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Training conference interpreters in Spain : a comparative analysis

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Training conference interpreters in Spain: a comparative analysis

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CONTENTS

1. Introduction

1.1 Aim of this thesis

Linguistic mediation is a very old profession, since as far back as in the remotest antiquity people with different languages met, and therefore there must have been interpreters (Herbert, 1978).

However, the organisation of its training and teaching in the form of university programmes, as well as its recognition as an academic field are very recent developments, especially when compared to other professions such as law or medicine.

Over the last century, the training of conference interpreters has developed and undergone major changes, from the first attempts at training conference interpreters (which were tailored to specific needs in particular contexts, such as the International Labour Conference in 1928 or the Nuremberg Trials in the aftermath of the Second

World War), to the current situation where university-based training courses have been set up throughout the world.

Training of conference interpreters in Spain, as in the rest of Europe, is a relatively recent development. However developments in Spain are even more recent than in the rest of Europe: the first school of Translation and Interpreting was set up in 1972 in Barcelona: *Escuela Universitaria de Traducción e Interpretación (EUTI),* although it only offered training in translation and not in interpreting. This school was followed by the University of Granada, which in 1979 founded the EUTI of Translation and Interpreting. This made it the first school to offer training in both disciplines (Calvo, 2009).

The situation in Spain has also changed hugely, as this thesis will later detail. Nowadays several universities offer Masters Programmes to train conference interpreters and many others offer translation programmes which include some elements of interpreting training as part of their curricula. As a result of the different developments which have taken place in the organisation of the teaching of conference interpreting (some of which are independent from the interpreting field), a relatively wide variety of training programmes is on offer today. This thesis holds that the teaching and training provided by these institutions varies enormously from one to the other. In other words, this lack of harmonisation in training in Spain is the starting point of the thesis.

This thesis also holds that the European Masters in Conference Interpreting (EMCI) represents a good example of harmonisation of training conference interpreters at a European level. This network of postgraduate programmes will be used as a yardstick to pinpoint the main differences between training courses in Spain and the EMCI, as well as the main differences among Spain's programmes themselves.

2. Definition of terms

The modern practice of conference interpretation is usually considered to date from the Nuremberg trials of 1945-1946. But throughout history people of different languages and cultures have made use of interpretation to communicate with and understand each other. (AIIC)

2.1 Oral linguistic mediation

We will be using the term oral linguistic mediation to refer to the activity of interpreting in its widest sense, i.e. mediation between two parties who do not speak the same language. This term will be of particular use in reviewing the history of this activity, which predates the establishment of the academic and research field. As we will see, this field is a very recent one (we cannot talk about interpreting as a defined academic field until the 20th century; Alonso, 2008). When talking about history, we will simplify and use the word interpreter to refer to the different characters that played the role of linguistic mediators.

2.2 Conference interpreting

Conference interpreting will be used to refer to the profession that developed from the beginning of the 20th century onwards as the first international conferences took place. According to the International Association of Conference Interpreters (AIIC), conference interpretation is conveying a message spoken in one language into another. It is practised at international summits, professional seminars, and bilateral or multilateral meetings of heads of State and Government.

2.2.1 Simultaneous and consecutive interpreting

According to the European Union's Directorate General for Interpretation, in simultaneous interpreting the interpreter works in a soundproofed booth with at least one colleague. The speaker in the meeting room speaks into a microphone, the interpreter receives the sound through a headset and renders the message into a microphone almost simultaneously. The delegate in the meeting room selects the relevant channel to hear the interpretation in the language of his/her choice.

Also according to the DG for Interpretation, in consecutive interpreting, the interpreter sits with the delegates, listens to the speech and renders it, at the end, in a different language, generally with the aid of notes. In the modern world consecutive interpreting has been largely replaced by simultaneous, but it remains relevant for certain   kinds   of   meetings (e.g. highly technical meetings, working lunches, small groups, field trips).

2.3 Linguistic combination

An interpreter's linguistic combination is the set of languages he or she works with. Interpreters' working languages are classified in three categories: A, B, C. Let's have a look at the definitions given by AIIC for these three categories:

The 'A' language is the interpreter's mother tongue (or its strict equivalent) into which they work from all their other working languages in both consecutive and simultaneous interpretation.

It is the language they speak best, and in which they can easily express even complicated ideas. It is therefore an active language for the interpreter.

A 'B' language is a language in which the interpreter is perfectly fluent, but is not a mother tongue. An interpreter can work into this language from one or several of their other working languages, but may prefer to do so in only one mode of interpretation, either consecutive or simultaneous (often in 'consecutive' because it's not so fast). It is also considered an active language for the interpreter.

A 'C' language is one which the interpreter understands perfectly but into which they do not work. They will interpret from this (these) language(s) into their active languages. It is therefore a passive language for the interpreter.

3. A history of the profession

3.1 Why it matters

As the saying goes, one needs to know the past to understand the present (let alone the shaping of the future, but that is not the object of the present work). However, many authors agree that a big gap exists in the history of interpreting (Santoyo, 2006; Baigorri, 2006; Alonso, 2008; Delisle & Woodsworth, 1995). Indeed, little research has been carried out on the history of oral linguistic mediation especially when compared to written translation. What is more, the little research that does exist is almost entirely limited to the 20th century (Santoyo, 2006).

Besides, at least in Spain, the history of interpreting is rarely included in the curricula of the training programmes in conference interpreting (Alonso, 2008). Most interpreting training programmes in Spain are almost entirely practice-focused (*ibid*). It is true, however, that for other professional fields, the history of the profession is part of the curriculum (for example in medicine, law and various sciences) (*ibid*). This being said, although interpreting as an activity and cultural practice is very old, the academic field of conference interpreting is relatively young in comparison to other

professions. This could be a plausible and reasonable explanation for this "lack of history" in most curricula.

However, what we have just said does not mean that history is of no importance for future students. Indeed, Margareta Bowen (1994) from Georgetown University speaks of the growing interest in the history of interpreting among professionals and researchers, as well as professional organisations. She defends the inclusion of history in training programmes, if not as a special course, then at least in the form of individual student assignments and interdisciplinary work. Despite difficulties in finding and verifying sources, the study of the history of our profession should not be neglected, Bowen concludes.

Even though the main focus of the present work is the current situation of training programmes in Spain and not the situation of the profession itself, a brief overview of the history of the profession as an introduction will undoubtedly be interesting to readers. This will be followed by a closer look into the beginning of training as we know it nowadays and the establishing of the first training programmes.

3.2 Origins of interpreting

"Whatever their spheres of activity, the interpreters of the past have served not only as witnesses to events but also as participants in the unfolding or making of history. Without interpreters, relations among different peoples or nations and communication across linguistic and cultural boundaries would have been quite different. […] interpreters have helped shape history" (Delisle & Woodsworth, 1995).

It is well known that linguistic mediation is an old profession. It probably dates back to the first ever contacts agreed between different human groups in prehistoric times (Baigorri, 2006). More specifically, as Alonso & Payàs (2008) explain, borders, or contact zones, between civilisations and peoples have become a breeding ground for interpreters or linguistic mediators' work. And borders have existed since the first civilisations started exerting their clout.

However, it is also true that interpreting, unlike translation, leaves no written trace. This makes it hard to track the first interpreters. Also, research in history is commonly associated with documents, and given that voice recording devices are very recent inventions, it is hard to find documents which could be relevant to historical research.

What we do know is that back in the time of the Egyptian Empire, contact with other peoples was made, with a resultant exchange of different goods and products, such as ceramic (Galán, 2011). Also in both Ancient Greece and Rome, interpreters must have been needed since Greeks and Romans generally did not bother to learn a "barbaric" language. Thus, slaves, prisoners and ethnic hybrids had to learn different languages so that they could translate and interpret for the higher classes (Furmanek & Acenbach, 2004). In order to administrate the territories that they conquered, the Romans resorted to interpreters (Delisle & Woodsworth, 1995).

If the Romans used interpreters to negotiate and communicate with other peoples, they probably did so in Hispania, the Roman province which is today Portugal and Spain. Due the superiority that the Romans felt they had over other cultures and civilizations (with the exception of Ancient Greece[1]), they did not learn the "barbaric" languages, hence the need for interpretation.

3.3 Middle Ages and colonization of America

During most of the period known as the Middle Ages, the Iberian Peninsula was almost entirely under Arab dominance. However, three different cultures coexisted for centuries: Jewish, Arab and Christian.

If different peoples with different languages were sharing the same land, interpreting and translation must surely have been required; especially given the cultural exchange that we know existed between Christians, Muslims and Jews resulting from this geographic proximity. In fact, according to Delisle & Woodsworth (1995), references to interpreting regularly appear in medieval Arabic literature.

However, and as could be expected, oral mediation was used not only to achieve peaceful and cultural objectives, but also in times of war (El-Madkouri, 2006). For example, every Christian Military Order had its own translators and interpreters. Most of them were Muslims, Jewish and Mozarab slaves.

As for the "New World", although interpreters existed in what is known today as America well before the arrival of Christopher Columbus and his crew to the

[1]Knowing Greek was a requirement in educated Roman circles (Hermann, 1956).

Americas, the events of 1492 and the subsequent conquest of this vast continent created a new situation of note in the development of the interpreting profession. Indeed, as we have seen, contact with different peoples requires linguistic mediation.

Literature about linguistic mediation in colonized America is abundant in comparison to that detailing the previous periods addressed in this work. We can find articles and research work on the role of interpreters in the conquest of the new lands (Schmit, 2004), case studies of interpreters (the case of Malinche[2], for example, has been widely reported), the different interpreting modes and objectives (diplomatic-military interpretation versus legal-administrative interpreting, as detailed in Alonson & Payas, 2008), and interpreting in a specific area (Chrobak, 2004).

In Spain, the 16th century witnessed the creation by Charles V of the *Secretaría de interpretación de lenguas,* in order to deal with the linguistic diversity in the Kingdom at that time. The *Secretario de lenguas* was in charge of different tasks, such as the translation of official documents and letters and the writing of documents in different languages. Later, in 1563, Philippe II issued a bylaw establishing that interpreters needed to attend the hearings, and to perform their mission properly and faithfully. The different bylaws issued by the king described the activity to be carried out by the interpreters, as well as their wages and working hours[3] (Cáceres Würsig (2004).

The *Secretaría* experienced different phases and had its ups and downs in terms of relevance and the amount of work it did depending upon the monarchy regime in place. This continued until the 19th century, when due to different decisions and the appointment of *secretarios* who performed their duties poorly, it faced a serious crises. It still exists today but it has been renamed the *Oficina de Interpretación de Lenguas* and it   is attached to the Foreign Affairs Ministry (*ibid*).

With regard to the training of interpreters as linguistic mediators (we cannot talk of conference interpreting until the 20th century), we know that several attempts to do so were made. As far back as the 12th century, a French lawyer mentioned the need for a school for interpreters to be used in the crusades in the Holy Land; Christopher Columbus captured Indians in the Americas to train them as interpreters in Spain

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[2]   See work *Translators through History* by Jean Delisle and Judith Woodsworth.

[3]   To read these bylaws go to http://traduccion.rediris.es/6articulos_a.htm

(Moser-Mercer, 2005); Cartier did something similar later in the 16th century, and in Senegal, a school of interpreters was set up in 1855 (Donovan, 2011), just to name a few examples. However, and as we will see further in this thesis, the first schools set up to train conference interpreters only came into existence in the 20th century.

3.4 The 20th century

As is true of the history of linguistic mediation in general, the history of the training of conference interpreters, in simultaneous mode in particular, has received little attention (Moser-Mercer, 2005).

In fact, training as we know it nowadays emerged very recently, as Donovan, (2011) states:

> "The need for professional training has only recently been established […]. Training, although not new, has only emerged in organised form and as the main route of access to the profession in recent years."

Indeed, the idea that "interpreters are born and not made" was prevalent until very recently (beginning of 20th century) (Delisle & Woodsworth, 1995). Although the first conference interpreters learned on the job, files of the US Department of State dating from 1904 reference "student interpreters", and it seems that Great Britain and Germany started to set up specialised language services at that time (Delisle & Woodsworth, 1995).

At the beginning of the 20th century, the first conference interpreters were self-taught and most were diplomats with excellent communicative and linguistic skills (they were fluent in several languages) and a broad general knowledge, gained thanks to their international experience (Weber, 1989). According to Gaiba (1998), the recognition of languages other than French in international circles (which until the beginning of the 20th century was the *lingua franca*) was the event that led to the need for interpretation in international conferences. During the First World War, representatives of the United States and Great Britain were not fluent in French and so interpretation was needed. The modes used were mainly consecutive and whispering interpreting (the interpreter is seated or standing among the delegates and interprets simultaneously by whispering to the delegates).

During the first part of the 20th century, consecutive interpreting was the favoured mode of interpreting in international conferences (i.e. in negotiations during the First World War, and at the San Francisco Conference in 1945 and the London meetings in 1946). It was performed by famous interpreters such as Jean Meyer, George Rabinotwitch and the Kaminker brothers (Gaiba, 1998).

However, at that time skills needed for interpreting were not fully understood. It was only in the fifties that the first detailed didactic approach to the teaching of interpreting appeared (Moser-Mercer, 2005b). This will be examined later in this thesis.

However, as international conferences began to take place with increasing frequency, the need for a more efficient mode of interpreting grew. As speeches grew longer, consecutive interpreting became a tedious and time-consuming activity (Herbert, 1978).

It seems that the International Labour Conference in 1928 was the first instance of simultaneous interpreting being used (Moser-Mercer, 2005), although Gaiba (1998) defines the type of interpreting performed before the Nuremberg Trials as "simultaneous successive interpreting", as interpretations were simultaneous with each other but not with the original speech. Nonetheless, the equipment devised for simultaneous was used. The perception of this new mode of interpreting as highly demanding led to the establishment of the first short training courses for particular assignments (Donovan, 2011

Herbert (1978) dates the introduction of simultaneous interpreting in international conferences to a few years before the Second World War broke out. However, the beginnings of simultaneous interpreting were not easy, because this new mode was not always trusted by the delegations since they were not able to control what was being said by the interpreter and could not check the quality of interpretation (Herbert, 1978).

Then there were the famous Nuremberg Trials, which are usually linked to the birth of the conference interpreting as we know it today. Baigorri (2004) tells us about the run-up to the Nuremberg Trials, with the difficulties encountered: firstly in selecting and recruiting the interpreters, and then in training them in the new mode to be used

in the trials, i.e. simultaneous interpretation. Although we do not have much information about the training received by the would-be interpreters for the Nuremberg Trials, we do know that training sessions in the form of mock trials were provided (with the reading and improvisation of judges' and prosecutors' speeches) for between two weeks and two or three months. Nonetheless, there were interpreters in the court room with only very basic training (Gaiba, 1998).

3.4.1 First training schools and theory of teaching

The first school to set up a university-based programme training interpreters was the *École d'interprètes* in Geneva, founded in 1941. It trained students in consecutive interpreting and whispering (Gaiba, 1998), and training was assured in part by self-trained interpreters who had gained professional experience in the League of Nations and the International Labour Organization (Moser-Mercer, 2005). Training in simultaneous interpreting was not introduced until 1947, with training sessions organised by young graduates of the school (Moser-Mercer, 2005). The Vienna School of Interpreting and the Georgetown Division of Interpreting and Translation were founded in 1943 and 1949 respectively, and a few years later the *École Superieur des Traducteurs et Interprètes* was set up in Paris (1957). In the 1960s came Westminster (1965), Zurich (1967) and Monterey (1968).

In 1960, the directors of the schools of Geneva, Heidelberg, Mayence and Paris-Sorbonne met in Basel to discuss the challenges faced by the training of translators and interpreters, in particular the definition of the disciplines of translation and interpreting within the universities. After one more meeting in Geneva the same year, where the universities of Mayence, Sarrebruck and Trieste took part, in 1962 the regulations of the *Conférence Internationale Permanente de Directeurs d'Instituts Universitaires pour la formation de Traducteurs et d'Interprètes* (CIUTI) were drafted in a second meeting where the university of Viena joined the group. These regulations were modified in 1963 and adopted in 1964, giving birth to the CIUTI, aimed at promoting training of translators and conference interpreters (CIUTI, n.d.).

CIUTI has today 46 members from all around the world, among which are the University of Granada and the *Universidad Pontificia de Comillas*. The aim of the organisation and its members is to "ensure a high quality in the training of translators and interpreters". Although CIUTI's goal is not uniformity in the degrees in translation

and interpreting (the principle being equivalence in diversity), the association seeks to "uphold this quality against the background of different national frameworks", claiming that "the diverse structures of higher education in the countries of the CIUTI members should be exploited to ensure that the same quality standards are reached at the end of the degrees" (*ibid*).

Moser-Mercer (2005) reviews developments in the theory of the teaching of conference interpreting, mentioning the successive publication of training manuals focusing in particular on the simultaneous mode, since it was new at that time. According to Moser-Mercer (2005), the first book to include advice on the teaching of simultaneous interpreting was published in 1952 by Jean Herbert. Herbert makes a set of recommendations on how to train for simultaneous interpreting. *L'enseignement de l'interprétation à l'École d'interprètes de Genève*, published in 1959 and written by Gérald Ilg is the second manual to address the issue of the teaching of interpreting. From 1965 onwards, several conferences were organised that helped increase recognition of the fact that an improved teaching method was needed, including for the training of trainers. Moser-Mercer (2005) also mentions Longley's work (1978), which presents an integrated approach to consecutive and simultaneous interpreting training and the organisation of a curriculum. Subsequently, Seleskovitch and Lederer's *Pédagogie raisonnée de l'interprétation* (1989) was published. It was the result of many years of teaching experience at ESIT in Paris and proposes a structured method for the training of interpreters.

The foundation of the International Association of Conference Interpreters (AIIC) in 1953 was an important moment for the profession of conference interpreting. As we will see later, AIIC has played and still plays a significant part in the development of training. After AIIC was created (in particular in the sixties and seventies) several institutions around the world set up training programmes for interpreters (Martin, 2006).

The nineties witnessed yet another important step forward for the profession, in particular for the training of interpreters, i.e. the foundation of the European Masters in Conference Interpreting (EMCI). In 1997, the European Commission's Joint Interpreting and Conference Service (SCIC) and DGXXII (Directorate General for Interpreting) suggested the launching of a European pilot project for a joint university

programme at Masters level in Conference Interpreting, the aim of which was to remedy the shortage of highly qualified conference interpreters (EMCI, 2012). The EMCI was officially created in 2001 at the European Parliament with the signature of the EMCI Consortium agreement (*ibid).* The EMCI is further dealt with further in this thesis (section 4.6).

3.5 Today

Let us now move on to look at how interpreters are trained nowadays. The main purpose of this thesis is to examine training in Spain as compared to the EMCI network.

In Europe, many courses have been set up over the course of the last twenty years in order to meet the needs of the international organisations and an increasingly globalised world. The increasing need for interpreters with English as mother tongue is expected to bring about the creation of numerous training programmes in English-speaking countries (Donovan, 2011). An impressive figure: back in 2005, when AIIC carried out its last survey to date of training programmes in the world, 178 institutions were contacted. This is indeed a huge number if we compare it to the situation 50 or 60 years ago when the first training programmes were set up.

It might be relevant to mention as well that nowadays the vast majority of conference interpreters exercising the profession have completed some university-based training (Donovan, 2011). Already in 1989, Weber (1989) mentioned the fact that the access to the profession of conference interpreting is very structured, and revealed some statistics: according to a survey carried out by AIIC among conference interpreters, 95 percent of respondents between the ages of 30 and 45 had undergone some university-based training programme. According to Weber (1989), a possible explanation to those statistics could be the fact that quality performance is relatively easy to monitor and control in interpreting, since interpreters usually work in groups and mistakes are easily spotted.

Now let us look to the situation in Spain and examine the developments that have occurred in the recent years in the teaching of conference interpreting.

4. Comparative analysis

4.1 Methodology

The starting point of this thesis is the lack or harmonisation there seems to exist among training programmes in Spain. This thesis, as previously stated, seeks to shed some light on what these differences are (among training courses in Spain) and to identify the main differences between Spain and the EMCI as training of conference interpreters is concerned.

Before analyzing the current situation of interpreter training in Spain, this thesis has reviewed the history of linguistic mediation, paying special attention to the 20th century and the development of the training of conference interpreters in the form of University programmes.

We will also focus on the evolution of University-based training programmes in Spain, beginning with the establishment of the first programmes and then looking at the changes they have undergone in the recent decades.

As for the main goal of the present thesis, i.e. to establish the current situation in terms of interpreter training in Spain, and determine what the main differences are among programmes, the curricula of these programmes will be analysed.

We will carry out a comparative analysis of programmes in Spain before comparing these Spanish programmes and the European Masters in Conference Interpreting (EMCI) network, which will be used as a yardstick. The reason for choosing the EMCI

for the comparative analysis is that it represents a good example of harmonisation of training in conference interpreting.

We will start by having a look into the first steps (*Escuelas Universitarias,* the first schools to offer training in translation and/or interpretation at University level), the major changes that occurred in the early 90s (the reform that the schools and their curricula underwent, the establishment of 4-year degrees, the *Licenciaturas*) and the changes taking place nowadays in Spain (Bologna process). The EMCI network will also be presented, paying special attention to its history (the process towards the foundation of the Consortium) and its core curriculum.

Since both the EMCI and Spanish institutions have their own rules and criteria to draw their curricula, this thesis holds that the elaboration of a set of questions is required to carry out the comparative analysis.

In order to formulate these questions, we will review and analyse a series of recommendations made by AIIC on its Best Practices 2010 (AIIC, 2010) and of CIUTI principles, which will serve as a guide to set the criteria used in the comparative analysis. Both institutions provide important elements to considerer when it comes to review the training of conference interpreters. AIIC drafted a list of recommendations which were used for a survey among training programmes they last carried out in 2005 (see section 4.3.2.1 further in this thesis). CIUTI provides a series of principles which must be observed by its member institutions. With the help of a literature review on several aspects of these recommendations, a list of questions will be elaborated to serve as criteria for the purpose of the comparative analysis.

Data will be collected from the information available on the different programmes' websites, and then presented in tables based on the set of questions drafted for this purpose.

4.2 Training programmes in Spain

As we have said before, the jumping off point of this thesis is the lack of harmonisation in training conference interpreters in Spain.

In Spain, as claimed by different authors (Vázquez y del Árbol, 2005; del Pino; Padilla, 2002; Martin, 2006; Argüeso, 2005), there is a wide variety of training programmes in conference interpreting. As Vázquez wrote in 2005 (Vázquez, 2005):

> *"…no existe homogeneidad en la planificación de la enseñanza interpretativa en España."* (*…there is no homogeneity whatsoever when it comes to organizing training of interpreters in Spain) (my translation)*

The author goes on to say that interpreting classes are provided by some Universities over one academic year, while others extend training up to 3 years. She adds that there are both postgraduate programmes and interpreting studies within the 4-year degree.

Padilla (2002) says that

> *"…los contenidos teóricos, objetivos, métodos, itinerarios adicionales de especialización y, finalmente, el perfil profesional de la plantilla de profesorado varían enormemente de una universidad a otra."* (*The theoretical content, aim, methods, additional specialization branches and staff professional profile vary a great deal from one university to another) (my translation)*

There seems to be a general consensus on the lack of harmonization in the training of conference interpreters in Spain.

4.2.1 Translation and Interpreting in the same degree
One characteristic of translation and interpreting studies in Spain is the combination of both translation and interpreting in the same degree. We believe it is important for the purpose of this work to take into account this feature, and we will see what its impact has been in the evolution of interpreting studies in Spain.

The difference between translation and interpreting is not clear for bystanders, and it is not rare to hear people talking about both professions and disciplines interchangeably. This confusion over the interpreting profession could be due to the fact that many people are unaware of what interpreting is as opposed to translation. Renfer (1992) mentions the fact that while most people are regularly exposed to translations (albeit not knowing sometimes that they are reading a translation), few people use interpretation on a regular basis. This could be why the general public

groups the two disciplines together. This situation started to change with the proliferation of interpreting training institutions.

Even in the literature there seems to be no consensus over the differences and similarities between both disciplines (Martin, 2006). While for some authors translation and interpreting are two distinct disciplines (Seleskovitch, 1968; Herbert, 1952), others believe they have more in common than traditionally thought (Harris, 1981; Pöchhacker, 1992). Renfer (1992) looks into the different skills required to exercise both disciplines, namely the constraints in terms of time and space interpreters are exposed to. Although translators must develop time management skills (particularly freelancers), time is still not as pressing for them as it is for interpreters, who need to develop rapid decision making and crisis management skills. As for space constraints, the fact that interpreters have to work in a given space reduces their access to sources, meaning they have to rely almost entirely on prior knowledge.

What is clear is that those differences or similarities have pedagogical implications. As we will see later, AIIC does not include holding a degree in translation as one of its recommendations. Renfer (1992), when describing his two-tier model for training translators and interpreters claims that postgraduate students are more mature and better trained to take a short and intense course. Also, some authors claim that those with previous training in translation appear to have an advantage when it comes to training in interpreting. Martin and Padilla (1992) agree that

> "It is easier to train a student with a translation background as an interpreter than it is to train one with no knowledge of translation" (Martin & Padilla, 1992, p.1).

However, we also find the opposite opinion. For example, Moser-Mercer (2005) does not seem to agree on that, as she recalls:

> "Whether written translation should be recommended for improving one's style is debatable; more often than not the student of interpreting who has already completed a degree in translation has difficult moving away from it."

Although at some point debate arose within the (Spanish) Conference of Translation and Interpreting Schools on whether translation and interpreting studies should be split into two different degrees (Padilla, 2002), many schools in Spain still mix both

disciplines. As a result, all students in the degree, regardless of whether or not they intend to become interpreters, need to pass certain courses in interpreting. This prevents professors from training students at a professional level, lowering the quality of the interpreter training (Argüeso, 2005). What is more, it places an obstacle in the path of students wishing to become translators, since they might find interpreting subjects difficult and unnecessary for their translation training.

4.2.2 Recent (and not so recent) developments in training in Spain

Training in interpreting is relatively recent in Spain, even more recent than in the rest of Europe. The first programmes in translation were set within the framework of the *Escuelas Universitarias de Traductores e Intérpretes (EUTIs).* The first two *EUTIs* offering translation studies were those in Barcelona (*Universidad Autónoma de Barcelona*), founded in 1972, and Granada, in 1979, followed shortly afterwards by the *EUTI* of Las Palmas de Gran Canaria (Argüeso, 2005). However, the only one including interpreting training at that time was the University of Granada (Padilla, 2002, p.72). The curriculum offered a two-year specialisation in either translation or interpreting (the total programme was three years long).

According to Padilla (2005) several factors prompted the reform of these *EUTIs*, transforming the old three years long *Diplomaturas* into 4 or 5 year-long *Licenciaturas* : students experienced difficulties in accessing the professional market, there was insufficient training in B and C languages, theory on translation or interpreting was not included in the curriculum, and the role of interpreting studies was questioned, since it was not clear why future translators needed to pass interpreting subjects. In 1991 a new legislation was adopted and many universities established translation and interpreting programmes (in 1992 five universities offered the new curriculum; ten years later there were 17 institutions offering translation and interpreting studies under the new curriculum). The main characteristics of the new legal framework were:

- The course has 300 credits (the equivalent to 240 ECTS)

- High degree of specialisation in translation

- Theoretical content included in the curriculum

- Training of interpreters in the form of two subjects for all students

There was however an exception and that was the University of Granada. Thanks to its tradition in training interpreters at the time of the EUTIs, after the introduction of the new system the Faculty of Translation and Interpreting in Granada set up a course allowing students to specialise in interpreting. It provides training in conference interpreting for one academic year.

4.2.3 Overview of current situation and on-going changes

Nowadays the situation is changing once again. The Bologna process[4] is behind this, as the Spanish higher education system needs to adjust to the changes taking place in all European countries. These changes are being implemented at a different pace in each University, and could have an impact on the organisation of university-based training of interpreters. Some universities for example have set up a Master's Degree Programme, while other universities still offer both the old *Licenciatura* and the new *Grado,* the name of the 4-year degree under the new legislation. As a result of this, this thesis will be examining different types of programmes, from Masters (which can go from 2 to 4 semesters) to 4-year degrees. Where a particular institution or university offers both the *Licenciatura* and the *Grado,* this thesis takes into account the latter, since the *Licenciatura* is doomed to disappear very soon, once students who enrolled before the introduction of the new degree will have graduated.

The Masters in La Laguna will also be mentioned as it was the only Spanish programme to be part of the EMCI (European Masters in Conference Interpreting) network for a period of time (from the foundation of the network until the reform of 2010-2012 that led to Consortium II) (Saveliev, 2013).

4.3 The EMCI

The European Masters in Conference Interpreting (EMCI) is a European network of universities offering post graduate training of interpreters. Its aim is "to equip young graduates with the professional skills and knowledge required for conference interpreting" (EMCI: n.d.).

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[4]   The European Higher Education Area was launched in 2010 to provide students with a wide range of high quality courses and to make the European education system for comparable, competitive, compatible and attractive. It seeks a performance by the education system that matches the best education systems in the world.

The EMCI was founded in 1997, when the European Commission's Joint Interpreting and Conference Service (SCIC) and DGXXII suggested the creation of a joint university program in conference interpreting to meet the demand for highly qualified interpreters, especially for less common language combinations. Institutions offering training in conference interpreting were then invited to submit "expressions of interest", and out of the 30 institutions that showed interest in the project, seven were asked to form a working group with the mission of creating a core curriculum. By 2001 the group had developed a draft of the core curriculum and on May 21st of the same year an agreement was signed at the European Parliament, thus formally establishing the EMCI Consortium. In 2011-2012 the EMCI underwent a complete reform and became the EMCI Consortium II, which currently has 11 member universities (Antwerp, Budapest, Cluj-Napoca, Geneva, Istanbul, Lisbon, Ljubljana, Paris, Prague, Trieste and Warsaw).

The EMCI also organizes different activities, such as visits of students and staff from member universities within the Consortium to other participating universities, visits to the European Institutions, teacher training workshops and research.

As we have said before, the EMCI network represents a good example of cross-university collaboration and harmonisation of conference interpreting training. We will therefore use it in the comparative analysis as a yardstick against training programmes in conference interpreting in Spain.

4.3.1 Core curriculum and course structure

The core curriculum followed by the member institutions include subjects on the theory and practice of interpretation and on the EU and international organizations, as well as training in both consecutive and simultaneous interpreting. The course corresponds to between 60 and 120 ECTS credits, offering no fewer than 400 hours of class, with at least 75% of them devoted to interpreting practice.

In terms of admission requirements, candidates must hold a University degree, since as we have seen the EMCI is a postgraduate program. After applying, and in order to be accepted to the course, candidates must pass an admission test (including oral reproduction of short speeches in the candidate's language combination, a general knowledge test and an interview).

4.4 AIIC and training

The International Association of Conference Interpreters (AIIC), founded in 1953, is the only international professional association of conference interpreters and brings together some 3,000 professional interpreters from all over the world. At the time of its foundation it was created to define and lay the foundations of the profession.

Nowadays the association watches over the interests of both practitioners and users of this profession. It does so through best practices and recommendations (for clients, conference organisers, training schools and interpreters), the organisation of training courses, the promotion of research and the definition of quality standards, amongst other[5].

As an association that pursues excellence in interpreting practice, AIIC also focuses on training of trainers. The association has several working groups and committees, and one of them is the Training Committee. According to AIIC website, AIIC Training "sets and monitors training standards for interpreting schools around the world, offering guidance to both schools and students about good training practice". The Training Committee also "trains interpreter trainers and interpreters and represents AIIC at international training events". TC is composed by interpreters who are also trainers at a number of major institutions. It is also worth mentioning that AIIC is an associated member of CIUTI (see section 3.5.1), the "world's oldest and most prestigious international association of university institutes with translation and interpretation programmes", according to AIIC itself.

Regarding the abovementioned guidance to both schools and students about good training practice provided by AIIC Training Committee, this is done, *inter alia,* through its best practices and recommendations for schools offering training in conference interpreting.

The AIIC Training Committee (AIIC/TC) also conducts a regular survey of training programmes which is part of AIIC's continuing efforts to promote good practice in the training of Conference Interpreters, and aimed at offering a guide to students planning to start studying conference interpreting.

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[5]   For more information on what AIIC does visit http://aiic.net/about/lang/1

The TC has elaborated a questionnaire that it sends to the schools offering training in Conference Interpreting (CI). Once the schools have handed back the filled-in questionnaires, the TC analyses the responses with the aim of providing a guide of which schools offer the most efficient training in CI. In the past, AIIC approved or disapproved training schools and programmes, but for reasons of practicality they no longer do so and information is simply presented on the AIIC website. "AIIC considers that when all, or a large majority, of these conditions have been met the basic conditions for training conference interpreters are sound" (AIIC: n.d.). Although publication does not mean the school is recommended by AIIC, "schools will have to meet a restricted number of criteria to guarantee publication" (*ibid)*.

Only schools which meet five basic criteria are included in the schools directory on the AIIC website, which provides the information gathered through these questionnaires. These criteria are:

- The course is a post-graduate program

- Aptitude test before the beginning of the program (for one-year programmes) or early during the course for longer programmes

- Faculty is composed of conference interpreters

- Both consecutive and simultaneous training in the curriculum

- Course must be at least one year long

The information offered about each training course is detailed and complete, and it is classified into the following categories:

- General information (curriculum online, frequency of the course)

- Admission requirements (undergraduate/postgraduate, aptitude test)

- About the course (duration, syllabus content, ISO standards, teaching material)

- Exams & Test Procedure

- Language combinations covered

Then, the association invites users to compare this and the additional published information for each School or Programme with the Best Practice recommendations drawn up by AIIC.

This is quite an exhaustive analysis of the training programmes that participated in the survey. For the purposes of this thesis, the same survey will not be carried out in Spain (as a matter of fact, three of Spain's schools are included in the survey: Barcelona, Comillas and La Laguna). There will be no questionnaire or survey and therefore the amount of information gathered will not be as complete as the one AIIC offer.

We will take into account the principles drawn by CIUTI, which are presented in the following chapter (4.3). In order to provide a sound comparative analysis, it is necessary to review these criteria and principles, and the existing literature dealing with these aspects of CI training, to establish a set of questions according to which we will carry out the comparative analysis.

4.5 CIUTI

In section (3.5.1) we have mentioned the foundation of CIUTI in the sixties. According to its statutes, CIUTI is a non lucrative association whose goals are optimisation of quality of training, facilitating mobility of students and trainers among its institutions, ensuring collaboration between its members concerning research and new training methods, and promoting the relation between organisations, associations and national and international companies which are relevant to the training of translators, interpreters and other multilingual and intercultural professionals.

On its website, CIUTI presents the principles that should be observed by member institutions training future translators and interpreters. Since CIUTI deals with both disciplines, we will be only analysing the principles that are related to the training of interpreters.

These principles can be summarised as follows:

- Programmes should combine practical training in both disciplines with academic qualifications.

- The curriculum should be based on the theoretical and applied research of the teaching staff.

- Trainers should be able to introduce professional experience and training that is relevant for the profession.

- Consecutive and simultaneous interpreting training.

4.6 Review of criteria

Now let us have a look into what has been written about several elements that are deemed important by these two institutions when it comes to review the training of conference interpreters. After the literature research, we will establish the set of questions that will be used in the comparative analysis.

a) Aptitude test

The admission exam is key when it comes to analysing CI schools. Not only is it one of AIIC basic criteria, but also there seems to be general agreement on the importance of such a test (Martin & Abril, 2002). Furthermore, numerous articles and books focus on this particular aspect of conference interpreting training. Related topics such as the aptitudes necessary for the study of interpretation have also been examined by numerous authors, particularly since the 70s (Torres Diaz, 2000).

The aim of an aptitude test is to judge whether or not the candidate has the skills deemed necessary to start training as a conference interpreter. While there appears to be a broad consensus over what these skills are[6], there is debate about the degree to which they should be mastered, as well as about what the test should be like (Martin & Abril, 2002).

Concerning the skills candidates are expected to have, Pöchhacker (2004) classifies them into three groups:

- Knowledge (languages and general knowledge)

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[6]   See for example AIIC's « Advice to Students wishing to become conference interpreters » on http://aiic.net/page/56/advice-to-students-wishing-to-become-conference-interpreters

- Cognitive skills (analysis, attention and memory)

- Personality traits (stress tolerance and intellectual curiosity)

AIIC adds to these skills a pleasant voice and concentration capacity. Pöchhacker claims that depending on the level and duration of the training programme, the degree of mastery of these skills initially required may vary. As we have said above, different institutions follow different procedures, and authors do not agree on the best way to decide upon the eligibility of candidates for conference interpreting programmes. The different procedures range from traditional bilingual or multilingual interviews (holistic communicative tasks) and written translation tests (translational tasks), to personality tests (which have proved of almost no use in predicting interpreting proficiency) and even tests using psychometric tools (which aim to assess the ability of candidates to grasp the meaning of a spoken speech and to convey it).

Today, many schools ask candidates to pass an aptitude test which includes, in most cases, written language tests, oral exams (rendering a short piece of oral discourse in the candidate's language combination) and general knowledge written tests.

b) Trainers' profile

Another requirement AIIC considers essential for a training programme to be efficient in training future interpreters is trainers. As far back as the 1960's AIIC called for interpreting courses to be designed and taught by practicing conference interpreters (Pöchhacker, 2004). Most of the interpreting community agree that trainers should be professional interpreters themselves, specifically trained for that purpose. Regarding training of trainers, AIIC, the EMCI programme offers courses and workshops for interpreters who want to become trainers and the Faculté de Traduction et d'Interprétation (FTI) in Geneva, the Masters of Advanced Studies programme.

It can be argued that just being a conference interpreter does not qualify a person to become a professor or trainer, but there are several aspects of the profession that need to be taught and transmitted to trainees by professionals who know the profession from first hand. As Javier del Pino puts it (del Pino1999), who would accept pilots trained by somebody who has never controlled a plane?

Luigi Luccarelli (2004) explains why it is beneficial to recruit practicing professionals as teachers. These reasons include the fact that a professional interpreter has been "there" before; is in direct contact with the professional world, which is very useful for the trainees (real life examples, conference preparation techniques, use of real material in class) can assure a smooth transition to the professional world can share the experienced gathered throughout their professional life with the trainees

Although some courses explicitly point out that all trainers are practicing professional interpreters, statistics are not available for all courses and therefore this factor will not be included in the comparative analysis.

CIUTI states the need for trainers to have the relevant academic qualifications but also to introduce professional experience and training that is relevant for the profession. This is indeed related to the need for trainers to know for themselves the real situation of the profession.

c) Consecutive interpretation training

Most training programmes (in Spain and in the EMCI) include consecutive interpreting (CI) training as part of their curriculum. In most cases, this training comes before the teaching of simultaneous interpreting (SI).

Before simultaneous interpreting started to be used in the first half of the 20th century CI was the most widespread mode of interpretation. Nowadays, however, it has been replaced by SI in most venues. It is still used in high level and/or bilingual meetings though (Del Pino, 1999), but even in 1989 Weber (1989) estimated the share of CI in the market as being as low as 1%. SI is much less time-consuming and therefore it prevails in most international multilingual meetings. It also holds additional benefits: it makes it possible to interpret into and from more languages, for example).

It is therefore legitimate to ask why CI is so important and covered by so many hours of training if it is used increasingly rarely on the interpreting market. Weber (1989: 34) is quite clear about this:

"[…] consecutive Interpretation constitutes the basis of all interpretation, as it develops the requisite analytical skills. Moreover, most employers first test interpreter candidates in consecutive interpretation, before even allowing them to perform simultaneous interpretation."

Gile (2001), meanwhile, highlights the differences between SI and CI using the Effort Models. He concludes that CI training has several advantages because it allows the student to develop the skills required for SI at a more suitable pace. Advantages in the learning process stem from the fact that time constraints in reformulation are less pronounced because of the separation between the listening phase and the production phase, and as a result:

- In CI, students have more time to devote to the listening phase, focusing on source understanding and on what they missed

- Student are also freer at the moment of interpretation production, allowing them to focus on style and fidelity

- Students are more aware of the learning process

Gile (2001) claims that CI "is too valuable to dispense with", and recommends that it be part of the curriculum. However, he thinks that a perfect command of CI should not be a compulsory requirement to obtain the degree in conference interpreting.

Martin (2006) agrees on the advantages that CI offers in training and explains why CI is included in most training programmes as part of their curricula (even though the market demands in CI are very small, there is a small market and future interpreters should therefore be trained in CI).She goes on to explain that CI is introduced before SI due to the influence of the *theorie du sens,* which considers that consecutive is an early step in the learning of SI (Seleskovitch & Lederer, 1989). Martin also adds a practical reason to be taken into account: most international organisations test candidates in both simultaneous and consecutive interpretation. Padilla (2004) names two further advantages that justify the introduction of CI before SI, namely the training in public speaking that the student receives during CI training, and the effort invested in memorising information, which improves memory capacity.

On its principles to be observed by member institutions, CIUTI also mentions both modes of interpretation, stating that "an interpreting degree develops competences of simultaneous and consecutive interpreting" (CIUTI: n.d.).

d) Theoretical content

AIIC also recommends that programmes include theory components in the syllabus. This theory content should include professional best practices and ethics. AIIC considers it important for students to be aware of professional rules and the code of ethics and believes that this content should be taught by professional interpreters.

However, there is a lack of general consensus in this area. Some hold that interpreting is basically practical, while others consider that theory is essential for self-improvement (Gile, 2005). He claims that despite the difficulty in proving it, some theory content in training seems to be useful. He finds theory helpful in two different ways: in terms of the "philosophy of interpreting" and the "cognitive dimension of interpreting" (*ibid).*

According to CIUTI's principles, programmes should provide a combination of practical training and academic qualifications, equipping "students with the theoretical basis and the methods of translation studies".

This is indeed of particular interest for the present thesis, since one of the issues with the first training programmes in Spain, the *Escuelas Universitarias de Traducción e Interpretación* (see section 4.5.2 above) was the absence of theoretical content in their curricula (Padilla, 2002). Later in the analysis, we will examine whether programmes in Spain today include theory courses in their curricula.

e) Postgraduate programmes

A postgraduate course is more suitable for the training of interpreters, according to AIIC's best practices. This may be based on an idea discussed by Seleskovitch & Lederer (1989, p. 224):

> "Avant d'être admis à se présenter, les candidats à l'interprétation devront être passés par l'université, gage d'une certaine formation intellectuelle. Trois ou de préférence quatre années universitaires effectuées avec succès s'imposent comme exigence minimum ; les études d'interprétation sont une spécialisation."

When asked what training system is most appropriate in an interview with Javier del Pino (del Pino, 2000), Serio Viaggio, former Chief Interpreter of the United Nations in Vienna, replies that intellectual maturity and experience is required to become a good linguistic mediator, and that as a consequence a postgraduate programme is more suitable.

Moser-Mercer (1994) also claims that interpreters, in order to enjoy a similar degree of general knowledge as the speakers they will be interpreting from and for, need to have a comparable level of education.

It seems clear that, for this particular aspect, national legislation in education plays an important part in designing the curriculum. We will take this factor into account when carrying out the comparative analysis.

f) Course duration

The course should be no shorter than 2 semesters long, according to AIIC.

AIIC also considers whether or not the curriculum is posted online or is accessible for candidates. Potential students are encouraged to ask themselves some questions concerning the training programme for which they wish to apply. An online curriculum is helpful in this regard. As information for all the criteria is not available for all faculties and universities, the comparative analysis will consider only the recommendations for which we have data. Indeed, there are other recommendations made by AIIC and CIUTI that will not be taken into account for the purpose of this thesis due to the difficulty of acquiring the relevant information. We believe that it is worth mentioning them, however:

- Potential employers attend final examinations

- Students are informed by the school of potential employment opportunities

- All professors' language combinations are recognized by AIIC or an international organization, and they have had some training for trainers

4.7 Comparative analysis

As stated above, it is more difficult to verify the implementation of several of the abovementioned aspects, primarily because not all of the information is available and easy to check, i.e. the faculty profile and the presence of potential employers at the final examinations.

Before beginning the comparative analysis, it is important to consider several factors. External factors may influence the design of a curriculum and the structure of the programmes (Martin, 2006, p.2). These may include the education system, professional perspectives or the technical material available for the course.

1) Situation of the professional local and regional market:

"One of the main concerns of interpreting courses is to ensure that the training provided really does prepare graduates for the interpreting market." (Donovan, 2006)

Future professional prospects vary from one country to another, and the training programme might try to address the needs of the local market. This could determine the language combination offered: in Spain, some programmes include courses into the B language for all students since in the local – mainly private – market two-way booths are preferred. Another example, this time within the EMCI network: ESIT in Paris requires students to graduate with either ACCC or ABC (local market is mostly private, the European Institutions being the alternative, hence the ACCC combination) while other schools, for example the FTI in Geneva University, does not have specific requirements as for the language combination (there is a set of language combinations suggested, but it does not impose any language combination).

2) National education legislation:

This might concern the administrative status of the course: postgraduate or undergraduate. While the Bologna system has been implemented in some European countries for some time now, its application in Spain is very recent and some Universities have not yet implemented the Bologna process.

Once we have considered these factors, let us present the criteria that will be used in the comparative analysis. We will use the following questions to assess the programmes according to six criteria:

a) Do candidates need to pass an aptitude test?

b) Is the curriculum posted online?

c) Is the course postgraduate?

d) Is the course at least 2 semesters long?

e) Does the syllabus include training in both consecutive and simultaneous interpreting? Where the information is available, how many credits are accorded to each?

f) Is theory taught in the programme?

In addition to these six questions, the number of credits in interpretation offered by the institutions will be included. The reason for this is that given the high number of universities offering a degree in translation and interpreting, the number of credits may be important in evaluating the weight of interpreting in the whole programme.

4.7.1 List of Spanish universities

An analysis of the interpreting training programme in 21Spanish universities and institutions will now be provided. These universities provide training in interpreting in different frameworks and structures.

UNIVERSITY	DESCRIPTION
CES Felipe II	- 4-year degree in Translation and Interpreting (course in interpreting) - 60 ECTS in consecutive, liaison and simultaneous interpretation
Alfonso X el Sabio	- 4-year degree in Translation and Interpreting - 25 mandatory ECTS (liaison, consecutive and simultaneous interpretation) + 6 optional ECTS (interpreting in C language)
Alicante	- 4 year degree in Translation and Interpreting - 18 ECTS in interpretation training
U. Autonoma de Barcelona	- Master's Degree in Translation, Interpreting and Intercultural Studies - One-year postgraduate programme divided into three courses (10 ECTS common content, 50 ECTS for each specific branch) - Interpreting course includes consecutive and simultaneous interpretation, theory of interpreting and an MA thesis - Aptitude test only a guiding exam
U. Autonoma de Madrid	- 4 year degree in Translation and Interpreting - 48 ECTS in interpretation (including simultaneous and consecutive). Optional subjects

U. Europea de Madrid	- 4-year degree in Translation and Intercultural Communication - 2 mandatory subjects (6 ECTS each) and 3 optional subjects (6 ECTS each) in interpretation
U. Europea de Valencia	- Masters in Conference Interpreting - Consecutive and simultaneous interpretation - Legal and medical terminology and conference preparation
Granada	- Master's programme in Conference Interpreting - Consecutive and simultaneous interpretation, theory, MA thesis and an internship
Jaume I	- 4-year degree in Translation and Interpreting - Course in interpreting (consecutive, simultaneous and community interpreting)
La Laguna	- Master's programme in Conference Interpreting - Consecutive and Simultaneous interpreting, courses on European Institutions and Economy.
Las Palmas	- 4-year degree in Translation and Interpreting - 36 ECTS in simultaneous, consecutive and liaison interpreting
Malaga	- 4-year degree in Translation and Interpreting - Consecutive and liaison interpreting (mandatory), 12 ECTS - Simultaneous interpreting (optional), 24 ECTS
Murcia	- 4-year degree in Translation and Interpreting - 18 ECTS in simultaneous and consecutive interpretation (mandatory) - 6 ECTS in community interpretation (optional)
Pablo de Olavide (Seville)	- Master's programme in Communication, Translation and Interpreting - 12 ECTS in interpreting (consecutive, simultaneous and community interpretation)
Pais Vasco	- 4-year degree in Translation and Interpreting - Theory of interpreting (mandatory, 6 ECTS) - 30 ECTS in consecutive, simultaneous and liaison interpretation (optional)
Pompeu Fabra	- 4-year degree in Translation and Interpreting - 36 ECTS in interpreting (consecutive, simultaneous and liaison), simultaneous is optional
Pontificia de Comillas	- Master's programme in Conference Interpreting - One-year programme, consecutive and simultaneous interpretation, international organizations and European Institutions subjects
Salamanca	- 4-year degree in Translation and Interpreting - 37.5 ECTS in consecutive and simultaneous interpretation and theory of interpreting
Valladolid	- 4-year degree in Translation and Interpreting - 21 ECTS in consecutive, simultaneous and community interpreting

Vigo	- Master's programme in Conference Interpreting - One-year programme - Subjects covered include law, administration, science, economics, technology, documentation and terminology, theory of interpreting, international organizations and consecutive and simultaneous interpretation
Vic	- 4-year degree in Translation and Interpreting - 2 mandatory courses in interpreting (9 ECTS) - 4 optional courses in consecutive and simultaneous interpreting (18 ECTS)

4.7.2 Data presentation

Course / Criteria	C.E.S. Felipe II –	Universidad Alfonso X el Sabio	Universidad de Alicante	Universitat Autònoma de Barcelona	Universidad Autónoma de Madrid	Universidad Europea de Madrid	Universidad Europea de Valencia
Do candidates need to pass an aptitude test?	No	No	No	No	No	No	No
Is the curriculum posted online?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the program postgraduate?	No	No	No	Yes	No	No	Yes
Is the program at least 2 semesters long? (number of semesters)	Yes (8)	Yes (8)	Yes (8)	Yes (2)	Yes (8)	Yes (8)	Yes (2)
Does the syllabus include consecutive and simultaneous interpreting training?	Yes	Yes	Yes	Yes	Yes (optional)	Yes	Yes
Is interpreting theory taught in the program?	No	No	No	Yes	No	No	Yes
Number of credits in interpreting	60	49	18	50	48	30	60

Course / Criteria	Universidad de Granada	Universidad Jaume I	Facultad de Filología - Univ. de La Laguna	Universidad de Las Palmas	Universidad de Málaga	Universidad de Murcia	Universidad Pablo de Olavide - Máster
Do candidates need to pass an aptitude test?	Yes	No	Yes	No	No	No	Yes
Is the curriculum posted online?	Yes	Yes	No	Yes	Yes	Yes	Yes
Is the program postgraduate?	Yes	No	Yes	No	No	No	Yes
Is the program at least 2 semesters long? (number of semesters)	Yes (2)	Yes (8)	Yes (2)	Yes (8)	Yes (8)	Yes (8)	Yes (2)
Does the syllabus include consecutive and simultaneous interpreting training?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is interpreting theory taught in the program?	Yes	No	Yes	No	No	No	Yes
Number of credits in interpreting	60	33.5	60	36	36	24	12

Course Criteria	Universidad del País Vasco	Universidad Pompeu Fabra	Universidad Pontificia de Comillas	Universidad de Salamanca	Universidad de Valladolid	Universidad de Vigo	Universidad de Vic
Do candidates need to pass an aptitude test?	No	No	Yes	No	No	Yes	No
Is the curriculum posted online?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the program postgraduate?	No	No	Yes	No	No	Yes	No
Is the program at least 2 semesters long? (number of semesters)	Yes (8)	Yes (8)	Yes (2)	Yes (8)	Yes (8)	Yes (2)	Yes (8)
Does the syllabus include consecutive and simultaneous interpreting training?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is interpreting theory taught in the program?	Yes	Yes	Yes	Yes	No	Yes	No
Number of credits in interpreting	36	36	60	36.5	21	60	27

EMCI

| Criteria \ Course	Vertalers en tolken – APH Antwerpen	Facultatea de Litere – Cluj	FTI – Genève	Dept. of Translation and Interpreting Studies - Istambul	Facultade de Letras - Lisboa
Do candidates need to pass an aptitude test?	Yes	Yes	Yes	Yes	Yes
Is the curriculum posted online?	Yes	Yes	Yes	Yes	Yes
Is the program postgraduate?	Yes	Yes	Yes	Yes	Yes
Is the program at least 2 semesters long? (number of semesters)	Yes (2)	Yes (4)	Yes (3)	Yes (4)	Yes (4)
Does the syllabus include consecutive and simultaneous interpreting training?	Yes	Yes	Yes	Yes	Yes
Is interpreting theory taught in the program?	Yes	Yes	Yes	Yes	Yes
Credits in interpreting	60	120	90	59	120

Course / Criteria	Faculty of Arts – Ljubljana	E.S.I.T. - Paris	FilozofickáFakulta – Praha	Scuolasuperiore di lingue moderne per interpreti e traduttori – Trieste	Instytut Lingwisty i Stosowanej – Warszawa
Do candidates need to pass an aptitude test?	Yes	Yes	Yes	Yes	Yes
Is the curriculum posted online?	Yes	Yes	Yes	Yes	Yes
Is the program postgraduate?	Yes	Yes	Yes	Yes	Yes
Is the program at least 2 semesters long? (number of semesters)	Yes (4)	Yes (4)	Yes (2)	Yes (4)	Yes (2)
Does the syllabus include consecutive and simultaneous interpreting training?	Yes	Yes	Yes	Yes	Yes
Is interpreting theory taught in the program?	Yes	Yes	Yes	Yes	Yes
Number of credits in interpreting	120	120	60	120	60

4.7.3 Data analysis and discussion

Following collection of this data, it is possible to analyse the results of the research. To this end, we have used the criteria listed in section 4.4, and analysed how both groups (Spanish programmes and EMCI programmes) perform according to these criteria.

### 4.7.3.1 Analysis of the results as a whole

The graph below shows the results of the research for the schools in Spain:
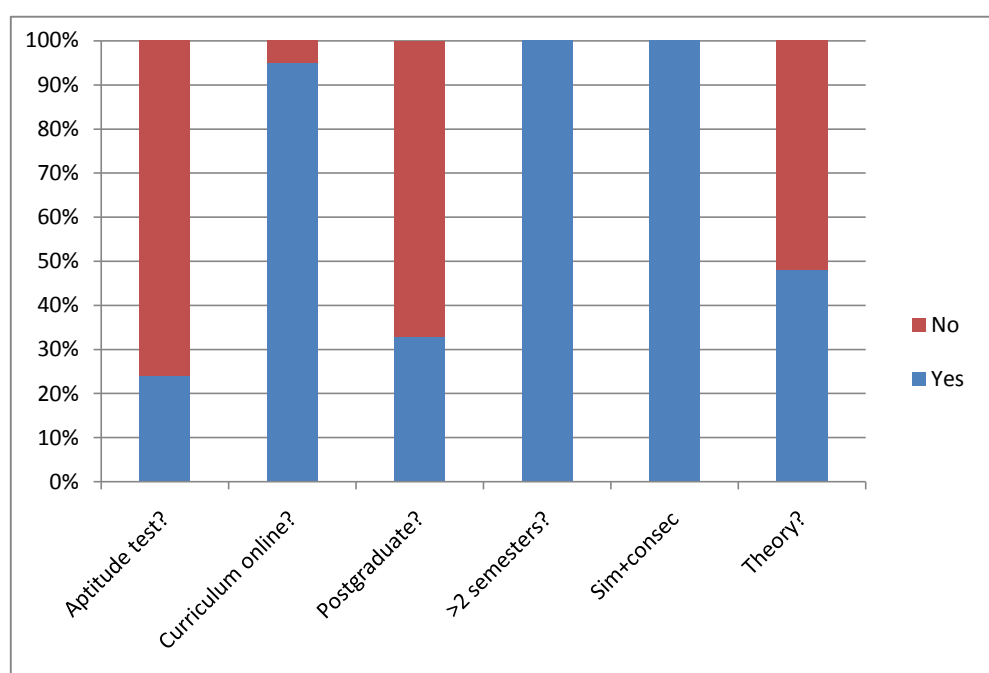
Graph 1 Criteria in Spain

We can see that three of the six criteria used in the research are not met by the majority of the programmes analysed in Spain. These three criteria are the aptitude test (24% of the programmes do test candidates' interpreting skills before enrolment), the program being postgraduate (33% are postgraduate, 67% are not), and the theoretical content in the curriculum (48% of the programmes offer theory in interpretation as part of their curricula).

The following graph represents the results of the study for both parts (Spain and EMCI):
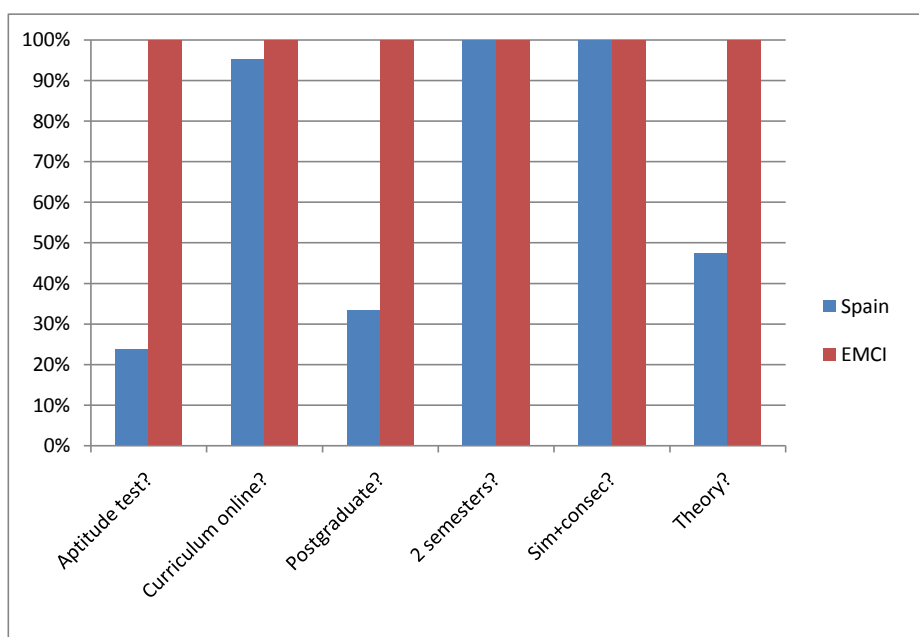
Graph 2 Criteria Spain vs EMCI

This graph shows the difference for the three criteria mentioned above (test, postgraduate program and theoretical content) between the EMCI and Spain. However, there is one university in the EMCI that does not meet one of the requirements (curriculum posted online), the only criterion where Spain's programmes perform better than the EMCI.

We will proceed now to consider each and every criterion individually.

4.7.3.2 Analysis of the results for every criterion
<u>Do candidates need to pass an aptitude test?</u>

The issue of the aptitude test posed some problems when it came to marking the box with a 'yes' or a 'no' in the case of the Spanish universities. Since many universities offer a degree in translation and interpreting, most of them do not ask candidates to pass an entry exam testing the skills necessary to be trained as an interpreter, focusing instead on other aspects such as mastery of languages and writing skills (such is the case of the Universidad Autónoma de Madrid and the Universidad Alfonso X El Sabio). For the purposes of this thesis, only the programmes that ask

candidates to pass an eliminatory aptitude test in interpretation have been marked as having an entry exam.

Having clarified that point, the results of this first criterion are the following:

1) In Spain, 24% of the programmes covered by this thesis test the candidates' interpreting skills before admitting them to the programme.

2) All of the EMCI programmes ask candidates to pass an aptitude test.

These results could be attributed to the nature of the programmes analysed (4-year degree programmes or Masters) and so they could be linked to the results of the third criterion (whether the programme is postgraduate or not, see section 4.7.3.1). A degree programme that combines translation training with interpreting training will not test candidates' aptitude for interpreting. However, and although it is true that the five programmes that require candidates to pass an aptitude test are postgraduate (Comillas, Vigo, Granada, Seville and La Laguna), not all postgraduate programmes have an aptitude test in place (Universidad Europea de Valencia, for example). The Masters programme at the Universidad Autónoma de Barcelona does have a test (diagnostic test) but it is only serves as a guide for students.

Is the curriculum posted online?

This criterion is met by all universities and institutions analysed with the exception of the Masters in La Laguna. Its website explains the content of the course but there is no list of subjects, credits etc.

Is the programme postgraduate?

In Spain, 33% of the institutions analyzed in this thesis are postgraduate. The rest (66%) offer a graduate-level 4-year degree in translation and interpreting with a varying number of credits in interpretation. In fact, the number of credits in interpretation offered by these degrees ranges from 18 (Alicante) to 49 (Alfonso X el Sabio), while a 2-semesters postgraduate programme offers 60.

It is worth pointing out that not all of the Masters are entirely devoted to conference interpreting. This is the case for the Masters in Translation, Interpreting and

Intercultural Studies (Barcelona) and the Masters in International Communication, Translation and Interpreting (Seville).

Is the programme at least two semesters long?

This criterion is also met by all institutions analysed both in Spain and within the EMCI.

In Spain, there are two main types of programme structure: the 4-year degree and the Masters, the former being eight semesters long and the latter two. The 4-year degrees are not entirely devoted to interpretation and most of the subjects train students in translation. As for the Masters, not all of them are focused exclusively on interpreting (Granada, Comillas, Vigo, Valencia and La Laguna are, but Seville and Barcelona are not).

As for the EMCI courses, all of them are at least 2 semesters long too. While some universities opt for a two-year course (Paris, Trieste, Istanbul, Lisbon, Cluj and Ljubljana), others train the candidates in two semesters (Prague, Antwerp and Warsaw). Geneva is the only three-semester course.

Does the syllabus include consecutive and simultaneous interpreting training?

All programmes (Spain and EMCI) offer training in both interpretation modes.

Is interpreting theory taught in the programme?

Only theoretical content on interpretation was included in the analysis. This is because, according to the research carried out for this thesis, most translation and interpreting degrees in Spain do include some core theoretical subjects, but these are almost entirely centred on translation rather than interpreting. Thus, only those programmes that specifically offer interpreting theory were marked with a 'yes'.

Having clarified this, we may conclude that this criterion represents another difference between most programmes in Spain and the programmes that are part of the EMCI network. In Spain, 52% of the programmes do not offer theoretical content in interpreting (although they do in translation), while all of the EMCI programmes meet this AIIC requirement.

In Spain, all postgraduate programmes include interpreting theory in their curricula. The four-year degrees in translation and interpreting do not offer courses in interpreting theory with three exceptions: Pompeu Fabra in Barcelona, the Universidad del País Vasco and the Universidad de Salamanca.

4.7.3.3 Differences among programmes in Spain

The purpose of this thesis is to analyse the situation of training programmes in interpreting in Spain (as a whole), identify the main differences among them and compare them with the training programmes that make up the EMCI network, based on a series of criteria. This is what we have done and the results point to the fact that most training programmes in Spain do not meet three of the criteria analysed for this study.

After analysing training programmes in Spain, we see that the results vary a great deal from one university to another. We consider that it is worth noting these differences separately.

We can split the 21 training programmes in Spain in three main categories: Masters programmes, four-year degrees in translation and interpreting with a last-year course in interpreting and four-year degrees in translation and interpreting with a few subjects in interpreting:

1st category: MASTERS PROGRAMMES	2nd category: 4-YEAR DEGREES (LAST YEAR COURSE IN INTERPRETING)	3rd category: 4-YEAR DEGREES (SOME SUBJECTS IN INTERPRETING)
Barcelona, Granada, Valencia, La Laguna, Comillas, Sevilla, Vigo	Castellón, Málaga, Salamanca, C.E.S. Felipe II	Alfonso X el Sabio, Alicante, Autónoma de Madrid, Europea de Madrid, Las Palmas, Murcia, País Vasco, Pompeu Fabra, Valladolid, Vic

In the first group there are seven postgraduate programmes: Barcelona, Granada, Valencia, La Laguna, Comillas, Sevilla and Vigo.

The second group consists of the programmes which combine translation and interpreting but offer an optional course in interpreting. The universities of Castellon, Malaga, Salamanca and the C.E.S. Felipe II fall into this group. Students on these degrees are given various options in their last year, and can usually choose to specialise in either translation or interpreting. Within this group there are also differences in the number of credits that make up the interpreting course. While the course at C.E.S. Felipe II has 60 ECTS, Jaume I in Castellon offers 33.5, Salamanca 31.5 and Malaga 24 (although they do have mandatory interpreting subjects earlier in the programme).

The third group comprises the remaining programmes. Although these programmes include courses in interpreting, they do not give students the possibility of specialising in interpreting.

The aim of this classification is to show the extent to which there are huge differences between different programmes in Spain. If we take the different categories separately and carry out the same analysis, the results change, especially for the first group (Masters Programmes). Let us have a look into the results tables highlighting the categories separately:

	Yes	No	Série 3
Aptitude test?	71	29	2
Curriculum on	85	15	2
Postgraduate?	100	0	3
>2 semesters?	100	0	5
Sim+consec	100	0	
Theory?	100	0	

Pour redimensionner la plage de données du graphique, faites glisser le coin inférieur droit de la pla

Graph 3 - 1st category

This graph shows the performance of the first group's programmes (Masters Programmes) in Spain based on the same criteria. We clearly see that the results are far more positive for this group than for the training programmes in Spain taken as a whole. The only criteria that are not met by all seven programmes are the aptitude test (the programme in Barcelona does have a test but it is a guiding exam and does not disqualify candidates, and Valencia does not have an aptitude test at all) and the curriculum online, which, as we have seen before, is not met by the University of La Laguna.

We will see now how the programmes of universities in the second and third groups perform.
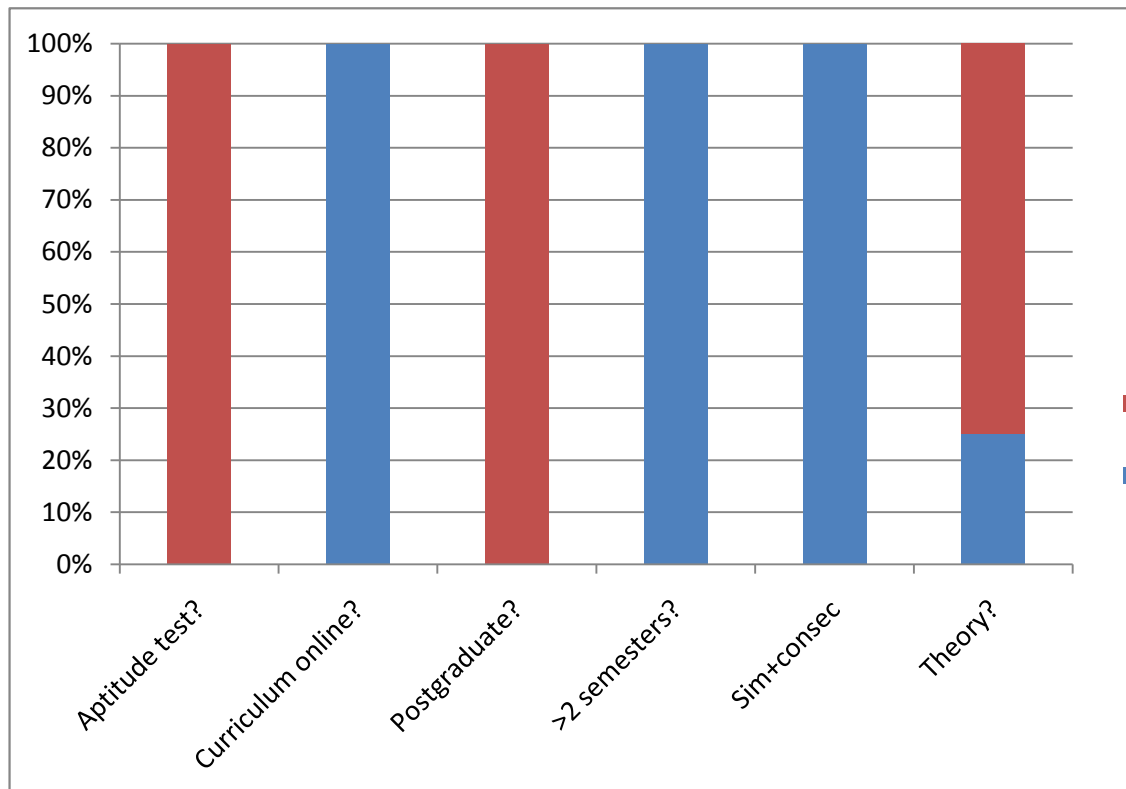
Graph 4 - 2nd category
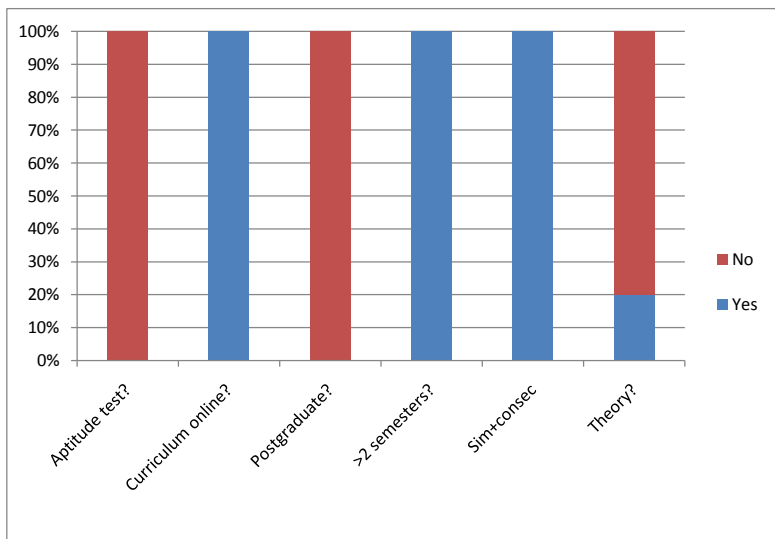
Graph 5 - 3rd category

These results indicate that there are no major differences between these two groups in terms of the extent to which they fulfil the criteria chosen for the purposes of this thesis. The only difference is in the number of programmes that include theoretical content as part of their curricula (Salamanca for the second group, Pompeu Fabra and País Vasco for the third group). As for the other criteria, the results are the same.

Another aspect worth mentioning (although it is not included in the criteria) that this thesis has revealed is related to the teaching of community interpreting. The criteria used in this thesis are meant to be applied to conference interpreting training, even if they may be valid with regard to other forms of interpreting. In fact, five programmes include community interpreting training together with consecutive and simultaneous interpretation.

It is also important to underline the optional nature of many of the interpreting courses. Most of the graduate degrees analysed offer optional interpreting courses, which means that many students will graduate as translators and interpreters without having passed a single exam in interpreting (maybe one or two in the best scenarios).

Comparison among the three categories (positive answers):

	1st category	2nd category	3rd category
Do candidates need to pass an aptitude test?	71%	0%	0%
Is the curriculum posted online?	85%	100%	100%
Is the program postgraduate?	100%	0%	0%
Is the program at least 2 semesters long? (number of semesters)	100%	100%	100%
Does the syllabus include consecutive and simultaneous interpreting training?	100%	100%	100%
Is interpreting theory taught in the program?	100%	25%	20%

5. Conclusion

The first and most evident conclusion to be drawn from the results of this study is that most training programmes in Spain do not meet all criteria analysed for the purpose of this thesis.

With regard to the aptitude test and the theoretical content, the difference between Spain and the EMCI is substantial. Only 23% of the programmes analysed in Spain require that candidates pass an aptitude test for admission to the programme, which as we have seen in section 4.2.2.1 is essential for most authors. Only the postgraduate programmes, and even then not all of them, have an entry exam.

Regarding the theoretical content, the study has shown that most schools offer theory in some form or another, but mostly in translation studies and not in interpreting, with a few exceptions. This could be linked to the fact that for some time, the academic and research profile of written translation has been better defined than that of interpreting (Padilla, 2002).

Nonetheless, and as we have explained above, there are many differences between the different programmes in Spain. These differences concern the number of credits offered in interpreting, the structure of the programme and the content of the training. This thesis supposed that these differences existed (and the data has confirmed their existence). It was also clear that a more or less harmonised cluster of programmes united in a network (the EMCI) would be compared to a set of varying and distinctive programmes (Spain). In spite of these differences, the comparative analysis is still feasible since students in Spain graduate in translation and interpreting; therefore they leave the school as translators and interpreters.

However, upon splitting Spain's 21 programmes into three groups, this thesis revealed that almost all postgraduate programmes in Spain meet the AIIC requirements used in this work. We have seen that with the exception of two Masters that do not have an aptitude test, and one that has not posted its curriculum on the website, the remaining criteria are met by all postgraduate programmes. This fact places the six postgraduate programmes at the same level as the EMCI programmes, at least as far as the criteria taken into account in this work are concerned.

These results could suggest, on one hand, that training in Spain is not harmonised, given the differences that this study has illustrated, and that most universities offer training programmes that do not meet the criteria we have used in this study.

This study could also suggest that a more in depth analysis of the programmes in Spain would be useful for a harmonisation of the training of interpreters. A further study would require a larger set of criteria, and the elaboration of a questionnaire to be sent to the universities, which for reasons of practicality and time limits could not be done during the course of this study. Such a study could reveal more differences and common points, which eventually could lead to a process of harmonisation in Spain.

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7. Annexes

7.1 EMCI Core Curriculum

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1. Preamble

In early 1997 the European Commission's Joint Interpreting and Conference Service (SCIC) and DGXXII approached the Thematic Network Project in the Area of Languages (SOCRATES-ERASMUS Programme) about the possibility of launching a European pilot project for the joint development of a university programme at advanced level (Master's type) in Conference Interpreting to remedy the shortage of highly qualified conference interpreters, particularly with language combinations which include less widely used and less taught languages. As a result of this initiative, in late April, the TNP Coordinator circulated a pilot project proposal amongst higher education institutions specialising in the training of conference interpreters, inviting them to submit expressions of interest. The proposal and expression of interest form were also publicised on the SCIC and TNP Web sites. In a further development, the Interpreting Service of the European Parliament also became involved in the initiative. Out of a total of 30 institutions that had come forward by early June, seven were invited to form a working group to develop a core curriculum for a 'European Master's' in Conference Interpreting, with an eighth joining subsequently. The selection was made on the basis of such principles as geographical spread and pooling of expertise. The project partners met in Brussels on 20 June 1997. At that meeting the coordination of the pilot project was entrusted to the University of Westminster and at the request of the other members. Financial support was pledged by the SCIC and the European Parliament. Between September 1997 and February 1998 the members of the working group, who were assisted in their deliberations by representatives of the SCIC, DGXXII, the European Parliament and the TNP, held a total of five meetings at which they identified a number of key issues, reviewed current programmes and agreed a number of elements regarded as being essential to a programme of this kind. They drew up a draft core curriculum which was circulated amongst all institutions that had expressed their interest in the project and all participants in the second SCIC-Universities Conference in December 1997; it was also publicised on the SCIC Web site. All interested organisations were invited to comment on the working draft.

After careful analysis of the comments received the group produced a revised draft which is found under item II below. An agreement to formally establish the EMCI Consortium was signed on May 9, 2001, at a signing ceremony hosted by the European Parliament. Work on transforming the EMCI Consortium into an international Consortium began in 2010 and concluded in 2012 with the signing of the new EMCI Consortium Constitution. The basic format of the core curriculum is that of a curricular framework rather than a detailed syllabus

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2. Aims of the Programme

Within the framework of the European Union's drive towards the promotion of knowledge through wider access to specialist education and of the objective of improved employability through the acquisition of specialist competence, this programme is designed to equip young graduates with the professional skills and knowledge required for conference interpreting. It seeks to meet the demand for highly-qualified conference interpreters, in the area of both widely and the less widely-used and less-taught languages and in view of the expansion of the Union and of the Union's increasing dialogue with its non-European partners. The curriculum was developed in consultation with the European Institutions and continuation of this cooperation is an integral part of the programme. In developing the programme, the participating institutions combined their individual expertise, and it is their aim to optimise their use of resources through transnational cooperation in the delivery of the programme. In order to honour their commitment to quality maintenance as laid down in the EMCI Quality Assurance Standards, the participating institutions shall regularly review changing needs and new developments and permanently update the programme. The Programme shall make use of new technologies where appropriate and shall contribute to the dissemination of their application. The partner institutions shall pursue a common policy on student recruitment and assessment, based on the aims of the programme and on the Quality Assurance criteria, as laid down in the Quality Assurance Standards, which underpin the core curriculum. The participants aim to contribute to spreading good practice across Europe.

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3. Core Curriculum

This curriculum sets out those elements agreed by participating institutions as being essential to a post-graduate university programme in Conference Interpreting. The content of the programme shall comprise the following:

- the theory of interpretation
- the practice of interpretation
- consecutive interpretation
- simultaneous interpretation
- the EU and international organisations

These need not be discrete modules. In addition, a range of optional courses may also be offered.

3.1 The theory of interpretation

Students shall be made aware of the distinctions between translation and interpretation; theoretical aspects of interpretation; aspects of research findings in disciplines that have a bearing on interpretation, for example, the language and cognitive sciences.

3.2 The practice of interpretation

In order to prepare the students for their future professional careers, the programme shall include elements such as communication skills, e.g. voice coaching, public speaking; conference preparation techniques such as terminology, information retrieval and other uses of information technology; professional ethics; conference procedures; working practices and conditions. A study visit to the European Commission, the European Parliament and/or international organisations will be organised by the universities in order to familiarise students with the working environment of conference interpreters.

3.3 Consecutive interpretation

At the end of the programme students shall be capable of giving a fluent and effective consecutive interpretation of a speech lasting at least 10 minutes, accurately reproducing the content of the original and using appropriate terminology and register.
Training in these skills will require a variety of exercises, such as content analysis and memory exercises, consecutive interpretation without notes, summarisation, sight translation and note taking techniques. Speeches used shall confront the students with a diversity of subject areas, styles, and registers, and their length, information density and degree of technicality and specificity will increase as the programme progresses.

3.4 Simultaneous interpretation

At the end of the programme students shall be able to provide a fluent and effective simultaneous interpretation of speeches of at least 20 minutes, accurately reproducing the content of the original and using appropriate terminology and register.
While training in these skills will build on the same kind as those used to practise consecutive interpretation, additional exercises specifically designed to establish and consolidate the SI skills will be required. Furthermore, students shall be trained in booth techniques and team interaction. Speeches used shall confront the students with a diversity of subject areas, styles, and registers, and their length, information density and degree of technicality and specificity will increase as the programme

progresses.

Once they have acquired simultaneous interpreting skills, students shall also be taught how to interpret with the text in front of them.

In studying the EU and International organisations the focus shall be placed on how these institutions operate in order to familiarise students with institutional processes and procedures.

4. Course structure and workload

This full time post-graduate university programme is designed to correspond to between 60 and 120 ECTS (i.e. the equivalent of one to two years of full time study) under the European Credit Transfer System (ECTS). The programme shall normally offer no fewer than 400 class contact hours, of which a minimum of 75% shall be devoted to interpreting practice. In addition, students shall devote time to group practice of simultaneous and consecutive interpreting and other self-directed learning (i.e. background reading; use of information sources, e.g. radio, TV, Internet; preparation of glossaries). The programme is based on the expectation that the number of class contact hours, group work hours and self-directed study shall total no less than 800 hours. Interpreting sessions shall be conducted by practising/experienced conference interpreters with teaching skills. Where simultaneous interpreting is taught into B, the class shall be conducted by an interpreter with an 'A' in the target language.

5. Admission to the programme

5.1 Candidate profile

In order to be eligible for admission to the programme candidates must:

- hold a recognised University degree or equivalent (in any subject);
- have an excellent command of their mother tongue (A language) over a wide range of topics and registers;
- have an in-depth knowledge of their working languages (B and C);
- offer at least one of the following language combinations[1]:
  - A-CC or A-BC or A-A (where the language combination is offered by the University concerned),
  - A-B(sim) may be offered for less widely used languages and in the light of market requirements;
- have a good overall knowledge of international affairs and be well-informed of the economic, social and cultural background of the countries in which their working languages are used.

In addition, candidates shall be expected to have:

- good powers of concentration, analysis and synthesis
- good communication skills
- a high degree of motivation
- the ability to work under pressure
- and a readiness to accept feedback during training

5.2 Admission Tests

Admission to the course is subject to success in an aptitude test which is designed to assess suitability for training in conference interpreting. The test panel shall:

- include a majority of professional interpreters and interpreter trainers
- represent all the languages for which a candidate is to be tested and include at least one assessor with the candidate's A-language
- arrive at a decision by consensus

One member of the panel shall normally be present throughout to ensure consistency in decision-making.
The complete admission test shall include:

- the oral reproduction of short and structured speeches (2-3 minutes) from the candidates C and B languages into A and, where appropriate, A into B
- a general knowledge test
- an interview with the candidate

Additionally the test may include:

- sight translation
- a brief oral presentation by the candidate on a subject chosen by the panel
- written tests

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6. The final examinations

The students shall be assessed at the final examination in both consecutive and simultaneous modes of interpreting into their A language(s) from all the other languages in their combination. Candidates offering a B language in an A-B-C combination shall also be assessed in consecutive interpretation from their A language into their B language. Candidates who offer an A-B combination shall pass both consecutive and simultaneous examinations in that combination.

In order to be awarded the EMCI certificate, candidates shall be required to pass all examinations for each language pair at one and the same session. However, candidates who do not achieve a pass in interpretation fromadditional C languages or into their B language in an A-B-C combination may be awarded a degree with an A - C - C combination. The degree certificate shall clearly state the language combination for which it has been awarded.

<u>6.1 Assessment</u>

The examinations shall comprise speeches on a variety of subjects in different registers. The speeches shall be prepared to a standard commonly encountered by professional interpreters and delivered as if impromptu by practised speakers. Speeches will be approximately 5-8 minutes for consecutive interpretation and 10-15 minutes for simultaneous; their length shall be consistent for all candidates within one and the same training programme and examination session. Candidates shall be assessed on the mastery of their interpreting skills, using the criteria defined in the present Core Curriculum (sections II.3 and II.4). They shall demonstrate sufficient competence to be able to join a team of professional conference interpreters.
Recordings of the final examinations shall be kept for one year.

<u>6.2 Assessors</u>

The panel shall be composed of a majority of experienced interpreters of whom at least two must have the A-language of the candidate in their combination, including one who is a native speaker of the target language of the examination. The panel shall also include at least one external examiner. The European Institutions, other international organisations, and other member institutions of the EMCI-Consortium shall be invited to send a representative. If necessary, the panel may invite speakers or observers who are entitled to take part in the deliberations without voting rights. The final decision on the candidates' performance shall be taken by consensus.

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7. Mobility

In order to foster exchange of information and experience and also the dissemination of good practice participating universities welcome visits from staff and students from member institutions of the EMCI Consortium.

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8. Joint programmes

Partner institutions propose to organise joint intensive and/or degree programmes bringing together students and staff of different member institutions of the EMCI-Consortium.

Note [1] : Definition of working languages

ACTIVE   LANGUAGES
A: The interpreter's native language (or another language strictly equivalent to a native language), into which the interpreter works from all her or his other languages in both modes of interpretation, simultaneous and consecutive.

B: A language other than the interpreter's native language, of which she or he has perfect command and into which they work from one or more of their languages. Some interpreters work into a 'B' language in only one of the two modes of interpretation.

PASSIVE LANGUAGES
C: Languages, of which the Interpreter has a complete understanding and from which she works.

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7.2 AIIC Best Practices

Conference interpreting training programmes: best practice 2010
AIIC's Survey of Interpreting Schools and Programmes is open to all (excluding commercial) interpreting schools and programmes. Information submitted by interpreting Schools and Programmes will be published as part of AIIC's Schools Directory if the following criteria are met. Publication does not constitute a recommendation by AIIC.

- Available in 2 languages

- Training

- Published: 14 years ago
- Last updated: 1 year ago

- initial-education
- interpreter-training

- The course is only open to post-graduate students
- Aptitude test before course begins (one year) or at an early stage in the course for longer courses
- The course is taught by conference interpreters
- The curriculum must include instruction in both consecutive and simultaneous interpretation
- Course must be at least 2 semesters (1 academic year) long

Users are then invited to compare this and the additional published information for each School or Programme with the following Best Practice recommendations drawn up by AIIC.

Best Practice **recommendations**

- Programmes at post-graduate level are more appropriate to train conference interpreters for entry into the profession.
- Applicants have to pass an aptitude test before being admitted to the school.
- Applicants are encouraged to spend considerable time living and working or studying in a country where their non-native languages are spoken before they consider entering a professional training programme.
- The school and teaching faculty inform candidates before and during their studies about relevant potential employment opportunities.
- Is the curriculum posted online?
- Courses are designed and interpretation classes taught by practising conference interpreters whose language combinations are recognised by AIIC or by an international organisation.
- Teachers of interpretation have had some teacher training specifically related to interpretation.
- All programmes are delivered by a combination of native speakers of the students' A and B/C (native and non-native) languages.
- The curriculum includes a theory component and a course which addresses professional practice and ethics. These courses should be delivered by practising conference interpreters.
- The final diploma in Conference Interpretation is only awarded if the candidate's competence in both consecutive and simultaneous interpreting in all working language combinations has been assessed and judged consistent with professional entry requirements.
- Final examinations are conducted in an open and transparent fashion. Candidates should understand the assessment criteria.
- Final examination juries are composed of teachers from the academic programme and external assessors who are also practising conference interpreters. The latter's assessment of each examinee's performance should count towards the final mark awarded.
- Representatives from international organisations and other bodies that recruit interpreters are invited to attend final exams as observers if they are not already present as external assessors.

We also recommend that you check the following with the School or Programme you are interested in

- The language combinations offered as part of the regular curriculum reflect market requirements.
- Any Degree or Diploma awarded states the graduate's language combination, clearly indicating active and passive languages.
- All tests are eliminatory at finals

If wish to contact AIIC about matters relating to Interpreting Schools or Best Practice please use this address: schools@aiic.net

7.3 CIUTI profile

1. Equivalence in Diversity

CIUTI and its members aim to ensure a high quality in the training of translators and interpreters. In order to uphold this quality against the background of different national frameworks, CIUTI subscribes to the principle of equivalence in diversity. CIUTI does not seek uniformity in the degrees of translators and interpreters offered at its member institutions. Rather, the diverse structures of higher education in the countries of the CIUTI members should be exploited to ensure that the same quality standards are reached at the end of the degrees.

Membership of CIUTI should signify to the outside world that the contents and the examination standards, as well as the knowledge, attitudes and skills are of equivalent quality. The following principles should be observed:

2. Translating and Interpreting in higher education

According to the CIUTI statutes and the Guidelines for New Membership published in 1995, the programmes should combine practical training in translating and interpreting with academic qualifications. Translation and interpreting (T and I) programmes belong to the domain of theoretical and applied translation studies. Hence, they should equip students with the theoretical basis and the methods of translation studies and prepare them for the multifarious translation profession.

At the heart of the curriculum lies more than mere language training. Competence in the native language and one or two foreign languages is, in the best case, a precondition. The core of the T and I curriculum consists of translation training.

T&I studies, as described below and as practised at CIUTI member institutes, are a discipline in their own right, to be distinguished from neighbouring disciplines such as Applied Languages, Area Studies, or, more generally, Cultural Studies. At the same time there is an interdisciplinary collaboration with these disciplines.

In accordance with the principle of an academic education, the curriculum should be based on the theoretical and applied research of the teaching staff, who should have relevant academic qualifications. At the same time, the teaching staff should be able to introduce professional experience and provide training that is relevant for the profession.

2.1. Aims of the programme

Translation and/or interpreting require the competence of producing a text – on the basis of a written or oral input, that fulfils a specific purpose in the culture of another language. A good translational performance is ipso facto purpose oriented: the quality of a translation or an interpretation can only be measured against the standard of the fulfilment of its purpose.

2.1.1. A translation degree develops the competence of analysing a written text and turning it into another language for the target culture, as required by the function of the text and the expectations of the target culture. In the course of the programme, the student acquires the basics and techniques of translation in working with professionally   relevant   text   types.
2.1.2. An interpreting degree develops competences of simultaneous and consecutive interpreting. Both imply the ability to quickly understand and analyse spoken text, distinguishing between major and minor points and rendering those reliably and appropriately in a spoken text in the target language.

For consecutive interpreting, the ability is developed to take in all the information of longer spoken texts by means of special note-taking techniques so as to be able to render this text appropriately with the correct details and nuances.

For simultaneous interpreting the ability is developed to understand speeches in real time and render them in the target language simultaneously. This is involves a targeted practice of strategies like anticipation, recognition and structuring of main lines of thought, and self-monitoring of one's spoken performance.

In the training provided by CIUTI member institutions, conference interpreting occupies a central place.

3. Focus: translation competence

The aim of a degree course offered at a CIUTI member institute is to acquire a translation competence, which implies at least the competences described below.

3.1. Competence in the native language

For translators and interpreters an above average mastery of their native language (A language) is a prerequisite. Because of its importance for any translation performance, it should be further developed and refined in the course of the curriculum by means of specific practice activities, so that students are able to analyse and summarise all kinds of texts, correct and edit texts, or produce texts themselves.

Because of the increasingly demanding standards of the globalised translation business, competence in the native language will be a defining characteristic for any translation or interpreting performance in the professional world.

The level to be acquired in the A language is the C2 level of the Common European Framework of Reference.

3.2. Competence in the foreign language(s)

A general competence in the foreign language(s) (B or C languages) is also a prerequisite for fulfilling translation tasks. Either this competence is present at the outset, in which case it will be perfected in the course of the curriculum, or (especially in the case of C languages) it will be acquired, developed and perfected.

Foreign language competence is a prerequisite for achieving proficiency in specialised language use. Most translators and interpreters will, in their professional life, work with specialised texts, and will, in their chosen language or language combinations, specialise in domains such as technology, medicine, natural sciences, agriculture, economy, law, international organisations etc., which presupposes a specialised topical knowledge. Hence, the programme will also pay attention to the skills needed to quickly acquire the knowledge of such domains, to conduct individual research and to access the relevant information sources.

As a consequence of the variety of specialised texts, the students can only be acquainted with the problems of specialised translation and terminology. They will be introduced to the various results of text linguistic analyses of specialised texts and to the principles of terminological research, including terminology searching and computer-assisted terminology management.

3.3. Intercultural competence

As communication is always localised in a specific culture and society, background knowledge of the culture of both source and target language is necessary. In translating and interpreting, the aim is not merely to render written or oral text in another language by replacing words and observing the rules of grammar. Rather, there is a complex transfer from the source culture and language into the target culture and language where a series of text-internal and text-external factors may play a role. Hence the students should acquire an intercultural competence that enables them to include the socio-cultural context in the translation process, recognising the possible differences between sender and receiver, and taking these into account.

CIUTI member institutes recognise the importance of this intercultural component, as it is only possible to really translate on the basis of a thorough knowledge of the cultures concerned (including their translation culture).

3.4. Translator's competence

Translation studies investigate both the process and the product of translation. Hence, academically-schooled translators should also be equipped to approach their task from a scholarly angle. This requires knowledge of the theoretical basis of the discipline, and of ongoing research and developments.

The curriculum will introduce the various models and methods of translation studies, focusing on the processes of translating and interpreting, because the ultimate goal is the acquisition of procedural competence.

In view of the information and communication technology available, a familiarity with translation tools is obligatory. Access to the World Wide Web will enable translators to participate in the worldwide translation market. Moreover, translators and interpreters should be taught to make efficient use of the available information and communication technologies and use computer-assisted translation tools to manage their projects.

Finally, the curriculum should also pay attention to social and communicative skills, including more general skills that allow students to apply their acquired competence in the ever-changing professional context, such as teamwork skills, communication skills, problem solving skills and the ability to work in interdisciplinary teams.

3.5. In sum

In sum, the link between professional training and academic qualification required from CIUTI member institutes is reached when all the above-mentioned components are well and truly integrated as translation competence in the curriculum. It is up to the institutes to decide how exactly the different components are integrated; furthermore there are no specific requirements as to the weighting of the different components.

In view of the broad range of demands on the market concerning translation and interpreting, the institutes are of course free to offer specific MA degrees with other profiles and to name them accordingly. Examples that come to mind are an MA in Literary Translation, in Court Interpreting, in Community Interpreting, in International Management and Intercultural Communication, in Language and Technology etc. However, CIUTI members should, in accordance with the statutes, provide at least the above-mentioned mainstream degrees in translation and in conference interpreting.

4. Membership application

See the JOIN CIUTI page for information on the membership application procedure and the membership application form.