IMT 4125 Fall 2019
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STUDENTS' EXPECTATIONS OF SIMULTANEOUS INTERPRETING COURSES

INTRODUCTION

This research aims to analyze the differences between simultaneous interpreting courses offered at the state universities in İzmir in order to seek the levels of satisfaction of the students. We conduct interviews with the students to have better understanding of the conditions of these universities.

LITERATURE REVIEW

While examining the literature for our research we have found that simultaneous interpreting in particular have been investigated by different disciplines and various models have been applied to describe the process involved. *(Setton & Dawrant, 2016, Gile, 2009, Dollerup & Loddegaard, 1992)* We based our research on this and wanted to find out how the two different state universities in İzmir approached to teaching simultaneous interpreting.

METHODOLOGY

We asked 11 open-ended questions to interpreting students from Dokuz Eylül and Ege University. By doing so, we explored the circumstances the departments are in. We conducted five of the interviews face-to-face and seven interviews via Whatsapp in order to get the most genuine answers.

CASE STUDY

We interviewed six students from two state universities each. We asked what they found in/sufficient in their courses, we asked if they were satisfied regarding their interpreting equipment and we asked if they were satisfied with the time they spend practicing in the booths. The participants' answers helped us to reveal both the students' expectations from the interpreting courses and the course structures in the universities.

References
Setton, R., & Dawrant, A. (2016). Conference interpreting: a trainers guide. Amsterdam: John Benjamins Publishing Company. 23-82
Gile, D. (2009). Basic Concepts and Models for Interpreter and Translator Training (Benjamins translation library, v. 8). John Benjamins Publishing Company.
Dollerup, C., & Loddegaard, A. (1992). Teaching translation and interpreting: training, talent and experience. Amsterdam: John Benjamins.

How much booth practice time do the students have in class per semester?
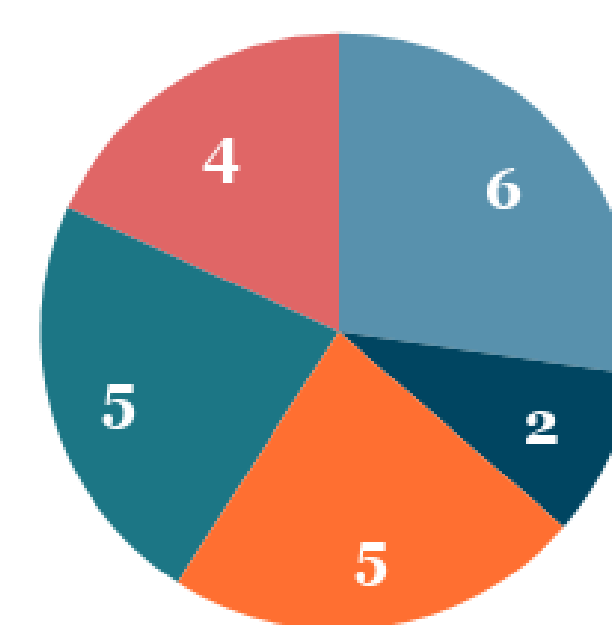
EU **50** minutes   DEU **28** hours

What can be improved according to the students?
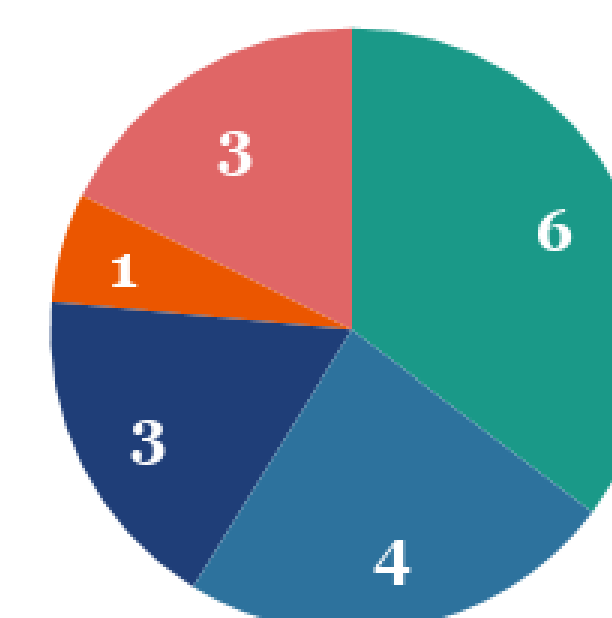
Ege University
- Practice Time
- Communication in Class
- Access to Booths
- Lack of Booths
- Overcrowded Class

Dokuz Eylül University
- Number of Booths
- Old Equipment
- Exam Methods
- Taking the Course in Senior Year
- The Aptitude Test

CONCLUSION

Seeing that the students at Ege University not having enough booths or enough time to practice in the booths, also all students having to take the course and the classroom being overcrowded with the lack of an aptitude test to get selected for the course, we understand that the expectancy from this course is mostly about the insufficiency of the infrastructure. Whereas at Dokuz Eylül, there are enough booths for the students selected especially for the course through an aptitude test. With more than an hour to practice each week, their main expectancy is about the structure of the course.

Even with the inequalities in the class environment, each aspiring student should practice self-discipline and should work hard even outside the class in order to be an active player in the industry.

You can check the full interview answers here!