Conference interpreting training models and applications

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Summary

With increased globalization, the interpreting markets expand in all parts of the world. This paper summarizes the most useful conference interpreting training models used in training of conference interpreters. Furthermore, it gives an overview of relevant interpreting schools worldwide regarding the aims of the programme, duration, skills, curriculum and some specific training components that distinguish one programme from the others. Since the foundation of the European Union there has been a growth in conference interpreting training programmes in Europe. In order to grasp different aspects of the interpreting process, apart from practice, students are presented with training models such as sequential, effort and gravitational model. These models have been developed over the years and can be used in training of different types of interpreting. They are widely accepted in different training programmes in Europe, Australia, Canada, United States and other countries. The second part of the paper deals with an overview of the different programmes which, despite the differences, have a very similar core curriculum.

Key words: conference interpreting, training models, study programmes

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1. Introduction

Conference interpreting profession enjoys a different status in different parts of the world. The profession is extremely stressful and there are many misconceptions regarding translation. Firstly, speaking a foreign language is simply not enough to translate or interpret. One needs to have years of training or experience in the field. Not everyone can become an interpreter. In the first part of this paper, we begin with giving a definition of conference interpreting, some basic differences between translating and interpreting processes, and prerequisites that a person needs to have to become an interpreter. Not everyone can cope with that amount of stress, or have traits and motivation to develop the skills needed. Constant learning and self- development is a must. The aim of this master thesis is to point out the theoretical components of training through description of models, and their effect on training. These models are described in the second part of the paper. Furthermore, the last part of the paper describes interpreting training in general and then representations of successful programmes in different countries in Europe, United States, Canada and Australia. Training programmes are regulated by many factors and that is why there are many basic distinctions and similarities in qualifications, skills and knowledge gained.

2. Conference interpreting

Conference interpreting began at the 1919 Paris Peace Conference, where the League of Nations, Permanent Court of International Justice and International Labour Organization became tools of a new diplomacy by conferences. This marked the end of French dominance as a language of diplomacy. Interpreters played a crucial and visible role at the meetings. At first, interpreters were non-trained polyglots, mostly from the privileged social groups with complex migratory background. It was later in 1960s that training for common people with knowledge of languages and regardless of social status was organized. As the first international organisations appeared, regarded regular conferences made it possible for interpreters to earn a living and become as professionals. Interpreting was practised at international summits, seminars and bilateral and multilateral meetings of heads of State and Government. "Conference interpreting today is not used only by the European Union and similar institutions; it has spread to almost every field of activity that involves exchanges across boundaries. Thus it is no longer associated with particular institutional setting or context." (Pöchacker 2004:16) Today, conference interpreting is done in two working modes. In consecutive interpreting the interpreter first listens to one part of a speech for a few minutes while taking notes and then delivers the whole part in the target language, then the speaker continues again for a few minutes, the interpreter delivers a new part, and the process continues until the end of the speech. The sentence by sentence translation is not considered to be the "true consecutive". Consecutive is more suited for smaller meetings with two or three languages. It is most often used for negotiations, drafting groups and other small meetings. In simultaneous interpreting, the interpreter sits in an interpreting booth. He/she listens to the speech and reformulates it as it unfolds. Delegates in the conference room listen to the target language version through a headset. Nowadays, simultaneous is used more than consecutive because it takes

up less time and it can be used with several languages at once. "Conference interpreters work in a variety of fields, particularly when they work freelance. Study in any particular field or law, medicine or engineering for example is therefore an asset, in addition to mastery of the languages. This is a difficult, stressful occupation where in the course of a few months you may be talking about standardisation of synthetic fibres, sexual abnormalities in the new-born child, radio communications, cancer research, metallurgy, radio-astronomy, tick-borne encephalitis, sometimes at top speed, and all of this has to be done as you are speaking your own words" (Taylor Bouladon, 2001:52). Most conference interpreters only have two or three working languages. An "A" language is the interpreter's mother tongue or language of which she/he has native or near native command. Interpreters work into as well as out of their A language, it's the language they speak best. A "B" language is non-native language in which the interpreter is perfectly fluent but not to the same level as an A language. Like "A" language, it is an active language because interpreters work into as well as out of their "B" language. A "C" language is a passive language. Interpreters work from a "C" language into their "A" or "B" language, but they do not interpret into "C" language.

2.1. Prerequisites for a conference interpreter

"*While for interpreting it is indispensable to be bilingual, just as in order to play the violin one must first have a violin, the fact of having a violin does not make one a violinist, and similarly knowledge of languages is no more than an instrument in the hands of someone wishing to become an interpreter.*" *(Valerie Taylor-Bouladon)*

An individual can be an excellent translator, but could be unable to interpret as the skills and prerequisites are not the same for both professions. Although both translators and interpreters cope with the same problems such as grammatical and lexical discrepancies, lack of specific knowledge and cultural differences, their techniques and process of translation differs greatly. Interpreters must have an excellent mastery of their active languages but also maintain the purity of their mother tongue if they wish to be successful. This is relevant as interpreting requires high standard performance. There is no time for thinking (especially in simultaneous mode) of appropriate expression. Interpretation must be accurate and objective. Even if the speaker is saying something you do not agree with, it is necessary to convey speaker's views without interfering or hesitating. High level of concentrations are needed, especially if the speaker has a heavy accent or there are problems with the microphone or sound distortion. In order to become a successful interpreter one

has to have the perfect mastery of their active languages and full understanding of their passive languages. Interpreters have to deal with huge amount of technical terms, which means quality interpretation means a thorough preparation and study of a subject. Therefore, study in any particular scientific field or law is beneficial. Some of the mental or physical qualities needed for a successful career are: enquiring mind and intuition, quick thinking, ability to adapt to different speakers, accents, situations and topics, power of concentration, excellent memory, quick understanding, pleasant voice, and ability to cope with stress. Regarding personalities that are suited to either type of interpreting, it is speculated that translators are more of introvert nature, and interpreters are extroverts (Taylor-Bouladon 2001 : 47).

2.2. Translating vs. Interpreting

The product of translating is a written text. It is read at the chosen speed by the reader as many times as needed in any communication or non-communication situation. The product of interpreting, however, is a speech which is mentally processed by the listener as it is heard or seen, at a delivery rate and in the original communication situation. Therefore, interpreting is highly personal and rated through not only content, choice of words but also through quality of interpreter's voice, accent, articulation speed, etc. Translating is more anonymous (if there is no direct relationship with clients) where personality of translators can arguably appear through for example, choice of words or length of the sentences. Hence, translators ought to be better writers than speakers, show competence in their target language and be familiar with the rules of written language. On the other hand, interpreters should master the elements of oral language and be good speakers, which includes effective use of voice. The main difference between translating and interpreting has to do with technical constraints. For example, translators can cope with certain problems for hours, days or weeks, whereas interpreters only have seconds or minutes (it all depends on their working mode; simultaneous or consecutive). Generally, translators have variety of sources of information at their disposal like dictionaries, reference materials and professionals in the field to render the text accurately into the target language. Interpreters on the other hand must be able to translate in both direction on the spot. They can of course possibly glance at a glossary, dictionary or any document they have in the interpreting booth while they are interpreting but at the risk of missing a part of the incoming speech (Schäffner 2004 : 2). Another important difference is that the translation process and the interpreting process are constrained differently in the working environment. Translators can work from home and deal with stress connected to required processing speed and meeting the deadline. Unlike translators, interpreters work in real

time situations. They cannot correct their initial utterance (with some exceptions) so the main source of stress originates from stage fright especially when interpreting for the media.

3. Conference interpreting models

Models are simplified representations of phenomena or ideas that are used in training of interpreters. They help students grasp theoretical components of interpreting process and apply it in practice by giving an assumption about what something is like and how it functions. Such models have been developed over years from various research in the field of linguistics, psycholinguistics and cognitive psychology. Models are specifically created to serve a purpose for different types of interpreting, i.e. conference interpreting, public-service or sign-language interpreting. They are expressed in various forms such as verbal description, imagery or mathematical formulas and can be thought individually or in a certain sequence to achieve an effective progression. In this paper, focus is on descriptions of models used in consecutive and simultaneous interpreting.

3.1. Effort Models

The models are based on the idea that there is only a limited amount of processing capacity or "mental energy" for mental processes like "speech comprehension" and "speech production". When interpreting requires much more energy than it is available, the performance declines. The idea that there is a connection between "mental overload" and deterioration of the interpreter's performance was already mentioned by Pinter and several other authors (qtd. in Gile 2009:159). Effort models were created by Daniel Gile and over the past 25 years, they have been adopted and used by many interpreting teachers as a conceptual framework. They have been developed initially to explain the frequent difficulties and errors in the performance of both beginners and experienced interpreters. Concepts of attention and "automatic" and "non-automatic" operations from cognitive psychology proved to be a useful link between ideas from interpreting practice and some theoretical idea that some mental operations require attention and others do not. Non-automatic

operations take up processing capacity in limited amount, while automatic operations are very fast and do not require processing time. Although some "non automatic" operations may become automatic after enough repetition according to cognitive psychology, "non-automatic" operations such as storing information for later use, preparing for a non-automated response, etc. cannot become automated with time. The Effort models consist of three interpreting components or "efforts" that all require conscious action:

L - The Listening and analysis Effort
P - The Production Effort (speech production in simultaneous and note production in consecutive mode)
M - The short term Memory Effort (memory operations from the time a speech is heard to the time it is reformulated in the target language).

One of the hypotheses related to Effort models is the so called Tightrope Hypothesis according to which interpreters always work near saturation or their maximum capacity. Many authors reported that failures in interpreting do not happen due to insufficient linguistic or extra linguistic knowledge but on the account of the speeches being "too fast" or "too dense". That is to say, they did not have capacity to process them in time. In the experiment conducted by Gile, where ten professional interpreters had the opportunity to translate the same speech twice, it was proven that errors and omissions are caused by process capacity limitations. Countless errors during the first time disappeared in the second pass. Some segments that were interpreted correctly for the first time, were interpreted incorrectly the second time although all the conditions were the same (Gile 2009: 183).

3.1.1.Effort models and simultaneous mode

In the simultaneous mode, the Listening and the Analysis Effort aim at comprehension of the source language speech, The Production Effort aims at the production of the target language speech. Short term Memory Effort handles information between perception and production in the TL while Coordination Effort is added to correspond to resources required to coordinate the tree other Efforts. The relationship between the model components is shown in a following formula:

S= L+P+M+C

3.1.2. Effort models and consecutive mode

Effort models were initially designed for simultaneous interpreting. However, a similar concept was developed for consecutive interpreting. It is divided into a listening phase, during which interpreter listens to the speech and takes notes and the speech production or reformulation phase. During the listening phase, the Efforts are Listening and Analysis Effort, Note taking Effort and Short-term Memory Effort which is associated with the time between the moment it is heard and the moment it is noted down. In the second phase, there is a Note-Reading Effort, Long-term Memory Effort to recall the speech, and a speech Production Effort.

Conditions that have to be met in order for interpreting to proceed without problems are following:
- The sum of individual Efforts processing capacity requirements must not exceed the total available capacity.
- At each point in time, the capacity available for each should cover the requirements associated with the task the Effort is engaged in.

If only one condition fails, the performance deteriorates and results in omissions, errors, strange reformulation, etc.

Triggers of interpreting difficulties fall into two categories. The first are problematic because they increase processing capacity requirements, they need more processing per unit time, their sound is distorted or noisy (e.g. dense or fast speeches, speakers with heavy accents, noisy environment, distractions). In the second category are those speech segments that make Listening Effort difficult because of their brevity and lack of redundancy (names, numbers, short words).

3.2. Gravitational model

3.2.1. Model

The model represents the status of someone's oral and written command of a certain language at particular point of time and particular circumstances. It describes availability of lexical units and linguistic rules.

3.2.2. Language availability

In order to understand the concept of this model, it is necessary to define language availability as time and effort required retrieving the necessary knowledge for comprehension or production of texts or speeches. When comprehension availability is low, the speed of processing is slowed down and lag accumulates. While low production availability only slows down production, low comprehension availability can lead to non-comprehension because working memory cannot hold and process. Therefore, in all interpreting modes high speech comprehension is crucial. High speech production availability is important in consecutive and crucial in simultaneous.

3.2.3. Structure of the model

For every language, each person has its own Language Command system in a given time and a given situation. It is a person's command of language in a given time, situation and context. In the gravitational model, LCs are represented as small circles gravitating on orbits around a nucleus. The distance between the nucleus and orbit indicates availability. Closer orbits represent high availability and further low availability. Availability is not static. When it's stimulated, it increases, and when LC are not used it decreases. Example, when taking part in a medical conference, interpreter expresses higher availability than on holiday.

The significance of this model is found in a set of tendencies that describe the dynamics of word and construction availability, which help us understand how our mental lexicon operates. These tendencies are summarised as following rules:

Rule 1- The Centrifugal Principle. If not stimulated LCs tend to drift outward (away from the centre of the system)

This basically means that the words not used in active speech will be eventually less available or even "forgotten". This process is rather slow though.

Rule 2- The Centripetal Effect of stimulation. When stimulated LCs tend to move inward.

The process takes only minutes or hours and it means that words used, seen or heard by the speaker quickly navigate towards the centre and become highly available. Due to this effect, interpreters are able to increase high production during the intense preparation for the conference. The words

are highly available during the task, but experience shows that many of the "forgotten" terms are easily recognized by the interpreter once they reappear.

Rule 3- Stimulation frequency and the Centripetal Effect. The more frequently LCs are stimulated, the stronger the centripetal effect.

According to this rule, more often used words will be nearer to the Nucleus and will take the least amount of mental effort to activate.

Rule 4- The Centripetal Effects of active vs. Passive stimulation. Active stimulation of an LC has a stronger centripetal effect than passive stimulation.

The words that are spoken, written or signed navigate more strongly towards the Nucleus than words that are just heard, read or understood. This is the reason why it is better to use active drill exercises in the classroom.

Rule 5- The Escort Effect and the Interference Effect. Centripetal migration of an LC causes centripetal migration of other LCs associated with it (Gile 2009: 226- 231).

3.3. Sequential model

The sequential model of translation is mostly used in translation training, nevertheless, it also has its application in interpreting. Moreover, it can be used to explain some practical differences between translating and interpreting already mentioned. "The model describes translation as consisting of a succession of two phase processing operations. Each "Translation Unit" in the source text goes through a comprehension phase and reformulation phase, and the 7-component structure of the model highlights knowledge as a resource, and decision making as a necessary optimization tool" (Gile 2009: 101).

3.3.1. The comprehension phase

In comprehension phase, the translator reads the "Translation Unit" and forms "Meaning Hypothesis" using his "Knowledge base" (knowledge of the source text and his or her knowledge of the world). When the translator creates a Meaning Hypothesis, he applies a Plausibility Test

using ad hoc Knowledge acquisition. If the word or sentence does not pass the test or is not plausible enough, interpreter finds another Meaning Hypothesis and tests it again. This process continues until the test is passed with satisfactory results. After this process, reformulation phase can start (Gile 2009:101-104).

3.3.2. The reformulation phase

When the translator is sure about the meaning of a Translation Unit, using linguistic and extra linguistic knowledge s/he verbalizes it as a provisional Target text. Here, the interpreter checks whether Translation Unit in TL is acceptable and faithful using the so called Fidelity Test. The process continues until s/he thinks the results are acceptable. Further, to check if text is editorially fit for the purpose, translator examines style, clarity, cultural adequacy, language correctness and rewrites it if needed. (For instance, repetition of the same words in Japanese is acceptable but in Western languages, repetition is not desirable and tends to be replaced with synonyms). The process is repeated until the results are acceptable. The tests mentioned above are often applied on bigger Translation Units like sentences, paragraphs, pages, etc. in order to make sure that certain Translation Units are not skipped and to make sure that changes on one TU are correct according to other TU and the text in whole.

The model represents the ideal process of translation and cannot always be applied in reality. Basically, translation is comprehension followed by reformulation. In practice, translator may not be able, for example, to finish the comprehension phase before reformulating Translation Unit, or create a Meaning Hypothesis if the words are too ambiguous or incomprehensible). Therefore, decision making is crucial, and certain loss in translation is an integrative part of the process. Teaching this model raises the awareness of students to strive to achieve the editorial quality of the product. Checking one's comprehension against one's Knowledge Base is important. Ad hoc Knowledge, however, is crucial. The following points can be addressed:

1. It is important to separate comprehension and reformulation phases because this instigates translators to analyse and think about what they believe they understood. This gives the importance to comprehension as it tends to be neglected and superficial. This can significantly reduce unnecessary errors.

2. Knowledge base is important in both phases. In order to have reasonable productivity it is important to have good access to the missing information. This is achieved by specialising in relevant fields and its information resources and it reduces the time required for the Acquisition.

3. Author is no fool principle. When reading the text, the translator should assume that the author of the text makes sense, no matter how unclear it is. This is one more reason to stress the relevance of the comprehension phase. However, it is possible that even authors express their ideas in the language they do not have sufficient knowledge of.

4. In some cultures, like Japanese for example, authors have too much leeway in formulation of their ideas, which poses a problem in translation. In this case, the comprehension phase requires a strong decision making.

5. In high level translation, ideally, the target text should not contain linguistically incorrect or clumsy words or sentences. If the translator chooses to be loyal to the sender, the text will be editorially acceptable regardless of the quality of the text. With the advancement of technology, translators are able to go around the Reformulation Loop several times. Sophisticated spelling and grammar checkers help detect many errors.

3.3.3. Error analysis

The Sequential Model is the only conceptual framework for error analysis from the methodological aspect. The vast majority of errors in translation are due to the following:

1. Insufficient command of the source language
2. Insufficient analysis in the comprehension phase
3. Weak extra linguistic knowledge
4. Insufficient effort in ad hoc Knowledge acquisition
5. Insufficient efforts in the Reformulation Loop

3.3.4. Interpreting and sequential model usage

The model can be used to explain some practical differences between translating and interpreting especially in training programmes for both professions. The most important differences are as follows:

1. Translators generally translate from 6 to 15 pages per day and have time to consult with colleagues, look up information in dictionaries or other resources. However, interpreter work at the average speed delivery from 100 to 200 words per minute. It follows that in interpreting a large part of the knowledge acquisition takes place before interpreting, while in translating it can take place at that moment. As already mentioned, interpreting can be often unpredictable so wide general knowledge and quick decision must be a characteristic of a good interpreter.

2. Translators can go through the comprehension and Reformulation Loop several times and correct their translations, while interpreters can just reformulate words in their own mind on the spot, and on some occasions, correct themselves in front of the audience. They cannot consult other sources as much as translators can. This requires high level of confidence especially in the jobs where stress is high (important conferences, interpreting for the media, etc.). Therefore, interpreters should be able to cope with the stress similar to the one actors experience when on stage. However, modern technology allows interpreters to use software specifically designed for them. For instance, *InterpretBank* is a tool to manage texts and terminology. It helps to create, learn and look up glossaries, even in the booth.

3. Because of the time and short term memory constraints interpreters are able to test only small number of translation Units. In simultaneous interpreting, testing availability of more than one sentence before uttering it can cause a lag and further problems connected to incoming speech. In consecutive interpreting,short term memory constraints also make it difficult for interpreters to test many translation Units for acceptability (Gile 2009: 101-124).

4. Training in conference interpreting

There has been a growing number of translators and interpreting programmes since the mid twentieth century and in particular in 1980s, due to the growing economic and technological cooperation between various parts of the world and increased cultural exchanges. By one account, the number of university level institutions offering degrees or diplomas in translation or interpretation in Europe rose from 49 to 80 between 1960 and 1980 and had reached a total of more than 250 by 1994 according to Caminade and Pym's study (qtd. in Sawyer 2006: 1) Today, the conference interpreting market can roughly be divided between two overlapping markets: multilingual conferences in international organizations (or private multilingual conventions) and bilingual markets where interpretation is most often offered between English and a national language. The world's largest employer of interpreters, primarily in multilingual combinations, is

the European Union. Elsewhere, especially on local or national markets, bilingual interpreting predominates; Spanish English in Latin America, French English in Africa, and Chinese English in China (Setton 2010: 67).

Most interpreter training courses established since the 1940s have featured roughly similar curricular components: basic concepts of language and communication, language enhancement (e.g. specialized terminology, area studies, sociocultural background knowledge, skill training, simultaneous interpreting and professional ethics). In addition to a focus on international institutions and their terminology, conference interpreter training has also involved specialized subjects like law, economics, science and technology, either explicitly or indirectly through the choice of source texts. The environment in which the official curriculum is implemented is shaped by many entities including public institutions, policymakers, ministries, donors, the media, the private sector, and direct participants, i.e., instructors, students and alumni. As a result, a wide variety of curriculum models have emerged, and they differ, substantially from one another, even within Western Europe. A discussion of curricular diversity has been neglected to date in the scientific literature due to the lack of reliable sources. Collecting such documents from a range of schools is a daunting task. The problem is that these documents, particularly those on course sequencing may not be available or are circulated within individual programs or departments. Information available provides only objectified, terse descriptions that provide little information as how the curriculum is implemented and how it is subjectively experienced. As emphasized by Sawyer and qtd. in Pöchhacker, researches on pedagogical aspects of conference interpreting training need access to the hidden curriculum that is experienced by the individual teacher and student. "Intercultural Studies Group database reveals the wide variety of forms that programmes can take: from full undergraduate courses lasting three, four or even five years (for example, in Germany, Belgium, Spain and Canada) to postgraduate degrees lasting one or two years (in France, the USA, and the UK). Some are fully integrated into the university system and linked to academic departments which also conduct research; these tend to include higher proportion of theoretical elements. Others are offered by institutions which do not belong entirely to the university system and grant vocational diplomas which only tend to include none or only a minimum theoretical content" (Kelly and Martin 2009 : 195).

The majority of programmes presented in this paper are also following the basic AIIC criteria. The programmes are at the master level (2 - 6 semesters long, depending on university). A greater number of the programmes require from candidates to have spent certain time abroad, and to pass an aptitude test. In the United States, candidates also need to express their interest for studies, and

in several cases have recommendations from former employers or professors. Generally, the aim of these programmes is to satisfy the need of local or international markets, depending on the market needs. For example, Canada as a bilingual country educates interpreters mostly for the Canadian market in English and French, whereas Croatia primarily educates interpreters to work in EU organizations. As usual, programmes with a long tradition of educating interpreters tend to be succesful in terms of quality offering greater opportunities for students to practice, take part in internships, mock conferences, etc. The real difference between curricula is hard to identify as there are not too many details available, especially the way in which the programme is presented to the students, There is no access in particular to student feedback. There is also a huge difference in certification from one country to another. Programme contents depend heavily on the aims of individual programmes. Several trends can be identified. First, there is a strong tendency for students to be required to work with two foreign or acquired languages, primarily designed for the market of international organizations. The majority of institutions work with only one mother tongue or "A" language. The exceptions are, of course, diglossic and international communities. The second major trend is that of organizing interpretation programmes by technique (rather than subject area, which is often a trend in translation) and on a scale of increasing difficulty- from liaison interpreting through to consecutive and progressing to simultaneous interpreting. The prevailing trend is to focus all instruction in interpreting on exercises or exercises directly related to interpreting technique (note-taking, public speaking, attention sharing skills). Occasionally, aspects such as documentation, conference preparation, terminology and professional ethics are covered but rarely as separate units; as are they clearly intended to complement interpreting techniques. The introduction of consecutive before simultaneous interpreting is informed by the model pioneered by Seleskovitch and Lederer at Esit Paris, and has been largely accepted by the vast majority of interpreter training institutions. It is based on the premise that consecutive obliges trainees to analyse content and dissociate words from meaning, rather than lapsing into word for word transcoding, and thus constitutes an appropriate grounding for the more cognitively exacting technique of simultaneous as emphasized by Gile (qtd. in Kelly and Martin 2009 : 296).

Non-institutional training is offered by professional bodies and mayor employers. Most countries have at least one association which brings together professional translators and interpreters with the aim of defending their interest promoting the professional development programmes for members, normally in the form of short courses designed to deal with very specific aspects of translators and interpreters work, new technologies, marketing, tax, copyright, terminology management, revision and so on (Kelly and Martin 2009 : 296).

Conference interpreting training in the Western world is strongly influenced by AIIC (the International Association of Conference Interpreters) training recommendations developed from 1969 onwards. This has given much cohesion regarding training methods for conference interpreters in Europe. The Association also organizes training workshops for interpreters and trainers, publishes guidelines for best practice for interpreter training. Although it is primarily an international organization, 70 per cent of its members are situated in Europe. They often run development courses and they have agreements with universities whereby they offer work placement to advanced level students. The European Union has a strong interest in promoting training in specific areas. The Directorate General for Interpretation (DG) offers trainers to those institutions which request them, grant subsidies to universities so that information on interpreting in the European Union can be included in their course programmes, and through the promotion of the European Masters in Conference Interpreting (EMCI).

ATA, the American Translators Association, is an organization where senior professionals offer guidance to novices, helping them to enter the profession. They also have an education programme that requires members to earn a minimum of 20 points for every three years in order to maintain their accreditation. The European Society of Translation Studies (EST) and the International Association for Translation and Intercultural Studies (IATIS) tend to have training committees which organize seminars, compile bibliographical data for the IATIS training and promote research into the training of translators in general.

The Croatian Society of Conference Interpreters (HDKP) accepts new members according to the criteria of training (four-five year university degree), experience (75 working days over a five-year period) and character (letters of reference from current members). It is an intermediary organisation for those interpreters who sit the admission test for employment with the EU DG for Interpretation.

5. Interpreter training programmes in Europe

5.1. EMCI programme in Europe

EMCI stands for the European Masters in Conference Interpreting programme. It is a result of a pilot project from SCIC (European Commissions Joint Interpreting and Conference Service) and DGXXII with the aim of developing a joint university programme in Conference interpreting at advanced level to combat shortage of highly qualified professionals, especially with language combinations that are less widely used and taught.

The programme is designed to equip young graduates with the professional skills and knowledge required to work in conference interpreting. It serves the needs of the European Union and its language combinations. Each university member contributes with their individual expertise to create optimal resources.

Curriculum

The core curriculum is agreed by participating institutions and it comprises of the following:

1. The theory of interpretation: distinction between translating vs. interpreting, theoretical aspects of translation, aspects of research findings in disciplines like language and cognitive sciences.
2. The practice of interpretation
   Skills: voice coaching, public speaking, conference preparation techniques such as terminology, information retrieval and other uses of information technology, professional ethics and conference procedures and its working practices and conditions, a study visit to the European Commission, the European Parliament or other institutions to familiarise students with the working environment.
3. Consecutive interpretation–students have content analysis and memory exercises, practice consecutive interpretation without notes, summarisation, sight translation, note-taking techniques. After these, students will be capable to interpret in consecutive mode a speech of minimum 10 minutes long, fluently and accurately with appropriate terminology and register. Students are given speeches with different subjects, styles and registers. As students progress, the length, information density and level of technicality will increase.
4. Simultaneous interpretation–Students build the same kind of skills as those used to practise consecutive and specifically designed exercises to enhance SI skills, but are also trained in booth techniques and team interaction. At the end of the course, students will be able to provide a fluent speech of at least 20 minutes, accurately reproducing the content of the original and using appropriate terminology and register. Also, the speeches will progress in length,

information density and level of technicality. Students will also learn to interpret with the text in front of them.

5. The EU and international organisations–students receive instructions on how these institutions operate. 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.

Structure of the course

This course is equivalent to one or two years of full time study (60- 120 ETCS). 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 than800hours.Interpreting sessions shall be conducted by practising or experienced conference interpreters with teaching skills. Where simultaneousinterpreting is taught into B,theclass shall be conducted by an interpreter with an 'A' in the target language.

Admission to the programme

In order to be eligible for the programme, candidates should meet certain criteria:
- Hold university degree in any subject
- Have knowledge of following combinations:
- A-CC OR A-B or A-A, A-B (simultaneous if needed)
- Excellent command of mother tongue and in depth knowledge of their working languages B and C

Also, students are 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.

(EMCI.European Masters in Conference Interpreting)

5.2. Croatia

In Croatia, there are two specialized courses; in Zagreb and Rijeka and Master of Arts in Translation and Interpreting in Osijek. At Zagreb University, a post-graduate conference-interpreting course was introduced owing to the greatly increased need for simultaneous interpreters as part of Croatia's accession to the EU. The postgraduate Course in Rijeka is fully compliant with the guidelines of the European Master's in Translation (EMT) in order to enable easier mobility of students and equivalence between course graduates and other graduates on the European job market. Furthermore, the Rijeka programme is very similar to the postgraduate course in Zagreb. Both programmes have a similar combination of theoretical, linguistic and specialised knowledge with practical exercises. The curriculum was created with special attention to include all courses that make up the framework curriculum at the universities in Westminster, Trieste, Graz, Munich, Heidelberg and others. From language modules to development of non-linguistic skills, essential competency like knowledge of legal, economic and other structures of EU and other international organisation. This equality in perspective gives a possibility for the course to expand in terms of human resources, financial and EU support development and further integration of university in Rijeka within the European research area. There is a close collaboration between programmes in Rijeka and Trieste. Apart from guest lectures and hosting students, there is an open possibility for graduates in Rijeka to enrol to the second year of a two-year specialist programme in Trieste in order to improve their second language. Regarding certification, unlike in some other countries, in Croatia it is not a prerequisite for an employment.

5.2.1. University of Zagreb, Centre for Postgraduate Studies

The course was developed on advice from the European Commission's Directorate-General for Interpretation and it began its programme with the academic year 2005/2006. It educates interpreters for consecutive and simultaneous interpretation. The EU institutions are supporting this course financially and pedagogically by sending experienced translators to work with students during the academic year. The core curriculum is based on the curriculum of European Master's in Conference Interpreting. The aim of the course is to produce highly trained professionals who will be able to work in different institutions, especially in EU institutions where many Croatian interpreters are needed as Croatian is now one of the official languages of the European Union.

Programme duration

2 semesters

Programme title

Master of Arts in Conference Interpreting

Admission to the programme

To enrol, any type of master degree diploma is needed. The entry exam consists of consecutive interpreting of around four minute long speech for all language combinations that candidate wants to study. The candidate's general knowledge and culture are also tested. Students must report, in addition to A language, one B language or two C languages.

Working languages

Croatian, English, French, German, Italian, Spanish

Possible language combinations

AB, AC1C2, ABC, ABC1C2, ABC1C2C3

A: Croatian

B: English, German, Italian, French

C: English, German, Italian, French, Spanish

Curriculum

Theory of translation, Interpreting methods, Contemporary Croatian language, Oral communication, Croatian legal system in an international environment, Croatian economy in an International Environment, Translation and EU Institutions, Translator and the computer, Cultural aspect of verbal and non-verbal communication, Consecutive interpreting exercises, Simultaneous interpreting exercises

Structure of the course

The programme is organized as a two-semester course. Consecutive and simultaneous interpreting is practiced the whole year, while the rest of the courses are taught during one semester. The final exam is conducted before a boardwhere each candidate interprets in the consecutive mode for six to eight minutes and simultaneous mode from twelve to fifteen minutes for each language combination.

Skills and competences

After this course, students may be eligible for competitive examinations leading to employment in interpreting divisions of the EU institutions. Therefore, apart from practicing interpreting and learning about translation theories, students learn about the structure of the most important European and international institutions, diplomacy, legal system and institutions, and other topics that will be useful in their work (Centre for Postgraduate Studies).

5.2.2. J.J. Strossmayer University of Osijek, Faculty of Humanities and Social Sciences

The aim of this programme is to prepare graduates for a career of translator and/or interpreter. It provides the introduction to theory and practical skills related to translating and interpreting. Regarding career opportunities, translators can work as freelancers, in agencies or in the translating departments of industrial and commercial companies. They can apply for jobs in EU and UN institutions, or other international organizations. They can also work in related fields such as publishing, media or information technology.

In comparison to EMCI postgraduate programmes, Osijek offers a graduate course in translation and interpreting but should in the future also offer a postgraduate course in conference interpreting which would be ideal for students who really want to master interpreting. Currently, after Bachelor degree students can opt for a master degree in translation and interpreting or teaching. A postgraduate programme in conference interpreting is offered only at the University of Zagreb and University of Rijeka. EMCI does not have a compulsory duration of studies, it can last from nine months to two years. The study programme is always designed to correspond to 60 Credits, which is equivalent to one year of full time study. The programme in Osijek is four semester long which satisfies the criteria for duration of the study. During the third semester students take courses in consecutive and simultaneous interpretation. Students gradually build skills related to interpreting and by the end of the course are able to interpret longer speeches with more demanding vocabulary.These two courses cover almost all elements from the EMCI core curriculum, gradually building skills for more demanding interpretations such as public speaking, note-taking etc. Students are taught the same skills, although at a different pace. At the University of Osijek, interpreting from A to B and B to A language is integrated into one course. A study visit to the European Commission, the European Parliament or other institutions is a part of the EMCI core curriculum. All EMCI university members share a common policy on a student recruitment and assessment. The programmes are often reviewed and adapted to changes and innovations in order to maintain quality. At the end of the course students need to pass examinations in all language combinations. One part of the test consists of interpretation. Graduates should be able to provide a fluent and accurate interpretation of a speech at least 20 minutes in simultaneous and consecutive in 10 minutes long. The programme in Osijek is rather short in terms of interpreting and students could benefit from longer practice in simultaneous and consecutive interpreting. Interpreting should be practiced at least during two semesters or with elective courses that are developing

skills needed, like voice coaching or public speaking, note taking, court and community interpreting, self-directed learning and sight translation. If possible, students who wish to gain more knowledge should be able to attend conferences and find volunteer work in translating or interpreting.

Programme duration

4 semesters

Programme title

Master of Arts in English Translation and Interpreting Studies

Admission to the programme

To enrol to the translation and interpretation master's programme applicant must hold a bachelor degree in English language and literature. Candidates must have an in-depth knowledge of their first language (Croatian) and excellent command of their second language (English). If necessary, candidate's skill and knowledge can be further tested.

Working languages

English, Croatian, German, Hungarian

Possible language combinations

AB, ABB

Curriculum

Croatian for Translators and Interpreters 1 and 2, Development of Translation Studies, Literary Translation, Contemporary Translation Studies, Translating Language of the Media, Consecutive Interpreting, Simultaneous Interpreting, Specialized Translation-Economics, Translation and EU Integration, Scientific and Technical Translation, Introduction to the EU, Fundamentals of Language Culture, Cultural Literacy, Corpus Linguistics for Translators.

Consecutive Interpreting

This course provides a brief introduction to the theories and methods of consecutive interpreting. It addresses basic ethics of interpreting, differences between oral and written translation, specific language of business meetings and conferences. Furthermore, the course points out the necessity of continuous professional development and provides guidelines about work conditions and standard practice. Practical part includes intensive consecutive interpreting while using authentic recorded material and simulation. Practice involves working on information analyses and presentation skills, listening and memory exercises, code-switching exercises, speech and other presentation skills. There is also an intensive individual work that includes reading materials and preparations for simulations. By the end of this course, students will be able to prepare terminology

for different meetings, manage note-taking technics, and gain necessary skills and competencies in basic consecutive interpreting technics.

Skills:
- apply listening and memory skills, public speaking skills, information analysis skills and code switching skills
- prepare for specific translation tasks, analyze given materials, explore terminology databases and create glossaries
- interpret consecutively from English to Croatian with prior preparation
- apply right consecutive interpreting methods and strategies, including interpreting ethics in practice.

Simultaneous interpreting

This course provides a brief introduction to the theories and methods of simultaneous interpreting, differences between oral and written translation, insight into results of linguistic disciplines relevant to translation (psycholinguistics, discourse analysis). The practical part includes intensive exercises in simultaneous interpreting using authentic recorded material and simulation. Practice includes building skills such as prediction, analysis, summarizing and presenting information, working technics in the booth, listening skills, public speaking skills. Independent intensive work includes reading materials and creating glossaries for simulation practice. By the end of this course, students shall be able to prepare terminology for meetings with different topics, gain necessary team work skills and competencies in basic simultaneous interpreting technics.

Skills:
- forsee, analyse, summarize and present information;
- apply public speaking skills;
- apply booth work technics: work with the equipment, team work, note-taking;
- be independent in preparation for specific tasks, analyse given materials, explore terminology base, make glossaries;
- simultaneously translate from English into Croatian with prior preparation;
- apply right simultaneous interpreting methods and strategies, including interpreting ethics in practice.

Structure of the programme

The programme is organized as three full-time semesters with lectures, seminars and practical classes. The fourth semester is devoted to independent study leading to an MA dissertation. Training is carried out in English and Croatian as languages of instruction.

Skills and competences

- proficiency and accuracy in both of the working languages;
- command of different registers, genres, and text-types;
- basic knowledge of modern linguistic disciplines, especially those bearing on translation studies
- increased cultural awareness and knowledge about European institutions and culture;
- knowledge of literature and culture of English-speaking countries
- knowledge of foundations of literary theory and analysis;
- detailed knowledge of their specialist area in translation studies (MA dissertation);
- knowledge of theories and techniques of translation and interpreting and their application in practice (Filozofski fakultet, Osijek).

5.2.3. University of Rijeka

This programme has emerged as an answer to the growing needs for highly specialized interpreting and translation professionals in private and public sectors in the region and European market as well. The course is a necessary prerequisite for political, economic and cultural development of the region. Through elective courses students become experts in one type of translation (literary, law, economy, tourism) according to student's interest. Different companies have shown interest for translators giving internship or work scholarship in companies such as "Generalturist", "Jadran hotels", "Stentor translation agency" and similar.

Programme duration

2 semesters

Programme title

Postgraduate Specialist Study Programme in Translation

Admission to the programme

To enrol, applicant must hold a bachelors/master degree or equivalent. Knowledge of languages is tested according to the chosen module. The candidates with an average grade point above 3.5 at the graduate level are at an advantage. If the grade point average is below 3.5 candidates must provide recommendations from two university professors.

Working languages

English, Croatian, Italian, German

Possible language combinations

AB

Curriculum

Croatian Language for Translators, Text and Context, Basics of Croatian Orthography, Translation Studies, Computer Assisted Translation, Management System of the European Union, Legal Aspects of the EU, Pragmatics and Translation, Translating the Language for Specific Purposes, Cultural andIntercultural Aspects of Translation, Writing Business Letters for Translators, Business Negotiation for Translators, Interpreting Exercises, Translation Exercises

Structure of the course

Students can choose between two modules. Both modules consist of obligatory and elective courses.

Module A- translating from language A to language B and vice versa.

Module B- translating from language B to language A.

Skills and competences:

- acquired interpreting and translation techniques according to international standards
- developed linguistic and cultural competence of mother tongue and selected foreign language
- good understanding of communication and translation process in general
- understanding the importance of cultural and intercultural aspects of translation
- ability to communicate and adapt to different contexts and translation tasks
- acquired useful knowledge in the field of law and economy
- acquired essential knowledge about the EU and its institutions, the legal and economy system

getting to know the circumstances and translation practice standards in Croatia and the EU (Postgraduate Specialist Study Programme in Translation in Rijeka).

5.3. France

French higher education consists of two systems: the Universities and the Grande Ecoles. The French university system is divided into three "cycles". The first cycle comprises the first two years of undergraduate study. The second cycle comprises the second two years. The first year of the second cycle results in the intermediate or baccalaureate degree, the second year results in the Maitrise (roughly a B.A. Hons) The third cycles than corresponds to postgraduate studies. The first year of the third cycle, which follows on from the Maitrise, terminates in either a DESS

(advanced professional training, designed to lead directly to employment) or DEA (advanced research techniques in preparation for the doctorate).

5.3.1. Isit, Paris

Isit is one of the French Grande Ecoles. It was founded in 1957 to meet the French diplomatic service needs for translators and interpreters. The programme distinguishes by outstanding linguistic ability and intercultural communication with an international focus. Isit is a member of EMCI consortium.The aim of the first year is to build a strong foundation, learn consecutive interpretation and sight translation techniques, gain understanding of current economic issues. Second year prepares students for job market. All first year students have internship in global companies and NGOs abroad or in France for 3 months. At the second year they have internships in different organizations where they practice in dummy boots or work as volunteers. Students master consecutive interpretation and sight translation techniques, learn simultaneous interpretation for the first time at the second year and widen their knowledge about legal issues. At the end of the course, students are able to work for international organizations, governement departments and global companies.Isit is designed to correspond to the needs of international companies and organisations, students are trained for high level work in private sectors and international organisations. Therefore, internship is obligatory.

Programme duration

Full time 2 year master's level programme divided into two 13 week semesters

Programme title

Master of Arts in Conference interpreting

Admission to the programme

passed their third year at ISIT, or have a Bachelor's degree, one year of Master's studies or an equivalent degree in any area.

- spent at least one year in a country where their B or C language is spoken
- an excellent knowledge and perfect command of French, English and the B and C languages

In order to join one of the 2 programmes offered, applicant must have completed a secondary education, be fluent in French and English.

Curriculum

Semester 1: Consecutive methodology, Consecutive interpreting (B to A, A to B, c to A), Sight translation methodology, Public speaking, Self-directed learning

Semester 2: Consecutive interpreting, Sight translation, Political economy, Interpreting finances, Internship and internship report, Interpreting theory, Self training.

Semester 3: Sight translation, consecutive and simultaneous interpreting, mock conferences, European Law, Self training

Semester 4: Consecutive interpreting, simultaneous interpreting, sight translation, consecutive interpreting, Legal interpreting, Mock conferences, volunteer work, dummy booth practice, Self training

Working languages

Chinese, English, French, German, Greek, Italian, Korean, Persian, Polish, Portuguese, Russian, Spanish and Swedish.

Possible language combinations

English and French are required in any language combination.

AA for English and French,

AB for English and French if the candidate's level in B language is nearly equivalent to that of his or A language,

ABC, ABBC, ACCC or any other richer combination; in this case, English and French, still required, can be A, B or C languages.

Structure of the programme

In addition to traditional classes, self directed learning in small groups on a different range of interpreting techniques distinguishes this programme from others. Number of class contact hours for self training in each semester is double than regular classes.

Skills and competences:

Due to large amount of volunteer work, mock conferences, internships, students are much more ready for the job market as they already have a lot of interpreting practice (Become a Conference Interpreter with ISIT Paris).

5.4. Switzerland

University of Geneva offers rather short programme, but applicants must spend abroad at least 6 months in the country where the B and C language is spoken before starting the studies. At the University of Zürich applicants are not required to have spent time abroad.

5.4.1. University of Geneva (UNIGE), Faculty of Translation and Interpreting

The aim of this programme is to train conference interpreters in simultaneous and consecutive interpreting, examine parliamentary procedures, conference terminology, international organisations and interpretation theory. Programme is a blend of traditional courses and distance learning through the online department sources.

Programme duration

3 semesters

Programme title

Master of Arts in Conference Interpreting

Admission to the programme

Candidates must spend 6 months abroad where their B and C language is spoken prior to courses.

Working languages

French, Arabic, English, German, Italian, Russian, Spanish.

Possible language combinations

AA, ABC, ACCCC,CC, CC, ABsim, ABsimC

Curriculum

Structure of the course: it comprises of seven modules according to language combination.

(Master of Arts in Conference Interpreting)

5.4.2. Zürich University of Applied Sciences

Programme duration

Full- time (3 semesters), part time

Programme title

MA specialisation in Conference Interpreting

Admission to the programme

- a BA or equivalent undergraduate degree in modern languages or media/communication studies
- if applicant has a degree is in another field, a successful result in our linguistics test
- a successful result in our aptitude test (for all candidates)

Working languages

German (must be one of the languages) , English, French, Italian, Spanish, Portuguese, Russian, Romanian, Dutch

Possible language combinations

A+B+C, A+C+C+C

Curriculum

Apart from background studies and theory-based courses in linguistics and translation studies, the programme includes practice-oriented courses in simultaneous and consecutive interpreting, note-taking, voice and speech training, conference terminology and phraseology, terminology management, professional skills.

5.5. United Kingdom

The official language of the United Kingdom is English. Other languages are Welsh (spoken by 582.000 people), Irish in Northern Ireland (spoken by 110.000), and Scottish Gaelic (by 65.000 people). Internal translating and interpreting service is required mostly for English Welsh, but most importantly for documents and services associated with immigration. Due to free labour movement within the European Union since 2004, there has been a significant immigration from Central and Eastern Europe.Translator training in the United Kingdom began with postgraduate programmes, mainly for interpreters, at Westminster in London (1963) and Bath University (1966). In the UK, there are a large number of universities with largely post-graduate programmes in T&I. A four-year Bachelors programme was established at Heriot-Watt University in Scotland in 1976. "At the same time, there are two organisations that represent the interests of T&I practitioners: the Institute of Linguists (founded in 1910) and the Institute of Translation & Interpreting (founded in 1986). Both organisations function as professional associations with prerequisites for membership and both offer service-point directories of their members to potential customers of T&I services. The former organisation also conducts "community" translation and interpreting courses, which are directed at trainees with proficiency in the UK's rapidly growing number of immigrant languages. These languages are served less well by university courses" (Hlavac 2013: 54).

5.5.1. The University of Manchester, Centre for Translation and Intercultural studies

This programme equips students with the knowledge and advanced interpreting skills for a career in conference interpreting, provides specialist training in consecutive and simultaneous interpreting, gradual transition into the professional world through practical, real-life interpreting tasks. Also, it provides guidance on professional conduct and ethics, enables students to reflect critically on their own and others' interpreting practice.

Programme duration

4 semesters

Programme title

Master of Arts in Conference Interpreting

Admission to the programme

Applicants must demonstrate native or near-native competence in English and native or near-native competence in Arabic, Chinese, French, German or Spanish, or native competence in English and degree-level competence in two from French, German or Spanish. Holders of degrees in non-language related fields will also be considered but need to demonstrate the required language competence. Relevant professional experience will be considered on an individual basis if appropriate.

Working languages

English, French, German, Spanish, Arabic and Chinese

Possible language combinations

Profile 1: students who have English as their native language (A language) and two passive foreign languages (C languages). These students will be trained in both types of interpreting out of both C languages into their A language.

Profile 2: students with Arabic, Chinese, French, German and Spanish as their native language (A language) and English as an active foreign language (B language). These students will be trained in both types of interpreting in both directions (i.e. B-A and A-B).

Curriculum

Consecutive Interpreting I, Simultaneous Interpreting I, Research Methods in Translation and Interpreting Studies I, Interpreting Studies, Consecutive Interpreting II, Simultaneous Interpreting II, Research Methods in Translation and Interpreting Studies II, Professional Development for Conference Interpreters

Structure of the course

The course is organized as a full-time or a part-time study programme.

Course work, seminars and language specific tutorials focusing students' language combination, students have opportunity to form a team of interpreters at a number of simulated multilingual conferences (Master of Arts in Conference Interpreting Manchester).

5.5.2 . University of Leeds, Centre for Translation Studies

Programme duration

2 semesters

Programme title

MA in Conference Interpreting and Translation studies (MACITS)

Admission to the programme

A good undergraduate degree (2:1 honours or above, or the equivalent) and an excellent command of one or more foreign languages. Exceptionally, candidates with equivalent qualifications or experience will be considered. All candidates must pass an entry test in translation. Applicants will also need to attend an interview to assess their suitability for interpreting training. All candidates must pass an entry test in translation from two languages. Applicants will also need to undertake an interview to assess their suitability for interpreting training.

Working languages

English, Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish

Possible language combinations

English plus one or two of the following languages: Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish.

Curriculum

Compulsory module:

Interpreting Skills, Consecutive Interpreting, Simultaneous Interpreting, Methods and Approaches in Translation Studies, Specialised Translation, Summer Project: Extended Translations, Dissertation or Subtitling Project

Optional modules:

Computers and the Translator, Introduction to Screen Translation, English for Interpreters (non-native speakers), Corpus Linguistics for Translators, Genres in Translation, Principles and Applications of Machine Translation, Specialised Translation

Structure of the course

There are 3 fundamental modules for all students of translation and interpreting

1. Specialised translation: students must produce weekly translations on different genres-journalistic, administrative, technical and literary

Methods and Approaches in Translation Studies provide the theoretical foundations for reflection on practice and for research.

The Summer Project consists of producing either a 10,000 word dissertation or a translation portfolio comprising 10,000 words or subtitles for a 45-minute film clip, together with commentary justifying strategic translation choices.

Students complete modules in general interpreting skills in semester one, followed by Consecutive & Bi-lateral Interpreting and Simultaneous Interpreting in semester two. Students also follow modules in Specialised Translation and translation theory, and a range of optional and elective modules are available.

Students can choose between 2 program variants:

2 languages: Students train to work from two foreign languages into their mother tongue. For example, if your mother tongue is English, you might work from French and German into English.

Bidirectional: Students train to work both ways between one foreign language and their mother tongue. For example, if your mother tongue is Chinese, you would work from English into Chinese and from Chinese into English.

Skills and competences

Students develop robust professional skills in their chosen area of translation or interpreting, acquired relevant theoretical knowledge and gained insights into professional work through guest speakers (MA in Conference Interpreting and Translation studies MACITS).

6. Interpreter training programmes in Australia

According to Australia's language policy from 1980, English language is recognized as the only official language, but it seeks to include and maintain other languages as a part of the heritage of a multicultural society. Translation and interpreting market exists due to trade, immigration-based multiculturalism and relations with indigenous communities. Translator training in Australia has traditionally been through the Technical and Further Education (TAFE) system, which involves colleges in all states.

The training system has expanded and includes some 20 institutions that offer programmes ranging from full Bachelors programmes at the University of Western Sydney to the paraprofessional courses run by the Institute for Aboriginal Development in Alice Springs. "The vast majority of the programmes are at certificate or postgraduate level. Many of the certificate programmes are short-term and part-time, to cater for the provision of social services within Australia. Many of the postgraduate courses, on the other hand, are designed for overseas students from China and South-East Asia. The Australian Institute of Translation and Interpretation in Melbourne offers only Chinese-English as a language pair and is run by Victor Li. The Sydney Institute of Interpreting and Translating similarly offers only English-Chinese; it is run by Qingyang Wei. As in the United Kingdom, part of the translator training has more to do with the global industry of the English language than with the domestic translation market." (Pym, Grin and Sfreddo 2012 : 74).

6.1. The University of Queensland, Brisbane

The aim of the programme is to train students with very high level of competence in the Japanese and English languages as translators and conference interpreters. It comprises of four areas of study: theoretical and practical training in interpreting techniques, theoretical and practical training in translation techniques; training in ancillary skills such as public speaking and job specific research, ethics and business skills.

Programme duration
4 semesters
Programme title

Master of Arts in Japanese Interpreting and Translation

Admission to the programme

To enrol, a student must:

Hold a bachelor's degree, or equivalent, in any subject with a grade point average 4.5 or a Graduate Diploma in arts in Japanese interpreting and translation

Complete the school's aptitude test in spoken and written Japanese and English to the standard set by the executive dean

Working languages

English, Japanese

Possible language combinations

AB

Curriculum

General Research Methods, Research in Translation, Public Speaking, Advanced Textual Skills, Applied Translation, Consecutive interpreting into English, Advanced Translation 1, Theory of Translation

Part B Live Interpreting Forum, Technical Translation 1, Conference Interpreting, Live Interpreting Forum 2, Advanced Technical Translation 2

Structure of the course

Students must complete courses from part A before enrolling in courses for part B

Skills

Specialization in international organizations and politics, economics, international finance,, law, environment, medicine, technological and scientific fields, interpreting (The University of Queensland, Conference Interpreting).

6.2. Monash University

The aim of the programme is to develop student's skills in translation/interpreting in English and another language and their awareness of practical and theoretical approaches to translation/interpreting studies. It is very unique programme in Australia, because of its structure.

Programme duration

3 semesters

Programme title

Master of Interpreting and Translation Studies

Admission to the programme

Applicants are required to take an aptitude test which contains both, oral and written components. The test is eliminatory.

Working languages

English, Chinese, French, Indonesian, Japanese and Spanish

Possible language combinations

AB

Curriculum

Introduction to translation studies, Translation 2: Language for special purposes, Theory and practice of interpreting, Advanced translation, Intermediate interpreting, Advanced interpreting

Structure of the course:

Theory/applied theory of interpreting studies

Language specific groups- mock conferences, etc.

This course consists of coursework units, or coursework units and project work depending on the stream. Students must complete a maximum of 48 points at fourth-year level and a minimum of 24 points at fifth-year level in one of the streams. All units are 12 points unless otherwise stated.

Practicum: The practicum is aimed at helping students gain real world experiences in the translation and interpreting industry. By working with professionals in the industry and/or alongside professionals who frequently use interpreters, students will be able to pick up useful skills that will help prepare them for the transition from university to work place. In applying the knowledge acquired in the classroom, students are able to develop a better understanding of way in which theory relates to practice. It is also a requirement for NAATI accreditation. Employers participating in the practicum may also become a useful recruitment resource for graduates of the program.

Skills and competences:

-sound knowledge of diverse aspects of the academic discipline;

- articulate and apply an understanding of the world view of the field of study;

- demonstrate a critical appreciation of the secondary literature in the field of study;

- apply a critical familiarity with many of the key texts and cultural products pertaining to the field of study;

 - apply advanced reading and communication skills, both written and verbal;

- demonstrate advanced analytical skills;

- demonstrate a thorough understanding of research methodology and ethics, and an ability to undertake a small, independent research project in one of the disciplines represented in the program (Master of Interpreting and Translation Studies, Monash University).

7. Interpreter training programmes in USA

Interpreter training in the United States may be dated from the foundation of the programme at Georgetown University in 1949. In the USA there is a great variation in type of interpreting training programmes ranging from 2-year postgraduate programmes (e.g. Monterey) to 40-80 hour courses and online learning programmes. The recent trend introduced by universities is a non degree or certificate level training. "There has been little development of the model of the large school offering specialised three-year or four-year training in translation and interpreting. The programme at Georgetown was reported as having closed in 2001, and the programmes at Monterey largely survive because of the significant student intake from China" (Pym, Grin, Sfreddo 2012: 63). There has nevertheless been a significant expansion of training in recent years. The Translation and Interpreting Summit Advisory Council (TISAC) website lists 103 programmes offered at a total of 45 institutions" (2011). Many of these are short-term certificate programmes or summer schools.

7.1. Wake Forest University, Charlotte

The aim of the programme is to prepare interpreters and translators to work in the growing language industry in a variety of fields such as foreign affairs, media, business, law and healthcare delivery. There is a high demand of medical interpreters in the US. All medical institutions that receive federal funds are required to provide interpreting and translation services to patients with limited English proficiency as of January 1, 2011.

Programme duration

2 semesters

Programme title

Master of Arts in Interpreting and Translation Studies (Romance Languages/Graduate School of Arts and Sciences)

Admission to the programme:

undergraduate or high school degree from a Spanish-speaking country or

online Sp/e interpreting aptitude assessment

GRE scores

3 letters of recommendation (preferably two from academic sources and one from an employer if applicable)

TOEFL or IELTS

statement of interest or relevance of the program for professional development

Working languages

English, Spanish

Possible language combinations

AA, AB

Curriculum

Applied Interpreting Studies, Applied Translation Studies, Discourse Organization and Interpreting, Contrastive Spanish/English Grammar and Stylistics, Spanish Translation, Spanish-English Interpreting, Sociolinguistics and Dialectology, Localization and Terminology, Internship, Applied Research Project

Elective courses: U.S. Heritage Speakers and Bilingualism, Medical-scientific Translation, Audio-visual Translation, Legal Translation, Language Use and Technology, Cross-cultural Communication

Structure of the course

This is a full- time, intense, two semester course of studies. It comprises of coursework, an internship and an applied research project that will allow students to make a rigorous connection between the practical experience in the workplace and their more theoretical experience in the classroom.

Skills and competences:

- strong foreign language competency

7.2. Monterey Institute of International Studies, Monterey

The aim of the programme is to prepare students to be experts in the theory and practice of conference interpretation, cross-cultural understanding and communication. Students have access to internships at international organizations such as the United Nations, the EU, and the U.S. State Department. Faculty has a rich background in the conference interpretation field, working worldwide such as Olympic games, C-span television, and for organizations such as the United Nations and the U.S. State Department.

Programme duration

4 semesters

Programme title

Master of Arts in Conference Interpretation

Admission to the programme

Applicants must have native or near-native proficiency in English and at least one of the languages listed below. Applicants are required to spend some time abroad (minimum of 6 months of in-country experience using second or third language). Further, applicants must pass Early Diagnostic Test (EDT) that consists of two translations, an abstract, two essays and an oral assessment recorded in the applicant's language. Non-native English speakers must provide evidence of English proficiency (TOEFL-minimum of 100, IELTS 7.5 overall)

Working languages

English paired with Chinese, French, German, Japanese, Korean, Russian, Spanish

Possible language combinations

AA, AB, ABC, ACC

Curriculum

not public

Structure of the course:

Core curriculum

Practicum: Students provide simultaneous and consecutive interpreting in public venues, conferences and faculty's interdisciplinary courses. Also, they take a career focus course to prepare them for their professional lives as interpreters.

Final exam –If candidate fails the final exam, he must retake the parts of the exam he/she failed

Skills and competences:

- expertise is build in different areas such as politics, economics, sciences, technology, etc.

- developed cross cultural understanding and communication

- expertise in theory and practice of conference interpretation (MA in Conference Interpretation, Middleburry Institute of International Studies at Monterey).

8. Interpreter training programmes in Canada

Interpratation in Canada mostly takes place in French and English since the Official Language act was passed in 1969 and Canada became officially bilingual country. Acoording to *Translation Bureau* reports, the Government of Canada is the country's biggest client. Conference Interpretation Services and Parliamentary Interpretation Sevice are two largest organisations that

have approximately 75 staff interpreters and regularly recruit over 150 freelance interpreters. "The Parliamentary Interpretation Service provides interpreters to the House of Commons debates, Senate debates, parliamentary committees, Cabinet meetings and other meetings in the parliamentary sector. As for Conference Interpretation Services, there are two divisions: the Official Languages (English-French) section, and the Foreign Languages section. Conference Interpretation Services assigns teams of interpreters to the many national and international meetings and conferences organised by federal departments and other public bodies" (Conference interpretation markets in Canada par. 3).

8.1. University of Ottawa, School of Translation and Interpretation

The aim of the programme is to train interpreters particularly for Canadian market. For that reason, all students are expected to interpret both from English into French and from French into English. However, it is expected that students may not achieve equal proficiency in both directions.

Programme duration

3 semesters

Programme title

Master in Conference Interpreting

Admission to the programme

- an honours BA in Translation; or

- a degree in any other subject plus a qualifying program; or

- a university certificate or diploma in translation, and relevant experience; or

- an accreditation certificate of a professional association of translators or interpreters recognized by the Canadian Translators and Interpreters Council, the International Federation of Translators or the International Association of Conference Interpreters, in addition to relevant experience; or

- Classification as TR2 or above in the Public Service of Canada, or equivalent classification in another jurisdiction or in private enterprise. Applicants not required to have spent time abroad

- Successful completion of the System Technology Institute's entrance examination.

Working languages

English, French

Possible language combinations

AB

Curriculum

Interpretation Practice, Court and Community Interpreting, Conference documentation, Information processing skills for interpreters, Consecutive Interpretation from English to French, Consecutive Interpretation from French to English, Consecutive Interpretation Workshop from English to French, Consecutive Interpretation from French to English.

Structure of the course

It comprises of six compulsory courses, six workshop laboratories, practicum (minimum of 5 days as an interpreter at actual meetings) and final exam. If final exam is failed, students must retake all interpretation tests. Students who fail at second attempt, must withdraw from the programme. The passing grade for all courses is B. Students who fail two courses must withdraw from the programme.

Skills and competences

Students are specialized in conference interpreting for Canadian market (Faculty of Graduate and Postdoctoral Studies in Ottawa, Conference Interpreting)

8.2. Glendon College, York University, Toronto

The aim of the programme is to prepare students for a dynamic career in an evolving job market in Canada and abroad or provide good basis for creating private business. It may allow students to safeguard other people's freedom or even lives.

Programme duration

6 semesters

Programme title

Master in Conference Interpreting

Admission to the programme

- professional CV that highlighting candidate's aptitude in interpreting
- 500-word statement of interest outlining candidate's working languages, time spent abroad and the skills that would make a good interpreter.
- online aptitude test

Working languages

Chinese, English, French, Portuguese and Spanish

Structure of the course

Year One covers interpreting in three settings; healthcare, court and conference and it is entirely conducted online. After Year One, students can exit the program with a Graduate Diploma in General Interpreting (GDCI). This can prepare them for more important accreditation tests. After

earning the GDCI and working in healthcare, graduates wishing to get more career opportunities can return for Year Two of the interpreting program with focus on conference interpreting only. Upon successfully completed training, students receive the full Master of Conference Interpreting degree.

Skills and competences

Graduates will be able to work in house or freelance, work for international organisations or the private sector (Master of Conference Interpreting, Glendon).

9. Conclusion

This paper gives an overview of the basic models used in conference interpreters training programmes. Models are important part of theoretical part of training. Also, it outlines the characteristics of the most successful university course programmes in the world with an accent on EMCI programme and universities in Europe. It also shows similarities and differences in programmes structures, duration, aims, language combination, skills and competences etc. Although formal training is not always prerequisite to become an interpreter, training can greatly help to enhance one's performance to the the full realization of their potential. Secondly, it may develop one's skill more quickly than through experience and self instruction.Training is also good for the status of profession, universities connected to many international institutions can offer jobs to students and help standardize working methods. Most university programmes are at the postgraduate level because interpreting requires an excellent command of foreign language. Interpreting and translating exercises always make up the core of the curriculum, beside thematic courses in EU or UN organizations etc., interpreting and related skills are also taught. The programmes differ in length but the core curriculum is almost the same in all programmes. It includes theory and practice of consecutive and simultaneous interpreting, skills needed for interpreting (voice coaching, public speaking, sight translation, etc.), basic knowledge of institutions as European Union, UN, governments, depending on the market needs. Having joint programmes improves the quality of interpreter training and allows mobilies between member universities.

Based on the overview of different training models and study programmes, we can single out the following desiderata for developing the MATIS study programme in Osijek: introduction of the aptitude test for the selection of candidates; introduction of at least one semester of study abroad, depending on the language combination; earlier and gradual introduction of intepreting courses in the programme, introduction of separate interpreting modules in the entire programme, which would allow a more intense specialization in interpreting for students who wish to focus more on intepreting.

Furthermore, more pressure needs to be made on the government and regulatory bodies regarding standardization of the interpreting profession in Croatian, as well as recognition of translation and interpreting degrees and certification.

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