Andrea Marton

Foreign Language Anxiety among Interpreting Students in Transylvania (Romania) and Hungary

The present research focuses on language anxiety and its presence, manifestation and effect on interpreting students. Language anxiety is a concept that has been widely studied within the field of second and foreign language learning and teaching but it is less researched among practicing interpreters and students of interpreting.

The research would involve a triangulation of methodologies both in terms of collecting and analyzing data. The quantitative part consists of a questionnaire which explores the participants' experience in interpreting, measures participants' language level in their L2 and L3 and explores their anxiety level using the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986). The qualitative data collection involves several steps including an interpretation task and a follow-up interview to assess participants' individual differences regarding their perceived level of anxiety.

The presentation provides a historical overview of language anxiety research and some of the relevant findings in the field based on the literature that has been reviewed so far. Among the existing tools and scales to measure language anxiety, the presentation will focus on an innovative method, called the idiodyanmic method focusing on individual differences.

The presentation also provides the results of a pilot study conducted among interpreting students in order to test the existing scale and the rather new idiodynamic method. Further goals and plans involving coping mechanisms and strategies will also be presented.