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anxiety; 4. Experiment; 4.1 Participants; 4.2 Method; 4.3 Results; 4.3.1 ID variables; 4.3.2 The interpreting performance; 4.3.3 Relating interpreting performance to ID variables; 5. Conclusions and perspectives; References; Appendix 1: SPCC questionnaire; Appendix 2: Questionnaire based on AMTB; Cognitive and motivational contributors to aptitude; Introduction; Method; Participants Materials Procedure; Results; Type: Signed language (SL) and spoken language (SP) group comparisons; Level: Entry-level (EL) and advanced-level (AL) group comparisons; Discussion; Limitations and future research; References; Evaluating emotional stability as a predictor of interpreter competence and aptitude for interpreting; Introduction; Literature review; Personality and job performance; Research on personality and interpreters; Self-efficacy, goal orientation and negative affectivity; Research hypotheses; Methodology; Participants; The instrument; Procedure; Results Discussion and conclusions Implications for interpreter education; References; Domain-general cognitive abilities and simultaneous interpreting skill; Introduction; Method; Participants; Rating; Measurements; Cognitive Ability Measurements; Emotion-Cognition Interaction Measurements; Procedure; Results and discussion; Univariate analyses; Multivariate analyses; Discussion; General discussion and future directions; References; Testing aptitude for interpreting; 1. Introduction; 2. Methods; 2.1 Participants; 2.2 Scoring; 2.3 Outcome measures; 2.4 Statistical analysis; 3. Results 3.1 Scores on all variables

Sommario/riassunto

With increasing numbers of students wishing to become conference interpreters, but limited capacities in most university degree programs, accurate admission testing is an important means of predicting an applicant's chances of completing the program successfully. This article focuses on three aptitude tests for simultaneous interpretation: Pochhacker's SynCloze test; Chabasse's cognitive shadowing test; and Timarova's personalized cloze test. The test battery was administered at the start of the 2009/2010 academic year to students beginning the two-year Master's program in conference interpret

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