

**The issue of quality in simultaneous interpretation**

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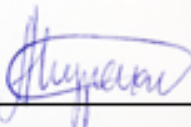
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**TECHNICAL ASSIGNMENT**  
**for Master Thesis**  
**«The issue of quality in simultaneous interpretation»**

**I. Justification of the relevance, originality, and novelty of the project.**

The relevance of the research study lies in the fact that at this time the interest in simultaneous interpreting (SI) has increased significantly. This phenomenon can be explained by global trends and market needs that expand the opportunities for the interpreter's activities, mainly SI. Which is serves as a bridge connecting people speaking two or more different languages. The understanding of the essence of current events and their further progress depends on the quality of SI. Previous research identified a number of diverse factors influencing the quality of SI, such as linguistic, psychologic, extralinguistic, and so on. However, the research will focus on how the factors affect the quality perception by listeners. One of the factors that we will consider in the study is the educational attainment of interpreters and their work experiences. That is why it is interesting to identify how the formal educational together with work experience influences on the perception. Specifically, the study focuses on understanding whether a professional education and work experience in the field of translation studies (TS) contributes to quality in SI.

The previous studies in quality perception suggested delivery, content and form related criteria list for the quality of SI, which is not new. However, there is no empirical studies focusing on the quality perception of SI and the interpreter's education and work experience. Hence, the investigation focusing on the interpreter's background in education and work experience as one of the factors shaping the quality perception of SI may contribute to expanding our understanding of this process. The results gained in the study will be useful for the teaching and learning process in higher education (HE)

**Research objectives, research question(s), hypothesis (in case)**

***Research purpose***

The purpose of the study is to investigate whether simultaneous interpreting conducted by interpreters with different educational attainment and work experiences results in different perceptions of its quality.

***Research questions***

The research is guided by the following two research questions:

1. How do perceptions of the quality of simultaneous interpreting conducted by interpreters with different educational attainment and work experience differ?
2. What is the explanation for these differences in perceptions of quality of simultaneous interpreting?

In line with the purpose of the study, the following *hypotheses* were developed:

A null hypothesis ( $H_0$ ): There is no difference in perceptions of the quality of SI conducted by interpreters with and without relevant background.

And alternative hypotheses:

$H_1$ : The perceptions of the quality of SI conducted by a qualified and experienced interpreter will be the most positive.

$H_2$ : The perceptions of the quality of SI conducted by an interpreter without a relevant qualification, but with substantial work experience will be less positive than the interpretation of a specialist who has both professional education and work experience.

$H_3$ : The perceptions of the quality of SI conducted by an interpreter with relevant qualifications, but without work experience will be less positive than the interpretation of a specialist who has both professional education and work experience.

## II. Scope, order, and terms of work performance.

Stage 1. Conducting an analysis of the existing literature on the selected topic.

Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).

Stage 3. Description of the tools of data collection (interviewing, document analysis, survey).

Stage 4. Description of the results of the study.

Stage 5. Description of the conclusion, recommendations.

## III. Thesis quality indicators

a) The use of relevant regulatory documents and literature at the time of writing master thesis;

b) Writing a master thesis in accordance with the MT Guidelines;

c) Compliance with the requirements of the Academic Integrity Policy regarding anti-plagiarism is implied.

## IV. The responsibility matrix

Explanation: the matrix of responsibility can be built in the form of a table, diagram or otherwise, allowing to determine the degree of involvement of each member in the implementation of each individual design stage.

Example: Thesis name: " *The issue of quality in simultaneous interpretation* ".

Stages	Supervisor's full name	Graduate's full name
<p><i>Stage 1. Conducting an analysis of the existing literature on the selected topic.</i></p> <p>1.1. Selecting sources relevant to the study            1.2. Doing meta-analysis            1.3. Submitting documents for ethical approval            1.4 Writing &amp; submitting the first draft of Introduction and Literature review Chapters</p>	Gulfiya Kuchumova	Nurakhmetova Aigerim
<p><i>Description of the research methodology, justification for the choice of method (quantitative, qualitative).</i></p> <p>2.1 Writing &amp; submitting the first draft of the Methodology Chapter</p>	Gulfiya Kuchumova	Nurakhmetova Aigerim
<p><i>Stage 3. Description of the means of data collection (interviewing, document analysis, survey).</i></p> <p>3.1. Developing data collection tools            3.2 Selecting material</p>	Gulfiya Kuchumova	Nurakhmetova Aigerim

<i>Stage 4. Description of the results of the study.</i> 4.1. Collecting data 4.2. Analyzing data 4.3. Writing and submitting first draft of the Results Chapter	Gulfiya Kuchumova	Nurakhmetova Aigerim
<i>Stage 5. Description of the conclusion, recommendations.</i> 5.1. Submitting first drafts of discussion & Conclusion Chapters 5.2. Revising the whole thesis 5.3. Submission of the final thesis	Gulfiya Kuchumova	Nurakhmetova Aigerim

## V. Thesis Completion Form.

### *Thesis Completion Form:*

*1) (write recommendations or conduct further research)*

*I, the undersigned, agree to use this terms of reference as an agreement on the creation and use of a work of science, concluded between me and KAZGUU University, according to which the student undertakes to transfer to KAZGUU University the exclusive property right to the created work of science, as well as the exclusive right to use the work at its own discretion in any form and under any name in any country in the world, including the right to reproduce the work; distribution of the original or copies of the work through sale or other transfer of ownership; import of copies of the work; public display of the original or copy of the work; other communication of the work to the public; translation of the work into another language; processing and / or other alteration of the work and any other types of use not prohibited by the legislation of the Republic of Kazakhstan.*

**Supervisor:**  
Gulfiya Kuchumova



**Graduate:**  
Nurakhmetova Aigerim



## **Abstract**

### **The issue of quality in simultaneous interpretation**

The purpose of the research is to investigate whether simultaneous interpretation (SI) conducted by interpreters with different educational attainment and work experiences results in different perceptions of its quality. The inquiry may contribute to new insights into the issue of quality perception in SI, in particular to the elaboration of educational programs and the promotion of the value of literature that can be used as study materials. To achieve this purpose, an experiment was conducted to measure the undergraduate students' perceptions of the quality of simultaneous interpreting from English to Russian conducted by three interpreters who varied in educational attainment and work experiences. There were quantitative and qualitative results. Participants were randomly assigned to three groups to listen to the following versions of the SI: (A) interpretation of a specialist with a degree in translation studies, but without enough work experience in real-life, (B) interpretation of an interpreter with a degree in translation studies and experience and (C) interpretation of specialist without a degree in SI, but with a substantial work experience. Overall, the data analysis showed that educational attainment and work experience are positively related to positive perceptions of the quality of interpreting. Moreover, it was revealed that the respondents of group C demonstrated more favorable perceptions of the quality of interpreting than respondents of groups A and B. In other words, the perceptions of the quality of SI conducted by an interpreter without a relevant qualification, but with substantial work experience was most positive. This suggests that work experience could have a greater positive effect on quality perceptions, and this is probably not surprising as work experience implies the development and enhancement of translation skills in a real-life context. The qualitative results have demonstrated the explanation of quality perceptions in content, delivery, or form-related criteria. These also suggest that an interpreter's education and work experience have a peculiar value on the process of quality perception in various criteria. Although, the length of work experience can emphasize a particular difference.

*Keywords:* simultaneous interpretation (SI), quality perception, education, work experience.



## Аңдатпа

### Синхронды аударма сапасы мәселесі

Зерттеу жұмысының мақсаты білім деңгейі мен жұмыс тәжірибесі әртүрлі аудармашылар орындаған синхронды аударманың сапасын қабылдауда туындайтын өзгешелікті анықтау болып табылады. Зерттеу синхронды аударма сапасын қабылдау мәселесіне жаңаша қарап, білім беру бағдарламаларында оқу құралы ретінде қолданыла алатын әдебиеттердің танымал етуге ықпал ете алады. Осы мақсатқа жету үшін білім деңгейі мен жұмыс тәжірибесі әртүрлі аудармашылардың ағылшын тілінен орыс тіліне жасалған синхронды аудармалардың сапасын анықтауға білім алушылардың қабылдауын өлшеу эксперименті жүргізілді. Сандық және сапалық нәтижелер алынды. Қатысушылар келесі аударма нұсқаларын тыңдау үшін кездейсоқ түрде үш топқа бөлінді: (А) аударма саласында дәрежесі бар, бірақ нақты өмірде жеткілікті тәжірибесі жоқ маманның аудармасы, (В) аударма ісі және жұмыс тәжірибесі бойынша білімі бар аудармашының аудармасы және (С) аударма ісінде дәрежесі жоқ, бірақ айтарлықтай жұмыс тәжірибесі бар аудармашы жасаған аударма. Жалпы алғанда, мәліметтерді талдау барысында білім деңгейі мен жұмыс тәжірибесі аударма сапасын оң қабылдаумен байланысты екенін көрсетті. Сонымен қатар, С тобы, А және В топтарына қарағанда аударма сапасын жақсырақ қабылдайтыны анықталды. Елеулі жұмыс тәжірибесі ең оң болды. Бұл жұмыс тәжірибесі сапаны қабылдауға көбірек жағымды әсер етуі мүмкін екенін көрсетеді және бұл таңқаларлық емес, өйткені жұмыс тәжірибесі нақты өмір контекстінде аударма дағдыларын дамыту мен жетілдіруге мүмкіндік бере алады. Сапалық нәтижелер мазмұн, аударманың берілу жолы немесе пішінге қатысты критерийлер бойынша сапа қабылдауының себептері анықтау үшін алынды. Бұл да әртүрлі критерийлер бойынша сапаны қабылдау процесінде аудармашының білімі мен тәжірибесінің ерекше маңызы бар екенін көрсетеді. Еңбек өтілі белгілі бір дәрежеде айырмашылықты баса көрсетуі мүмкін.

*Түйінді сөздер:* синхронды аударма, сапаны қабылдау, білім, жұмыс тәжірибесі.

## Аннотация

### Проблема качества синхронного перевода

Цель исследования – выяснить, приводит ли синхронный перевод (СП), осуществляемый переводчиками с разным уровнем образования и опытом работы, к различному восприятию его качества. Исследование может способствовать новому пониманию проблемы восприятия качества в СП, в частности, разработке образовательных программ и популяризации литературы, которую можно использовать в качестве учебных материалов. Для достижения этой цели был проведен эксперимент по измерению представлений студентов бакалавриата о качестве синхронного перевода с английского на русский язык тремя переводчиками с разным уровнем образования и опытом работы. Были получены количественные и качественные результаты. Участники были случайным образом распределены на три группы для прослушивания следующих вариантов СП: (А) устный перевод специалиста с дипломом переводчика, но без достаточного опыта работы в реальной жизни, (В) устный перевод переводчика имеющим степень в области переводоведения и опыт работы и (С) устный перевод специалист без степени в области переводческого дела, но с существенным опытом работы. В целом анализ данных показал, что уровень образования и опыт работы положительно связаны с позитивным восприятием качества устного перевода. При этом было выявлено, что респонденты группы С продемонстрировали более благоприятные представления о качестве устного перевода, чем респонденты групп А и В. Значительный опыт работы был самым положительным. Это говорит о том, что опыт работы может оказывать большее положительное влияние на восприятие качества, и это, вероятно, неудивительно, поскольку опыт работы предполагает развитие и совершенствование навыков перевода в контексте реальной жизни. Качественные результаты продемонстрировали объяснение восприятия качества содержанием, подачей или критериями, связанными с формой. Это также свидетельствует о том, что образование и опыт работы переводчика имеют особое

значение в процессе восприятия качества по различным критериям. Хотя стаж работы может подчеркнуть особую разницу.

*Ключевые слова:* синхронный перевод (СП), качество восприятия, образование, опыт работы.

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## Chapter 1. Introduction

The present chapter aims to present an introductory part of the research topic of quality perception in simultaneous interpretation. The chapter encompasses background information, research problem, research purpose, research questions, and the significance of the study.

### Background information

Simultaneous interpretation (SI) is one of the leading and major areas of Translation studies (TS), that repeatedly became the subject of research in scientific circles. The growth of the globalization process in large-scale spheres of human activities provides opportunities for SI to firmly establish its position in intercultural communication and to be one of the most difficult and demanding domains (Christoffels & De Groot, 2009). Here, the role of the interpreter, as a mediator who enhances intercultural communication and mutual understanding, is crucial. That is why this very profession requires constant refining of training and skills to be in demand in the labor market.

Quality is an issue that is raised and considered in every area and worries every participant, the interpreter him/herself, the audience for which the interpretation is reproduced, the customer, and training organizations providing a platform for training future novice translators (Baxter, 2022). The quality of the interpretation can have a significant impact on the listeners' comprehension and overall satisfaction with the communication process. The quality of SI refers to assessment and perception. They both are interrelated, but they are not always congruent. For example, an interpretation may perform well according to quality assessment criteria, but if the listeners find it difficult to understand or follow, their perception of the interpretation's quality may be low. Conversely, an interpretation may not score high on quality assessment criteria, but if the listeners find it clear, effective, and engaging, their perception of the interpretation's quality may be high (Katan, 2011). That supports the assumption that quality is in the ears of its listeners (Kurz, 2001). In this vein, Wenger (1981) suggested that quality is a set of features and attributes of a product or service that are related to its ability to satisfy a

specific need. The given definition is apparently user-centered. In this framework, the quality perception of SI by listeners will be under investigation to narrow the scope of the research.

The quality perception in SI mostly refers to the listeners' comprehension and can have a subjective nature (Cheung, 2013). It may depend on various factors, such as the listener's expectations, prior knowledge of the subject matter, language proficiency, and cultural background. The idea of the need for an objective view of translations is expressed quite often today and in a variety of contexts (Kahane, 2000). Overall, there is a lot of discussion among scientists on this theme, however, the research has been followed by the statement by Setton and Motta (2007), which emphasizes the importance of the listeners' existing knowledge of the relevant facts and the potential problems that may arise if the interpreter allows inconsistencies or contradictions in the transmission of the message. Most studies on quality perception have been conducted to explore formal features of interpretation i.e., fluency, accents, and intonation (Yenkimaleki, 2021; Cheung, 2013; Rennert, 2010). In the current research, the focal point is the interpreter's formal education and work experience. That is the basis for starting the interpreting career. The interest in the research can be shown that in the Kazakhstani context, a specialist who performs simultaneous translation has different attributes of professional education or work experience. Mirzoyeva (2013) mentioned the reasons for the growth and popularity of the translation profession in Kazakhstan and emphasizes the importance of a trilingual policy. It followed that knowledge of two or more languages allows any specialist to be a translator/interpreter. Therefore, one of the primary tasks is to advance the translator/interpreter's background knowledge.

### **Research problem**

With the ever-growing levels of interconnectivity and globalization around the world, one in three knows a second language to some extent in the world (Cook, 2016). Due to this, the preference to perform translation or interpretation all alone is high. The common situation among potential translators/interpreters is that information about knowledge of the language, the



experience of living in another country, and communication with a native speaker are often emphasized (Avedova & Miteleva, 2016). Hence, the question may arise whether it is important to have a professional education or a degree to be a translator/interpreter (Chesterman & Wagner, 2014). Gile (2009) proposed that in today's world conditions having a formal education is not obligatory. Education should respond to two goals, first enhance the performance of the interpreted product and realize the potential for growth, the other one, assist to acquire the skills and competencies.

Despite rapidly growing and improving translation systems, the issue of quality in the training of qualified translators or interpreters remains open (Weber, 1984). Having a degree in TS does not always indicate that a person can become a professional or a qualified specialist (Chesterman & Wagner, 2014). Currently, there are various translation schools that offer effective training and professional development programs for both beginners and professional translators with some work experience. The profession of a translator a priori implies constant self-education and honing of translation skills, mastering modern technologies, without which it is already difficult to imagine the modern translation industry (Milcu, 2012). A translator today cannot be limited to verbal or technical translation of information. The modern society expects the interpreter to master artificial intelligence systems, the ability to compile translation databases, and actively use various systems and memory tools. The interpreter must be well-versed in multi-channel sound distribution systems, have the skills to set up simultaneous translation systems, and be able to work in a booth. The profession today implies more than just translation. That is why theory or foundation that offers professional education is an integral part of forming future professionals. The employer sets strict requirements for that: simultaneous and consecutive translation skills are required, specialization in translation is preferable, as well as knowledge of the characteristics of various fields (Amini et al., 2015). Such skills are in demand almost everywhere. Moreover, working directly as an interpreter requires professional competence, self-discipline, constant practice, and certain personal qualities and abilities

(Pearce, 2022). SI is the most complex type of translation activity (Ebzeeva & Dugalich, 2022, p.1), which quickly and effectively solves the problem of mutual understanding between people.

There are simultaneous interpreters in Kazakhstan with different attributes (work experience and education), but it is not known how these characteristics affect perceptions of the quality of translation by the audience. The research is aimed at addressing this issue.

### **Research purpose**

The purpose of the present study is to investigate whether simultaneous interpreting conducted by interpreters with different educational attainment and work experiences results in different perceptions of its quality.

### **Research questions**

The research is guided by the following two research questions:

1. How do perceptions of the quality of simultaneous interpreting conducted by interpreters with different educational attainment and work experience differ?
2. What is the explanation for these differences in perceptions of quality of simultaneous interpreting?

### **Significance of the study**

The research study will provide a new perspective in approaching the issue of quality perception in SI by explaining the influence of the factors of education attainment and the work experience of the interpreter. The significance of the inquiry is multifaceted and will benefit in three major directions.

First, it sheds light on an insufficiently explored issue, namely the influence of education and work experience on the quality perception of SI. In that way, it will spread awareness of the quality perception by these factors to the listeners and further contribute to the understanding of the problem.

Second, through the present research, educational institutions can reorganize or improve the structure, policy, and program of student learning. This can lead to a more comprehensive

and effective process of educating prospective employees on job requirements. Consequently, it will have a practical implication.

Third, the results of the research can be implied as additional resources to the existing teaching materials. The inquiry may enrich and increase the value of literature on the theme of quality perception in SI. The results of this study can be used for future discussions on the capabilities of this circle.

The survey may therefore be of great importance to the interpreters themselves, the educational institutions that provide educational services, and society at large in terms of practical and literary perspectives.

To sum up, the chapter discovered and provided an introductory part of the research. Examining the factors of educational attainment and work experience on quality perception in interpreting is a very tough issue. However, addressing the issue will be beneficial for further studies and enrich the existing knowledge. The following chapter is directed to the literature review, where the most relevant resources were discussed and considered to be fundamental to the methodology chapter.

## Chapter 2. Literature review

This is generally acknowledged that quality matters in all aspects of human lives and translation along with the interpreting process as a part of intercultural communication cannot be considered separate. Nonetheless, this topic is still a questionable issue. A number of researchers, such as Bassnett-McGuire (1991), Malmkjaer (1998), and Snell-Hornby (1992) have introduced the quality as a “great stumbling block”, the “most wretched question” or a “thorny problem” (as cited in Liu, 2021, p.1). The difficulty of the subject matter of our research can be witnessed by their statements above. Even though the fact that the history of translation dates back to ancient times, the science of translation itself is a relatively recent field of study that emerged in the second half of the 20th century (Munday, 2009). It is obvious, to comprise in one paragraph the theories of translation and interpreting is too complex task. Therefore, I dwell on a more important notion, on which the research study is based, that is the definition of translation and interpretation, studies on quality and quality perception, and education with work experience.

### **The definition of simultaneous interpreting**

According to the book *Translation Studies*, Munday (2009) pointed out that translation has several meanings. First, translation is a product that has already been a finished version of the source language in another language. Second, translation is a process in which translation studies focus on the translator's role in taking a source text and turning it into a target text in the target language. This description is consistent with Holmes's map (1975) mostly known as the descriptive translation studies. In the course of the research in this area, various theories and strategies have emerged and elaborated that are used in the translation process. Further works on this basis were made by Toury (1995/2012) and Chesterman (1997). Interpreting or interpretation is an oral (spoken) type of translation and is firstly defined by Otte Kade (1968) as a translation of the source language that is produced only once and cannot be replayed or revised. In the current research, interpreting was considered as the product-oriented one. In Chesterman's

work (1997), readers or target audiences have expectations concerning what translation should be like. It corresponds to the perception of the quality of interpreting, where the audience also has expectations regarding the finished product of interpreting.

Interpretation can be made consecutively or simultaneously. As the key difference, simultaneous interpreting is conducted in real-time with the speaker's speech, while for consecutive one needed to take notes, and only after some time interpreting is reproduced. In the following work, I will consider the simultaneous type of translation and the quality perception of its product. The main aim of simultaneous interpretation (SI) is to produce and ensure an accurate and complete rendition of the source language (Cheung, 2013). The first studies in SI courses appeared after the Nuremberg trials (Munday, 2009). Since that time, in the countries of Europe and America, there has been a "boom" of translation theories, and schools of translation, which have become the basis of modern programs of higher translation education. Simultaneous interpreting is considered to be a complex process where information is simultaneously perceived and reproduced in another language (Gile, 2018). This process is also accompanied by several complexities. Therefore, it is important to identify the quality criteria. Most of the criteria and standards for determining the quality are intended for the written type of translation as the assessment and perception of interpretation is a too difficult task and its solution will unreasonably burden the document being developed (Zwischenberger, 2010).

### **Quality criteria in simultaneous interpreting**

The international organization that brings together professional interpreters, Association internationale des interprètes de conférences (AIIC), in the early 90s of the last century, began research on the provision of high-quality interpretation in large international organizations and initiated a number of sociological studies aimed at studying the prospects for its evaluation by various market participants and identifying relevant evaluation criteria (Moser-Mercer, 1995). According to the definition of AIIC, quality is something elusive that everyone can recognize but cannot precisely determine. Quality assurance is the main task of translation studies. For many

centuries, this problem has been vigorously discussed among theorists and practitioners of the translation industry. So, there is still the question of what is considered quality in translation studies and what should be the requirements for its compliance with these quality standards, which we consider below. To evaluate the translation outputs, for a long time, scientists have sought to develop specific criteria (Melis & Albir, 2001). But, despite the rapid development of translation studies, today there is still no specific generally accepted list of criteria that permit the correct evaluation of the translated product.

The problem of the quality in TS has been standing since the emergence of the profession. It should be noted that it is impossible to create universal objective criteria for evaluation since they are formed differently for all types of translation. Also, the assessment must necessarily take into account the situation of the translation process, the clear task that was set for the translator/interpreter, and the compliance with this task of the purpose of the translation. From this, it follows that even taking one type of translation, you can find several different approaches to understanding its quality.

Over the past few years, quite a few theoretical approaches have been developed to solve this problem, as well as several systems for assessing the quality of translations (for instance, comparative, error analysis) (Pöchhacker, 2005). But, despite all this, they have not become universal. The emergence of international standards for assessing the quality of translation has not given any solution either. It got to the point where various state standards began to appear, such as European quality standard (EN 15038) or American quality standard (ASTM F2575-06), types of high-level accreditation of translators\interpreters, and state bodies involved in the development of criteria and norms for assessing the quality in order to detect the professional level of preparation. But even with the advent of international standards, the problem remains open. Below are the major recent studies in the field of quality.

The first person who paid attention to the translation quality was the linguist and translation theorist Eugene Nida (1964). In his opinion, the reaction of recipients plays the main

role in the evaluation of translation. He believed that a translation can be appreciated as "good" if it evokes the same reaction from readers as the original text. Such an understanding follows from the concept of "dynamic equivalence" proposed by him (Nide, 1964, p. 68). It should correspond four basic requirements, that are making sense, conveying the spirit and manner of the original, having a natural and easy form of expression and producing a similar response.

Later, another approach was developed, thanks to the "scopos theory" of Reiss and Vermeer (1970). The essence of this theory is that both in oral and written translation, special attention must be paid to the purpose and function of the original text and the text translation (Reiss & Vermeer, 2014).

At the beginning of the 1990s, new approaches for quality appeared, which were based on the principles of functionalism (Pöchhacker, 1995). In accordance with these approaches, the translation is evaluated directly by the recipient according to the previously specified criteria, which the translation of the text must meet.

Further, the proposed House's (1997) theoretical approach is a functional-pragmatic model based on the understanding of translation as a recontextualization of the original text (as cited in Munday, 2016). This model is based on the concept of functional-pragmatic equivalence. According to House (1997) it is obvious that equivalence cannot be associated only with the formal transfer of lexical and syntactic units, since each language expresses a different perception of the surrounding reality. In addition, speech activity always, to one degree or another, requires the process of logical reasoning. That is why, according to House (1997), functional, pragmatic equivalence - a concept that has been developed in comparative linguistics for a long time and considered to be the most appropriate for describing the relationship between the target text and the source text for written type of translation. This understanding is the analytical basis of the approach of House (1997). In order to make a judgment about the quality of a translation, it is necessary to analyze and compare the text of the original and the text of its translation at three levels, specifically language, register, and genre. This model involves

comparing the texts of the original and the translation at various levels of the scheme using lexical, syntactic and pragmatic units. The second key point, according to House (1997), is the type of translation. She distinguishes two different types of translation - overt and covert translation and are consequences of a different type of contextualization (Cuellar, 2002). In conclusion, House (1997) pointed out that, undoubtedly, it is a difficult task to define a translation quality standard, as well as to quantify it. It can also be added that her model is a rather complex mechanism for studying two texts, which is difficult to apply in practice. However, it considers in detail all aspects that affect the evaluation process.

Hereby, there are many theories regarding quality in TS. However, most of them are focused on the written type of translation. It should be noted that the works mentioned above were the first that take into consideration the quality of translation. As was highlighted, the pioneering works launched from the written translation and then smoothly shifted to the oral type.

### **Quality perception studies**

Quality is a pretty extensive area for investigation. However, not all the aspects of the problem of quality have received attention. There are still blank points for research. Major inquiries can be carried out in terms of the comparison of two or more interpreted outputs in relation to a particular indicator/criterion. These indicators/criteria can include error analysis (Bartłomiejczyk, 2007), working memory and expertise (Liu et al, 2004), or accents of non-native interpreters (Cheung, 2013) and are also divided into subcategories that can range by linguistics, semantic features of the languages, that used in simultaneous interpreting. As noted above, the interpreter is not just a person who bridges different spoken groups, but as well as a mediator who connects or distances various languages, cultural or values systems between two or more societies and aimed to fulfill the perceived and assigned role and achieve communication purposes. In many terms, the goal is to provide the target language audience with a complete and accurate rendition of the source language. A number of scholars, such as Buhler



(1986), Chiaro and Nicolla (2004), and Zwischenberger (2010) suggested their own list of criteria that are the most ranked in the interpretation output.

According to Buhler's (1986) study, which was pioneering in quality perception, there are 16 linguistic and extra-linguistics criteria for interpreting that are frequently encountered. Among them, the items such as logical cohesion of utterance, sense of consistency, and completeness of the interpretation are considered highly important. The criteria revised in the work completely match the requirements of users and fellow interpreters. "The ideal interpreter" should master and respond to these criteria. It turned out to be paradoxical that there were cases when the respondents basically agreed or disagreed about the importance of this or that factor since they understood the criteria differently (Pöchhacker, 2010). Further research on the perception of oral (both consecutive and simultaneous) translation only confirmed the ambiguity of the concept of the quality of a translation product. Chiaro and Nocella (2004) conducted a similar survey based on Buhler's criteria list but recruited interpreters worldwide. The results demonstrated the identical items at the top (sense consistency, completeness, and terminology). Zwischenberger (2010) carried out a full-population survey and the results from 704 respondents closely matched the previous studies. Cheung (2013) developed the questionnaire on Buhler's (1986) work. It were statements where participants should choose the degree of agreement. Moreover, Zwischenberger (2010) has classified Buhler's (1986) quality criteria into three groups: content, delivery, and form-related criteria. Further in the methodology chapter, the questionnaire for the research was elaborated on these two works.

Similar studies that take into consideration the criteria mentioned above have held a detailed study by looking through the particular criteria for investigation. For instance, Cheung's (2013) study on the non-native accents of interpreters, or Yenkimaleki's (2021) research on prosody training in perception. In the current research, I focus on the interpreter's educational attainment and working experience. Notwithstanding the different factors that affect interpreting performance, there has been scarce information on the mentioned notions.

## **Formal education**

The research on translation studies made it possible to assemble the indispensable base and scientific justification for the further development of this industry and the formation of the specialty of a translator/interpreter. Based on scientific works, educational programs, teaching policy, and the rest were worked out and implied for today. It explains the significance and weight of education in quality perception. Education quality is one of the basic factors to educate professionally qualified students (Yavuz & Gülmez, 2016). Peng (2006), in his work, emphasized the importance of education by explaining that clear guidance and effective teaching approaches, including guidance on providing feedback and collaborating with other students who appear less capable in the initial session (lessons), may eventually stand out. Each educational program at the university has its own expected learning outcomes, which are developed based on current trends in the labor market.

Most students have learned through different methods or approaches, some called “learning by imitating the teacher”, demonstrating that tutors also should be skilled and knowledgeable (Tolosa-Igualada & Echeverri, 2019, p. 32). Most authors argue that the professional knowledge gained within the walls of the university helps specialists to be competitive in their specialty (Kalina, 2005; Peng, 2006). In other words, we can say that the study of one's specialization bears fruit in reality. Komissarov (1999) emphasizes the importance of abilities and competence in teaching the profession of a translator, rather than theoretical knowledge. According to his work, professional competence in translation encompasses four key components: linguistic, text-forming, communicative, and technical competencies, as well as, personal characteristics and qualities that also contribute to the overall professional competence of a translator.

There were studies that considered the importance of educational background on work performance and which concluded with a different suggestion (Abun, 2021). Kasika (2015)

acknowledged formal education on performance and claimed that the higher the education, the higher the result of the work performance (as cited in Abun, 2021).

To sum up, education can provide student with all the required knowledge, skills, and competencies for further training and experience.

### **Work experience in developing interpreting skills**

Pearl (1999) stressed that education is the process of acquiring knowledge, skills, and competencies, while work experience is the practical application of them in real life. The work experience is one of the fundamental bases for the profession of the interpreter. The comparison of experienced and novice interpreters' performances is always confirming the excellence of the first by demonstrating more conscious capacities (Liu et al, 2004). And the educational process at the university is an integral part of understanding, mastering, and refining skills of SI. The first approaches and even books on the theme of interpretation were based on the experience and knowledge gained through time (Tolosa-Igualada & Echeverri, 2019). An explicit guidelines and effective learning approaches, including feedback, and collaboration with others can contribute to the growth and development of future interpreters. Several authors, for instance, Herbert (1978) and Mackintosh (1999) claim the statement "interpreters are made not born" (p.17) and highlight the significance of the learning and acquiring skills and competencies (as cited in Peng, 2006,). However, there are a number of variables and expectations in a way to achieve a high result. According to Pearl's (1999) claim, "the training and education are only half or five-eighths of the bottle. And other three-eighths have been lost by default" (p.2). And these five-eighths have been provided with education and training of interpreters.

In the article written by Abun (2021), the main prevalence was given to both education and experience. Education is crucial, as it can provide a person with the knowledge and skills that he/she is looking for. However, it is not sufficient to have only one degree. That is why the work experience is also essential. Here, the length of work experience should be indicated, because if the work experience is longer then the more qualified specialist will be. The length of

work experience may contribute to better results on performance or in my case, to the perception of quality by listeners.

### *Summary*

The understanding of the concept of quality is a comprehensive process in SI. For the research, every little detail must be reviewed. However, the creation of a single concept of the assessment and perception criteria is not yet possible. So, the literature review chapter consists of five major subheadings. First, before starting the research, it is essential to identify the main concepts or notions that will be used. Basically, the interpreting was considered by the product-oriented approach. It is meant as the finished version of the interpretation which is perceived by the users /listeners. Second, the studies on quality in simultaneous interpreting. Translation studies are rich in theories, and models that refer to translation from various angles, although most of them are oriented on the written type of translation. Third, the main focus of the research is quality perception and the main factors studies on the theme of education and work experience. The remaining two sections dedicated to them. Education and work experience serve as foundational elements that may contribute to the development of a well-rounded and competent specialist. It should be noted that the importance of education and work experience lies in their ability to turn people into competent and well-rounded professionals. Education provides the theoretical foundation, while work experience offers its practical application, allowing the specialist to excel in their chosen field. Based on the relevant studies, the methodology of this inquiry was developed and is discussed in the following chapter.

### Chapter 3. Methodology

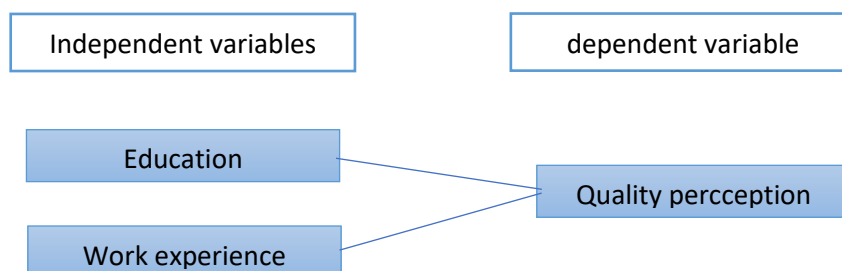
The methodology chapter presents a research design in relation to the research purpose and research questions of this study. The purpose of the study is to investigate whether simultaneous interpreting conducted by interpreters with different educational attainment and work experiences results in different perceptions of its quality. In other words, this study can shed light on the factors shaping quality of interpreting practice. This chapter describes the research approach, design, participants, materials, data collection tool and data analysis that together constitute my methodological approach developed to answer the research questions of this study.

#### Research approach and design

The research approach employed in this study is mixed-methods research combining an experiment and qualitative data collection through online questionnaire. Creswell (2017) points out that experimental research seeks to identify the influence of a particular factor on the outcome. This definition corresponds to the research purpose of the study, as it focuses on investigating how the quality of simultaneous interpreting (SI) is perceived depending on the interpreter's expertise, particularly professional qualification and work experience. The qualitative data collection is directed to answer the second research question. The combination of two research approaches assist to best understand and explain the research problem (Creswell, 2012).

#### Figure 1

*Conceptual framework*



The conceptual framework of the research consists of dependent and independent variables, and their correlations amongst each other are illustrated in Figure 1.

In line with the purpose of the study, the following hypotheses were developed:

A null hypothesis ( $H_0$ ): There is no difference in perceptions of the quality of SI conducted by interpreters with and without relevant background.

And alternative hypotheses:

$H_1$ : The perceptions of the quality of SI conducted by a qualified and experienced interpreter will be the most positive.

$H_2$ : The perceptions of the quality of SI conducted by an interpreter without a relevant qualification, but with substantial work experience will be less positive than the interpretation of a specialist who has both professional education and work experience.

$H_3$ : The perceptions of the quality of SI conducted by an interpreter with relevant qualifications, but without work experience will be less positive than the interpretation of a specialist who has both professional education and work experience.

### **Participants**

The perception of quality is determined mainly by user experience. In this case, users may not only be those who listen to simultaneous interpreting, they may also include conference organizers or organizers who hire and pay interpreters, speakers or their colleagues, and interpreters. This study, however, is only interested in how students who listen to simultaneous interpreting for the purpose of understanding speakers perceive its quality. Because users are typically students of language programs, they are more likely to provide a holistic and impressionistic judgment of interpretation based on their educational background. So, the reason for selecting students as participants in the experiment is that they have a basic knowledge and understanding of language proficiency and the translation/interpretation process

The present experimental study was based on data collected from students over a period of three weeks via an online questionnaire (see Appendix D). The study was designed for a large

number of participants (approximately 150) at Maqсут Narikbayev University. Students mostly studied for bachelor's degrees in "Translation studies" (TS) and "Applied linguistics" (AL) (see Table 1). The involvement of students in the "Applied Linguistics" program can be justified by the purpose of this educational program. In general, these educational programs have similarities, but the goal of "Applied Linguistics" is to train a generalist linguist with deep knowledge of languages, methodology, and the ability to apply modern approaches to teaching, and to translate and interpret. Whereas, the "Translation Studies" program is aimed at training specialists, in professional written, consecutive and simultaneous translation, with deep knowledge of theory and practice. In addition, to increase the number of participants. According to Creswell (2012), participants are willing and available to be studied in convenience sampling. Moreover, they can give a piece of useful information for responding to questions and testifying hypotheses. Table 1 illustrates the population of participants' groups (in more detail in the Materials section), the number of participants for each group, overall age, gender, degree, educational programs, and course of the study.

**Table 1.**

*Population*

Participant groups	A number of participants	Overall age	Gender		Degree	Education program			
			Female	Male		Translation studies		Applied linguistics	
						3 <sup>rd</sup> course	4 <sup>th</sup> course	3 <sup>rd</sup> course	4 <sup>th</sup> course
A	56	20	40	16	Bachelor	21	8	19	8
B	56	20	46	10	Bachelor	21	8	19	8
C	56	20	43	13	Bachelor	21	8	19	8

*Sample*

Table 2 presents information about the response rate of participants in each group. As it is illustrated, a large number of group respondents are students, whose average age is about 20 years old, and female. In terms of the number of responses received, participants in the 4th year of the translation studies program prevail.

**Table 2.***Response rate of the participants*

Groups	A number of participants (n)	Overall age	Gender		Degree	Education program			
			Female	Male		Translation studies		Applied linguistics	
						3 <sup>rd</sup> course	4 <sup>th</sup> course	3 <sup>rd</sup> course	4 <sup>th</sup> course
A <i>(experimental)</i>	17	20	11	6	Bachelor	5	5	3	4
B <i>(control)</i>	16	20	13	3	Bachelor	3	7	4	2
C <i>(experimental)</i>	18	20	14	4	Bachelor	6	6	2	4

**Materials**

To conduct my experiment in which student participants were asked to listen to a piece of simultaneous interpreting specifically prepared for this study. In more detail, I prepared three video recordings presenting interpreting conducted by three interpreters. They are indicated as A, B, and C. The general information about the interpreters is demonstrated in Table 3. First, the interpretation was conducted by a specialist who recently graduated from a university majoring in Translation Studies, in other words, has a degree but without any work experience in the field of translation and interpreting (A). Second, the interpretation was produced by a professional interpreter with a degree in Translation studies and work experience about three years (B). The last one was the interpretation performed by a specialist who has only experience of five years without an educational background in Translation studies (C). The interpretations A, B and C were respectively assigned to the participants' groups (in Table 1). Whereas, the A and C interpretations were given to the experimental group. The interpretation of specialist B was applied to the control group.

**Table 3.***Interpreters' background information*



<b>Interpreters</b>	<b>Age</b>	<b>Gender</b>	<b>Degree of education</b>	<b>Field</b>	<b>Work experience (years)</b>
<i>A</i>	27	Female	Bachelor	Translation studies	None
<i>B</i>	23	Female	Bachelor	Translation studies	3
<i>C</i>	25	Female	Bachelor	International relations	5

The interpretation process was implemented in the English-Russian pair. According to the Common-Sense Advisory (CSA research), which specialized in language services, the English-Russian pair is in fifth place among other languages that are often used in translation. English as a foreign language, and Russian as an officially used language in Kazakhstan. The audio recording generated from the official site of the European Commission (<https://webgate.ec.europa.eu/sr/>) speech repository was prepared for these interpreters. The speech repository platform is one of the tools that is applied to training the interpreter's skills (Annalisa, 2015). Wang (2015) suggested in his work that access to speech repositories in education platforms can prepare interpreters for real-life context situations. So, the usage of such technologies can enrich the education process of interpreters and move to a learner-centered approach. In that matter, the site is considered to be one of the useful and common platforms to train and practice distance interpretation skills. The duration of the recording was approximately 9 minutes. There was one recording with an intermediate level of language (see Appendix A). The intermediate level of language can provide balance with enough depth and complexity to engage and challenge listeners without overwhelming them with advanced or specialized content of the source (OpenAi, 2023). Moreover, this level is appropriate for students who have a basic understanding of language proficiency. The interpretation was carried out from English to Russian and was audio taped. On the screen, participants can watch the original video, and interpretations are prepared in audio format. The interpreter is a person who should follow neutrality during interpretation together with this should be invisible in order to make a sense of direct communication between two or more parties. According to the worldwide view, English is the most generally used foreign language interpreter and is considered to be the lingua franca as

a common language for different native speakers (Cheung, 2013). The theme of the video was globalization and covers the topics of education, training, and cultural aspects of a human being. The choice of this topic can be justified by the fact that knowledge of languages is also covered. Globalization is an industry that can include different sub-themes interconnected with each other (Aart Scholte, 2002). In terms of this, the audience, having basic knowledge, can assume the correctness of the interpretation provided. The overall number of recordings was three. Each interpreter interpreted that video once for three groups respectively (see Appendix A).

### **Data collection tool**

After having listened to the interpreting, all participants were asked to answer a questionnaire via online Google Forms. Since it is convenient and understandable web-based application for use not only for the creator but also for the participants. The three groups of participants received an “invitation letter for participation” (see Appendix B) via mass email (Outlook) with a link to the questionnaires. The “invitation letter for participation” was sent two times to the participants as a reminder. Each group of participants answered the questionnaire, i.e. the audio recordings of the interpretations were different, although all of the participants respond to the exact same questions. Before answering the question “a consent form” (see Appendix C) was provided to the participants.

For the present study, the questionnaire was elaborated for collecting data. The data collection tool, the questionnaire is presented in Appendix D. It consists of 23 items/questions and is devoted to eliciting participants’ perceptions of the quality of the recorded SI. Saldanha and O'Brien (2014) described different types of questionnaires that are often used in translation research. According to their work, Likert scales can be applied to examine the perception of the population (as an example, research on the perception of the benefits of translator certification was taken). Open-ended questions, despite the restricted nature of the very questionnaire, tend to collect qualitative data, thereby complementing the research tool. Particularly, seventeen five-point Likert scale questions focus on different aspects of SI, such as content, form, and delivery.

The questionnaire was elaborated based on two works, Cheung (2013) and Zwischenberger (2010). At the end of the questionnaire, I included six open-ended questions to enable participants to leave comments on the interpretation and comment on the reasons for their perceptions of the interpreting.

### **Procedure**

The links of questionnaire were sent to the 168 students of the Translation studies and Applied linguistics educational programs of Maqsut Narikbayev University, who are in the third-fourth year of study, by a random distribution to their email (Outlook). The invitation letter for participation in the research with instructions was sent in advance to each participant to their Outlook emails. The experiment was conducted by the following order.

At the outset, each participant group listened to one recorded interpreting, either A, B, or C. The participants could watch on the screen the video of the source language and the audio interpreting was attached to the video. So, they could listen to both the source and target language speech. During the listening, the participants had an opportunity to take notes in order to remember needed information such as the proper names, translation techniques and transformations that were used by the interpreter during the process. For students of Applied Linguistics, this point can be difficult to identify translation techniques. But due to deep linguistic knowledge, which is one of the final learning outcomes and spelled out in the course of the program, students will be able to analyze the translation and provide comments on the perception of the translation. To note, the interpretation of B specialist has applied to the control group B, while A and C interpretations were to the experimental groups A and C. In that way, the research study has a control and experimental groups. Creswell (2017) pointed out that control and experimental are the essential part of the research, which show cause-effect relations in the inquiry between variables. In the research, the independent variables are the education attainment and working experience of the interpreter, while the dependent variable is quality perception. After listening, the questionnaire was filled in by participants. First, they answered

seventeen questions (items) in English. Each question (items) was scored on five Likert-scale (strongly agree, agree, neutral, disagree, strongly disagree). Then, six open-ended questions were applied in order to receive their comments. The duration of all parts of the questionnaire lasted approximately half an hour.

### **Data analysis**

The students' responses were analyzed in two stages. First, the quantitative data were analyzed by using Statistical Product and Service Solutions (SPSS). Then, the qualitative data were analyzed by applying content analysis.

In order to manage quantitative data, the data was inserted to SPSS software. IBM SPSS is considered to be an accessible and advanced computer program for statistical data processing. As it is a capable platform for statistical data (Creswell, 2017). The data was uploaded to the system with the aid of Arkkelin's (2014) manual and Muijs's (2010) book.

Six open-ended questions were analyzed manually, as there were six questions and a small database (Creswell, 2012). In total, there were 94 written comments, 33 from experimental group C, 24 from control group B and 37 from experimental group A.

### **Ethical considerations**

In order to maintain the consistency of the study, measures and strict adherence to the procedure will be taken.

The study officially started after receiving an approval from the Research and Ethics Committee of the KAZGUU School of Liberal Arts. The study followed ethical considerations. The participation in the study was voluntary. The short description, purpose and research questions of the research were provided to all participants at the stage of recruitment. The ethical issues, such as consent form, anonymity and confidentially discussed in advance and ensured during the data collection stage, as well as in writing and presenting research results.

There are limitations in the work. Since the concept of quality in simultaneous translation has an extensive area for investigation, consideration of all tasks is a difficulty. The work

examines the issue under study from the perspective of the perception of quality by the listeners. In addition, the answers for the first part could be not full but rather have one-word responses. In that case, the issue of attracting more participants arises.

To sum up, the methodology chapter was elaborated in accordance with two research questions. The quantitative method in order to find out the first question and the qualitative method to respond to the second question. In that way, I will achieve the research purpose. In the next chapter, I present the results and findings that were received after the data collection tool.

## Chapter 4. Results

This chapter presents results of the analysis of the collected data. The chapter is organized as follows: at first, I discuss quantitative results based on the analysis of five-Likert scale questions of the questionnaire and then I present qualitative findings.

### Quantitative results

This section presents quantitative results. Particularly, describing the mean and median of the questionnaire items (see Table 4) to answer the first research question: “how do perceptions of the quality of simultaneous interpreting conducted by interpreters with different educational attainment and work experience differ?”

As a whole, the results have demonstrated that educational attainment is likely to develop positive perceptions as the median and mean are quite high, however, it was interesting to find that interpreting conducted by an interpreter without education but with longer work experience was perceived as the most positive. And the comparison of this interpretation with the interpretation carried out by a professional specialist with a relevant educational background in translation studies and three-year work experiences has a slight difference. In general, the difference was in providing the external part of the target language, that is the content and delivery-related criteria were a bit higher in group C, while the form related was higher in interpretation produced by the interpreter with proper education and work experience. Although it should be emphasized that, the satisfaction with the interpretations was the same in these two groups. A more detailed description was written below.

**Table 4.**

*Mean and median ratings of ten quality parameters for the three groups*

Items	Experimental group A (n=17)		Control group B (n=16)		Experimental group C (n=18)	
	<i>Mean</i>	<i>Media n</i>	<i>Mean</i>	<i>Media n</i>	<i>Mean</i>	<i>Media n</i>
1 The simultaneous interpretation was sense consistency with the original	4,24	4,00	4,31	4,00	4,44	4,50

2 The interpretation was logically coherent	4,29	4,00	4,13	4,00	4,44	4,50
3 The sentences of simultaneous interpreting were complete	4,00	4,00	3,94	4,00	4,39	4,00
4 There were no mistakes in interpretation	3,82	4,00	3,31	3,00	3,78	4,00
5 The simultaneous interpreting was understandable	4,06	4,00	4,00	4,00	4,39	4,00
6 The content of the video was of medium difficulty	4,12	4,00	3,94	4,00	4,17	4,00
7 The interpretation delivery was clear	3,71	4,00	4,13	4,00	4,17	4,00
8 The interpretation delivery did not have long pauses	3,71	4,00	4,19	4,00	3,94	4,00
9 The interpreter was able to keep up with the pace of the source language	3,65	4,00	3,88	4,00	4,17	4,00
10 The interpreter rendered the source language accurately	3,47	3,00	3,63	4,00	4,06	4,00
11 The voice of interpreter was pleasant and courteous	4,00	4,00	3,94	4,00	4,11	4,00
12 The interpreter used correct grammar	3,71	4,00	3,81	4,00	3,78	4,00
13 The interpreter used correct terminology	3,76	4,00	3,88	4,00	3,72	3,50
14 The interpreter used appropriate style	3,88	4,00	4,06	4,00	3,72	4,00
15 The interpreter demonstrates professionalism	3,76	4,00	3,88	4,00	4,06	4,00
16 The interpreter showed good knowledge of the subject matter	3,65	4,00	3,88	4,00	3,89	4,00
17 I am satisfied with simultaneous interpreting performance	3,76	4,00	4,00	4,00	4,00	4,00

The mean and median are the measures of central tendency in descriptive statistics (Creswell, 2012). The mean is an average score, while median is the middle score of all scores. The mean and median rating of seventeen items for three groups are showed in Table 4. The respondents of the experimental group C presented high ratings to all 17 items, then other two groups. From these two groups, the results of the experimental group A were the lowest.

The mean ratings of the 17 items for the experimental group C range between 3.50 and 4.50. For the experimental group A and control group B, the mean ratings of the 17 items range between a maximum of 4.00 and a minimum of 3.00. These mean ratings indicate that the quality perception of simultaneous interpreting was perceived more favorably by those in the experimental group C, and less favorably by experimental group A and control group B. The experimental group A rated item 10 *The interpreter rendered the source language accurately*

with the lowest mean and median. While in the control group B, it was item 4 *There were no mistakes in interpretation*. Along with, in the experimental group C, it was item 13 *The interpreter used correct terminology*. It is interesting to note items 1 and 2 that are *The simultaneous interpretation was sense consistency with the original* and *The interpretation was logically coherent* were perceived higher in the experimental group C and separately in each experimental group A and control group B.

This suggests that the interpreter without professional education in Translation studies, but with a considerable amount of work experience was accepted by the participants more positively. It supports the hypothesis 3, mainly the perceptions of the quality of SI conducted by an interpreter without relevant qualification, but with substantial work experience will be the most positive.

The specific items 12 *The interpreter used correct grammar*, 13 *The interpreter used correct terminology* and 14 *The interpreter used appropriate style*, that required a professional or formal education in translation studies program, have achieved a notable increase in the control group B on the interpretation performed by a specialist with a diploma in translation studies and moderate work experience. These results were also slightly higher in group A i.e. in interpretation conducted by the interpreter with proper education in translation studies but with no sufficient work experience, than in group C. I suppose, that this part was an essential point for the research.

The item 5 *The simultaneous interpreting was understandable* has reached an elevated outcome in three groups, i.e., all interpretations were clear and recognizable for the participants.

The items 15 and 16 demonstrated a sharp growth in the experimental group C, which identified the interpreter C may to be more professional because of the considerable years of expertise.



The item 17 about satisfaction with the interpretation has illustrated the same ratings of mean and median in control group B and experimental group C. And the low rating in experimental group A.

It is interesting to note, that the listeners of the interpretation produced by a specialist who has a different degree in education program, but with a sufficient work experience in simultaneous interpreting have reached considerable results than the interpretation produced by specialists with a qualified degree in translation studies. The explanation of such differences was examined in the qualitative part of the study.

### **Qualitative findings**

The qualitative findings are designed to find out the answer for the second research question: “what is the explanation for these differences in perceptions of quality of simultaneous interpreting?”

There were six open-ended questions for each group. In total, there were 94 written comments, 33 from experimental group C, 24 from control group B and 37 from experimental group A. All comments were short and were of a positive nature, but has some hesitation. In the given examples, participants are coded.

The current section consists of three sub-sections, which means, the findings of each group were presented separately. Then, the comments were synthesized.

#### ***Group A***

##### *The emotional shade of voice*

Participants emphasized the importance of voice in interpretation, believing that the tone of voice clearly conveys the emotional color and state of the interpreter. An explicit expression of the interpreter's emotional state was transferred to the interpretation, which was consequently noticed by the majority of the participants in the comments presented below.

*...a positive feeling towards interpretation ...The voice of the interpreter was friendly and transparent ... (Participant 3)*

... *emotional shades are clearly felt. such as pause, and interrogative. Which is not bad, though.* (Participant 4)

However, the tutorials and practical guidelines on the theme of simultaneous interpreting suggest the need to adhere to neutrality while doing the interpretation in every situation (Köksal & Yürük, 2020). But despite this, no serious errors in their perception were observed in the interpretation. As Participant 4 had mentioned the process was *not bad*. Moreover, the friendly attitude of the interpreter has created a positive perception for most participants of group A. In addition, the listeners described interpreting as a positive and understandable through which the whole picture can be seen.

However, the findings also demonstrated the hesitation of participants' attitudes. Another part of the remaining few respondents maintained a neutral position and openly talked about it *neutral*. For example,

*For me, it was neutral* (Participant 14)

*the interpretation was neutral. some serious mistakes were not heard* (Participant 17)

They did not highlight the negative reflection. Although, the common sense of neutrality and disinterest were present in their perception.

#### *Generalization*

According to the presented interpretation, most of the participants believed that the interpreter used a generalization, a lexical transformation more often. Generalization is the replacement of a word (phrase) with a narrower (specific) meaning in the original by a word with a broader meaning in the target language, that is, a transformation inverse of concretization (Laikovich, 2021). All participants believed that information was transmitted partially by commenting that,

*some information was generalized in translation.* (Participant 17)

However, further explanations or suggestions on the usage of other translation techniques were not provided by the participants. The reason for this can be that participants are not so well-versed to discuss translation techniques or their unwillingness and lack of time to respond.

*Some usage of techniques was demonstrated (Participant 3)*

Only an opinion on the general use of *some techniques* (skills) was provided, but no clarifications were made.

### *Experience*

Most of the participants highlighted a lack of experience of the interpreter. The comments on the issue were not so positive. Some participants noted:

*... the interpreting needs some improvements (Participant 3) or*

*it feels like more experience is needed (Participant 7)*

The respondents agreed that the interpretation should be improved and cannot be regarded as carelessness. The respondents showed an understanding that the quality criteria include many aspects of translation studies. And it is not always possible to satisfy each side. Education is a door that provides opportunities to acquire knowledge, skills, and competencies. But the practical application depends on the specialist him/herself.

### **Group B**

#### *The emotional shade of voice*

The participants of group B have considered the interpreting of the interpreter, who has a professional education and work experience in the simultaneous interpreting field, a more positive, rather than the participants of group A. Their positive perceptions were reflected in their comments which sounded positive, for example,

*... user-friendly manner of delivery created a positive impression. (Participant 2)*

Group B suggests that such a friendly state of the interpreter creates a favorable and positive attitude in general. The given point was similar to group A.

#### *Delivery*

Some participants perceived delivery of the interpreting positively, however, there were also those who questioned the quality of interpreting. These participants seem to be unsatisfied with the delivery. One of them commented:

*[the interpreter] tries to deliver all messages, but sometimes the sentences aren't clear or abandoned.* (Participant 2)

The current comment can be considered as a relatively negative one. As the Participant expressed that the interpreter is attempting or trying to convey the original language, but this leads to ambiguity and illegibility of the information provided. However, the positive comments of the participants prevailed over the negatives one. Although, it should be noted, that the comments with positive attitude are more like a statement of fact, dry without clarification or addition to it. That is, I can conclude that this interpretation was considered more complete for participants of group B than in group A.

The comments on demonstrating the required competencies and skills were similar to those of group A.

### ***Group C***

The comments of group C are interesting. As they have listened to the interpreting of a specialist who hasn't a professional degree in translation studies but has a considerable amount of work experience as a simultaneous interpreter.

### *Delivery*

The comments on delivery manner highlighted the pace, too. Along with that, all sentences are considered to be complete. The comments on the delivery manner were quite good than in the other two groups A and B. The participants stressed that the interpreting was provided with one pace or at one speed,

*...with one pace, fluency. So the feedback, it is quite good* (Participant 1)

*the delivery was with one pace, and sentences were completed.* (Participant 9)

### *Completeness*

Another distinguishing feature of the interpreting that group C participants listened to was the completeness of the information provided. The participants highlighted this feature as follows,

*...positive. it was informative (Participant 5)*

*All sentences were finished and the mastership of the interpreter was obvious.*

(Participant 11)

Thus, ideas, sentences in the interpretation are complete and full by the perception of the respondents.

However, as neutral comments, I can consider the following statements,

*Listening leaves an average impression. Naturally, it was clear (Participant 3)*

*... I think that interpretation of the Russian language was quite easier, and performed very well. (Participant 8)*

These two comments are very interesting to consider in the work. One of the participants emphasizes that the interpreting had an average impression, that is, it can be assumed that the interpreted speech was perceived as an ordinary conversation. This can be considered both positive and negative. On the positive side, as mentioned earlier, in simultaneous interpretation and not only in this form, it is desirable to maintain a neutral attitude in everything. Ideally, the speaker and the audience should not feel that there is a barrier between their communication. Therefore, as an interpreter, I can say that this fact was achieved by him. On a less positive note, the listener had little interest in listening to the interpretation and so such a comment was made. But despite the above, the translation was done clearly and precisely. The comment of Participant 8 emphasized the ease of the interpretation into Russian and noted good performance. This comment leads to the idea to use another language pair in further research on this topic to compare the results. Therefore, it can be perceived by the researcher as a recommendation.

By synthesizing the available information (comments), the given comments suggested that a friendly and pleasant voice of the interpreter creates a favorable and positive attitude in

general. The comments on the message of the target language delivery were not so positive in groups A and B. A half of the participants supposed that the interpreters performed interpretation by not conveying all the source language. Of course, this was a hundred percent denial or criticism of them, most of the answers to this question were in an uncertain response case. They considered that the generalization was present in all interpretations, particularly in groups A and B. However, there were supportive comments, too. This leads to the opinion that despite the pleasant voice of the translator, the audience to some extent understands and feels the transmission of the message in the target language. When asked whether the interpretation is considered to be of high quality, there are two dominant opinions. If the participants in experimental group A and control group B perceived the interpretation as not professional enough to be considered complete. And they emphasized that the translator needs more practice in delivering information. Then experimental group C is more likely to consider the interpretation to be a well-done quality product. The demonstration of required competencies and skills was evident, and all three groups agreed on this point. Furthermore, they identified the interpreter to be more skilled in simultaneous interpreting, in particular the experimental group C. However, experimental group A took it with a grain of salt, and suggest more practice in training skills.

The fifth result of qualitative part was illustrated in Table 5 and the content analyzed is used here. The fifth question was a major to determine a three key points in the quality perception in simultaneous interpreting. The suggestion of respondents can assist to great similar criteria as Buhler's (1986) study. These written comments could throw light on

the explanation of differences in perceptions of three interpretations across the three groups.

**Table 5.**

*The key criteria of quality perception*

Groups	frequency of key criteria encountered
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Experimental group A	Delivery (8), voice (6), consistency (4)
Control group B	Voice (5), delivery (5), knowledge (4)
Experimental group C	Consistency (8), clarity (4), voice (4)

The participants of group A have rated the delivery, voice, and consistency as the top-ranked criteria of quality perception in interpreting. The control group B had almost the same ranking, but instead of consistency, knowledge was considered more important. However, the number of participants who had chosen them is similar in both groups. On the other hand, experimental group C has ranked consistency as the top with clarity and voice. If I summarize the results of all three groups, the most important quality perception criteria are voice (15), delivery (13), and consistency (12). To summarize, the explanation for the different perceptions of the three interpretations can be offered by such criteria as the voice of the interpreter, the delivery manner of information and the personal skills and competencies of the specialist.

**Table 6.**

*The qualitative findings*

Groups		
A	B	C
<ul style="list-style-type: none"> <li>• <i>The emotional shade of voice</i></li> <li>• <i>Generalization</i></li> <li>• <i>Experience</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The emotional shade of voice</i></li> <li>• <i>Delivery</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Delivery</i></li> <li>• <i>Completeness</i></li> </ul>

The finding chapter demonstrated the difference and explanation of this difference between the three groups of participants. Table 6 illustrated the qualitative data from three groups of participants. The present subtopics (features) of each group suggest differences and similarities between participants listening to different interpretations of interpreters. By

recognizing the results, in general, the interpretation of all three interpreters is positively received, that is, education is an important factor to reproduce a quality outcome of simultaneous interpreting in a real-life. But it was remarkable to observe that the most positive perception was in group C. That is, work experience provides an opportunity to develop skills that are necessary for practical activities. Namely, the time frame or in other words the duration of work experience allows a specialist to refine in this area of activity. It could be confirmed with the comparison to the control group, despite having a professional education and work experience, the results conceded to the interpreter who has longer work experience.



## Chapter 5. Discussion and conclusion

This research study analyzed undergraduate students' perceptions of the quality of simultaneous interpretation conducted by interpreters with different educational attainment and work experiences. The research purpose was to investigate whether simultaneous interpreting conducted by interpreters with different educational attainment and work experiences results in different perceptions of its quality.

The results of my research study showed that education and work experience have a positive effect on the perception of interpretation quality. However, greater positive perceptions are influenced by work experience. The more work experience, the more positively the interpreting is perceived, even if the specialist does not have a formal education in the translation sphere. Experience in relation to education has a greater impact.

The comparison among the three interpretations showed that the experimental group (C) results, who listened to the interpretation conducted by a specialist in the non - translation field, but has substantial work experience are the most favorable. There are no particularly strong differences in the results. However, the results of the interpretation of a specialist with only education and no experience suggest that practice makes a significant difference in the quality of translation. However, proper education must be present. So far as, on the basis of Table 4, the translation style (14), grammar (12), and terminology (13), the specific items studied on the basis of the educational program were relatively high in the interpretations carried out by specialists who had a professional degree. Fazekas and Sárosi-Mardirosz (2015) discussed the issue of interpreting specialization by considering long-lasting thoughts about "interpreters being made or born" (p.2). In their opinion, before starting a career ladder, the future specialist should master the skills and competencies by attending relevant university-level programs in order to become proficient. That is why, it supports the findings above. Gile (2009) claimed that two main benefits of formal training (education). The first one is that it assists in the full realization of the potential of students and another one, is to acquire skills more rapidly than through experience

and self-instruction. Likewise, formal education shouldn't be mandatory, and vice versa should correspond to the current realities in our fast-moving world (Gile, 2009). This may indirectly lead to confirmation of the fact that an interpretation made by a specialist in another industry but with significant work experience in simultaneous interpreting is perceived more favorable.

In the qualitative part of the study, participants were requested to fulfill the key criteria or to rate the importance of criteria in the perception of quality that is essential in providing the interpretation according to their opinion. That part was similar to Buhler's (1986) pioneering study. The comparison of the results with other researchers' work (Buhler, 1986; Chiaro & Nocelle, 2004; Zwischenberger, 2010) has shown that consistency in the interpreting and its delivery also reached a significant outcome. However, the voice in their works is the least important factor and is described as a desirable, but not an essential one. This is also could be a limitation of the methodology chapter. Probably because they are not trained in evaluating translation. Further research could be done with specialists in translation studies and findings could be different. Although, the papers of the mentioned researchers are designed to determine meticulously the rating lists of criteria and do not consider the factors of educational background and work experience of the interpreter. In the current research, this section is an auxiliary part of the second research question. The opinions about neutrality in presenting the interpretation were also suggested in the research. On one hand, a number of authors claimed that interpreters should be unnoticed or invisible during the process in order to make sense of the understanding and transparency (Gile, 1983). However, transmitting the target language sources with a neutral monotone tone of voice has a negative impact on listeners' perceptions (as cited in Holub, 2010). The findings on this theme have demonstrated the interpreter to be less professional and can be confirmed by the statements from cognitive studies (Holub, 2010). Education and work experiences are the foundation that shapes the future specialist. The factors can make influence the understanding of the basic principles of the study and in the process of acquiring and reefing skills and competencies. However, the results demonstrated that all groups had a satisfactory

level of interpreting. The surface picture of producing simultaneous interpreting (the voice, delivery, and consistency of providing the information) has a huge weight on their perception. The research showed that in the case of education and work experience, experience years also play a role (Kotur & Anbazhagan, 2014). With an increase in length of service and, accordingly, experience, as a rule, they demonstrate relatively better results. The results of the research can confirm this. Since the results and findings of group C, who listened to the translation made by a specialist who does not have a professional education, but has extensive experience, were better than those of the other groups B and A.

At the beginning of the study, three alternatives and one null hypothesis were proposed. The results showed that there are differences among the perceptions of the three translations, in this regard, the possibility of a null hypothesis is excluded. And since the results were higher in listeners of a translation performed by a translator without professional education, but with sufficient work experience, the correspondingly more appropriate assumption supported by the research is the following: the perception of the quality of SI conducted by an interpreter without relevant qualifications, but with significant work experience, will be more positive than interpretation by a specialist with both professional education and work experience.

Quality in simultaneous interpreting can be characterized as something that covers many parts of translation studies as an interdisciplinary science. This study is aimed at identifying the perception of listeners of simultaneous interpreting, which is performed by interpreters with different attributes in education and work experience. Each of the three interpretations was received with a different level of attitude by the participants. This may be more justified by external items, such as the voice, and the manner in which the interpreted speech is conveyed. Participants openly did not attach much importance to the factors of education and experience. Although there was an idea of a lack of practical skills in the process of interpreting has an influential result. Thus, a more obvious conclusion that can be drawn from the investigation is that differences in vocational education and work experience have implications for the

performance of interpreting. Education and work experience are interrelated and complement each other; therefore, it is necessary to pay attention to what gives theoretical knowledge and the ability to comprehend and improve them in conditions close to real-life situations.

### *Conclusion*

The present research investigated whether simultaneous interpreting conducted by interpreters with different educational attainment and work experiences results in different perceptions of its quality. The research aimed to answer two research questions. The quantitative and qualitative data from the questionnaire demonstrated the difference in the perceptions of listeners by interpretations conducted by interpreters with various backgrounds. The quantitative part of the questionnaire showed the difference between each group by measuring the mean and median. The qualitative part revealed the reasons for the difference in perception. Thereby, the results had a slight difference. The quantitative results showed that the listeners of the interpretation produced by a specialist who has a different degree in education program, but with a sufficient work experience in simultaneous interpreting have reached considerable results than the interpretation produced by specialists with a qualified degree in translation studies. However, translation style (14), grammar (12), and terminology (13), the specific items studied based on the educational program were relatively high in the interpretations carried out by specialists who had a professional degree. The qualitative results illustrated the explanation of the difference. Overall, the participants paid attention to the voice and flow of the information (delivery) of the interpreter. Interestingly, the participants did not particularly emphasize the importance of formal education and work experience as determining factors in interpreting quality. However, the lack of practical skills in the process of interpreting has a noticeable effect on perception. Therefore, the study suggests that differences in vocational education and work experience matter in interpreting performance. Especially the length of work experience left its mark on the data analysis. In order to affect the perception of the translated/interpreted product, it is important to have a professional education and work

experience that will be built up over time. A specialist in any field must gradually learn something new and improve his/her own skills, and only in this way will he be able to achieve the desired result.

*Implications/recommendations based on the research*

The present research aimed to identify the factors of education and work experience on the quality perception of simultaneous interpreting. The listeners' perception of the product is an important aspect in the field of simultaneous interpreting, from which the very understanding of the essence of what is happening comes and is the first thing to which attention is paid. In most cases, simultaneous interpreting is performed for a large audience, which, as a rule, has no idea what is being said in the original language. Most customers of translation/interpretation services try to attract a specialist with education and work experience. Therefore, the study of this topic is significant. This study may be useful to educational institutions, translation agencies, translators and interpreters, and students. Additionally, it is to be used in the future for literary perspectives. The main recommendation that the study can offer is to confirm the fact of increasing practical hours for learners oriented more towards real experience. It means that the practical lessons can be based more on the materials received and recorded in real situations. Also, the very place of practical training should be realistic to the present, for example, the translation performed not only within the walls of the university but also the development of a lesson program in other conditions. Also, I consider it important to emphasize in this matter the future specialist him/herself, namely his/her interest and motivation. The creation and further advancement of practical lessons should pay attention to this.

*Limitations and suggestions for future research*

There are limitations in the work. Since the concept of quality in simultaneous interpreting has an extensive nature, consideration of all tasks is a too complex task. The work examines the issue under study from the perspective of the perception of quality by the listeners. One of the limitations that was faced in the research study was the small number of participants.

Out of 168 invitations for participation sent, 51 responses were received. Such a number of participants do not allow for a full-fledged study. Additional efforts and time are required to recruit a greater number of participants. Another limitation of the study is that it is bounded to student participation only. For completeness of the study, other participants should also be considered as listeners, for example, people who do not know the original language, translation/interpretation customers, other interpreters, or tutors of translation studies. As the data analysis was based on the mean and median, in order to identify which of the mentioned factors is more influential on the positive perception of the interpretation it requires conducting a correlation analysis in the future.

It would be useful for the specialist of simultaneous interpreting, the educational institutions that provide educational services, and society at large in terms of practical and literature perspectives. Future research in terms of quality perception can be conducted by examining other factors or criteria. Moreover, the implementation of the research in the Kazakhstani context will be beneficial and assist to shape national attitudes and perspectives on translation studies, in particular simultaneous interpretation.

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## Audio/video recording for interpretation

The first video recording – Globalization

Link: <https://webgate.ec.europa.eu/sr/speech/globalisation>

Language: English

Duration: 09:07

Level: Intermediate

**Transcript:**

Um, I think very few people have not heard of *globalization*. Globalization is depending on where you stand, something absolutely wonderful, which has opened up whole new vistas and universes, or if you don't like it, the source of all evils and the source of many problems that should never have arisen in the first place and would be much more better off, all of us would be much more better off if we did not have it. But well, has anybody actually ever defined globalization? Because you will find that despite the platitudes, few people agree on what globalization actually is. Some people even deny that globalization exists and they say no. It's simply a continuation of the growing *internationalization* that we've had that we've had ever since the *Phoenicians* were trading around the *Mediterranean*. So who is the culpable person who is guilty of starting globalization? Perhaps *Marco Polo*, who brought pasta and spaghetti back from *China* to *Italy*? Is that the first import we can think of? Maybe it's *Magellan* who discovered a way around the world or perhaps it's *Margaret Thatcher*. Who knows? I don't. And I think most of us would agree that it would be very difficult to find out exactly when globalization actually started the word. Since you're all interested in languages, if you're listening to these features, the word first appeared in 1955. Whatever your feelings, though, good or bad. There is one thing on which most people would agree about globalization, and that is that it leads to *uniformity*. Uniformity That it brings convergence that everybody is going to end up being exactly the same. And actually, that's not so. In fact, it's quite the opposite. Some things are moving together. Other things are moving apart. There's been work done by a variety of people involved in intercultural studies. There was a massive study and I mean a massive study undertaken by a company called *ESR* in 2005, I think it was, which involved a million people in the ten major economies of the world. And the conclusions of the consultants who undertook that study, they were no surprise to me. Perhaps there'll be no surprise to you. There is no such thing as a common culture. You should not try to impose a common culture. You should make the most of the differences. Just like when you're building a team, you don't want 11 footballers who play exactly the same way. You need some who are defenders. You need some who are attackers. You need somebody in goal. You need all sorts of different talents that you put together. And so the same goes for cultures. The fact that there is a diversity of cultures is a very great treasure for the world. And I would like to reassure you globalisation is not going to change that. One of the things that people say is, well, globalisation has already changed all this because everybody speaks *English* well. First of all, they don't. And secondly, does that mean that they're not speaking anything else? Let's take those two points in turn. First of all, that everybody is speaking *English* well. I think one has to be a bit careful about one's definition. Is it *English*, first of all, or is it *American English*? That's the first point. Secondly, it seems to me that all non-native speakers speak it in a different way. And in fact, when people are speaking *English*. I'm not talking about language experts like ourselves, but when normal people are speaking *English*, it is in fact a survival vocabulary, a kind of *lingua franca*, if you like. And we've had *lingua franca*. If that's the plural for at least 6 or 7 centuries, at least 6 or 7 centuries. The actual expression comes from a language that was used in the *Levantine*, which was a mixture of *French*, *Italian*, *Spanish* and *Arabic*. So there's always been a language basic. Impoverished pigeon, which has allowed different people to communicate. But that language is not what we consider to be a proper language. It's a very reductive and simplified form of communication, and that is what *English* is just now. There are many, many different *Englishes*.

When you learn a language, you learn how other people think. You don't just learn words when most people speak *English*. Most non language experts, they are traveling around the world. They want to know which terminal they have to go to catch the plane to their destination.

They will ask that in *English* and that's perfectly fine, but they won't get any of the benefits of real language learning. They won't get an insight into a whole different way of doing things into a whole different culture. They won't have that kind of transformational experience that you have when you learn a language and you know what's behind it. In other words, they'll be thinking in exactly the same way that they normally do in their own language, but they'll be transposing those concepts, those thoughts into *English*, which makes some people think that they think the same way as people who speak *English* as native speakers. And that's simply not true. But it's a big recipe for problems. So it's not so much a language in this case that we're talking about. The technical definition would be *English* as an inter language. Lots of people speak it. Not everybody understands it. The *English* that we're talking about has also acquired a variety of names *Globish*, *BSE*, badly spoken *English*. All sorts of things. And it's absolutely essential and absolutely indispensable for there to be some vehicle of common communication. But as I said to you before, that's not enough. And we see that globalization is bringing *English* more and more to the forefront as a vehicular language for limited communication, survival, if you like, in today's international globalized world. But like most processes, you know, in physics, for every action, there is an equal and opposite reaction.

And so globalization is also making people feel much closer to their own language and bringing out regional languages or dialects that before were on the verge of extinction. Think how many groups are now asking for their own language. *Kurds*, *Armenians*, *the Welsh* have established their language. Despite the dire predictions that were made, it would never work. They have managed to resuscitate a language which was not doing very well and turn it into a vibrant living language with a television station, with people speaking it on a daily basis with Internet sites. Et cetera. Et cetera. In fact, I mentioned the Internet, and the Internet has played a major role. When it started, everybody thought it was going to be a steamroller for the imposition of *English*, and it started out with virtually nothing but *English*. But that changed very quickly. And nowadays we're not higher than 50% of content in *English*. And I suspect very strongly that 50% is going to decrease radically in the years to come as more and more *Chinese*, for example, come on to the Internet as more and more people of other languages come on to. We've also seen that paradoxically, the Internet has made languages easier to learn. It has made possible learning a language that you would never have managed to learn before or not easily, because you can learn online. You don't have to have a particular professor living in your small village to learn, I don't know, *Swahili* or *Hausa* or any of a thousand different languages.

You can do it online and you can find other people. You can find forums, communities of people who are learning that language and who swap messages in that language. A kind of immediate *pen pal*. *Pen pals* are things that used to exist in the last millennium. So few of the things that we've talked about have actually happened. *Convergence*? Well, yes and no. Some things, yes, you can get most products in most countries. But is everybody speaking *English*? No. Have all these minority languages disappeared? No, they have not. In 2007, the *European Union* welcomed back. It welcomed three languages altogether *Bulgarian*, *Romanian* and *Irish*. But it welcomed *Irish* back because *Irish* was originally an official language. But there had been an agreement that it would only be used in very limited circumstances. Now the fact is that the *Irish* speaking population wanted to be able to use *Irish* and therefore *Irish* came back as an official language. Most people would have bet against that many, many years ago, 50 years ago, when the when the community was founded, the then community was founded, nobody would have said that these small languages would survive with globalization springing up like that. In fact, it's been quite the opposite, as I say. So like most human Affairs, as I started off saying before, the globalization phenomenon is both fragmentary and contradictory and long may it live. Thank you.

## Invitation letter for participation

Dear participant,

I am conducting the research study entitle '*The issue of quality in simultaneous interpretation*'. The purpose of the study is to measure students' perceptions of the quality of simultaneous interpretation conducted from English into Russian by interpreters with different educational attainments and work experiences. In other words, this study can shed light on the factors shaping quality of interpreting practice.

I invite you to participate in this study because your knowledge and experience in linguistics, translation studies and English language learning make you a suitable respondent who can evaluate interpretation and share valuable views on the issue under investigation.

Participation in this study is voluntary. The procedure for participation is the following: first, you should listen to an original video (in English) and its simultaneous interpretation (in Russian). After that fill out a questionnaire. The questions in the questionnaire are related to the content, form, and delivery criteria developed for evaluating interpretation. The last questions of the questionnaire are open-ended and designed to capture your thoughts and perspectives regarding interpretation. The received data will be crucial for further analysis and will affect research outcomes. That is why I ask you to answer all questions. The approximate time for participation is 25-30 minutes.

There are no risks associated with the participation in this study. Your responses to the questions will be kept confidential. Prior participation, you will be suggested signing an informed consent form.

I believe that my research will benefit from your participation therefore. I cordially invite you to take part in my study.

If you are willing to participate, please click the link below:

Questionnaire 1 (A):

[https://docs.google.com/forms/d/e/1FAIpQLSeBMOuzrkLvf-hY8UuazfUm8YVtyI-recVKMEm1EKLSPhERQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeBMOuzrkLvf-hY8UuazfUm8YVtyI-recVKMEm1EKLSPhERQ/viewform?usp=sf_link)

Questionnaire 2 (B):

[https://docs.google.com/forms/d/e/1FAIpQLSdYiGPxPy\\_y6qzEBWoPEf9tG-WDzenjOtEJklgWEQI\\_Iou\\_Yg/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSdYiGPxPy_y6qzEBWoPEf9tG-WDzenjOtEJklgWEQI_Iou_Yg/viewform?usp=sharing)

Questionnaire 3 (C):

[https://docs.google.com/forms/d/e/1FAIpQLSdJ8YvaNASRRKaBTd\\_p2FcuS20k7UAFoJpEtI0w6Anr9dZuEQ/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSdJ8YvaNASRRKaBTd_p2FcuS20k7UAFoJpEtI0w6Anr9dZuEQ/viewform?usp=sharing)

If you have any further questions regarding participation, please, feel free to ask.

Thank you for your attention and time!

### Consent form

#### Consent to participation in research

Researcher: Nurakhmetova Aigerim

The title of the research: “The issue of quality in simultaneous interpretation”

The purpose of the study is to measure students’ perceptions of the quality of simultaneous interpretation conducted from English into Russian by interpreters with different educational attainments and work experiences. In other words, this study can shed light on the factors shaping quality of interpreting practice.

Examining the importance of having a degree in translation studies and its effect will contribute to further inquiries into this matter. There are no direct benefits for the participants, but the outcomes of the research can be useful in future training of interpreters and in educational spheres. There are also no risks for participating in the inquiry.

Participation lasts approximately 15-20 minutes. The issue of confidentiality, anonymity, and rights will be ensured. All materials collected during the process will be used for the purpose of the research. Participation is voluntary and the matter of refusal or withdrawal is also considered. A summary of the research results will be available to participants upon request.

If you have any concerns, please feel free to contact the researcher.

Email: [nurakhmetova\\_aigerim@kazguu.kz](mailto:nurakhmetova_aigerim@kazguu.kz)

Tel: 87477294746

*I have read and understood the information in this consent form and I voluntarily agree to participate in this research project.*

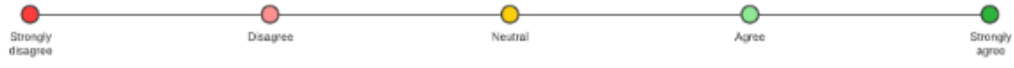
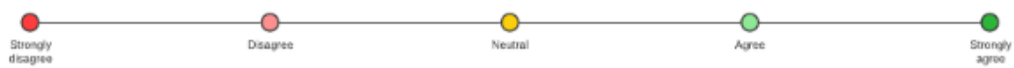

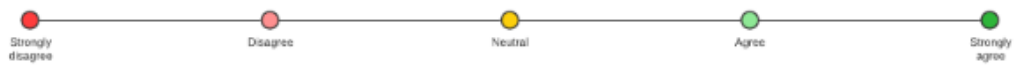
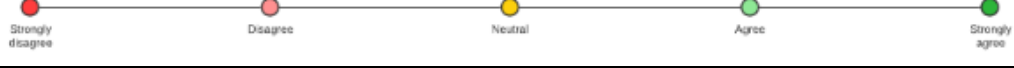
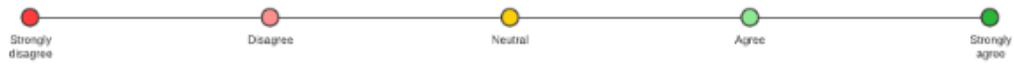
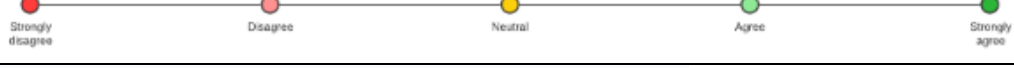
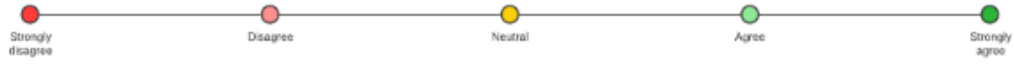
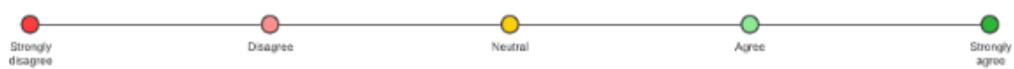
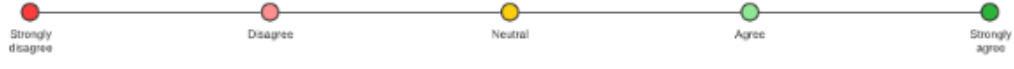
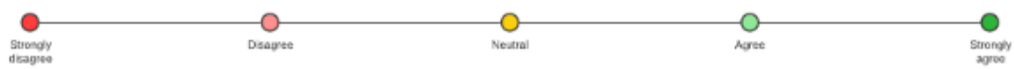
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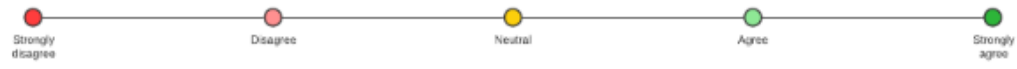





## Questionnaire

### A Likert scale questions

Please, watch an original video and the finished simultaneous interpreting on the topic of Globalization. After that, please, identify the importance of the following items below in the interpreted outcome with a five-point Likert scale (1-strongly disagree; 2-disagree; 3-neutral; 4-agree; 5-strongly agree).

1	Content-related criteria	1 The simultaneous interpretation was sense consistency with original 
2		2 The interpretation was logically coherent 
3		3 The sentences of simultaneous interpreting were complete 
4		4 There were no mistakes in interpretation 
5		5 The simultaneous interpreting was understandable 
6		6 The content of the video was of medium difficulty 
7	Delivery-related criteria	7 The interpretation delivery was clear 
8		8 The interpretation delivery did not have long pauses 
9		9 The interpreter was able to keep up with the pace of the source language 
10		10 The interpreter rendered the source language accurately 
11		11 The voice of interpreter was pleasant and courteous 



12	Form-related criteria	12 The interpreter used correct grammar 
13		13 The interpreter used correct terminology 
14		14 The interpreter used appropriate style 
15	Other	15 The interpreter demonstrates professionalism 
16		16 The interpreter showed good knowledge of the subject matter 
17		17 I am satisfied with simultaneous interpreting performance 
Open-ended questions:		
18	How do you perceived the interpreted outcome (positively or negatively)?	
19	Do you think that the interpreter delivers all the messages of the source language? Why?	
20	Do you consider the interpreted outcome as a quality one that satisfies the requirements of the customer or audience? Why?	
21	What skills and competences does the interpreter demonstrates in the interpreting?	
22	In your opinion, please, name three strengths that you notices and three weaknesses in simultaneous interpreting.	
23	What other comments do you have about the interpreting?	