovej práce je zistiť či a ako vplýva motivácia na tlmočnicke výkony. Práca sa skladá zo siedmych kapitol. Teoretická časť predstavuje tri kapitoly a zameriava sa na tlmočenie z pohľadu psychológie, na kognitívne procesy, ku ktorým počas tlmočenia dochádza a tiež sa podrobnejšie venuje motivácii, typom motivácie a vplyvu motivácie na tlmočnicke výkony z teoretického hľadiska. Rovnako sa okrajovo zaoberá aj otázkou, či sa tlmočenie dá naučiť alebo sú naň potrebné určité predispozície a venuje sa aj hodnoteniu kvality tlmočenia. Praktická časť pozostáva zo štyroch kapitol, v ktorých sa najskôr uvádzajú použité metódy a postupne výsledky každej časti výskumu. Výskum sa skladá z troch častí, v rámci ktorých sa aplikovalo viacero výskumných metód, medzi ktoré patrili aj analýza, komparácia a syntéza. Prvou časťou sú výsledky dotazníka motivácie k výkonu LMI, ktorý zisťuje úroveň motivácie účastníkov výskumu. Druhá časť sa skladá z rozhovorov s účastníkmi výskumu, v ktorých odpovedali na všeobecné otázky rovnako ako aj na doplňujúce otázky k dotazníku LMI. Tretia a posledná časť výskumu zahŕňa vyhodnotenie tlmočení autorkou a nezaujatými poslucháčmi. Výskum hľadá odpovede na stanovené výskumné otázky, pričom navzájom porovnáva výsledky študentov, absolventov a profesionálov. Hlavné zistenie výskumu je, že motivácia vo väčšine prípadov naozaj pozitívne ovplyvňuje tlmočnický výkon, no nie je jediným aspektom, ktorý zaisťuje kvalitu tlmočenia a výskum taktiež odhalil, že stupeň motivácie u profesionálov bol vyšší ako u študentov a absolventov.

Kľúčové slová: motivácia, študenti, absolventi, profesionáli, výskumné subjekty.

ABSTRACT

KAŠÁKOVÁ, Veronika: *Motivation and Interpreting Performances of Students and Professionals* [Diploma thesis]. Kašáková, Veronika – Matej Bel University in Banská Bystrica. Faculty of Arts; Department of English and American Studies. – Supervisor: PhDr. Miroslava Melichečíková, PhD. Degree: Master (Mgr.) – Banská Bystrica: FF UMB, 74 pp., 2022.

The subject of this diploma thesis, which is a part of the VEGA 1/0202/21: *Reflection of Cognitive and Personality Traits in the Interpreting Performance of T&I Students and Professionals in Real and Virtual Environment* project, is the research of motivation of students and graduates of translation and interpreting as well as the motivation of professional interpreters and how it affects their interpreting performances. The aim of this diploma thesis is to find out whether and how motivation affects interpreters' performance. The diploma thesis consists of seven chapters. The theoretical part consists of three chapters, and it focuses on interpreting from the point of psychology, on the cognitive processes that happen during interpretation, and it also takes a closer look at motivation, types of motivation, and the effect it has on interpreting from a theoretical point of view. It also deals with the question whether interpreting can be learned or whether it is something inborn and also with quality assessment in interpreting. The practical part consists of four chapters, which start with the methodology and later the results of the research are presented. The research consisted of three parts where various research methods were employed, among which were analysis, comparison, and synthesis. The first part presents the findings of the Achievement Motivation Inventory (LMI) questionnaire which determines the level of motivation of the research participants. The second part consists of interviews with the participants, during which they answered general as well as additional questions to the LMI questionnaire. The third and last part contains the author's and listeners' evaluations of subjects' interpretations. The research seeks answers to the set research questions, comparing the results of students, graduates, and professionals with each other. The main findings of the research were the fact that motivation usually positively affects interpreting performances, but it is not the only aspect which guarantees a good interpretation and the research also found that the professionals' motivation was higher than students' and graduates'.

Key words: motivation, students, graduates, professionals, research subjects.

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Introduction

Interpreting – whether it is consecutive or simultaneous – is a complicated and highly cognitively demanding operation. It is not surprising that since the past century, a lot of psychological research has been focusing on what is going on inside interpreters' heads, and how exactly is it possible for interpreters to either remember short passages of speech which they then transfer into and perform in another language or to split attention between listening to a speaker in one language, comprehending the meaning of what was said, and then conveying the same message in a completely different language. With this arose the question whether anybody or only some selected individuals with given predisposition can perform this highly cognitively demanding task. Several pieces of scientific research concerning interpreters and personality types have been done (e.g., Heinzová, Nábělková, 2015; Kurz et al., 1996) – more specifically whether and how do the personality types and personality characteristics influence interpreters' performance.

The main aim of this diploma thesis is to find out whether and how some personality aspects, particularly motivation, affect interpreters' performance. The research – as a part of the VEGA 1/0202/21: *Reflection of Cognitive and Personality Traits in the Interpreting Performance of T&I Students and Professionals in Real and Virtual Environment* project – was carried out on a research sample consisting of professional interpreters; translation and interpreting graduates; and students of translation and interpreting of Matej Bel University.

The thesis is divided into a theoretical and a practical part. The first chapter deals with interpreting from the psychological point of view. It focuses on interpretation as a cognitive process, and all in all the psychological aspect of interpreting. The second chapter deals with the personality traits and interpreting. This chapter discusses role of personality characteristic in interpreting, it also talks in more detail about motivation, intrinsic and extrinsic motivation, motivation and interpreting, and the chapter also deals with the question whether interpreters have to have some sort of predisposition to be good interpreters or whether interpreting is a task that can be learned. Third chapter deals with quality assessment of interpreting, given that we not only evaluated the interpretations our research subjects did ourselves, but we also found a group of listeners who evaluated their performances. All of the practical parts' chapters mention research and studies that were done in these fields, as well as our outlook on those topics. After the methodology, comes the fifth chapter which deals with the results of the LMI motivation questionnaire

that our research subjects had to fill out in the beginning of the research – individually for the students and graduates’ group, and for the professionals’ group. The chapter also includes the comparison of these results. The sixth chapter focuses on the structured interviews we did with the students, graduates, and professionals. In it, we present the questions we asked and the interviewees’ responses. The seventh chapter deals with the third and last part of our research – interpretation of a recording. The chapter contains some information about the recording the research subjects had to interpret, and we also comment on the way their interpretations were evaluated, on the results of the interpretation according to our assessment and the assessment of the aforementioned listeners and at the end of the chapter we compare the results of the students and graduates with the results of the professionals and the results of the best three subjects from both of our research groups.

As we have mentioned before, the personality characteristic we chose to write our thesis about is motivation. Motivation has been and still is a strong driving force for completing a task. Without motivation, it is highly unlikely that a person would finish anything. As many of our respondents stated, “motivation is important, and without it you would not even be able to get out of the bed in the morning”. This statement especially goes for interpreting since it is a highly demanding task, not many have the sufficient motivation to do it and we suppose that only those with high level of motivation are able to interpret professionally.

1 Psychology of Interpreting

Interpreting is a highly mentally demanding operation. During simultaneous interpreting, the interpreters have to multitask – they have to listen to the spoken discourse, process the information and then convey and produce the same message in a completely different language whilst self-monitoring, maintaining consistent lag time, proper articulation, etc. One of the internal factors, which can significantly impact the quality of interpretation is motivation. As it will be further mentioned in this diploma thesis, significance of motivation in the interpreting process should not be overlooked. In fact, there were many studies – some of them mentioned in the second chapter of this thesis – that confirmed the interrelatedness of motivation and good interpreting (e.g., Timarová, Salaets, 2011; Melicherčíková, Dove, 2021 or Hodáková, 2020).

As for the external factors, one of the most prominent ones is stress. Interpreting, especially simultaneous interpreting, is a highly stressful activity. In fact, a significant amount of research, such as the AIIC Workload Study (2002), has been conducted on this topic. The AIIC Workload Study concentrated on stress and burnout. The study put simultaneous interpreting among one of the most stressful jobs, with the main stress factors being: “speakers reading from texts”, “fast speakers”, “lack of background material”, “difficult accents”, “booth discomfort”, “lack of preparation and time”, and “undisciplined speakers” (AIIC, 2016, p. 16).

1.1 Interpreting as a Cognitive Process

Merriam-Webster Dictionary defines the word cognitive as: “of, relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering)”¹. When we apply this definition on interpreting, the cognitive processes refer to attention and its division, working with information, both processing and rendering it, or working with memory, be it long-term or short-term.

When talking about interpreting, usually two types of attention are mentioned. The first is divided attention and the second is focused or selective attention. Divided attention is: “a situation in which two tasks are performed at the same time” (Eysenck, Keane, 2020, p. 806). Focused or selective attention on the other hand is: “a situation in which individuals try to attend to only one source of information while ignoring other

¹“Cognition“. *merriam-webster.com*. <https://www.merriam-webster.com/dictionary/cognitive> (22 December 2021).

stimuli” (Eysenck, Keane, 2020, p. 809). A model of language control and processing control created by Dong, Li (2020), suggests that both divided attention and focused attention are used in interpreting. Focused attention together with a structural framework of language-modality connections are responsible for the language control in interpreting – avoiding interference of source language during the target language production, while the divided attention together with language processing efficiency (i.e. language proficiency and interpreting strategies) are responsible for the processing control in interpreting – execution of all the component tasks of interpreting under time pressure.

As to the processing of information, Horváth (2012, p. 193) defines three specificities of information processing, which are: “comprehension not only for interpreters themselves but also for the purposes of transmitting the message to another person in another language”, “language processing involving two languages” and “information-processing carried out under stressful circumstances”. Information processing is one of the most important and also the most difficult parts of interpreting. In fact, as Bajo et al. (2000, p. 128) state: “in interpreting it is estimated that at least 80% of the effort or cognitive resources is devoted to listening and understanding the discourse and only 20% to speech production”. It is clear that interpreters have to understand the speech they are to interpret. Whether it is the primary meaning or the secondary meaning, which might be very well hidden in a sentence if a person does not know the context, such as irony, puns, culturally specific items, knowledge of the topic, background knowledge about the speaker, etc. The secondary meaning can be acquired by content preparation for interpreting, i.e. by reading the material given beforehand, or if the material is not provided, by looking up information about the topic of the speech, discussion, conference, speaker, or by creating a glossary, listening to the speaker and such. The so-called content preparation is very important and almost every subject from the students and graduates’ group stated that “it [the content preparation] represents a major part of interpreting”. Processing of information does not only apply to acoustic information, but also to visual information, such as Power Point presentations, videos or a just simple view of the speaker or speakers. Research on this topic was done in 2000 by Jesse et al. and it examined whether visual information, specifically the presence of speaker, helps with the perception of a speech. The research was carried out on a research file consisting of 71 students who listened to 65 meaningful sentences after which the students had to type as many words from the sentences as they could remember. It was done both unimodally with only listening

to the sentences and bimodally by listening to sentences and watching a video of the speaker. The research proved that the presence of the speaker increased the students' recognition of word from an average of 45% to 66%.

As for the rendering of information, there are many things the interpreters have to control. Be it intonation, correct pronunciation, articulation, speed of their speech, etc. Intonation is important from the point that it does not only cover grammatical meaning, but it may also convey additional meaning, such as emphasis or attitude towards some statement or subject. Adequate speech speed is important not only because when an interpreter speaks fast, their listeners might have difficulties with comprehending what they are saying, but they also might think that the interpreter is nervous, not to mention that speaking fast is exhausting and can be also harmful for the vocal cords. On the other hand, speaking too slow is not perfect either, since the listeners might think that the interpreters are insecure or do not understand the speaker and it also makes listening to the interpretation a bit boring (Horváth, 2012).

Memory is also an important part of interpretation. Memory can be divided into short-term and long-term memory. Short-term memory is “the reproduction, recognition, or recall of a limited amount of material after a period of about 10 to 30 seconds”² and long-term memory is “a relatively permanent information storage system that enables one to retain, retrieve, and make use of skills and knowledge hours, weeks, or even years after they were originally learned”.³ From these definitions follows that interpreters use mostly short-term memory during simultaneous interpreting. However, we would argue that both short-term and long-term memory are employed. Even though an interpretation is a short-term matter (since it mostly only lasts minutes, hours or a day), the information one learns for an interpretation can help them in their future interpretations. Another term connected with memory and translation is working memory which is a model of “short-term maintenance and manipulation of information necessary for performing complex cognitive tasks such as learning, reasoning, and comprehension”.⁴ To better understand how memory is employed in interpreting, Darò, Fabbro (1994) suggested a model consisting of working and long-term memory. In it “the source-language input is processed in the

²“Short-term memory.” *dictionary.apa.org*. <https://dictionary.apa.org/short-term-memory> (25 December 2021)

³“Long-term memory.” *dictionary.apa.org*. <https://dictionary.apa.org/long-term-memory> (25 December 2021)

⁴“Working memory.” *dictionary.apa.org*. <https://dictionary.apa.org/working-memory> (25 December 2021)

working memory and then sent to the functional accounting from the non-native language into the native language and from the native language into the non-native language. At the same time, verbal information is sent to the long-term memory systems, which in turn, send the necessary information to the translation systems” (in Horváth, 2012, p. 204).

Interpreting is a cognitively complicated task. Just to give an example of what the job demands of an interpreter, in conference interpreting “it is common for discourse to be delivered at a rate that considerably surpasses the ideal of 95–120 words per minute. Not only does this force very fast linguistic processing, but it also strains executive mechanisms. In fact, ear-voice spans have been estimated to range between 2 and 4 seconds, whereas the overlap between source language and target language output may account for up to 70% of overall processing time” (García, 2019, p. 180). Studies by Tzou et al. (2012) and Köpke, Nespoulos (2006) showed that interpreting students, at the end and at the beginnings of their studies, outperformed others in tasks in which the subjects had to encode longer lists of items while doing a concurrent mental operation. Although, when it came to single tasks connected with language, interpreter students performed similarly to multilinguals, as it was proved by the study of memory skills conducted by Köpke, Nespoulos (2006) or reading test of Chincotta, Underwood (1998).

From what was stated in this subchapter, it is fairly obvious that interpreting is a cognitively difficult task which requires a total mental employment, that not many people manage or are willing to do. It takes a lot of effort and training to be able to employ all of the cognitive tasks and operations at once and thus interpret properly and professionally. However, we believe that with a lot of practice and willpower it is manageable to become an excellent interpreter.

2 Personality Traits and Interpreting

As with almost every task or activity, there has always been a question whether a person has to have some predispositions to be good at it. The same question also applies to interpretation. By predispositions, we mean personal qualities and characteristics such as being an extrovert or introvert, quick-witted, careful, spontaneous, etc. Does a good interpreter have to be an open person, that is outspoken, quick-witted, and quick to react, or can it be a shy, pensive person who has problem with appearing in public? In this chapter, we will focus on a specific personal quality which is motivation, and we will also take a closer look at and discuss whether interpretation is a skill that is inborn or a skill that can be learned.

2.1 Motivation

The American Psychological Association defines motivation as: “a person’s willingness to exert physical or mental effort in pursuit of a goal or outcome.”⁵ Motivation, as the definition states, is often times the most important and most common drive behind a person’s effort to give the best performance, to achieve their best in any situation. The reasons behind motivation vary from person to person. For some, it can be stress, for others the good feeling after a well-managed task, the need for recognition, or career advancement. Without it, it is most likely that people would not do or finish anything, because they would not have any real reason to do so.

There have been different studies of motivation with different approaches to it. Among first who created a theory of how motivation works were Clark Hull and Kenneth Spence. Hull (1943) created drive-reduction theory of motivation, and Spence (1956) elaborated on it a few years later. The drive refers to “a state of arousal or tension triggered by a person’s physiological or biological needs. These needs include hunger, thirst, need for warmth, etc.”⁶ This drive is what motivates an individual. And “when a person’s drive emerges, he will be in an unpleasant state of tension and the person will behave in such a way that this tension is reduced. To reduce the tension, he will begin seeking out ways to satisfy his biological needs.”⁷ However, this theory is nowadays disregarded by many

⁵“Motivation“. *dictionary.apa.org*. <https://dictionary.apa.org/motivation> (29 November 2021)

⁶“Drive-Reduction Theory.“ *explorable.com*. <https://explorable.com/drive-reduction-theory> (29 December 2021)

⁷“Drive-Reduction Theory.“ *explorable.com*. <https://explorable.com/drive-reduction-theory> (29 December 2021)

psychologists, since it does not cover secondary reinforcers like money, which is currently one of the strongest drives in the world. Another theory of motivation is based on expectancy and value. The theory of Expectancy/Value proposed by Atkinson (1957), deals with three idiosyncratic components. First component is that motivation is apart from expectancy and value also determined by motives. Second component is the fact that the value, in achievement setting only, was conceptualized as affect, pride in accomplishment. And the third aspect of the theory is that the value – again, in achievement setting only – was postulated to be inversely related to expectancy so that pride was presumed to be greater given success at a difficult task rather than at an easy task (Weiner, 2012). One last theory of motivation, that we would like to mention is the Attributional Theory of Motivation and Emotion by Weimer (1985). It stems from other Expectancy/Value theories and its main attribute are causal ascriptions, i.e. “determining what elements in a sequence of reported facts can be related in a casual way, on the basis of some knowledge about the course of the world” (Benferhat et al., 2008, p. 47). According to the theory, the perceived causes of success and failure share three common properties: locus, stability, and controllability, with intentionality and globality as other possible causal structures. These dimensions of causality affect emotional experiences such as: anger, gratitude, guilt, hopelessness, pity, pride, and shame. Motivated behaviour is presumed to be guided by expectancy and affect.

As we can see, all of the mentioned motivation theories can be also applied to interpreting. Some in a bigger extent than others. At the end of the day, interpreting is a job like any other, even though given its demandingness we believe that not everybody would have a sufficient level of motivation to be able to do it regularly.

2.1.1 Intrinsic and Extrinsic Motivation

There are different reasons for motivation as there are different types of motivation based on a goal that a person wants to achieve. However, the most basic distinction which comes from the Self-Determination Theory (Deci, Ryan, 1985) is the division of motivation into the intrinsic and extrinsic motivation.

Self-Determination Theory – which was developed in 1985 by Edward Deci and Richard Ryan, professors at the University of Rochester (O’Hara, 2017) – focuses on influences of social environments, attitudes, values, motivations, and behaviours both from the development and current situation perspective. It assumes that “the human organism is evolved to be inherently active, intrinsically motivated, and oriented towards

developing naturally through integrative processes. These qualities need not be learned; they are inherent in human nature. Still, they develop over time, play a central role in learning, and are affected by social environments” (Deci, Ryan, 2012, p. 417).

Intrinsic motivation is defined as: “the doing of an activity for its inherent satisfaction rather than for some separable consequence” (Ryan, Deci, 2000, p. 56). This means that the activities or tasks are done because of a person’s interest in them, and not because of some sense of responsibility, reward, or outside pressure. Intrinsic motivation is also highly subjective since everybody is interested in different things and thus, they can consider distinctive objects to be satisfying. Intrinsic motivation is also very important for proper functioning of humans and for their social, psychological, and cognitive development and it is a crucial part of people’s lives, since as Ryan, Deci state: “it is through acting on one’s inherent interests that one grows in knowledge and skills” (Ryan, Deci, 2000, p. 60).

Extrinsic motivation, on the other hand, is defined as: “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan, Deci, 2000). Those outcomes can be either avoiding reprehension for not doing a task, or future career benefits. According to Organismic Integration Theory (Deci, Ryan, 1985), extrinsic motivation is further subdivided into amotivation, external regulation, introjected regulation, identification, and integrated regulation. Amotivation is a “state of lacking an intention to act” (Ryan, Deci, 2000, p. 61) and it can result from various things such as not feeling competent to do a task, not believing that it will create a desired outcome, etc. External regulation is the least autonomous out of the five types of extrinsic motivation and it is usually associated with external demand and externally imposed reward. Introjected regulation is usually connected with “feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride” (Ryan, Deci, 2000, p. 62). Identification, or rather, regulation through identification describes a situation when a person identifies with the importance of a behaviour and has accepted it as their own. Integrated regulation is a situation when “identified regulations have been fully assimilated to the self” (Ryan, Deci, 2000, p. 62). Thus, the more a person becomes identified with reasons for an action, the more are the motivated actions self-determined.

Intrinsic and extrinsic motivation are both very important, although one might seem more pleasant than the other, they are inseparable and both equally necessary for us as people to accomplish our goals.

2.2 Motivation and Interpreting

Work performance – in our case also interpretation – and productivity can be very fluctuating and can also be easily influenced by the slightest things such as external distractions, our physical state or mental state. It is important to have some sort of motivation to do or finish a given task. Hence, good interpretation and motivation go hand in hand.

As it was mentioned in the previous subchapters, motivation is crucial and integral part of any well-done task. Mitchell (1982) and Porter, Lawler (1968) describe job performance as an equation in which motivation, ability and environment are the major influence. The motivation is defined as “the desire to achieve a goal or a certain performance level, leading to goal-directed behaviour” (University of Minnesota, 2017, p. 165), the ability stands for “the skills and knowledge required to perform a job” (University of Minnesota, 2017, p. 165), and environment represents “having the resources, information, and support one needs to perform well” (University of Minnesota, 2017, p. 165). Same can be applied on interpreting. Without the desire to achieve a goal, which can be either a good feeling from a successful interpretation, the payment for the interpretation, or even the satisfactory feeling that information reached the target audience, there would be no point for the interpreters to do their job. Without the necessary skills, be it the ability to think quickly, improvise, or split attention, and also certain knowledge which can be acquired by studying and practicing interpreting, it would be very hard and almost impossible to interpret. As with every job, there are many factors which can make interpreting a very unpleasant and difficult job, be it the aforementioned booth discomfort, fast speaker or lack of information, etc. Not to mention the current inclination towards remote interpreting, thanks to which the interpreters are feeling: “a level of psychological discomfort equal to, if not greater than, their level of physical discomfort” (Horváth, 2012, p. 161), and many have reported “a lack of participation, alienation, and loss of concentration, together with increased fatigue and reduced self-perceived quality” (Horváth, 2012, p. 161). All of these factors can make the interpretation very difficult and unpleasant to do and thus it is logical to assume that only people who have some sort of motivation to interpret, will do it professionally.

Another theory by Atkinson, Reitman (1956) states that the motivation to perform a task comes from stimuli, which are: achievement motive and expectancy of goal attainment. The achievement motive is an individual’s ability to apply oneself to achieve a certain goal. The expectancy of goal attainment is the belief that a certain act is

needed to achieve one's goal. Motivation is hence the result of the two components working together.

The fact that interpreting and motivation go hand in hand was also proved by the study carried out by Melicherčíková, Dove (2021) in which master's degree students of translation and interpreting filled out a questionnaire from which they gathered some basic information about the students, who were also enquired about their preferences (whether they preferred interpreting or translation), and they also had to self-assess their performance in translation and interpreting. The students also interpreted selected speeches consecutively and simultaneously. Based on their preferences, the groups were divided into a "motivated group" (those who stated, that they prefer interpreting) and a group "lacking motivation" (those who preferred translation). The study proved that those who were motivated performed better than those who were labelled as lacking motivation.

Timarová, Salaets (2011) focused in their study on learning styles, motivation and cognitive flexibility on self-selected interpreting students and applicants, conference interpreting students and undergraduate students. They used the Achievement Motivation Test, developed by Hermans (1968/2004). The Achievement Motivation Test is a self-report form from which the respondents have to choose the most suitable answers, and their responses are then subsequently converted into scores which measure three scales: achievement motive, facilitating anxiety and debilitating anxiety. The individuals who score high on the achievement motive scale are usually individuals who perform tasks to the best of their abilities. On the other hand, those who score low are individuals who are usually content with good-enough performances. The respondents who score high on the facilitating anxiety scale are usually those who perform slightly better under stress. And those who score low on this scale are the exact opposite – they do not benefit from stress at all. Subjects that score high on the debilitating anxiety scale usually submit to stress, and thus stress has a negative effect on their performance. Those who score low on this scale give a fairly stable performance under stress and are usually unaffected by it. Their study showed that self-selected interpreters had indeed higher scores on the achievement motive scale and scored lower on the debilitating anxiety scale (Timarová, Salaets, 2011).

As it was stated before, motivation is a crucial part of interpreting. Motivation can spring from a vision of a good career, decent payroll, communicating information in different language, or simply from interpreters enjoying their jobs. Either way, it has been proven by many studies, such as those mentioned in this subchapter, that interpreters, or

those, who choose to become professional interpreters, are almost always highly motivated individuals.

2.3 Personality Predispositions for Interpreting

As with almost every skill, there comes a question whether a person has to have some predispositions or talent to be good at it. This of course also applies to interpreting. The most prominent role in the research into this question played the International Association for Conference Interpreters (AIIC). The association actually held two conferences on the topic of interpreter's aptitude in 1965 and 1974. Subsequently different conferences were held, (e.g., NATO Symposium on Language Interpretation and Communication in 1977, or European Parliament's Colloquium on Interpretation in a Multilingual Institution in 1979) that dealt with this topic (Russo, 2014).

Since times change, the requirements for interpreters change with them. Just to compare interpreter's aptitudes proposed by Herbert (1952) and Longley (1989), which were created 70 and more than 30 years ago but are still very valid, the former consist of abilities such as: "command of two foreign languages"; "lexical fluency"; "good memory"; "broad general knowledge" and "interpreting attitude" (Russo, 2014, p. 12). On the other hand, the aptitudes proposed by Longley more than 30 years later consist of: "excellent knowledge of A, B, C languages and cultures"; "ability to grasp rapidly and to convey the essential meaning of discourse, irrespective of the language spoken"; "a memory which recalls the links between logical sequences of discourse"; "ability to convey information with confidence, coupled with a pleasant delivery"; "broad general knowledge and interest, a curiosity and willingness to acquire new information"; "ability to work as a team member"; "ability to work under stress for long periods" (Russo, 2014, p. 12).

These models consist of abilities which can be learned, such as the knowledge of foreign languages and cultures, or the broad general knowledge. The other requirements such as the ability to convey essential meaning, confidence in delivering the message, or good memory are manageable to learn. Actually, many university interpreting courses focus on these abilities and throughout their studies, the students can learn to perfect them, or even master them. However, all the learning would be senseless without Herbert's "interpreting attitude" or Longley's "curiosity and willingness to acquire new information". This can be also confirmed by a research done by Facáková

(2021). In her study, she used questionnaire to ask interpreters, translators, linguists, and students of translation and interpreting about them, their experiences, and their assessment of statements connected with abilities and personal characteristics. The results showed that simultaneous interpreters have to have certain personal characteristics and cognitive abilities, from which some of them cannot be learned, such as: “complete command of mother tongue and foreign language, curiosity, interest in current affairs and a broad general knowledge, quick-wittedness and ability to work at speed of thought, analytical skills, ability to listen and passive receptiveness, ability to deal with stressful situations, professionalism and strong self-control, good physical and psychological stamina, teachability, good presentation skills in front of an audience, excellent communication skills, divided attention and good memory skills” (Facáková, 2021, p. 51–52).

Another interesting study concerning the interpreters’ aptitude was conducted by Rosiers et al. (2011), which looked at the individual difference variables and their influence on the performance of interpreting and translation students. Among the individual difference variables are the cognitive variables (learner styles), affective variables (motivation, attitudes, and language anxiety) and personality variables (extraversion, ego permeability) (Johnson, 2001). In their study, however, Rosiers et al. (2011) focused on linguistic self-confidence, motivation, and language anxiety. Linguistic self-confidence refers to one’s perception of their communicative language skills. In the case of this study, integrative motivation was studied. According to Gardner (1985), integrative motivation consists of three components, those being: interest in foreign languages and their respective cultures and communities; attitudes towards the learning situation; desire to learn the language. Language anxiety is a: “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128). The research subjects were students of translation and students of interpretation. They filled out two questionnaires concerning the individual difference variables and did a sight interpretation from native to foreign language. The results showed that the interpreters scored higher than translators – significantly in language anxiety, where interpreters reported hardly any anxiety, and the translators showed very high language anxiety. However, the differences in the individual difference variables did not mirror in the sight interpretation task, i.e. the self-confident students did not outperform the less confident ones.

According to the mentioned research, it can be stated that interpreters do not necessarily have to be typical extroverts who are outspoken and rollick. However, interpreters do have to possess certain qualities that can and some that cannot be learned to be able to carry out their cognitively demanding jobs and give upscale interpreting performances.

3 Quality Assessment in Interpreting

Quality is a complicated notion to define, given that everybody considers something different to be good and has their own ways of measuring those qualities. We decided to tackle the topic of quality assessment in interpreting, since we not only assessed the interpretations ourselves by carefully choosing certain characteristic and then evaluating either their number or the quality of their execution, but we also decided to have various subjects (i.e. people who are not interpreters nor study interpreting and students of translation and interpreting) listen to the interpretations of the recording and by doing so getting a more complex and not only one-sided evaluation.

The quality criteria of an interpretation can span from correct grammar, stylistic constructions of the interpretation to the packaging (i.e. intonation, pleasantness of voice, confidence of the interpreter, etc.). The first to determine certain quality criteria was Bühler in 1986. She listed as much as 16 criteria for quality in conference interpreting, those being: “native accent”, “fluency of delivery”, “logical cohesion of utterance”, “sense consistency with original message”, “completeness of interpretation”, “correct grammatical usage”, “use of correct terminology”, “use of appropriate style”, “pleasant voice”, “throughout preparation of conference documents”, “endurance”, “poise”, “pleasant appearance”, “reliability”, “ability to work in a team” and “positive feedback of delegates”⁸.

Pochhäcker (2001) distinguishes between two aspects of quality. First one focuses primarily on the interpretation (i.e. accuracy, clarity, fidelity, etc.) and the second one on listener orientation or target-text comprehensibility (i.e. linguistic acceptability, stylistic correctness, etc.). However, a good interpretation cannot fall under just one of these criteria and as Pochhäcker also claims: “the focus of quality assessment may be neither on the source text nor on the listener’s comprehension or speaker’s intentions but on the communicative process of communicative interaction as such” (Pochhäcker, 2001, p. 413). Thus, a good interpretation does not only consist of the quality of spoken words and sentences, but also on the suprasegmental features of the text and interpreters should put emphasis on both of these spectres.

An assessment of interpretation can also vary depending on its evaluator. As Gile states: “the needs and expectations of the users of interpretation are not necessarily the

⁸The Issue of “Quality”. *lourdesrioja.com*. <https://www.lourdesderioja.com/2013/04/24/the-issue-of-quality/> (2 February 2022)

same as the definition interpreters themselves give of their activity” (Gile, 1989, p. 25). Professional interpreters are more likely to look at the stylistics, grammar, mispronunciation of words or hesitations, etc. given that those are the thing they themselves put emphasis on when they do their job and are more aware of them. As Kurz points out in her study from 2001, professional interpreters from AIIC considered grammar and terminology more important than the rest of the listeners. On the other hand, the most important qualities for listeners, as proven by Kurz (1993), were consistency with the original message, logical cohesion of utterance and use of correct terminology. Another study focused on listener’s expectations of interpreting was executed by Collados Aís et al. in 2007. As a part of the study, the subjects (197 professors at Faculty of Law of the University of Granada, University of Malaga, Jaume I University and University of Valencia who were occasional or frequent users of interpretation) listened to different recordings of interpretation. They had to evaluate the correctness of the transmission of the speech, the total transmission of the speech, terminology, logical cohesion, style, fluency, pleasantness of voice, diction, intonation, and the correct usage of grammar. Some of the recordings were regular interpretations without any bigger flaws and the other recordings consisted of interpretations which contained purposeful mistakes such as mispronunciations, usage of wrong grammar, faulty logical cohesion, terminological imprecision, etc. The study found that the recordings with the purposeful errors but with good suprasegmental features of the interpreter’s speech (i.e. good intonation, pleasant voice, etc.) were overall evaluated better than those where the interpreters did not commit any purposeful mistakes, but their performance did not have such presentable suprasegmental features. It can be concluded that listeners who are not professional interpreters usually tend to focus more on the suprasegmental features and the way an interpretation is presented than on the correctness of information or the accuracy of the interpretation in comparison to the original speech. Another research, also conducted by Collados Aís in 2010 focused on the evaluation of simultaneous interpreting by 11 professors from the Faculty of Science of the University of Granada (i.e. those who do not work in the interpreting field or field of languages) and 5 professors from the Faculty of Philology of the same university (i.e. those who do work in the interpreting field or field of languages). The research found that the members of the Faculty of Science were less critical in evaluating all of the researched parameters (i.e. correct transmission of the speech, total transmission of the speech, terminology, logical cohesion, style, fluency, pleasantness of voice, diction, intonation, and correct usage of grammar) than

the members of the Faculty of Philology. The biggest differences were notable in the evaluation of the pleasantness of voice and the intonation parameter. This research proves that those who work in the field of languages are stricter evaluators and have higher expectations for interpretation than those who do not. Another interesting approach to assessing interpreting was taken by Stahl (2012). He decided to put emphasis on the skopos of the interpretation. That is maintaining the source language speech function in the target language. He also conducted a short survey at the Slovak interpreting market asking the interpreting clients about the quality of interpreting, focusing on its linguistic and also extralinguistic aspects. The most important criteria according to the interviewees were meaningful text, fluent speech, pleasant voice, and correct grammar.

The quality criteria also depend on the type of the conference or gathering and also on the environment and number of people in the room. As Herbert (1952) states, “in a diplomatic conference the greatest attention should be paid to all the nuances of words, while in a gathering of scholars, technical accuracy will have greater importance; in a literary and artistic gathering, elegance of speech; and in political assembly, forcefulness of expression. Similarly, the style and tone cannot be the same in a small group of three or four sitting around a table, in committee room with a membership of twenty or fifty, and at a large public meeting where many thousands are gathered” (in Kurz, 2001, p. 395). Even though the statement was made 70 years ago, we still consider it to be true and thus we believe that the situation and environment have to be also put into consideration. Also, the external conditions, which are also supported by Moser-Mercer (1996), are another thing to have in mind while assessing an interpretation. In her study, she lists among the external conditions the environment of the interpreting, complexity of the topic, change of the topic, interpreter’s preparation for the interpreting, speaker’s delivery, competence, and availability of technicians, etc. Moser-Mercer (1996) also worked with the notion of optimum quality, which she defined as following: “optimum quality in professional interpreting implies that an interpreter provides a complete and accurate rendition of the original that does not distort the original message and tries to capture any and all extralinguistic information that the speaker might have provided subject to the constraints imposed by certain external conditions” (Moser-Mercer, 1996, p. 44) and she also states that: “Optimum quality is the quality an interpreter can provide if external conditions are appropriate” (Moser-Mercer, 1996, p. 44).

The AIIC has its own criteria for good interpretation. According to the AIIC’s *Practical Guide for Professional Conference Interpreters* (2016) a good interpretation

should be as following: “communicate the speaker’s intended messages as accurately, faithfully, and completely as possible” (AIIC, 2016, p. 10). At the same time the guide gives the interpreters the following instructions: “make it [the interpretation] your own speech, and be clear and lively in your delivery” (AIIC, 2016, p. 10). Another important aspect of good interpretation, according to the guide, is having a very close delivery to that of the original. The guide states it as follows: “hold their [the delegates’] attention by being not only accurate but also convincing. Make them forget they are hearing the speaker through the interpreter” (AIIC, 2016, p. 10).

Another interesting form to evaluate an interpretation is using Tiselius’ (2009) adaptation of Carroll’s scales. Carroll developed scales for evaluating the quality of machine-translation in 1966. He established two scales – given that translation can be intelligible but lack fidelity to the original and vice versa – which are the scales of intelligibility and informativeness. According to this division a good translation is one that is both intelligible and faithful. Tiselius (2009) adapted Carroll’s scales by erasing references to written text and translation, adding references to spoken language and interpreting and also by creating grading sheets for the scales of intelligibility and informativeness. The scale of intelligibility has the score of 1 as the lowest and 6 as the highest. The scale is as following:

1. totally unintelligible,
2. generally unintelligible,
3. seems intelligible,
4. general idea intelligible,
5. generally intelligible,
6. completely intelligible.

The scoring of the scale of informativeness is the exact opposite of the scale of intelligibility, i.e. 1 represents the highest correspondence with the original, while 6 represents the lowest correspondence with the original. As can be seen below, the scale also consists of 0 – original contains less information than rendition, which also is not a good score and represents the other extreme of the scale and interpreters should try to avoid doing it. The scale consists of the following points:

0. original contains less information than rendition,
 1. without any new information,
 2. no new information, strengthens the intended meaning,
 3. minor changes in meaning,

4. gives some more information,
5. original explains and improves,
6. only new information.

The adaptation of Carroll's scales was also used by Labanc (2021). He conducted his study on first year master's students of translation and interpreting who interpreted two recordings (consecutively and simultaneously) three times throughout a semester with an attempt to study their progress. Subsequently those recordings were transcribed and evaluated using the mentioned scales. The group of students was divided into those who prefer interpreting, those who prefer translation and those who enjoy both. He found that the students who preferred interpreting and enjoyed both interpreting and translation performed better in intelligibility, whereas those who preferred translation scored better on the informativeness scale and he also found that all three groups performed better in both informativeness and intelligibility while doing consecutive interpreting than while doing simultaneous interpreting.

As it was mentioned in this chapter, the criteria for assessing interpretation differ. Every person and every situation require something different and there still is no consensus on what defines a good interpretation. However, we believe that in general a good interpretation has to be faithful to the original speech, be it the content, the intonation and such. And we agree with the AIIC's *Practical Guide for Professional Conference Interpreters*, that also like a good translation, a good interpretation should be presented not as a rendition but as an original speech.

4 Methodology

Our research was done as a part of the VEGA 1/0202/21: *Reflection of Cognitive and Personality Traits in the Interpreting Performance of T&I Students and Professionals in Real and Virtual Environment* project. The aim of this research was to find out whether and how motivation affects interpreters' performances. The research itself consisted of a LMI personality questionnaire, structured interviews with each member of our research sample and their simultaneous interpreting of a recording. Various research methods were used during the research, the most applied ones were analysis, comparison, and synthesis. The research started with assembling our research sample consisting of five students (three women, two men with average age of 23 years), two graduates (one woman, one man with average age of 24.5 years) of translating and interpreting studies of the Matej Bel University and nine professional interpreters (six women, three men with average age of 39 years) with different number of years of experience. Before the start of our research, seven graduates agreed to participate, but at the end only two were able to do so. Given how small the graduates' group was, we decided to evaluate their results together with the students' group and by joining them, the two created research groups were almost the same size (i.e. seven students and graduates and nine professionals). The research was conducted anonymously, and at the beginning of the research, every subject was given a unique code consisting of the name of the group they belonged in (Student, Graduate, Professional) and a number.

At the end of our research, we gathered all of the obtained information and attempted to answer our research questions, which are the following:

Q1: *How does motivation affect interpreters' performance?*

Q2: *What motivates interpreters to give their best performance?*

Q3: *Will the subjects with higher motivation interpret better than those with lower motivation and to what extent?*

Q4: *Will the level of motivation of professional interpreters and students be significantly different?*

4.1 LMI – Achievement Motivation Inventory

After assembling our sample, we converted the LMI – Achievement Motivation Inventory, provided to us by Mgr. Zuzana Heinzová, PhD. from the Department of Psychology of Matej Bel University, into an online form, and we asked every research subject to fill it out. The personality questionnaire was then assessed in cooperation with

doctor Heinzová. First, we compared the results of our two respective groups (i.e. students and graduates' group and professional's group) and then we picked three subjects of each group and we compared their results with each other. Given that we received the results of the questionnaires as the last and we interpreted these results as last, we were able to nit-pick the three best representatives of the students and graduates' group and the professionals' group. Several factors were taken into consideration when picking these subjects – their performance in the interpretations and the professional and unprofessional listeners' assessment of their performance. Thus the six best subjects were Graduate 1, Students 3, Student 1, Professional 4, Professional 6, and Professional 5.

The questionnaire itself focused on performance motivation, and the respondents had to rate every statement on a scale from 1 to 7 – 1 standing for “does not apply at all” and 7 standing for “applies fully to me”. The questionnaire consisted of 170 statements in 17 dimensions, which were both positively and negatively worded. The 17 dimensions were: Compensatory Effort, Competitiveness, Confidence in Success, Dominance, Eagerness to Learn, Engagement, Fearlessness, Flexibility, Flow, Goal Setting, Independence, Internality, Persistence, Preference for Difficult Tasks, Pride in Productivity, Self-Control, and Status Orientation (Schuler et al., 2004). Compensatory Effort refers to the “willingness to expend extra effort in order to avoid failing at a work task, even if this effort results in over-preparation. Individuals who score high on this scale will compensate for a fear of failing at a difficult task by better preparing for the task” (Schuler et al., 2004, p. 21). Competitiveness stands for a “motivation derived from competing with others. People who score high on this dimension love to compete with others and compare their accomplishments to others” (Schuler et al., 2004, p. 21). Confidence in success is a “confidence in achieving success even when there are obstacles to overcome. People who score high on this dimension anticipate that their efforts will lead to success” (Schuler et al., 2004, p. 21). Dominance is “the tendency to exercise power and influence over others. People who score high on this dimension are likely to take initiative and to seek control over activities” (Schuler et al., 2004, p. 21). Eagerness to Learn is a “desire and willingness to spend a lot of time enlarging one's knowledge for knowledge sake. People who score high on this dimension have a thirst for knowledge and will strive to learn new things, even in the absence of any external rewards” (Schuler et al., 2004, p. 21). Engagement is defined as: “the desire to be regularly engaged in an activity, usually work related. People who are highly engaged place a high priority on work and are uncomfortable when they have nothing to do” (Schuler et al., 2004, p. 21).

Fearlessness represents a “lack of fear of failing at difficult tasks. People who score high on this dimension are not nervous about performing in public or under time-pressure. They do not fear being judged by others and do not become overly anxious when faced with important tasks” (Schuler et al., 2004, p. 21). Flexibility is “a willingness to accept changes and the enjoyment of challenging new tasks. People who score high on this dimension tend to be open-minded and interested in many things. They can easily adapt to new work situations and exhibit a readiness for change” (Schuler et al., 2004, p. 21). Flow is “the ability to concentrate on something for a long time without being distracted by situational influences. People who score high on this dimension tend to become lost to the outside world when they are absorbed in a task” (Schuler et al., 2004, p. 22). Goal Setting refers to “the tendency to set goals and to make long-term plans for achieving these goals. People who score high on this dimension are future-oriented and have high standards for what they want to achieve” (Schuler et al., 2004, p. 22). Independence is “the tendency to take responsibility for one’s own actions. People who score high on this dimension would rather make their own decisions and work at their own pace than take direction from others” (Schuler et al., 2004, p. 22). Internality is “the belief that one’s success are due to internal causes rather than to situational variables. People who score high on this dimension are likely to attribute the consequences of their behaviors to internal causes” (Schuler et al., 2004, p. 22). Persistence is “the willingness to exert large amount of effort over long periods in order to reach a goal. Individuals who score high on this dimension are able to concentrate fully on the task at hand without being distracted” (Schuler et al., 2004, p. 22). Preference for difficult tasks refers to “the tendency to seek out challenging rather than easy tasks, and the desire to seek greater challenges once one has already completed a difficult task. People who score high on this dimension prefer to take on difficult tasks with high risk of failure to easy tasks with a low risk of failure” (Schuler et al., 2004, p. 22). Pride in Productivity refers to “a sense of enjoyment and accomplishment derived from doing one’s best at work. People who score high on this dimension are most satisfied when they feel they have improved their performance” (Schuler et al., 2004, p. 22). Self-Control is “the ability to delay gratification and to organize oneself and one’s work. People who score high on this dimension are able to make long-term plans. They do not procrastinate and concentrate on their work with a great deal of self-discipline” (Schuler et al., 2004, p. 22). Status Orientation refers to “the desire to attain high status in one’s personal life and to progress professionally. People who score high on this dimension endeavor to achieve an

important position in life and to be admired for their achievements. They are especially motivated to pursue an important career and to progress in their jobs” (Schuler et al., 2004, p. 22).

4.2 Structured Interviews

After the questionnaires came the structured interviews with each of our research subjects. The interviews with students and professionals were conducted by us and the interviews with professional interpreters were carried out by one of the VEGA project research team members, Mgr. Soňa Hodáková, PhD from Constantine the Philosopher University in Nitra. The interviews consisted of general questions such as their age, gender, number of years they studied English (in the case of students and graduates), the number of hours they interpret per month (professionals), we asked the students about their preferences and whether they had any experience with interpreting outside the university environment and we also asked everyone a few supplementing questions to the personality questionnaire. Given the global situation, the interviews were conducted via the online videoconference platform Zoom. The interviews were recorded with the approval of the subjects. The interviews with students and graduates took about an hour and the interviews with professionals took about half an hour.

We asked all of our respondents almost the same questions. However, some adjustments were made for the students, graduates, and professionals. First were the interviews with students and we asked them the following questions:

1. *Code*
2. *Age*
3. *Gender*
4. *Course*
5. *How many years have you been learning English?*
6. *Have you been abroad? Where and what type of trip was it (study, work or recreational)?*
7. *What do you prefer more (interpreting, translation, both, neither)?*
8. *What type of interpretation do you prefer?*
9. *Do you have any experience with interpreting outside of school?*
10. *What job would you like to do after graduation?*
11. *How does stress affect you? Does it motivate you or does it not?*

12. *What motivates you the most to do your best? What motivates you to give your best interpreting performance?*
13. *Do you think motivation is important? Why?*
14. *Do you think you give better performance when you are motivated? Do you think you are doing a better job, when you enjoy it, or you have a motivation to finish it?*
15. *Do you think your performance is better when you prepare for interpreting beforehand or when you do not do it?*
16. *Do you think that an interpreter has to have some predispositions to be good, or can anybody learn to interpret?*
17. *Does it demotivate you when a speaker or client does not provide you with information about the interpretation, or does it make you look into the topic more deeply?*

As for the graduates, we asked them the same questions and we added three additional questions, which were the following:

18. *What type of interpreting did you prefer during your university studies and what type do you prefer now?*
19. *At what type of interpretation did you perform better during your studies?*

Also, instead of the question about their course of study, we asked them about the level of education they reached and the subject they graduated from and instead of the question about their future careers, we asked about their current ones. The questions were phrased as following:

4. *Graduate study*

10. *What is your current job? Do you work in the translation and interpreting field?*

The questions we asked the professionals were slightly alternated and they were as following:

1. *Code*
2. *Age*
3. *How would you describe the importance of interpreter's age for interpreting?*
4. *Gender*
5. *What university study have you finished? When?*
6. *To what extent did your university studies affect your current occupation? How did it help you? What were the disadvantages of your finished university studies?*
7. *On what aspect should be put more emphasis during interpreters training?*
8. *What is your current occupation?*
9. *What is your main source of income?*

10. *What are your working languages?*
11. *How many years have you been interpreting? Do you see a connection between the years of practice and interpreting performance?*
12. *Approximately how many hours do you interpret a year (before and during the pandemic)? How did this change during the pandemic?*
13. *Do you specialize in?*
 - *consecutive interpreting*
 - *simultaneous interpreting*
 - *both*
 - *other*
14. *Do you think that personality type affects the interpreter's performance? How do you perceive your personality? How would you characterize yourself? How does it manifest in your profession?*
15. *Do you think that motivation is important? Why? What motivates you to give the best interpreting performance?*
16. *Does it demotivate you when a client/speaker does not give you materials or information about the interpreting beforehand? Or does it motivate you to research the topic further?*
17. *How does stress affect you?*
 - *positively – it motivates me to give a better performance*
 - *negatively – it makes my performance worse*
 - *I cannot tell*
 - *other*

However, it is important to point out that during the interviews with the professionals, not all of the questions were asked and some of them were slightly adjusted by the interviewer according to the subjects' answers to previous questions in order to keep the interviews as natural and as light as possible.

4.3 Interpreting

The last part of our research consisted of an interpretation done by each of our subjects, which were also recorded, transcribed, and then assessed. The research subjects were only given the following information about the interpretation: you will interpret an American speaker at the Health Educators' Conference. The interpretations were recorded remotely

– in a virtual interpretation booth. These recordings were then transcribed and evaluated, using propositional analysis, and putting the emphasis on different aspects of the recording (i.e. the important information the subjects were able to transfer, the negative shifts or errors they made, number of fillers they used and also on how and how many of the idioms and pun they managed to interpret). We also asked people who are not interpreters or interpreting students and also a few students of translation and interpreting at Matej Bel University to assess the recordings, focusing on the overall quality of interpretation and the interpreters' confidence in delivery. The group of listeners consisted of thirteen people – ten women and three men. The youngest listener was 19 and the oldest 35 years old, their average age was 24 years. One of them was a high school student, eight of them were university students and two of them full-time chemists. Six of them had no previous experience with interpreting and the other seven were first year master's students of translation and interpreting at Matej Bel University.

We assessed the important information by using the propositional analysis, from which we chose the most important information and to which we ascribed a certain number of points. A list of the information that we gathered to be the most important with the number of points appointed to each information is included in the Appendix. Aside from the most important information, we looked at how and how many of the 13 idioms and 1 pun the subjects were able to interpret. We also focused on the formal criteria of the interpretations, i.e. number of negative shifts the subjects made, and how many and what type of fillers (i.e. hesitations or vowel and consonant lengthening) they used in their interpreting performance. In the chapter concerned with the interpretation part of our research, we present the number of points that the subjects gained, separately for each of the subjects, according to the evaluated aspect and in the same chapter, we present descriptive statistics of the scores in each of the categories for both of our research groups.

The listeners evaluated the interpreters according to our own scales, which were inspired by the scales used in KEGA 026UMB-4/2019: *Rigorous Interpreting Textbook* project. We decided to focus more on the listening experience, i.e. we focused on the overall quality of interpreting (how the listeners liked the recording) and on the confidence in the interpreters' delivery. The listeners were given a table to fill out with one column for the overall quality of interpreting, one for the confidence in delivery and one column for any notes they might have to the interpretations. The scale for the overall quality extended from 1 to 5 – 1 standing for: "I am not content with the interpretation at all" and thus it was the lowest possible score the listeners could give and 5 standing for:

“I am very content with the interpretation“, i.e. the highest possible score the listeners could give. The scale of confidence in delivery extended from 1 to 4 with 1 standing for “the interpreter sounds insecure“, i.e. the lowest possible score and 4 standing for “the interpreter’s voice sounds confident“, i.e. the highest possible score. It is also important to point out that the listeners could only listen to the recordings once, had to evaluate the recordings immediately after listening to them and they also did not know which of the interpreters were students, graduates and professionals as a part of our attempt for an unbiased evaluation of the recordings. We evaluated their assesment by using arithmetic mean and also by applying descriptive statistics on each of the research group.

The following Table represents attributes of the recording that each of our subjects had to interpret.

Table 1 Attributes of the Recording

Length (min.)	Number of words	Number of syllables	Speed (words/ minute)	Speed (syllables/ minute)	Mono- syllabic words	Multi- syllabic words (3≥syllables)	Lexical density
10:04	1,471	2,325	146.1	231	1,024	170	47%

As we can see in Table 1, the number of words per minute was 146.1, which may have made the interpretation a little complicated given that according to Pochhäcker (2004), the rate of 100 to 120 words per minute is suggested as comfortable and manageable to interpret. However, we also converted the number of words per minutes into syllables per minute, given that Čeňková (1988) suggests to rather use this unit to measure a discourse. The ideal speed thus should not exceed 300 syllables per minute, which, as we can see in Table 1, the recording meets. The lexical density refers to: “the proportion of content words (nouns, verbs, adjectives, and often also adverbs) to the total number of words.” (Johansson, 2008, p. 65). And it is important to note that a “text with a high proportion of content words contains more information than a text with a high proportion of function words (prepositions, interjections, pronouns, conjunctions and count words)” (Johansson, 2008, p. 65). Thus, the higher the number of content words, the more demanding the discourse, although it is also important to note that texts with

less than 56% density are generally considered to be lexically unsaturated⁹, which, as we can see in Table 1, the recording does not exceed.

As for the content of the recording, the speaker talked about the importance of education about nutrition and healthy diets. As to the terminology, mostly words connected with nutrition were used. Also, he used quite a few idioms (13) as well as a pun in his speech. The speaker was also disturbed during the discourse by background noises and lost track of his thoughts and also twice talked about technical things regarding the Internet connection and such. Overall, the recording was a pretty realistic simulation of an online conference speech. Given all the above mentioned and the fact that the speaker talked about a topic which is nowadays quite well-known, we believe that the input variables of the recording were neutral, meaning it was not that difficult to interpret the recording.

⁹“Lexical density“. *analyzemywriting.com*. https://www.analyzemywriting.com/lexical_density.html (18 March 2022)

5 LMI Questionnaire

In this chapter we will present the results of the LMI questionnaire for each of the two research groups as well as their comparison with each other.

5.1 Students and Graduates

The table below presents mean raw scores as well as the stanine score of the students' and graduates' results in all of the 17 LMI dimensions.

Table 2 Students' and Graduates' Results in the 17 LMI Dimensions

Dimension	Stanine	Mean	Standard deviation	Minimum	Maximum
Persistence	6	44.71	10.11	35	64
Dominance	4	40.71	11.72	21	61
Engagement	5	40.85	9.42	27	56
Confidence in Success	4	43.85	9.06	30	58
Flexibility	6	50.42	9.72	31	60
Flow	6	53.14	6.44	46	64
Fearlessness	7	46.28	12.56	29	68
Internality	7	54.71	7.13	43	65
Compensatory Effort	7	54.28	6.44	48	64
Pride in Productivity	4	52	7.37	40	62
Eagerness to Learn	6	46	8.62	33	57
Preference for Difficult Tasks	5	41.57	13.89	30	70
Independence	5	44.28	13.82	30	63
Self-Control	6	46.71	5.18	37	51
Status Orientation	3	38	16.48	10	59
Competitiveness	3	33.42	16.89	16	62
Goal Setting	5	44.71	13.00	21	62

The results were converted into stanine score (i.e. scale of 1 to 9, where 1, 2, 3 are considered to be below average, 4, 5, 6 are average and 7, 8, 9 represent the above average score) for each of the dimensions. As Table 2 shows, the students and graduates scored above average (i.e. 9, 8 or 7 stanine points) in 3 dimensions (Fearlessness, Internality, and Compensatory Effort dimension). They also gained average score (i.e. 6, 5 or 4 stanine points) in 12 dimensions (Persistence, Dominance, Engagement, Confidence in Success, Flexibility, Flow, Pride in Productivity, Eagerness to Learn, Preference for Difficult Tasks, Independence, Self-Control, and Goal Setting dimension) and they scored below average (i.e. 3, 2 or 1 stanine point) in 2 dimensions (Status

Orientation and Competitiveness dimension). Since they scored above average in the Fearlessness, Internality and Compensatory Effort dimension, we can state that the students and graduates believe their success depends on them and not on some external factors, they believe in their knowledge and also believe that they can achieve their goals in spite of obstacles, and they are willing to thoroughly prepare for interpretation in order to give their best performance. Given that the group scored average in 12 dimensions (i.e. Persistence, Dominance, Engagement, Confidence in Success, Flexibility, Flow, Pride in Productivity, Eagerness to Learn, Preference for Difficult Tasks, Independence, Self-Control, Goal Setting dimension), the subjects can be characterised as people who do not have problems with adjusting to changes and they actually enjoy new things and challenges. They usually delve deep into their work and thus cannot be easily distracted by extraneous disturbances, and they take pride in their work and their self-esteem tends to depend on their achievements. They are also willing to put extra effort during a longer period of time to achieve their goals, they are dominant, they are more likely to engage in work related activities. They do not tend to back away from difficult tasks, they have a thirst for knowledge and enjoy learning new things, they also prefer difficult tasks over easier ones and rather work independently than under guidance. They do not have a problem with putting off entertainment in order to finish their tasks, and they usually set long-term plans to achieve their goals. The students and graduates also scored below average in the Status Orientation and Competitiveness dimension, from which we can gather that that the students and graduates do not usually draw motivation from competing with others, but rather from the vision of future success, avoiding failure, or even from the pleasant feeling from a well-executed work and they also do not care about achieving higher status in the society as well as they do not care about achieving higher work positions.

5.2 Professionals

The following table presents the professionals' mean raw scores together with their stanine scores in the 17 LMI dimensions.

Table 3 Professionals' Results in the 17 LMI Dimensions

Dimension	Stanine	Mean	Standard deviation	Minimum	Maximum
Persistence	7	50.55	10.40	33	61
Dominance	5	44.11	8.63	30	55

Engagement	5	38	12.57	22	56
Confidence in Success	5	46.77	6.99	37	57
Flexibility	5	46.22	10.62	30	61
Flow	5	48.44	7.46	38	62
Fearlessness	6	42.33	6.42	29	48
Internality	8	58	4.06	54	66
Compensatory Effort	7	54.22	9.14	41	70
Pride in Productivity	6	56.77	6.96	48	64
Eagerness to Learn	6	45.88	4.88	38	52
Preference for Difficult Tasks	5	38.44	10.76	24	56
Independence	5	44.66	8.70	23	53
Self-Control	6	47.11	10.04	33	69
Status Orientation	4	41.66	10.34	24	57
Competitiveness	5	40.77	10.62	24	57
Goal Setting	5	45	7.24	34	54

The professionals' results were also converted into the stanine scores. As Table 3 suggests, the professionals achieved above average score (i.e. 9, 8 or 7 stanine points) in 3 dimensions (Persistence, Internality, and Compensatory Effort dimension) and they gained average score (i.e. 6, 5 or 4 stanine points) in the remaining 14 dimensions (Dominance, Engagement, Confidence in Success, Flexibility, Flow, Fearlessness, Pride in Productivity, Eagerness to Learn, Preference for Difficult Tasks, Independence, Self-Control, Status Orientation, Competitiveness, and Goal Setting). Since they had above average score in the Persistence, Internality, and Compensatory Effort dimension, we can state that the professionals are in general more persistent when carrying out longer and more difficult tasks, and just like the students and graduates, they believe that their success depends on them, and they are willing to try harder in order to not fail. From the average scores in the remaining 14 dimensions, we can gather that the professionals are dominant, willing to take up extra work, they enjoy the satisfaction of executing their job well, they believe that they will not fail despite difficulties, they easily accept changes, they do not fear that they might lose, they enjoy learning new things, and would choose more difficult tasks over easier ones. They also like to work independently, they are able to concentrate on their work without getting distracted and aspire to achieve higher status in the society. They get motivated from competing with others and they can and are prone to set long-term plans to achieve their goals.

To compare the two groups, the professionals overall scored higher than the students and graduates in 7 dimensions (Persistence, Dominance, Confidence in Success, Internality, Pride in Productivity, Status Orientation, and Competitiveness). The scores thus suggest that the professionals are in general more persistent in their work, are more likely to take control of their tasks, are more confident that they will reach their goals and successfully carry out a task, they believe that their success is not influenced by situation but rather by them and are proud of their success. They consider progress in their careers and achievement of higher status in the society to be very important, and they are also more competitive than the students and graduates. What might be a bit surprising is the fact that the two groups gained the same stanine score also in 7 dimensions, those being: Engagement, Compensatory Effort, Eagerness to Learn, Preference for Difficult Tasks, Independence, Self-Control and Goal Setting dimension. This means that all of our subjects can be in general considered to be willing to take up extra work and feel uneasy when they do not have anything to do, they tend to overprepare for an interpretation to ensure that they will not give a bad performance, and they all enjoy learning new things. They also tend to choose more difficult tasks over the easier ones, they rather work at their own pace, they are able to postpone other things to finish their work, and they also have higher standards for their achievements. On the other hand, the students and graduates scored higher in 3 dimensions (Flexibility, Flow and Fearlessness dimension) which makes them more likely to accept and enjoy new tasks and challenges. They are better at concentrating on one thing for a longer amount of time without being distracted, and they are less afraid that they might fail at their work.

As a result of the findings of this chapter, we were able to answer our research question: *Will the level of motivation of professional interpreters and students be significantly different?* From the information we gathered, at first glance it may seem that the two research groups have a very similar level of motivation, given that the achieved the same stanine score in 7 dimensions. However, professionals managed to score better than the students and graduates in 7 other dimensions, whereas the students and graduates outperformed professionals in only 3 dimensions. Another thing which we have to take into consideration is the fact that the professionals' group scored above average in 3 dimensions and average in 14 dimensions. Although the students and graduates' group also scored above average in 3 dimensions, they scored average in fewer dimensions (12 dimensions) and also scored below average (2 dimensions). And thus we can conclude that the professionals' motivation is higher than the students' and graduates'.

6 Structured Interviews

The second part of our research consisted of structured interviews with our research subjects via the online video conferencing platform Zoom. As it was mentioned before, each of the interviews was recorded with the approval of the interviewees, transcribed, and then evaluated. In the following subchapters, we present the answers for each group.

6.1 Students and Graduates

The students and graduates' research group consisted of two graduates and five students. As for the course of study, we had five second year master's degree students of translation and interpreting with the following courses: one student of English and German, two students of English and Spanish, one student of English and Slovak and one student of English and Philosophy. The two graduates finished their master's studies of translation and interpreting at Matej Bel University. One graduated from English and French and one from English and History.

The following table illustrates the numbers of years the students and graduates spent learning English, abroad and it also presents the countries where they spent this time and the purpose of their trips.

Table 4 Number of Years Spent Learning English and Abroad

Subject	How many years have you been learning English?	Have you been abroad? Where and what type of trip was it (study, work or recreational)?
Graduate 1	20	Britain; 1 week; travelling
Graduate 2	17	France, Finland; 1 semester; studying
Student 1	16	United Kingdom; not stated; travelling
Student 2	13	USA; 2 and 3 months; travelling and working
Student 3	16	England; 5 weeks and 10 days; travelling
Student 4	18	USA; 1 month; travelling
Student 5	16	Latvia; 10 days; studying

On average our subjects have been studying English for 16.5 years. Some studied it for a longer time, some for a shorter time, but each one of the subjects has been studying English at least since elementary school, which is not surprising given that according to Slovak school curriculum, English or another foreign language is a compulsory subject

from third grade onwards¹⁰. Almost everyone from the group has been abroad and most of the subjects also spent a significant amount of time in English-speaking countries.

The following table demonstrates the students' and graduates' preferences.

Table 5 Students' and Graduates' Preferences

Subject	What do you prefer more (interpreting, translation, both, neither)?	What type of interpretation do you prefer?
Graduate 1	both; interpreting a bit more	simultaneous
Graduate 2	interpreting	simultaneous
Student 1	interpreting	simultaneous
Student 2	both; technical translation	simultaneous
Student 3	literary translation	chuchotage, (maybe) community interpreting
Student 4	both; interpreting a bit more	simultaneous
Student 5	translation	simultaneous

As can be seen in Table 5, the preferences of the subjects varied. Only two subjects preferred translation over interpreting, two subjects preferred interpreting and three liked both. However, two of the three preferred interpreting slightly more and one preferred technical translation slightly more. When we asked about the type of interpretation they prefer, six out of seven subjects stated, that they prefer simultaneous interpreting and only one subject claimed to prefer chuchotage and she also added that she would like to try community interpreting.

The table below shows the ideal future careers the students would like to pursue after graduation.

Table 6 Students' Future Job Preferences

Subject	What job would you like to do after graduation?
Student 1	be independent and ideally not working
Student 2	free-lance translator and interpreter, (maybe) editor
Student 3	literary translator
Student 4	interpreter, literary translator
Student 5	EU translator

¹⁰„Inovovaný ŠVP pre základné školy.“ *minedu. sk.* <https://www.minedu.sk/inovovany-svp-pre-zakladne-skoly/> (23 January 2022)

Almost all of our students showed interest in continuing in the translation or interpreting path after graduation. Only one stated that he does not see himself as an interpreter or translator in his future and he also claimed that he would like to live independently, and that interpreting was a way for him to achieve that independency. The remaining four stated that they would like to interpret and translate (two respondents), one would like to do literary translations and one would like to work for the European Union institutions as a full-time translator.

The following table represents the current occupation of the two graduates.

Table 7 Graduates' Current Occupations

Subject	What is your current job? Do you work in the translation and interpreting field?
Graduate 1	free-lance translator; sales and marketing person at a software company
Graduate 2	translator of an e-shop

Both of the two graduates work in the translation and interpreting field. They both work as translators, although one subject stated, that she would also like to work as an interpreter and mentioned that she was supposed work for a company as a full-time interpreter for a longer amount of time, but the client changed their mind at the last minute. One of the subjects works part-time for a company that sells fishing tools as a translator of their webpage into French. The second subject works as a free-lance translator, but his main source of income is working for a software company as a sales and marketing person. Although, he works with English daily, his main work is not translating. It is important to note, that one of our subjects stated that nowadays many events that would be otherwise interpreted are getting cancelled, and thus it is more difficult for interpreters, or rather commencing interpreters, who do not have as much experience as the professionals, to find job in the area of interpretation.

The questions connected with motivation and predispositions for interpreting were open ended, meaning that subjects' responses were very diverse. Almost everybody agreed that stress motivates them except for one subject who claimed that stress never motivated her and that it was always a side effect which she would very much like to get rid of. When asked what motivates them the most, the following were stated: responsibility and not wanting to let my co-worker in the booth down; not disappointing myself, doing the best I can, and money; good interpreting performance would help me

with my future career as an interpreter, not embarrassing myself with bad interpreting; ambition, proving myself that I can do it; do my best and to transfer the information to the source audience; being done with a task and not letting the teachers down.

When asked whether motivation is important or not, everybody agreed that motivation is important, and as to why, the following reasons were stated: “without motivation a person would not be able to do a certain task for a longer amount of time”; “it is important for doing a job”; “without motivation there would be no reason to do your job, to even have a job or to get up from the bed in the morning”. Everybody also agreed that they do a better job when they are motivated.

Another question we asked was connected with the material to learn from for the interpreting, more specifically we asked the subjects whether they feel motivated to research the topic of interpretation more thoroughly when they do not receive materials from the speaker or client. Two of the subjects stated that it motivates them to look up as many information about the topic, the speaker or event as possible, one stated that he will look up more information, but not because he wants to or is motivated to do that, but because he has to, one stated that she would look up information, but the fact that she would not receive the materials would demotivate her, one stated that she would be angry, one that she would be more stressed from the situation and one stated, that he would look up the information but would not dive to deeply into the search, as to not to overload his memory with unneeded information.

We also asked the students and graduates if they think that anybody can be an interpreter or if they think that interpreters have to have some predispositions to be good at their jobs. They stated the following: “it does not matter whether an interpreter is talkative or shy, when they are able to talk when it is needed”; “a person becomes interpreter, they can have some predispositions (such as ability to communicate with people, not being afraid of speaking in front of a bigger group of people, etc.) that help them with interpreting, but it does not mean that if interpreters do not dispose of these predisposition they could not be good at their job”; “anybody can become an interpreter, but those who are introverted and have social anxiety, will apart from working hard on the interpreting skills, also have to fight these things, but it is manageable”; “at first, I thought so, but the more interpreters I know, the more I see that anybody can become an interpreter when they are willing to work hard”; “to some level the interpreters have to have some predispositions to be good at their jobs, but many skills can be taught”; “I do not think that an interpreter has to necessary be an extrovert, but I do think that they have

to be able to study a lot and have a desire to always do better”; “anybody can be a good interpreter, but some people might find it easier and some might find it harder, and it depends on how much a person wants to interpret”.

Every single subject was asked whether they think that content preparation for an interpretation is important and whether the preparation helped them with their interpreting performance. Six out of seven interviewees stated that context preparation is one of the most important parts of interpretation, some even stating that it makes up 90% or 80% of the whole interpreting. The one subject that claimed otherwise, stated that he rarely prepares for an interpretation and when he does, it is for specialised interpretation on a topic he is not familiar with at all.

We can state that all of our subjects can be considered to be motivated. Five of them (Student 1, Student 2, Student 4, Graduate 1, Graduate 2) can be considered to be highly motivated (they chose interpreting over translation, and most of them also said that they would like to interpret professionally in the future) and the other two (Student 3, Student 5) as less so (they chose translation over interpreting). Also, in the case of those who are highly motivated, we can speak of intrinsic motivation (they all stated that they enjoy interpreting) and in the case of those less motivated, we can talk of extrinsic motivation (they both stated that when they interpret their main motivation is to not disappoint someone – be it teachers, their colleague in the booth or the client). We should also mention that Student 1 is not only intrinsically but also extrinsically motivated given that during his interview, he stated that he sees interpreting as a way of achieving financial independence.

6.2 Professionals

The group of professionals consisted of nine active professional interpreters, who are either free lancers or work for different Slovak or European Union institutions. As for their working languages, all nine of them work with English, five of them also work with French, two with German, two with Czech, one with Italian, one with Portuguese, one with Swedish, and one with Polish. The majority of the professionals (i.e. five interpreters) have a translation and interpreting university degree. One of the professionals studied philology (English and French), one studied teaching of English and Slovak, one studied engineering and one studied English and physical education. The majority of the professionals studied in Slovakia except for two subjects who completed

their university studies in Czech Republic and in Germany. In addition, three of the professionals completed European Masters in Conference Interpreting programme at the Comenius University in Bratislava, which is a one-year intense postgraduate programme which focuses on training future interpreters for the European Union institutions¹¹.

The table below demonstrates the number of years of practice of the professional interpreters.

Table 8 Number of Years of Professionals' Practice

Subject	How many years have you been interpreting?
Professional 1	9 years
Professional 2	6 years
Professional 3	21 years
Professional 4	24 years
Professional 5	11 years
Professional 6	6 years
Professional 7	22 years
Professional 8	6 years
Professional 9	25 years

As we can see in Table 8, the number of years of practice varies, and it ranges from 6 to 25 years. The number of years refers to their continuous practice, i.e. the number of years they spent interpreting, not including the time they did not interpret for personal reasons or the time they spent pursuing other careers. It is also important to add that five of the professionals are accredited EU interpreters, one professional stated that he sometimes works for the European institutions, although he is not an accredited EU interpreter and three of the professionals have an accreditation to do retour interpreting, i.e. interpret from their mother tongue into a foreign language.

The following table represents the current occupation of the nine professionals.

Table 9 Professionals' Current Occupations

Subject	What is your current occupation?
Professional 1	free-lance translator and EU interpreter
Professional 2	interpreter and translator
Professional 3	free-lance interpreter and translator

¹¹“Európsky kurz konferenčného tlmočenia.” *fphil.uniba.sk*. <https://fphil.uniba.sk/katedry-a-odborne-pracoviska/kaa/europsky-kurz-konferencneho-tlmočenia/> (4 March 2022)

Professional 4	free-lance and EU interpreter and translator
Professional 5	EU interpreter
Professional 6	translator and EU interpreter
Professional 7	free-lance interpreter and translator
Professional 8	interpreter
Professional 9	interpreter, occasional translator, public speaking coach

All of the professionals are unsurprisingly actively working as interpreters. Although only two of them work solely as interpreters. One works for the European Commission full-time (Professional 5) and the other (Professional 8) is currently working only as an interpreter for personal reasons. The other professionals combine interpreting with translation and one subject in addition to doing occasional translations also works as a coach for speakers (Professional 9). Despite the fact that the majority of our subjects do not work exclusively as interpreters, all of them stated that they prefer interpreting over translation. As the reason for also doing translation, they stated not wanting their work to be monotonous and also financial reasons. This change towards doing more translations happened mainly during the pandemic, given that many events which would otherwise be interpreted were cancelled and as the professionals themselves stated, the interpreting market significantly plummeted. Although, we would like to point out that many interpreters stated that nowadays, the situation on the interpreting market is significantly better and some even stated that they feel like they have more work now than they did before the COVID-19 pandemic. As for the amount of interpretation they do per month, some stated that they interpret 6–7 days a month, 2–4 days a month, more than a week per month, one stated 40–50 days a year and even 55–60 days during busier years, one interpreter also stated that he used to interpret 2–3 days a week before the pandemic and added that the amount of days is now lower but he did not give a specific number of days.

Just like the questions about motivation and predispositions that we asked the students and graduates, the questions we asked professionals were also open ended and thus every subject stated a different response. As for what motivates the professionals, the most common answer was that they enjoy interpreting – mostly they enjoy the fact that they always learn something new, that the work is not monotonous, it is dynamic, they get to meet interesting people, visit places that they otherwise would not be able to visit, meet people that they would otherwise not meet, etc. Among other motivational factors were mentioned: stress; the responsibility toward their booth co-worker, client and

also themselves to give their best performance; negative feedback, which motivates them to work harder and give a better interpretation in the future; they also liked the idea that they are the “mediators” between the speaker and the audience, and one professional also stated that he enjoys challenges and also considers interpreting to be a challenge.

In the case of the professional interpreters, we can clearly talk about intrinsic motivation, given that majority directly and indirectly stated that they enjoy interpreting and they do it because they find it interesting and challenging. However, extrinsic motivation also plays a part in their work since they also stated the clients’ satisfaction and avoiding their discontent as one of the motivators.

As for the predisposition for interpreting and personality traits of an interpreter, the professionals stated the following: the interpreters have to be dynamic; interpreters have to be curious (3 responses); have to have an open mind and be able to learn how to be confident and less afraid; interpreters cannot rest on their laurels; they cannot succumb to stress (3 responses); they have to be calm and also sound convincing; interpreters have to be extroverted, communicative people, who are able to put their skin in the game, and not be afraid to make mistakes (3 responses); they also have to have a good memory, be able to concentrate; interpreters have to be introverts, who can be modest and be able to give their voice to the speaker, and also have to have a stamina and strong nerves; interpreters have to keep up to date with the news; interpreters have to be responsible; interpreters have to be able to adapt quickly; be able to accept the fact they will not know everything in depth; do not mind interpreting somebody else’s idea; interpreters have to be ambiverts, since an introvert would not be able to interpret for obvious reasons and extroverts only process stimuli superficially; interpreters also have to be open to trying new things; interpreters have to be professional. The last professional also claimed that interpreting is a skill that a person can learn, which is in contrast with everybody else who claimed that a person has to have some personality characteristics and traits, and also some motivation to be an interpreter.

As we can see from the answers of students, graduates and professionals, motivation is an important part of being an interpreter. Whether they talked of motivation in its typical meaning or they mentioned something different that drives them to do their job the best they can, at the end they all agreed about its importance. Our subjects agreed that a person does not necessarily have to have certain personality predispositions to be a good interpreter, but they agreed that the person certainly has to be persistent and be motivated to do interpreting. However, they did mention some characteristics which

might help a person with interpreting, among which were curiosity, willingness to learn new things, be communicative and outspoken, not be afraid to speak in front of a larger group of people or be able to handle stress and be quick on their feet.

With the information gathered from the interviews, we were also able to answer our research question: *What motivates interpreters to give their best performance?* As it was stated in this chapter, our subjects were mostly motivated by stress and the responsibility to their booth partners or clients to give their best performances, from which ultimately stems that they do not want to let these people down. The subjects also mentioned as one of their motivators the fact that they enjoy doing interpreting, or they claimed that their motivation is to transfer information between the speaker and the recipient. And not surprisingly, some also stated remuneration for their work as one of their motivators.

7 Interpreting

The following subchapters present the interpretation of our subjects which were recorded online in a virtual interpreting booth, our evaluation as well as the evaluation of the thirteen listeners we enlisted and the personality profiles and comparison of the best three subjects from both of our research groups.

7.1 Students and Graduates

The overall number of the information we regarded as important (i.e. figures, information important to understand the whole point of the speech, etc.) was 71. We evaluated it by giving one point for each information the subjects interpreted, thus higher the number of points, higher the number of information the subjects interpreted and ultimately better the interpretation.

The following table introduces the number of information students and graduates managed to transfer.

Table 10 Number of Information Maintained by Students and Graduates

Subject	Points
Graduate 1	63
Graduate 2	42
Student 1	60.5
Student 2	37
Student 3	61
Student 4	60.5
Student 5	36

As we can see in Table 10, all of the subjects managed to retain majority of the key information (i.e. scored more than 35.5 points). On average they scored 51 points out of 71, which transfers to 72% accuracy of their interpretations. Overall, we consider the subjects' interpretations to be successful, given that four out of seven subjects (57%) managed to retain over 85% of information and none of them scored less than 35.5 points.

The negative shifts, or errors, were evaluated the exact opposite way, meaning the lesser the number of negative shifts or errors, the better the interpretation. The table below shows the number of negative shifts that occurred in students' and graduates' interpretation.

Table 11 Students' and Graduate's Negative Shifts

Subject	Negative shifts
Graduate 1	3
Graduate 2	7
Student 1	4
Student 2	8
Student 3	4
Student 4	4
Student 5	3

Table 11 shows that, unfortunately, every subject managed to make multiple errors in their interpretations. In all 33 negative shifts occurred ranging from mistaking veganism with vegetarianism to giving a wrong ordinal number of the conference, year of mentioned surveys, name of the countries mentioned or stating a wrong topic of the conference. This may be justified by the fact that the subjects were given minimal beforehand information about the recording and thus they could not prepare in such measure as they usually would for an interpretation. Interestingly enough, the number of errors was almost the same (3 and 4 occurred most frequently) and the two cases when the number of errors was higher, the number was usually twice as high.

As for the idioms, the recording consisted of 13 idioms and 1 pun. However, in evaluating the idioms and puns we did not only focus on how many of them the subjects interpreted, but rather on how they interpreted them. The recording consisted of the following idioms:

keep up the good work; have its pluses and minuses; looking forward to; preaching to the choir; [reduced fat] this and [low fat] that; this could happen to the best of us; be on the rise; good news; see time and time again; just for the record; do not throw out the baby with the bathwater; alive and well; get rid of and the pun *food for thought*.

The following table shows the number of idioms and pun the students and graduates managed to interpret.

Table 12 Number of Idioms and Pun Students and Graduates Interpreted

Subject	Idioms and pun
Graduate 1	12
Graduate 2	5

Student 1	10
Student 2	6
Student 3	9
Student 4	11
Student 5	5

As we can see in Table 12, the majority of the interpreters (i.e. four subjects) managed to transfer larger part of the idioms. The subjects also chose different approaches to interpreting the idioms. There were some idioms that are the same in Slovak such as *have its pluses and minuses* and *good news* which the subjects interpreted by its Slovak equivalents, except for Student 5 who chose a different phrasing for the idiom *good news* which she interpreted as *pozitívny faktor* (i.e. *positive factor*), but her interpretation had nonetheless the same meaning. What is interesting though is how they interpreted idioms which do not have a Slovak equivalent. Those were specifically *do not throw out the baby with the bathwater* and *preaching to the choir*. In the case of the first one, two subjects (Student 4 and Graduate 1) tried to interpret it. All the other subjects omitted the idiom completely. As for the second one, only three subjects omitted it and the remaining four subjects managed to interpret it correctly by describing the meaning of the idiom in their interpretations. As for the interpretation of the one pun at the end of the speech (i.e. *food for thought*), one subject thoroughly omitted it, four of them interpreted the meaning but omitted the pun, one subject interpreted it using the same pun in Slovak and one used a different pun with the same meaning.

The fillers represent any type of hesitations or vowel and consonants lengthening, the following table represents the number of them used by the students and graduates.

Table 13 Number of Fillers Used by Students and Graduates

Subject	Fillers
Graduate 1	23
Graduate 2	39
Student 1	5
Student 2	30
Student 3	19
Student 4	24
Student 5	15

Surprisingly enough, all the subjects used quite a few fillers, although their elimination is one of the first things the students of interpreting learn to do. Overall, the subjects used 155 fillers with the hesitations prevailing (i.e. in total 87 hesitations and 68 vowel and consonant lengthening were used). As we can see, the number of fillers used really fluctuated with the lowest number being 5 and the highest being 39. Not surprisingly, the subject who interprets professionally the most out of the other subjects (Student 1) used the lowest number of fillers, which may be regarded to his hours of practice, that he states to be over 100 hours.

The table below represents the descriptive statistics of the students and graduates' group in all of the criteria assessed in their interpretation of the recording.

Table 14 Descriptive Statistics of the Students' and Graduates' Interpretation

Evaluated aspect	Mean	Standard deviation	Minimum	Maximum
Important information	51.42	12.41	36	63
Negative shifts	4.71	1.97	3	8
Idioms and pun	8.28	2.92	5	12
Fillers	22.14	10.83	5	39

As we can see in Table 14, the students and graduates as a whole scored on average 51.42 points in the important information part of our assessment, which would, as we have mentioned before, translate to 72% percent of maintained information, although the range of the number of maintained information was quite immense. The students and graduates made on average almost 5 negative shifts, but they maintained to interpret more than half of the idioms and pun and they used on average only 22 fillers.

As for the individual subjects from this group, the highly motivated subjects scored very good in the interpreting part. Most prominently Graduate 1, who maintained the highest percentage of information (87%), committed the least number of errors (3), and also managed to interpret the highest number of idioms (12) and did so mostly by their Slovak equivalent. Surprisingly enough, the lesser motivated subjects were not among the least successful ones. It was quite the contrary. Student 3 transferred the second highest percentage of information (86%), was among those who committed the second least number of errors and used the third least number of fillers. And Student 5 together with Graduate 1 committed the least number of errors and Student 5 also used the second least number of fillers. However, Student 5 managed to maintain the least percentage of information (51%).

As we can see, motivation does have some influence on the interpretation performance, but it does not necessarily guarantee its quality. And as it was proved in this part of the research, sometimes extrinsic motivation can help the subject achieve better results than those who are intrinsically motivated.

7.2 Professionals

As with the students and graduates, the overall number of the information we regarded as important was 71. We, again, evaluated it by giving a certain number of points for each information the subjects managed to interpret correctly and thus higher the number of points, higher the number of information the subjects interpreted, and ultimately better the interpretation.

The following table illustrates the number of information professionals managed to transfer.

Table 15 Number of Information Maintained by Professionals

Subject	Points
Professional 1	58
Professional 2	64
Professional 3	50
Professional 4	69
Professional 5	65.5
Professional 6	69
Professional 7	51.5
Professional 8	53.5
Professional 9	58

Every single one of the professional interpreters managed to maintain the majority of information (i.e. they scored more than 35.5 points). The percentage of retained information ranged from 70% to 97% and on average they scored 60 points which would translate to 84% accuracy of their interpretations. Not surprisingly, the overall results of the professional group in comparison to the students and graduates' group were better (72% vs 84% of retained information). However, it is important to point out that four subjects from the students and graduates' group (Graduate 1, Student 1, Student 3, and Student 4) scored better than half of the professionals (five professionals to be exact).

The next researched aspect we evaluated were the negative shifts and as it was mentioned before, they were evaluated the exact opposite way as the information – the lower the number of negative shifts, better the interpretation.

The table below shows the number of negative shifts that occurred in the professionals' interpretation.

Table 16 Professionals' Negative Shifts

Subject	Negative shifts
Professional 1	1
Professional 2	1
Professional 3	4
Professional 4	0
Professional 5	0
Professional 6	0
Professional 7	2
Professional 8	2
Professional 9	5

As can be seen in Table 16, the professionals managed to commit fewer negative shifts than the students and graduates – students and graduates made together 33 negative shifts, whereas professionals made 15. The mistakes committed by professionals were usually stating wrong years of the mentioned studies, mistaking veganism with vegetarianism, etc. The professionals indeed, with two exceptions, managed to make minimum or zero mistakes in their interpretations. Again, the errors can be contributed to only knowing the topic of the recording and the fact that it was interpreted online, and some technical issues might have occurred (i.e. the interpreters were not able to hear the speaker properly, bad internet connection, lower quality of sound, etc.).

The recording consisted of 13 idioms and 1 pun. Again, we not only focused on the number of the idioms and pun interpreted, but also on how they were interpreted.

The following table shows the number of idioms and pun the professionals managed to interpret.

Table 17 Number of Idioms and Pun Professionals Interpreted

Subject	Idioms and pun
Professional 1	12

Professional 2	11
Professional 3	9
Professional 4	11
Professional 5	11
Professional 6	10
Professional 7	10
Professional 8	9
Professional 9	11

Just like the students and graduates, all of the professionals managed to interpret the majority of the idioms. As for the interpretation of the idioms which have Slovak equivalents (i.e. *have its pluses and minuses*, *good news*, etc.), they were interpreted by their Slovak equivalents or by their different variations. The interpretations of the idioms which do not have Slovak equivalents were also interesting. The professionals either thoroughly omitted the idiom *do not throw out the baby with the bathwater* (three professionals did so) or they used its literal translation. The other idiom, which does not have a Slovak equivalent, *preaching to the choir*, was omitted by one professional and the other eight interpreted it by incorporating the meaning of the idiom into their interpretations. One idiom that all of the professionals omitted altogether was the idiom *just for the record* and what is even more interesting is the fact that none of the students and graduates interpreted it either. However, we believe that in this case, omitting the idiom was functional, given that using its Slovak translation in the sentence in which it was used in the original would sound rigid in the target language. The one idiom, which was *food for thought* was interpreted as a pun by only one professional (Professional 1). Four professionals completely omitted it and the rest used different phrasing which did not include the pun.

The fillers were evaluated the same way as the negative shifts – the lower their number the better, the following table represents the number of fillers the professionals used.

Table 18 Number of Fillers Used by Professionals

Subject	Fillers
Professional 1	28
Professional 2	64
Professional 3	107

Professional 4	77
Professional 5	67
Professional 6	20
Professional 7	23
Professional 8	61
Professional 9	98

The professionals used overall 545 fillers (i.e. 400 hesitations and 145 vowel and consonant lengthenings), which is almost four times the amount of fillers used by students and graduates. As in the previous group, the number of fillers greatly varied depending on the professional, the lowest number of fillers was 20 and the highest 107.

The following table represents the descriptive statistics of the professionals' group in all of the criteria assessed in their interpretation of the recording.

Table 19 Descriptive Statistics of the Professionals' Interpretation

Evaluated aspect	Mean	Standard deviation	Minimum	Maximum
Important information	59.83	7.33	50	69
Negative shifts	1.66	1.80	0	5
Idioms and pun	10.44	1.01	9	12
Fillers	60.55	31.61	20	107

As Table 19 demonstrates, professionals scored on average 59.83 points, which, as we have mentioned above, converts to 84% of maintained information. They managed to make fewer negative shifts than the students and graduates, only making less than 2 negative shifts on average. They also managed to interpret on average more idioms and pun, but they used on average almost three times more fillers than students and graduates and, as we can see in Table 19, the difference between their minimum and maximum was more than fivefold.

Unlike the students and graduates, we consider all of the professionals to be highly motivated individuals. And thus, it is not surprising that they did very well in this part of our research. The ones that scored the highest number of points in almost all of the categories were Professional 6, who managed to retain 97% of information, made zero errors, interpreted 10 out of 14 idioms and pun and used the lowest number of fillers (i.e. 20) and Professional 4 who also managed to retain 97% of information, also made zero errors, interpreted 11 out of 14 idioms and pun and used 77 fillers. The second best was Professional 5, who managed to transfer 92% of information, made zero errors,

interpreted 11 out of 14 idioms and pun and used 67 fillers. The third best was Professional 2 with 90% of transferred information, 1 error, 11 out of 14 interpreted idioms and pun and 64 fillers.

It is not surprising that Professional 4 and Professional 5 were the first and second best, given their many years of experience (i.e. 24 years and 11 years respectively) and that Professional 4 mainly interprets and Professional 5 works exclusively as an EU interpreter. The results that might be considered a bit surprising are the fact that Professional 6 and Professional 2 have the shortest experience (i.e. 6 years) and Professional 2 stated that she is currently mainly doing more translations than interpretations and yet they still managed to be the best and third best. Another surprising finding was the fact that some of the students and graduates (Graduate 1, Student 1, Student 3, and Student 4) had better results in the information category and they also managed to use less fillers than the five remaining professionals.

7.3 Listener's Assessment

As it was mentioned in the methodology, we also recruited thirteen listeners from different fields to listen to our subjects' interpretations. Some of them had no previous experience with interpreting (i.e. six listeners) and some (i.e. seven listeners) were students of translation and interpreting at Matej Bel University. They listened to the recording without knowing which of the interpreters were professionals, graduates, or students. The rating scale for the overall quality of interpretation stretched from 1 to 5 (1 being the lowest, 5 the highest) and the rating scale for the confidence in delivery stretched from 1 to 4 (again 1 being the lowest and 4 being the highest). We decided to evaluate their assessments by using arithmetic mean. The assessor could also add their personal comments about the interpretations.

The following table presents the arithmetic means of the students and graduates' evaluations.

Table 20 Listeners' Evaluation of Students and Graduates

Subject	Overall quality	Confidence in delivery
Graduate 1	3.84	3
Graduate 2	3.53	3.23
Student 1	4.53	3.84
Student 2	3.07	2.76

Student 3	4	3
Student 4	4.15	3.38
Student 5	3.84	3.15

As Table 20 suggests, some of the subjects scored significantly higher score than the others. Not surprisingly, those were the ones that managed to transfer the highest percentage of information, i.e. Student 1, Student 4, and Student 3. Again, we would like to point out that despite the fact that Student 3 claimed that she would rather do literary translation and is thus considered to be a less motivated subject, she ranked as the third best interpreter from her group by the listeners. Surprisingly enough, Student 5 who managed to transfer the lowest percentage of information (51%) and is also considered as one of the less motivated subjects – given that she does not aspire to be an interpreter after finishing her studies and she also stated that she prefers translation – scored the overall score of 3.84 out of 5 and was thus the fourth best in her group. As for the confidence in delivery, the best and the second best were the same subjects (i.e. Student 1, Student 4), but this time the third best was Graduate 2.

The comments to some of the interpretations were usually connected with pointing out the bad quality sound of some of the recordings. Some of the comments were more specific and were connected with the interpreters' mode of delivery. One listener claimed that Graduate 1 "sometimes used wrong inflections", another stated that Graduate 2 "used many hesitations and the interpreter got notably stuck in the interpretation many times", other comments, this time towards Student 2 were: "it seemed like he could not keep up with the original speech" and "said the particle 'čiže' many times and made several grammatical errors in some sentences". One listener commented on Student 4's delivery of interpretation stating: "quite dull vocal expression" and another listener claimed that Student 5 is "interpreting with calm and pleasant voice". The last comment we would like to mention was not connected with the interpreters' form of delivery but rather with a negative shift committed by Graduate 1, which was noted by one of the listeners who happened to be a student of translation and interpreting. The comment was as following: "at the begging of the interpretation, I noticed a distinctive negative shift – 40 second conference".

The table below demonstrates the arithmetic means of the professionals' evaluations.

Table 21 Listeners' Evaluation of Professionals

Subject	Overall quality	Confidence in delivery
Professional 1	4.76	3.69
Professional 2	4.46	3.61
Professional 3	3.76	3.38
Professional 4	4	3.38
Professional 5	4.46	3.53
Professional 6	4.15	3.3
Professional 7	4.15	3.3
Professional 8	4.07	3.23
Professional 9	4.23	3.3

Unsurprisingly, the professionals overall scored better than students and graduates. Undoubtedly, Professional 1 scored the highest number of points. However, the professionals who managed to transfer the highest percentage of information in the following order: Professional 6, Professional 4 (both maintained 97% of information) Professional 5 (92%), Professional 2 (90%), did not rank the same in the assessors' chart. It was actually the other way around, meaning that after Professional 1, the second best were Professional 2 and Professional 5, the third best was Professional 9, Professional 6 was the fourth best together with Professional 7, and Professional 4 was sixth. As for the confidence in delivery, Professional 1 and Professional 2 were again the best and the second best and the third best was Professional 5.

The comments to the professionals' interpretations were mostly connected with their form of delivery and their number was also higher than the number of comments for the students and graduates. The comments for Professional 1 were: "the intonation was sometimes unnatural" and "I give the interpreter a very positive evaluation". As for Professional 2, one listener stated that "the sentences had very good stylistics", another that "at the beginning, the interpreter's delivery was interesting, but it was irritating after a while" and "the interpreter tends to lengthen vowels and consonants too much". The only comments for Professional 3 were connected with the lower quality of the recording. One listener stated that Professional 4 "used too many hesitations". Another listener claimed that Professional 5 "got sometimes entangled in the interpretation and used many hesitations". Professional 6 received one comment stating that "the interpreter has a very monotonous voice". As for Professional 7, the listeners claimed that the delivery had "intonationally unclear finishing of sentences", "the begging was excellent, but at the end

it was noticeable that the interpreter is not familiar with the topic” and that the interpreter “lengthened vowels and consonants quite a lot”. Comments to Professional 8’s delivery were “irritating hesitations and vowel and consonant lengthening” and “used many hesitations”. And lastly, one listener stated that Professional 9 had “a very pleasant voice” and that “it was very pleasant listening to this interpreter’s voice”.

The following two tables represent the descriptive statistics of the listeners’ evaluations of our two research groups.

Table 22 Descriptive Statistics of Listeners’ Evaluation of Students and Graduates

Evaluated aspect	Mean	Standard deviation	Minimum	Maximum
Overall quality of interpretation	3.85	0.46	3.07	4.53
Confidence in delivery	3.19	0.34	2.76	3.84

Table 23 Descriptive Statistics of Listeners’ Evaluation of Professionals

Evaluated aspect	Mean	Standard deviation	Minimum	Maximum
Overall quality of interpretation	4.22	0.29	3.76	4.76
Confidence in delivery	3.41	0.15	3.23	3.69

As we can see in Tables 22 and 23, the professionals scored on average better in both the overall quality (4.22 points) and confidence in delivery (3.41 points) than the students and graduates, who scored on average 3.85 points for overall quality and 3.19 points for confidence in delivery. This finding is highly logical and understandable given that the professionals have much more years of experience, have worked for different institutions and clients and have thus worked out different techniques for interpretation and also had more practice with not showing stress or uncertainty in their voice. However, the exception to the rule is that, according to the listeners, some of the students and graduates managed to give better interpreting performance than some of the professionals. Those were usually the ones who achieved the best results in all of the assessed categories and have been mentioned in the previous subchapters for it – i.e. Graduate 1, Student 1, Student 3, Student 4 and surprisingly also Student 5. We would also like to point out that Student 1 outperformed all of the other subjects in the confidence in delivery category and thus also managed to outperform professional interpreters with more than 20 years of practice.

After gathering information from this part of the research, we were able to answer our research question: *How does motivation affect interpreter’s performances?* Motivation definitely has a positive effect on interpreting performance. We can see this

fact in the Graduate 1, Student 1, and Student 4's case as well as in the performance of Professional 4, Professional 6, Professional 5, and Professional 2, who are all highly motivated and gave excellent interpreting performances. There were some exceptions, of course, such as Student 3, who was among the best from her group, but is considered to be less motivated. Nevertheless, we can still state that motivation helps interpreters give better performances. This can also answer another of our research questions *Will the subjects with higher motivation interpret better than those with lower motivation and to what extent?* As it was mentioned, motivation helped the motivated subjects. Also one of the less motivated subjects (Student 5), scored as we have expected – she was one of the worst from all of the subjects. On the other hand, Student 3, who is the other less motivated subject, scored as the second best out of her group, which goes to show, that there are definitely exceptions to the rules, but in general the more motivated subjects scored significantly better than those that are less so.

7.4 LMI and Interpreting Performances

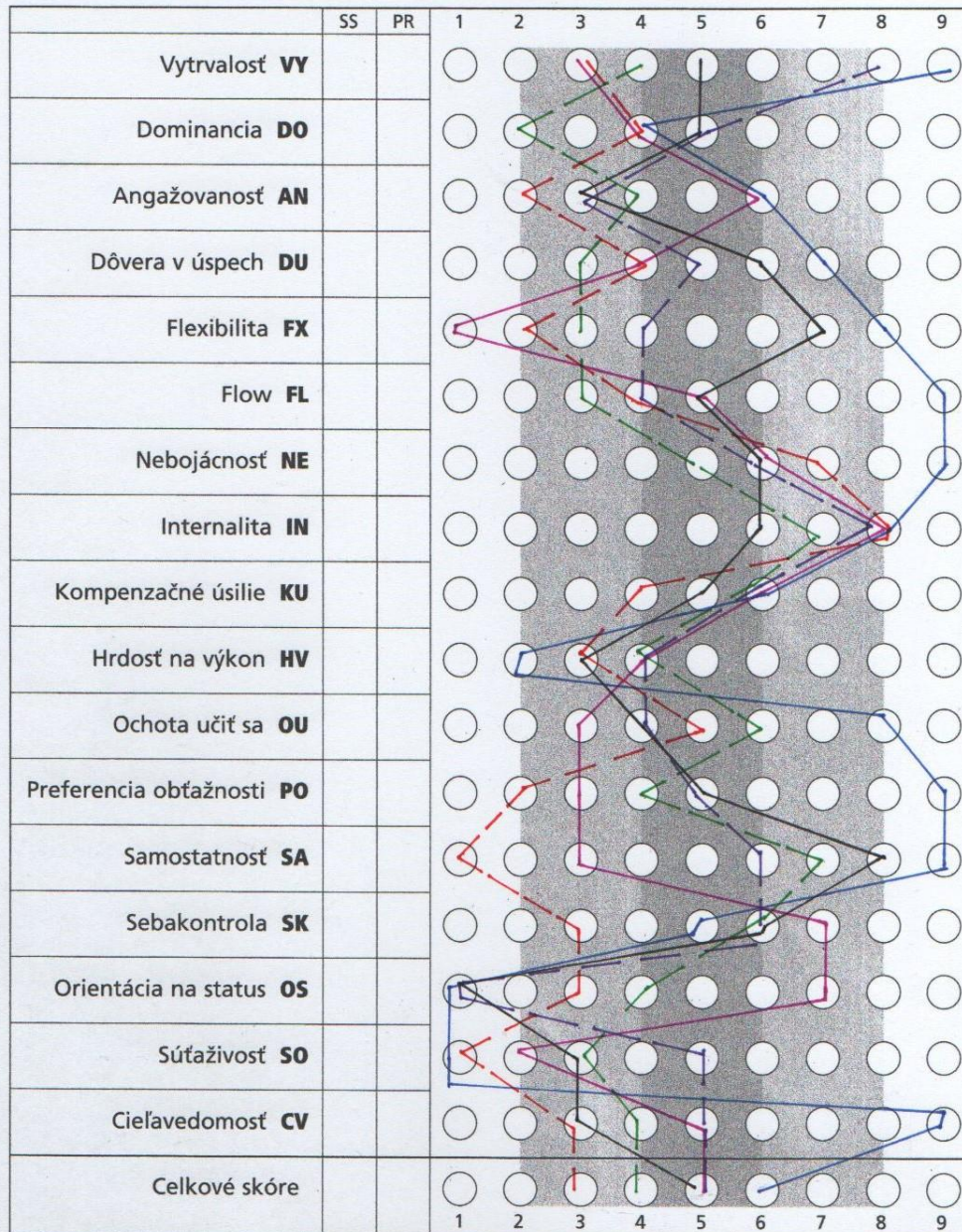
We also decided to compare the three best subjects from the students and graduate's group and the three best subjects from the professionals' group. These were Graduate 1, Student 3, Student 1, Professional 6, Professional 4, and Professional 5. We picked them based on their score in the interpretation part of our research, where they scored the best in our evaluations of their interpreting – i.e. they managed to transfer the highest number of information and they had the lowest number of negative shifts in their interpretations. The six selected subjects' results in all of the 17 dimensions were converted into stanine score (i.e. scale of 1 to 9, where 1, 2, 3 are considered to be below average, 4, 5, 6 are average and 7, 8, 9 represent the above average score) for each of the dimensions. To assess their results, we used the test profile which is a part of the handbook for evaluating the LMI results. We used different colour for each of the subjects and we also distinguished the students and graduates from the professionals by using dashed lines for the latter.

TESTOVÝ PROFIL

Dotazník motivácie k výkonu – LMI

Heinz Schuler, George C. Thornton, Andreas Frintrup, Michael Prochaska

Meno: • Graduate 1 • Student 3 • Student 1 • Professional 4 • Professional 6 • Professional 5



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Figure 1 LMI Profiles of the Six Chosen Subjects

As Figure 1 shows, the profiles of the six subjects are very similar in some of the dimensions, but also very different in a few of them, which can be also seen in the total score, where Professional 5 scored 3 stanine points, Professional 6 scored 4 stanine

points, Professional 4, Graduate 1 and Student 3 scored 5 stanine points and Student 1 scored 6 stanine points. The biggest difference can be seen in the Independence dimension, where Professional 5 scored 1 stanine point and Student 1 scored 9 stanine points. This would suggest that Professional 5 would rather work under leadership, whereas Student 1 would rather work at his own pace and independently. Another big difference can be observed in the Flexibility dimension, where Student 3 gained the lowest score (i.e. 1 stanine point) and Student 1 scored the highest score (i.e. 8 stanine points). Based on this fact we can say that Student 3 and Student 1 are polar opposites – Student 3 does not like change whilst Student 1 enjoys change and new challenges. Other significant differences can be seen in the Persistence, Flow, Status Orientation and Goal Orientation dimension, where in each of them, the difference between the lowest and highest score was 7 stanine points. The biggest conformity of the results occurred in Internality, Compensatory Effort, and Pride in Productivity dimension, where the difference in scores was 3 stanine points.

To sum up the results of the representatives from the two groups that achieved the highest score in the interpreting part of the research, the results of **Graduate 1** were above average, average, and below average. He scored above average in the Independence dimension (8 stanine points) and Flexibility dimension (7 stanine points). Which makes him a flexible person, who likes to work on his own terms. He scored average in Confidence in Success, Fearlessness, Internality, and Self-Control dimension (6 points) Persistence, Dominance, Flow, Compensatory Effort, Preference for Difficult Tasks dimension (5 stanine points), and Eagerness to Learn dimension (4 stanine points), which would make him a person confident in his success, who is not afraid that he might fail. He is able to concentrate for a longer time without getting distracted and he is willing to try harder to achieve his goal. He is also a person who is very organised when it comes to finishing a task. He prefers difficult tasks over easier ones, he is persistent in long-term tasks, and tends to be more dominant. He believes that his success depends on him rather than on some external factors and he is willing to learn new things. Graduate 1 scored below average in the Engagement, Pride in Productivity, Competitiveness, Goal Setting dimension (3 stanine points) and Status Orientation dimension (1 stanine points), which would suggest that he does not prioritise work over his personal life, he is not very competitive and also does not aspire to achieve important position at work or in his social life. He also does not take particular pride in his work and does not set long-term plans for achieving his goals. As for **Student 3**, her score was above average in the Internality

dimension (8 stanine points) and in the Self-Control and Status Orientation dimension (7 stanine points). This means that she is a person who is convinced that her well-being depends on her, she is willing to delay fun in order to finish her work and she is interested in achieving a high social and work status. She scored average in the Engagement, Fearlessness, Compensatory Effort dimension (6 stanine points), in the Flow, Goal Setting dimension (5 stanine points) and in the Dominance, Confidence in Success, and Pride in Productivity dimension (4 stanine points). This suggests that she is a person who is more likely to take up extra work activities, she is able to concentrate on something without being distracted by her surroundings, she is not afraid to take up difficult tasks or to fail at them. She is also willing to try hard to avoid failure, she enjoys the feeling of accomplishment, and she is also more likely to set up long-term plans to achieve something. She can also be considered a person who tends to seek control over activities, and she believes that she will be able to overcome difficulties to achieve her goals. Student 3 scored below average in the Persistence, Eagerness to Learn, Preference for Difficult Tasks, Independence dimension (3 stanine points), in the Competitiveness dimension (2 stanine points) and in the Flexibility dimension (1 stanine point). This suggests that she is not flexible and is less likely to accept changes. She is also less likely to spend a lot of time learning new things for the sake of learning, she would not choose difficult tasks over the easier ones, and she is not a competitive person. She cannot be considered a very persistent person, and she would rather work under somebody than on her own pace. The last subject from the students and graduates' group, **Student 1**, scored above average in Persistence, Flow, Fearlessness, Preference for Difficult Tasks, Independence, Goal Setting dimension (9 stanine points), in the Flexibility, Internality, Eagerness to Learn dimension (8 stanine points) and in the Confidence in Success dimension (7 stanine points). This means that he is very likely to take up difficult tasks and challenges. The results also make him a persistent person, who believes in succeeding, and is also flexible, able to concentrate for a longer time without getting distracted, is eager to learn new things, prefers to take responsibility for his actions, and sets long-term goals. He is also not afraid of failing at a task and he also believes that his success is up to him. He scored average in the Engagement, Compensatory Effort dimension (6 stanine points), in the Self-Control dimension (5 stanine points) and in the Dominance dimension (4 stanine points). He is therefore willing to put extra effort into a preparation for a task, he is dominant, he feels uneasy when he does not have any work to do, and he is also able to restrain himself in order to finish work. He scored below

average in the Pride in Productivity dimension (2 stanine points), and in the Competitiveness and Status Orientation dimension (1 stanine point). He is thus not a competitive person, he does not care about achieving a high status in the society or at work and he does not take pride in his work. As for the professionals' group, **Professional 4** scored above average in the Persistence and Internality dimension (8 stanine points). This means that she is a persistent person, who believes that her success is up to her and not anybody else. She scored average in the Fearlessness, Compensatory Effort, Independence, Self-Control dimension (6 stanine points), in the Dominance, Confidence in Success, Preference for Difficult Tasks, Competitiveness, Goal Setting dimension (5 stanine points), and in the Flexibility, Flow, Pride in Productivity, Eagerness to Learn dimension (4 stanine points). This makes her a person who believes that she will succeed in her tasks despite obstacles, and she also enjoys the feeling of success and would rather not work under a leader. She is a dominant and flexible person who can fully concentrate on her work. She usually chooses difficult tasks, can put off other things to finish work, and is also a competitive and systematic person. She is not afraid to take up difficult tasks despite some obstacles which might occur while carrying out the tasks, and she is willing to prepare more to avoid failure. She also tends to set long-term goals and she also enjoys learning new things. She scored below average in the Engagement dimension (3 stanine points) and in the Status Orientation dimension (1 stanine points). Given the scores, we can characterise her as a person who does not aspire to take up extra work or to reach a higher status. **Professional 6** scored above average in the Internality and Independence dimension (7 stanine points). This makes him a person who depends on himself to achieve his goals and tends to take responsibilities for his actions. He scored average in the Compensatory Effort, Eagerness to Learn, Self-Control dimension (6 stanine points), in the Fearlessness dimension (5 stanine points), and in the Persistence, Engagement, Pride in Productivity, Preference for Difficult Tasks, Status Orientation, Goal Setting dimension (4 stanine points). This means that he is not afraid of failure, and he is willing to overprepare to achieve something. He also takes pride in his success, he is eager to learn, prefers to work without a watchful eye over him, and he also does not procrastinate and rather concentrates on work. He is a persistent person, able to concentrate on one thing for a longer period of time, prefers difficult tasks, cares about achieving high status and progressing in his job. He is also a goal-oriented person, and he is more likely to take up extra work activities. He scored below average in the Competitiveness, Confidence in Success, Flexibility, Flow dimension (3 stanine points)

and in the Dominance dimension (2 stanine points). Thus he does not believe that he is able to overcome difficulties and reach success, he is not very flexible, he does not exercise power over others, he is not a competitive person, and he is not able to concentrate on something for a longer time without getting distracted. The last subject, **Professional 5**, scored above average in the Internality dimension (8 stanine points) and in the Fearlessness dimension (7 stanine points). This suggests that he is a person who believes that his success is the result of his own efforts and is not afraid that he might fail at his work. He scored average in the Eagerness to Learn dimension (5 stanine points), in the Dominance, Confidence in Success, Flow and Compensatory Effort dimension (4 stanine points). This makes him a person who is dominant at work, believes that he will succeed, and is able to eliminate outside distractions while working. He is also willing to try harder to not fail at a task and is willing to learn new things. He scored below average in the Persistence, Pride in Productivity, Self-Control, Status Orientation, Goal Setting dimension (3 stanine points), in the Engagement, Flexibility, Preference for Difficult Tasks dimension (2 stanine points), and in the Independence and Self-Control dimension (1 stanine point). This therefore means that he is not interested in gaining a higher work position, is not a flexible person, and does not take pride in his achievements. He is also not a very persistent person, he does not put off entertainment to finish his work and does not usually set long-term goals to achieve something. He is also not a workaholic, does not choose difficult tasks over the easier ones, he rather takes directions from somebody else, and he also cannot be considered a competitive person.

As we can see, the results of the selected students and graduate and professionals were very similar in some of the dimensions, but they also varied considerably in other dimensions. One subject (Student 1) had distinctly different scores from the others. Other subjects had overall very similar results, but in a few of the dimensions, that were mentioned in this subchapter, bigger differences in their score occurred. The subjects mostly scored average, but there were also dimensions in which few of them scored above average and below average.

Conclusion

The aim of this diploma thesis was to find out whether and how does motivation affect interpreting performances. Motivation is a crucial part of any work and interpreting is not an exception. All of our subjects can be considered motivated to do interpreting. In the case of the majority of the subjects (i.e. fourteen subjects – five students and graduates and nine professionals), we can talk about intrinsic motivation, since they all stated that they enjoy interpreting, are actively working as interpreters or want to pursue interpreting careers in the future or stated that they prefer interpreting over translation. Speaking of the remaining two subjects (two students), we consider them to be less motivated than the remaining fourteen subjects. However, in their case, we can still talk about motivation, more specifically about extrinsic motivation, given that they both stated that they are not interested in interpreting professionally in the future, and when they do have to interpret, their biggest motivator is not an internal reason, but rather the fact that they do not want to let somebody down or want to be over with the interpretation.

Among other research questions, we were interested in knowing: *Will the level of motivation of professional interpreters and students be significantly different?* In general, we can state that the professionals are more motivated than the students and graduates. As it was mentioned in chapter 5, they scored better in 7 dimensions of the LMI questionnaire (Persistence, Dominance, Confidence in Success, Internality, Pride in Productivity, Status Orientation, and Competitiveness dimension). It is important to point out they did not score below average in any of the dimensions, whereas the students were below average in 2 dimensions. Also, the biggest differences between the scores represented 2 stanine points, which translated into a difference of 7.35 mean raw score points in the Competitiveness dimension. Another evidence that points towards the higher motivation of professionals is the fact that they all chose interpreting as their profession and also all of them stated that they do this job because they enjoy it and are not planning on switching to a different career path anytime soon.

Another one of our research questions was: *What motivates interpreters to give their best performance?* Given that everybody is different, and each person gets motivated by something else, it was not surprising that the biggest motivators varied from subject to subject. We found that the motivation of our subjects is not only based on values such as pride in their achievement, career advancement, or a vision of good financial compensation for their work, which were mentioned among the motivators, but

also a few more personal reasons were repeatedly mentioned. Among these were some of the emotions which were mentioned in the definition of Attributional Theory of Motivation and Emotion, such as negative feelings stemming from a client's discontent with their work, which drives the subjects to try and do better next time, or disappointment by themselves, when they do not manage to do their best, which again pushes them to learn from their mistakes or the fact that they do not want to experience these feelings again which again motivates them to do their best. Another motivator was stress and also the sense of responsibility towards their client, booth partner or even teachers and ultimately not wanting to let them down. Not to only mention negative feelings, our subjects also stated that they enjoy the activity of interpreting and everything that comes with it, such as learning new things, meeting new people, or visiting place that they otherwise would not get a chance to see. Some also stated that they enjoy being the ones who are facilitating information to person who otherwise would not be able to understand it. One last motivator that we found interesting, and on which we can also apply the drive-reduction theory, is the fact that one of the less motivated subject stated that her motivation is the thought of being finished with interpreting, from which we can gather that she feels uncomfortable, and her drive is to end this state of tension and distress.

To answer our research question: *How does motivation affect interpreters' performance?* our research confirmed that in some cases, motivation does have an effect on interpreters' performances. By incorporating research methods such as analysis, comparison, or synthesis, we found that one of the less motivated subjects (Student 5) performed as we have expected – in our assessment of her interpretation, she performed the worst out of the students and graduates' group. However, the other less motivated subject (Student 3) was the second best out of her group. Also, five of the professional subjects (Professional 1, Professional 3, Professional 7, Professional 8, Professional 9), who, as we have mentioned above, can be considered in general to be more motivated than students and graduates (given their intrinsic motivation, and overall higher scores in the LMI dimensions) did not outperform four of the student and graduate subjects (Graduate 1, Student 1, Student 3, Student 4) in our assessment of the interpretation based on the number of information they managed to convey from the original, number of negative shifts that occurred in their interpretations, number of idioms and puns, they interpreted as well as the number of fillers they used. Four students and one graduate (Student 1, Student 4, Student 3, Graduate 1 and Student 5) outperformed some of the professionals in the overall quality of interpretation of the listeners' assessment, however

only two students (Student 1, Student 4) outperformed them in the confidence in delivery of the listeners' assessment. These findings also answer our research question: *Will the subjects with higher motivation interpret better than those with lower motivation and to what extent?* We can state that in the case of Graduate 1, Students 1 and Student 4, their motivation helped them be the best out of their group and also to outperform the five beforementioned professionals. However, this does not apply to Student 3, given that she was considered as one of the less motivated subjects and thus motivation did not play the major role in her successful interpretation. The reason behind her excellent performance in our assessment of interpretation can be the fact that she has an ample amount of practice in interpreting. As for the professionals, who can all be considered highly motivated, we can state that in their case, motivation was certainly one of the reasons behind their great performances. However, another major part in their performances played the fact that best professionals (i.e. Professional 4, Professional 6, Professional 5, and Professional 2) all work for European institutions, which have high standards for interpreting and not surprisingly, they were also the best out of all the research subjects.

To sum our findings up, motivation is most definitely one of the most important things in the world, since as it was stated in this thesis more than once, without motivation there would be no point in doing anything. Motivation is thus also an important part of interpreting, and it certainly positively helps to give better interpreting performance but it is only a part of a whole process, which is quite complicated and without the dedication and also some abilities and some personality characteristics, it is not a guarantee of a high quality interpretation.

Resumé

Cieľom diplomovej práce je zistiť či a ako vplývajú vybrané osobnostné charakteristiky, konkrétne motivácia, na tlmočnícky výkon. Práca je súčasťou projektu VEGA 1/0202/21: *Reflexia kognitívnych a osobnostných charakteristík v tlmočníckom výkone študentov PaT a profesionálov v reálnom a virtuálnom prostredí*.

Teoretická časť práce sa zaoberá problematikou prepojenia psychológie a tlmočenia a konkrétne nazerá na tlmočenie ako na kognitívne náročnú aktivitu, počas ktorej musí tlmočník zvládať viacero úkonov naraz. Tvrdenia v tejto kapitole sú podložené výskumami vykonanými v tejto oblasti (napríklad Jesse a kol., 2000; Tzou a kol., 2012; Köpke, Nespoulos, 2006). Kapitola sa rovnako konkrétnejšie zaoberá kognitívnymi úkonmi, ktoré tlmočník počas tlmočenia vykonáva a tiež sa venuje aj kognitívnej záťaži kladenej na tlmočníkov, medzi ktoré patrí napríklad štiepenie pozornosti, využívanie krátkodobej a dlhodobej pamäte, vypočutie, spracovanie a následné preformulovanie informácií, či rýchlosť akou rečník hovorí, používanie správnej artikulácie a intonácie tlmočníkom a podobne. Teoretická časť sa ďalej skladá zo samostatnej kapitoly zameranej na osobnostné charakteristiky. Táto kapitola sa zameriava najmä na motiváciu a spomína niekoľko teórií motivácie, ako napríklad: Hullova a Spencova behavioristická teória redukcie pudu (drive-reduction theory) (1943, 1955), Atkinsonova teória výkonu (Expectancy/Value theory) (1957) a Weimerova atribučná teória motivácie (Attributional Theory of Motivation and Emotion) (1985). Ďalej sa v nej popisuje vonkajšia a vnútorná motivácia a v kapitole sa tiež spomínajú už vykonané štúdie v oblasti motivácie a jej vplyvu na tlmočnicke výkony, ako napríklad výskum Melicherčíkovej, Dovea (2021), Hodákovej (2020) alebo Atkinsona, Reitmana (1956). Súčasťou kapitoly o osobnostných charakteristikách je aj podkapitola zaoberajúca sa otázkou, či tlmočník musí mať určité osobnostné charakteristiky alebo iné predispozície na to, aby mohol vykonávať toto povolanie alebo či je tlmočenie zručnosť, ktorá sa dá naučiť. Podkapitola uvádza konkrétne výskumy, ktoré sa tiež zaoberali touto otázkou ako napríklad výskum Facákovej (2021), či Rosiersovej a kol. (2011). V podkapitole sa rovnako spomínajú zoznamy osobnostných charakteristík tlmočníkov, ktoré konkretizoval Herbert (1952) a Longley (1989). Posledná kapitola teoretickej časti sa venuje hodnoteniu kvality v tlmočení. Kapitola pojednáva o rôznych aspektoch, ktoré sa musia brať do úvahy pri hodnotení tlmočenia. Medzi ne patrí napríklad prostredie, v ktorom sa tlmočí (je rozdiel, či tlmočník tlmočí pre plnú sálu hostí alebo robí šušotáž

pre jednu osobu) alebo publikum, pre ktoré sa tlmočí – inak sa tlmočí pre lekárov na konferencii a inak pre utečencov v azylových domoch. Kvalita tlmočenia tiež mnohokrát závisí aj od podmienok, v ktorých tlmočník pracuje. Je oveľa pravdepodobnejšie, že tlmočníkovi sa bude pracovať lepšie a podať aj lepší výkon, ak bude mať k dispozícii kvalitnú tlmočnicku techniku, príjemné podmienky v kabíne, bude tlmočiť rečníkov, ktorí rozprávajú plynulo, zrozumiteľne a do mikrofónu alebo ak dostane vopred materiály či podrobnejšie informácie k tlmočeniu. Hodnotenie kvality rovnako závisí aj od hodnotiteľov. Týmto aspektom sa zaoberalo viacero výskumov spomenutých v teoretickej časti (napríklad Kurz, 1993, 2001; Collados Aís a kol., 2007; Collados Aís, 2010), ktoré poukázali na to, že rôzni poslucháči sa počas hodnotenia sústredia na rôzne aspekty tlmočenia a sú v týchto aspektoch kritickejší ako iní poslucháči. Napriek tomu, že neexistuje jednotná teória hodnotenia kvality tlmočenia, Bühlerová (1986) ponúka 16 kritérií hodnotenia konferenčných tlmočníkov a Medzinárodná asociácia konferenčných tlmočníkov (AIIC) má vlastnú príručku pre konferenčných tlmočníkov s názvom *Praktická príručka pre profesionálnych konferenčných tlmočníkov* (Practical Guide for Professional Conference Interpreters, 2016), v ktorej popisuje ako má kvalitné tlmočenie vyzeráť. V kapitole sú ako jedno z možných hodnotiacich kritérií tiež spomenuté Carrolove škály (1966) na hodnotenie kvality strojového prekladu pozostávajúce zo škály pochopiteľnosti a zo škály informatívnosti, ktoré upravila Tiseliusová (2009) tak, aby sa dali aplikovať aj na hodnotenie kvality tlmočenia a ktoré vo svojej diplomovej práci aplikoval pri vyhodnocovaní tlmočení študentov aj Labanc (2021).

Skupinu výskumných subjektov tvorili piati študenti prekladateľstva a tlmočníctva Univerzity Mateja Bela, dvaja absolventi rovnakého odboru na Univerzite Mateja Bela, rovnako ako deväť profesionálnych tlmočníkov s rozlične dlhou praxou s rozpätím od 6 do 25 rokov. Počet rokov praxe predstavoval kontinuálnu prax, do ktorej sa nezapočítavalo obdobie, kedy sa profesionáli z rôznych dôvodov nevenovali tlmočeniu. Pred začiatkom výskumu, nám účasť na výskume prisľúbili až siedmi absolventi, no keďže sa nakoniec výskumu zúčastnili len dvaja, spojili sme ich so skupinou študentov, vďaka čomu mala skupina profesionálov a novovzniknutá skupina študentov a absolventov porovnateľnú veľkosť (sedem študentov a absolventov a deväť profesionálov). Výskum prebiehal anonymne, a tak každý výskumný subjekt dostal vlastný kód, ktorý pozostával z názvu výskumnej skupiny, do ktorej patril (Študent/-ka, Absolvent/-ka, Profesionál/-ka) a čísla, vďaka ktorému sme vedeli

subjektom priradiť výsledky dotazníka LMI, informácie z rozhovorov a hodnotenie tlmočení.

Praktickú časť tvorí metodika a výskum, ktorý prebiehal v troch častiach. Prvú časť predstavoval dotazník motivácie k výkonu (LMI), ktorý na začiatku výskumu vyplnilo všetkých šesťnásť výskumných subjektov. Dotazník nám poskytla a s jeho vyhodnotením nám pomohla Mgr. Zuzana Heinzová, PhD. z Katedry psychológie Univerzity Mateja Bela. Najskôr sme medzi sebou porovnali výsledky našim dvoch výskumných skupín. Na základe výsledkov tretej časti výskumu, sme sa tiež rozhodli vybrať troch najlepších študentov a absolventov (Absolvent 1, Študentka 3, Študent 1) a troch najlepších profesionálov (Profesionálka 4, Profesionál 6, Profesionál 5), ktorých osobnostné profily sme porovnali navzájom a ktorých výsledky z vyplnených dotazníkov sme následne previedli na staniny (stupnicu od 1 do 9, kde najnižšie skóre predstavuje 1 a najvyššie 9). Počas výskumu sme využili výskumné metódy analýzy, komparácie a syntézy. Druhou časťou výskumu boli rozhovory s výskumnými subjektmi. Vzhľadom na súčasnú pandemickú situáciu, sa všetky odohrali cez videokonferenčnú platformu Zoom a so súhlasom subjektov boli nahrané a neskôr prepísané. S rozhovormi s profesionálmi nám pomohla Mgr. Soňa Hodáková, PhD, členka riešiteľského tímu projektu VEGA. Všetky rozhovory pozostávali zo všeobecných otázok spojených s vekom, pohlavím, študijným programom alebo profesiou subjektov, dĺžkou štúdia anglického jazyka a pobytov v zahraničí študentov, či dĺžkou praxe profesionálov. Študentov sme sa spýtali, či majú v pláne zotrvať v profesii po skončení štúdia, tiež sme sa ich pýtali, či dávajú prednosť prekladu alebo tlmočeniu a všetkých sme sa tiež opýtali či majú radšej konzekutívne alebo simultánne tlmočenie. Rovnako sme subjektom položili doplňujúce otázky k dotazníku LMI, ktoré sa týkali motivácie. Medzi ne patrili nasledujúce otázky: „Ako na vás vplýva stres? Motivuje vás alebo vás skôr demotivuje?“, „Čo vás najviac motivuje k dobrému výkonu? Čo je pre vás najväčšou motiváciou na podanie čo najlepšieho tlmočnického výkonu?“, „Máte pocit, že vám ide práca lepšie, keď ste niečím motivovaní?“, „Myslíte, že je motivácia dôležitá? Prečo?“ či „Myslíte si, že typ osobnosti vplýva na tlmočnický výkon?“. Tretiu časť výskumu tvorilo pretlmočenie nami poskytnutej nahrávky subjektmi. Tlmočenie sa nahrávalo cez virtuálne tlmočnické kabíny a tlmočníci dopredu vedeli len to, že rečníkovým rodným jazykom je angličtina a že bude prednášať na konferencii zdravotníckych pedagógov. Rečník vo svojom prejave hovoril konkrétne o vegánskom a vegetariánskom stravovaní, ako má človek upraviť svoje stravovanie, keď chce prejsť na rastlinnú stravu a rovnako aplikoval tieto zmeny

v stravovaní aj na stravovacie návyky na Slovensku. Samotná nahrávka mala neutrálne vstupné premenné – nahrávka trvala približne 10 minút, počet slov za minútu síce prekračoval ideálnych 100 – 120 slov za minútu, ktoré navrhuje Pochhäcker (2004), no neprekračoval 300 slabík za minútu, ktoré navrhuje Čenková (1988). Nahrávka sa tiež nedala považovať za lexikálne presýtenú, keďže neprekročila 56 % nasýtenosť textu. Tlmočenia sme neskôr prepísali a vyhodnotili na základe propozičnej analýzy textu, kde sme vybrali najdôležitejšie informácie, ktoré sme bodovo ohodnotili (najvyšší možný počet získaných bodov bol 71) a na základe toho, či ich tlmočníci preniesli alebo nie sme obodovali ich výkony. Tiež sme sa v tlmočeniach zamerali na negatívne posuny a ohodnotili sme ich tak, že čím menej ich tlmočníci spravili, tým lepšie bolo ich tlmočenie. Rovnako sme hodnotili aj počet výplňových slov, ktoré subjekty počas tlmočenia použili a ktoré sme rozdelili na predlžovanie hlások a na hezitačné zvuky. Zamerali sme sa aj na to, ako a koľko z trinástich frazeologizmov a jednej slovnej hračky sa podarilo tlmočníkom pretlmočiť. Okrem propozičnej analýzy, vybraných javov a deskriptívnych štatistík výsledkov našich subjektov, sme požiadali skupinu trinástich poslucháčov, aby si vypočuli tlmočenia a ohodnotili ich na základe stupníc, ktoré sme pre toto hodnotenie vytvorili, pričom sme sa pri ich tvorbe inšpirovali stupnicami použitými v rámci projektu KEGA 026UMB-4/2019: *Exaktná učebnica tlmočenia*. Poslucháči mali v priemere 24 rokov a skupina sa skladala zo šiestich „nezaujatých poslucháčov“, čiže takých, ktorí nie sú tlmočníci, neštudovali tlmočenie a dokonca ani nikdy nevyužili tlmočnicke služby a siedmych študentov prvého ročníka magisterského štúdia prekladateľstva a tlmočenia Univerzity Mateja Bela. Poslucháči hodnotili dve kritéria: celkovú spokojnosť s tlmočením, ktorú mali ohodnotiť na stupnici od 1 do 5 (1 bolo najnižšie možné skóre a 5 najvyššie) a istotu v hlase, na stupnici od 1 do 4, (1 bolo opäť najnižšie možné skóre a 4 najvyššie). Ich hodnotenie sme potom vyhodnotili na základe aritmetického priemeru a deskriptívnej štatistiky. Poslucháči mali taktiež možnosť napísať ku ktorémukoľvek tlmočeniu svoje postrehy a poznámky. V rámci praktickej časti sme si položili aj nasledovné výskumné otázky: *Ako vplýva motivácia na tlmočnicke výkony? Čo motivuje tlmočníkov k tomu, aby podali čo najlepší výkon? Budú subjekty s vyššou motiváciou tlmočiť lepšie ako tie s nižšou motiváciou? Do akej miery? Bude sa úroveň motivácie profesionálov a študentov líšiť?*

Dotazník LMI, ktorý sme použili počas nášho výskumu, sa skladá zo 170 otázok, ktoré sú rozdelené do 17 dimenzií (vytrvalosť, dominancia, angažovanosť, dôvera v úspech, flexibilita, flow, nebojnosť, internalita, kompenzačné úsilie, hrdosť na výkon,

ochota učiť sa, preferencia obťažnosti, samostatnosť, sebakontrola, orientácia na status, súťaživosť, cieľavedomosť). Študenti a absolventi získali nadpriemerné skóre v 3 dimenziách (nebojácnosť, internalita a kompenzačné úsilie), priemerné skóre v 12 dimenziách (vytrvalosť, dominancia, angažovanosť, dôvera v úspech, flexibilita, flow, hrdosť na výkon, ochota učiť sa, preferencia obťažnosti, samostatnosť, sebakontrola a cieľavedomosť) a dosiahli aj podpriemerné skóre a to v 2 dimenziách (orientácia na status a súťaživosť). Skupina profesionálov získala nadpriemerné skóre tiež v 3 dimenziách (vytrvalosť, internalita a kompenzačné úsilie) a priemerné skóre v zvyšných 14 dimenziách. V tejto časti výskumu sme zodpovedali výskumnú otázku: *Bude sa úroveň motivácie profesionálov a študentov líšiť?* Zistili sme, že profesionáli sú viac motivovaní ako študenti a profesionáli, keďže získali lepšie skóre v 7 dimenziách (vytrvalosť, dominancia, dôvera v úspech, internalita, hrdosť na výkon, orientácia na status a súťaživosť), zatiaľ čo študenti a absolventi boli lepší len v 3 dimenziách (flexibilita, flow a nebojácnosť) a v žiadnej dimenzii (na rozdiel od študentov a absolventov) nezískali profesionáli podpriemerné skóre. Rovnako najväčší rozdiel medzi dvoma skupinami predstavovali 2 body staniny, ktoré sa v dimenzii súťaživosť rovnali 7,35 bodov hrubého priemerného skóre.

Zo všeobecných otázok sme zistili, že v skupine študentov a absolventov mali prevahu ženy (štyri ženy, traja muži) a priemerný vek subjektov bol 23 rokov a rovnako tomu bolo aj v skupine profesionálov (šesť žien, traja muži), kde bol priemerný vek 39 rokov. Ostatné všeobecné otázky sme využili pri vyhodnocovaní tretej časti výskumu. Všetci opýtaní súhlasili, že motivácia je dôležitá a viacerí dokonca tvrdili, že motivácia je taká dôležitá, že bez nej by nemalo zmysel robiť nič, dokonca ani vstať ráno z postele. Viacerí opýtaní sa zhodli, že človek nemusí mať vyslovene konkrétne vlastnosti na to, aby bol dobrý tlmočník, no musí byť vytrvalý a chcieť tlmočiť. Napriek tomu, niektorí spomenuli vlastnosti, ktoré uľahčujú človeku prácu tlmočníka, medzi ktoré patrila či už zvedavosť, ochota učiť sa nové veci, komunikatívnosť, nemať strach z vystupovania pred väčším publikom alebo schopnosť zvládať stres a nestratiť duchapritomnosť, ak sa vyskytnú nejaké problémy. Tiež sme v tejto časti výskumu zistili, čo motivuje naše subjekty a tak sme zodpovedali jednu z našich výskumných otázok: *Čo motivuje tlmočníkov k tomu, aby podali čo najlepší výkon?* Z odpovedí sa nám podarilo zistiť, že najčastejšou motiváciou, najmä profesionálov, bola skutočnosť, že ich tlmočenie baví. Rovnako sa ako častý motivátor objavoval stres, ktorý subjekty poháňa k tomu, aby podali čo najlepší výkon, viackrát bolo tiež spomenuté, že veľkú motiváciu predstavuje

aj skutočnosť, že subjekty nechcú niekoho sklamať – či už kolegu v kabíne, klienta, vyučujúce alebo samých seba. Niektorí tiež povedali, že ich motivuje myšlienka, že sú akýmsi mediátorom medzi rečníkom a poslucháčom a teda sa snažia tieto informácie podať čo najlepšie a najpresnejšie, alebo tiež tvrdili, že ich motivuje negatívna spätná väzba, ktorá ich potom núti sa aby sa pri nasledujúcej zákazke viac snažili, aby sa už chyba alebo nedostatok nezopakoval.

Na základe vyhodnotenia tlmočení sme zistili, že štyria profesionáli boli lepší ako všetci študenti a absolventi (Profesionálka 4, Profesionál 6, Profesionál 5, Profesionálka 2), no zvyšných päť profesionálov svojím výkonom prekonal traja študenti a jeden absolvent (Absolvent 1, Študent 1, Študentka 3, Študentka 4). V celkovej spokojnosti s tlmočením získali lepšie hodnotenie profesionáli. Štyrom študentom a jednému absolventovi sa podarilo byť lepší ako niektorí profesionáli – Študent 1 bol lepší ako osem profesionálov, Študentka 4 prekonal štyroch profesionálov, Študentka 3 bola lepšia ako dvaja profesionáli a Študentka 5 spolu s Absolventom 1 získali lepšie hodnotenie ako jeden profesionál. V kategórii istota v hlase získali opäť lepšie hodnotenie profesionáli. V tejto kategórii boli len dvaja študenti lepší ako niektorí profesionáli – Študent 1 prekonal všetkých profesionálov a tým pádom bol najlepší zo všetkých subjektov a Študentka 4 získala viac bodov ako traja profesionáli. Poslucháči tiež mali viac poznámok k profesionálom ako ku študentom a absolventom a tieto poznámky boli väčšinou pozitívne ladené. Naopak poznámky k tlmočeniam študentov a absolventov boli buď negatívnejšieho charakteru alebo sa v nich spomínali technické nedostatky nahrávok. Rovnako sme v tejto časti výskumu zistili, že profily šiestich najlepších subjektov boli celkovo veľmi podobné. V niektorých dimenziách získali takmer všetci veľmi podobné skóre, v niektorých dimenziách (konkrétne vo flexibilitu a samostatnosti) boli rozdiely celkom výrazné. Jeden subjekt, ktorý sa svojimi výsledkami výrazne odlišoval od ostatných bol Študent 1. Ako jediný získal nadpriemerné skóre v dimenzii preferencia obťažnosti a tiež získal najvyššie celkové skóre zo všetkých šiestich subjektov – Študent 1 získal 6 bodov staniny a ostatní piati získali 5 až 3 body staniny. Na základe výsledkov z tejto časti výskumu môžeme zodpovedať aj ďalšiu z našich výskumných otázok: *Budú subjekty s vyššou motiváciou tlmočiť lepšie ako tie s nižšou motiváciou?* Vo všeobecnosti môžeme tvrdiť, že čím motivovanejšie boli subjekty, tým lepšie boli ich tlmočnicke výkony. V našom výskume sa však objavila aj výnimka, ktorou bola Študentka 3 – považujeme ju za menej motivovaný subjekt, no aj napriek tejto skutočnosti patrila medzi najlepších vo svojej skupine.

Ako vplýva motivácia na tlmočnicke výkony? Celkovo môžeme tvrdiť, že motivácia má vplyv na tlmočnicke výkony ako študentov a absolventov, tak aj profesionálov. Takmer všetky naše výskumné subjekty sa dajú považovať za motivované. V skupine profesionálov sa toto tvrdenie dá odôvodniť tým, že si subjekty sami zvolili kariéru v oblasti tlmočenia, aj naďalej v nej pôsobia a vyslovene povedali, že tlmočia, pretože ich to baví. V skupine študentov a absolventov môžeme toto tvrdenie zas podložiť skutočnosťou, že až na dva subjekty, všetky ostatné v rozhovoroch tvrdili, že by chceli pôsobiť ako tlmočníci, dávali prednosť tlmočeniu pred prekladom, a sami si aktívne vybrali tlmočnicke predmety alebo absolvovali prax aj z tlmočenia. Absolventi z tejto skupiny sa síce profesionálne nevenujú tlmočeniu, no dá sa to odôvodniť tým, že počas pandémie a ani v súčasnosti nemali ako začínajúci tlmočníci toľko tlmočnických príležitostí. Dva subjekty (Študentku 3 a Študentku 5) považujeme za menej motivované ako ostatné, keďže samé povedali, že sa tlmočeniu v budúcnosti venovať nechcú a uprednostňujú radšej preklad. Zaujímavé zistenie však je, že Študentka 3 patrila medzi troch najlepších zo svojej skupiny a svojím výkonom prekonalala až deväť zo šestnástich subjektov. Toto zistenie by sa dalo možno odôvodniť tým, že študentka aj napriek tvrdeniu, že sa chce radšej venovať prekladu, si počas štúdia zvolila takmer všetky ponúkané tlmočnicke predmety a rovnako sa, počas trvania výskumu zúčastnila na piatich podujatiach ako tlmočnica, kde mohla nabráť množstvo skúseností a tak predbehnúť ostatné subjekty zo svojej skupiny. Tiež treba poznamenať, že z obsahového hľadiska bolo jej tlmočenie veľmi kvalitné, no v hodnotení poslucháčmi ju v kategórii *celková spokojnosť s tlmočením* celkovo prekonalali až jedenásti a v kategórii *istota v hlase* až trinásti. Naopak, Študentka 5 spĺňa naše predpoklady o tom, že menej motivované subjekty nedosiahnu v tlmočení najlepšie hodnotenie. Študentka 5 skutočne patrila v tlmočení nahrávky medzi najhoršie subjekty, aj keď musíme poznamenať, že v rámci svojej skupiny došlo v jej tlmočení k najmenšiemu počtu negatívnych posunov. Aj v rámci hodnotenia poslucháčmi patrila medzi najhorších, no v kategórii *istota v hlase* prekonalala Študentku 3.

Motivácia je teda dôležitou súčasťou tlmočenia, ale len motivácia nestačí na to, aby človek dokázal dobre tlmočiť. Ako sme v tejto diplomovej práci spomínali, tlmočenie je komplexný úkon, v ktorom tlmočník robí viacero operácií naraz a preto by mal mať aj určité vlastnosti, aby tento úkon zvládal alebo by mal mať veľmi veľké odhodlanie a ochotu vykonávať túto prácu. Ak tieto vlastnosti alebo odhodlanie, či motiváciu nemá, je vysoko pravdepodobné, že by nedokázal v tejto profesii zotrvať.

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Appendix

Appendix 1: The important information from the recording

- thank you to our interpreters (1 point)
- 42nd conference (1 point)
- International Health Educators Conference (1 point)
- we are online (1 point)
- there is a new development (1 point)
- it is the discussion section (1 point)
- I am interested in hearing what you have to say (1 point)
- I would like to talk about the importance of health education (1 point)
- it is important that we do not lose sight of the importance of our profession and the influence it has on our students and their future (1 point)
- I will tell you a little bit about myself (1 point)
- I was overweight (1 point)
- it was because of misunderstanding of nutrition (1 point)
- I thought that bread and other starchy foods contained very few calories (1 point)
- it was not for a lack of health education (1 point)
- I am from the USA (1 point)
- I had health class (1 point)
- there is a health curriculum in public schools (1 point)
- 1990s in the US (2 point)
- low fat diets (1 point)
- bread and starchy food did not contain much fat (2 point)
- restaurant in the US (1 point)
- give rolls for free (1 point)
- eat them and then eat less of what I thought was more fattening food (1 point)
- did not lose weight (1 point)
- Slovakia (1 point)
- positive situation (1 point)
- vegetarianism and veganism are on the rise (1 point)
- good news for the health of our bodies and planet (1 point)
- a study (1 point)

- from 2017 and 2019 (2 points)
- more and more people are going vegan or vegetarian (1 point)
- lowering their meat intake (1 point)
- consider it (1 point)
- delving into vegetarianism without information can cause malnutrition (1 point)
- people end up eating what passes for vegetarian food (1 point)
- pasta with zucchini or grilled vegetables (2 point)
- do not contain very much protein (1 point)
- conventional diets in Slovakia (1 point)
- contain bare minimum of essential macronutrients (1 point)
- i.e. calories (fat, proteins, sugar) and starches in other words carbohydrates (2 point)
- average people in Slovakia do not have to worry about getting enough macronutrients (1 point)
- they need to worry about getting enough vitamins and minerals and fibre (3 point)
- when you switch to veganism, you remove traditional sources of protein and you have to look for plant-based sources of it (1 point)
- i.e. legumes, lentils, beans, nuts, seeds, whole grains (6 points)
- do not occur in high quantities in most foods served in Slovakia (1 point)
- many people do not realise that they need to replace the traditional sources of protein (1 point)
- we want to serve something that is tasty (1 point)
- look for it in international cuisines (1 point)
- I would like to hear some vegetarian and vegan dishes from you (1 point)
- Asia (1 point)
- traditional vegetarian and vegan cuisines (1 point)
- Slovakia (1 point)
- there are plant-based foods (1 point)
- cabbage or sauerkraut (1 point)
- it is one of the healthiest foods (1 point)
- it is still being made by families in Slovakia (1 point)
- it is present in many traditional Slovak dishes (1 point)
- in some countries you have to look few generations back (1 point)

- it is easier to get people to eat something they know (1 point)