



Conference Interpreting in Malaysia: Professional and Training Perspectives  
*Interpretación de conferencias en Malasia: Perspectivas profesionales, académicas y didácticas*

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## LIST OF ABBREVIATIONS

AIIC: The International Association of Conference Interpreters  
(*Association Internationale des Interprètes de Conférence*)

BATI: Bachelor of Arts in Translation and Interpretation

CDTM: Convention Division of Tourism Malaysia

CI: Consecutive interpreting

CIAP: Conference Interpreters Asia Pacific

CIAP Interpreters: Conference Interpreters from CIAP

COE: Code of ethics

ETI: *Ecole de traduction et d'interprétation*, Geneva, Switzerland

FIT: The International Federation of Translation (*Fédération Internationale des Traducteurs*)

HO: Host organisation

ICCA: International Congress and Convention Association

ICS: International Conventions Section of the Prime Minister's Department

ILKAP: Judicial and Legal Training Institute (*Institut Latihan Kehakiman dan Perundangan*)

IME: Interpreter-mediated-events

Interpreter AB: A Spanish freelance translator-interpreter.

Interpreter GJY: A French freelance translator-interpreter.

Interpreter LB: An Argentine freelance translator-interpreter.

JAGAM: Japanese Graduates' Association of Malaysia

MACEOS: Malaysia Association of Convention and Exhibition Organisers and Suppliers

MICE: Meetings, Incentives, Conventions and Exhibitions

Ms AG: Chairperson of BATI 2001-2005, USM

Ms HCO: Interpreting I/T Assistant and Chairperson of BATI 2007/2009, USM

Ms HJ: Former Training Coordinator-cum-Trainer at ITNMB

Mr JPA: Consultant Interpreter of CIAP

Ms LA: Interpreting I/T of BATI, USM

Mr MRMS: Executive Director of MACEOS

Ms NAA: Head of Interpreting and Training Section at ITNMB (2006-to date)

Ms RN: Representative from CDTM

Mr SA: Assistant Secretary at ICS

Mr SX: Chairperson of BATI 2005-2007, USM

Ms ZA: Assistant Secretary at ICS

MSIAN Interpreters: Malaysian Interpreters

MTA: Malaysian Translators Association (*Persatuan Penterjemah Malaysia*)

NAATI: National Accreditation Authority for Translators and Interpreters Limited

PA: Professional association

PCO: Professional conference organiser

SG: BATI Graduates

SI: Simultaneous interpreting

S06: Final year BATI Students (2006/2007)

S04: Second year BATI Students (2006/2007)

TI: Translation and Interpreting

USM: University Science Malaysia (*Universiti Sains Malaysia*), Penang, Malaysia

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# CHAPTER 1

## RESEARCH APPROACH

### 1.0 Introduction

This chapter is divided into three parts: the research background, the research objectives and the overall thesis structure. The research background discusses the origin of interest in conducting a study on conference interpreting in Malaysia and its contribution to the field. This is followed by the explanation of the principal objectives of the study and what it tried to achieve. Finally, this chapter presents the overall structure of the thesis.

### 1.1 Research Background

The call and interest for a research which addresses issues of practice and training of interpreters in conference interpreting in Malaysia has come from a local expert of Interpreting. She has stated that:

Unfortunately language service providers here operate in a chaotic and unregulated market, in which anyone who claims to be an interpreter/ translator can set up as one. Unlike the medical and legal fields, where entry, continued membership and behaviour of members are governed, language service providers lack such regulation. There is a gnawing concern that translators and interpreters can, and may, distort meaning, whether deliberately or inadvertently. Thus the crucial requirement for a code of ethics. But this cannot happen unless and until the machinery for professional training is put in place. The Malaysian interpreter virtually receives no training. (Ibrahim, 2004)

The statement above generally describes the tip of the iceberg of the country's current situation. At the same time, it highlights the needs for systematic studies to be carried out in the field. Nevertheless, such systematic studies cannot be performed effectively without any knowledge or information on what the field consists of. Therefore, the principal aim of this research is to describe the scenario of conference interpreting in Malaysia as broad and comprehensive as possible. To ensure that all possible aspects are covered, this study is based on two important platforms: the professional practice and training.

The crucial relationship between an occupation and training or education has been highlighted by Pöchhacker:

For a practice or occupation to be acknowledged as a profession, it must be perceived to rest on a complex body of knowledge and skills, mastery of which can only be required by specialized training. Competence in interpreting can thus be defined as the congruence between task demands (performance standards) and qualifications, and an understanding of the latter is crucial to professionalization in general and interpreter training in particular. (Pöchhacker, 2004, p. 166)

The field of conference interpreting in Malaysia is relatively very young compared to its Western counterparts (see Sections 5.2.3). The transition from an agricultural-based country to an industrial-commercial based country marks the influx of knowledge and technology transfer between Malaysia and countries such as China, France, Germany, Japan, Korea and Taiwan. One of the methods of transferring the said knowledge and technology, the relevant organisations hold seminars and conferences at national and international levels. Following the demands for international conferences, state-of-art convention centres have been built in Malaysia, promoting the country as a portal for international conventions and exhibitions through Conventions and Meetings industry. With the wave of globalisation sweeping the world, communication is made easier as technology in communications advances. Linguistic and cultural differences no longer pose an obstacle in the pursuit of knowledge and technology exchanges, and one of the most important activities that contribute to such transfers is conference interpreting in international conferences and congresses (IMA, 2004).

The main purpose of this 'naked' description of the conference interpreting field in Malaysia is to provide a compass to the practitioners, the educators and trainers, the training institutions, including other relevant bodies that are directly or indirectly involved in the field such as those in the Conventions and Meetings industry. The most important function of this 'compass' is to help the relevant parties take crucial steps in order to move forward, not as a compass for 'drawing circles' which will not get them anywhere, nor achieve anything.

It is important to note that from the very few studies and publications of Interpreting in Malaysia most come from the field of court interpreting. Studies in the Malaysian court

interpreting context were conducted by Teo S.E. (1984) for his graduating thesis, followed by Zubaidah Ibrahim (2003) for her doctoral research. Publications in this field have been contributed by Wong F.K. (1990, 1991) and Zubaidah Ibrahim (1998, 2002, 2004, 2007). This is mainly due to the fact that court interpreting has existed since the days of the British colonisation and it has been established much earlier in the Malaysian judicial system than conference interpreting (see Section 5.2.1).

In the West, the field of Interpreting – conference interpreting, community interpreting, interpreting for the deaf- is very widely researched with a huge number of publications. Conference interpreting, especially, has reached a level of recognition as a profession ever since its introduction into the community through extensive research works and publications in those areas. This has led to more knowledge and understanding of the practice and training, including the introduction and acceptance of Interpreting Studies as part of Translation and Interpretation.

These ‘western’ research works and publications not only concentrate on studies of the practice and profession (history, work nature and settings, standards, competence, technology, ecology and sociology), but also to pedagogical aspects (curriculum, selection, teaching, assessment, and meta-level training) (Pöchhacker, 2004, pp. 160-162, 166-170, 171-174).

Writings on the profession, specifically in the history of practice began in the mid-1950s with publications by scholars in Germany and France in 1956. The most extensive and detailed study of the history of the profession of conference interpreters was conducted by Baigori-Jalón (2000, 2003, 2004, 2005). Publications on the work nature of conference interpreters began as early as 1931 using a non-scientific approach by Sanz. This was continued to the 1950s, with important publications such as *The Interpreter’s Handbook* by Herbert in 1952, and the founding of the Conference Interpreters Association (AIIC) in Paris in 1953. Research on interpreters’ work nature, problems and constraints has continued along with the introduction of new technologies in the profession in works like Alexievia (2001) and Mack (2002) (as cited in Pöchhacker, 2004, pp. 160-162).



Research works are also conducted in the ecology of the profession, in the areas of working conditions, such as level of compensation, treatment by employers, work amount, preparation, cognitive workload, quality and conditions of simultaneous interpreting equipment and booths, in works by AIIC (2002) and Altman (1990). Sociological aspects of the profession such as the status of conference interpreters in terms of recognition, public image and prestige, and demographic studies for example the feminisation of the profession, have also been researched in by Feldweg (1996) and Kondo (1988) (as cited in Pöchhacker, 2004, pp. 171-174).

Unfortunately, research works and publications of conference interpreting in Malaysia are very scarce. A pre-doctoral study on Parliamentary Interpreting was carried out by Noraini Ibrahim (2005). A similar research work to this current research was carried out by Joseph Tseng in 1992 in Taiwan entitled *Interpreting as an Emerging Profession in Taiwan - A Sociological Model*. Therefore, another purpose of this research is to serve as a foundation or a starting point for other local researchers who are interested to conduct studies in the various areas that their counterpart has developed in the area of professional context.

Parallel with the contribution of studies from the perspective of the profession, important research contributions have also been made in the pedagogy of interpreters. Numerous studies in interpreting pedagogy, of which only a few of them will be mentioned here, have been developed in areas of training curriculum such as training approaches, levels and formats, content and structure by Arjona (1984), Gile (1995), Iglesias (2004), Kalina (1998) and Sawyer (2001). Research on teaching of interpreting which tackles didactic issues, the roles of consecutive interpreting, simultaneous interpreting, sight interpreting, etc., have been done by Déjean le Féal (1997), Gile (1995), Kurz (1992/2004), Pöchhacker (1992) and Setton (1994) (as cited in Pöchhacker, 2004, pp. 179-189).

Nevertheless, there is no research work in interpreting pedagogy in Malaysia. Thus, this study also hopes to open up possible research interests in pedagogical aspects of interpreting that will definitely benefit the training and education of interpreters in the country.

Compared to the numerous books published by Interpreting scholars in the West, there is only one book that deals with some basic knowledge of conference interpreting skills. It was written by Wong, F.K. in 1989, entitled *Satu Kemahiran dalam Persidangan* (Conference Skills). This shows that Malaysian interpreting community is very poor in terms of locally published reading materials. Therefore, it is hoped that this research would contribute to the development and enrichment of publications and research in Interpreting Studies in Malaysia.

## 1.2 Research Objectives

As mentioned earlier, the main objective of this research is to describe the field of conference interpreting in Malaysia, from two different but very closely related perspectives: practice and profession, and interpreter education and training. It is important to highlight that this research looks at both perspectives from many different angles in order to get the real picture or panorama of the situation, using Triangulation method.

This research consists of three studies in three distinctive areas in Malaysia: (1) Conventions and Meetings industry, (2) the practice and market of conference interpreting, and (3) interpreter education and training.

In the first study, the principal objective is to identify the external components or players that are directly or indirectly related to conference interpreting in Malaysia. As mentioned above, Conventions and Meetings industry under the umbrella of Tourism Malaysia is the body that is directly involved in promoting international conferences and congresses through Meetings, Incentives, Conferences and Exhibitions sector. With concerted efforts of the components of Conventions and Meetings industry, more international conferences are held in Malaysia, which at the same time, if organised in different languages, will require conference interpreting services. Organising international conferences and meetings in different languages encourages more participation from delegates and participants from all over the world, and offering professional interpreting services means the problems of linguistic and cultural differences that may exist in multilingual and multicultural meetings and conferences can be overcome. This study aims to identify these

players, find out their roles and functions, and map out the interconnections which may serve as a useful tool to the professionalisation of conference interpreting in Malaysia.

In studying the level of professionalisation of the occupation of interpreters in Malaysia, this study adopts the professionalisation characteristics proposed by Houle (1980, as cited in Underwood and Wallace, 2002, p. 1). He categorised professionalisation into three characteristics: (1) conceptual, (2) performance, and (3) collective identity (see Section 3.3). This study then proceeds with Tseng's Professionalisation Model (1992, as cited in Mikkelsen, 1999/2004) which keys out the phases and the important components of professionalisation process in Interpreting (see Section 3.6).

In the second study, the prime objective is to describe the practice and profession of conference interpreting in Malaysia. Provided that the service of conference interpreting is professionally adequate, it may benefit from the growth that Conventions and Meetings industry is experiencing through the increase of Meetings, Incentives, Conventions and Exhibitions arrivals to Malaysia. Thus, this study identifies the interpreting service providers and the interpreters who are practising in the Malaysian market. In addition, examining their profiles, work nature and settings, roles and functions, fortes, needs and constraints, may serve as a means to promote professionalism among interpreting practitioners and interpreting service providers in Malaysia.

The third study aims to provide a description of interpreter education and training in Malaysia for future interpreters and already practising interpreters in the Malaysian conference market. This is done by examining the profiles of training institutions, their trainers and trainees, the types of training that are offered, the target community, the implementation of training courses, the problems and other related issues in the field. Therefore, this study compares the criteria of interpreter training programmes as proposed by the International Association of Conference Interpreters, in terms of: (1) admission procedures of candidates or students, (2) level of training, (3) aspects of interpreter instructors/trainers, and (4) classroom training in interpreter training.

### **1.3 Thesis Structure**

This thesis consists of two parts, which is developed along ten chapters. The first part deals with the theoretical framework of the study while the second part tackles the empirical aspects of the study.

#### ***1.3.1 Theoretical Part***

This first chapter introduces the research background, the research objectives and the important models that this study adopts. It ends with describing the overall structure of the thesis.

The second chapter discusses the 'ontogeny' of interpreting in terms of its various categorisation and sub-categorisation. It also sees the development of interpreting types from simple to more complex forms of interpreting over the years. Of the several interpreting typologies developed by scholars in *Interpreting*, this study especially adopts the typology by Pöchhacker (2004) due its comprehensiveness, including the aspect of professional and lay interpreters.

The third chapter highlights the aspects of professionalisation such as the theories that lie behind it with emphasis on Houle's Professionalisation Characteristics (1980, as cited in Underwood & Wallace, 2002) the needs for professionalisation in general and in interpreting field specifically, and the professionalisation issues in *Interpreting*. It also discusses the professionalisation process in *Interpreting* using the Model of Professionalisation Process by Tseng (1992, as cited in Mikkelson, 1999/2004). The importance of professional associations and code of ethics wrap up this chapter.

The fourth chapter deals with training and education. The chapter begins with definitions of these two terms and proceeds to distinguish between the two and the qualities of instructors/trainers. It then proceeds to discuss the objectives of training in *Interpreting*, the criteria for an ideal interpreter training programme as proposed by the International Association of Conference Interpreters (AIIC, 2006a, 2006b), the career paths and

requirements in becoming an interpreter. This chapter ends with a brief description of interpreter training programme across the Asia Pacific.

The fifth chapter introduces the interpreting field in Malaysia: its history, the types of interpreting that are being practised, Translation and Interpreting training programmes, as well as the Malaysian National Institute of Translation Berhad as a regulatory body the Malaysian and the Malaysian Translators Association.

### *1.3.2 Empirical Part*

The sixth chapter deals with the research methodology. It begins with explanations on why qualitative research and survey are found to be the best approach for this research before going into details on the data collection methods that are adopted in carrying out this research: document analysis, observation, questionnaires and interviews. A discussion on question types and data analysis closes this chapter.

The seventh chapter deals with the study conducted in Conventions and Meetings industry in Malaysia. It seeks to identify the relevant players of the industry which is directly related to conference interpreting in Malaysia, the procedures when organising an international conference in the country, and the interpreting equipments and facilities that are available. At the end of the chapter, this study has mapped out the interconnection of these players.

The eighth chapter presents the study conducted in conference interpreting field in Malaysia. Besides Malaysian interpreters, this study has also included professional interpreters from the Conference Interpreters Asia Pacific who are also members of the International Association Conference Interpreters. Other than interpreters, this study has also included interpreting service providers in Malaysia. Discussion on profiles of the interpreters, the nature of their interpreting assignments, their opinions of the status of professionalisation in Malaysia, the problems and constraints they face in the profession, the strengths of conference interpreter profession and suggestions to improve the Interpreting situation in Malaysia wrap up the chapter.

The ninth chapter reports the study conducted on the area of interpreter education and training in Malaysia in two institutions, University Science Malaysia and the Malaysian National Institute of Translation. Surveys on the programme coordinators, instructors/trainers, graduates and students were conducted in order to find out their profiles, the quality of teaching and academic resources, the facilities that are available in Malaysia, etc. It ends with a discussion on the profiles of instructors/trainers, graduates and students, the general perception and interest level in the profession, the Bachelor of Arts in Translation and Interpretation programme's strengths and weaknesses, problems and constraints in the academic field of Interpreting, and suggestions on how interpreter training can be improved in Malaysia.

The tenth chapter presents the research's summaries and conclusions, with recommendations to the players of conference interpreting. It also includes several proposals relevant to the conference interpreting field in Malaysia. Recommendations for future research in the practice and training of Interpreting/conference interpreting wraps up the final chapter.

References of related reading materials that have been used for this research and appendices which contained important research materials such as the questionnaires, photographs and correspondence are found at the end of this thesis.

## CHAPTER 2

### INTERPRETING TYPOLOGY

*"We must learn anatomy before performing surgery."*

*(Huddleston, 1999, p. 147)*

#### 2.0 Introduction

This chapter begins by providing the definitions of interpreting by scholars such as Kade (1968), Pöchhacker (2002, 2004), Seleskovitch (1978), and Weber (1984). It then presents the typologies of interpreting proposed by Alexieva (1997), Jimenez Ivars, De Bordon and Hurtado Albir (2003), Salevsky (1982), Pöchhacker (2004). The different typologies of Interpreting are based on a myriad of different factors. Gile (1989) and Pöchhacker (1994) have also proposed typologies of Simultaneous Interpreting (SI) but due to the scope of this study, they are not discussed here. Nevertheless, this study focuses more on Pöchhacker's typology due to its comprehensiveness, including the professional status of interpreters. This study benefits on these descriptions of the interpreting types that exist in the world today as many are still in the dark as to what interpreting is really about and what it consists of (Schmitz, 1988, p. 269). Typologies serve as a skeletal structure of the profession. Therefore, before 'performing surgery' on Interpreting, it is necessary to know what it is made up of.

#### 2.1 Definitions

According to a brief definition by Seleskovitch (1978, p. 2), interpreting "converts an oral message into another oral message". Weber (1984, p. 3) has defined interpreting as "the oral transposition of an orally delivered message at a conference or meeting from a source language into a target language performed in the presence of the participants". These two definitions show that there is an inclination towards associating interpreting to oral discourse.

However, there are also types of interpreting that do not deal with oral discourse such as signed language interpreting. Thus, another way of defining interpreting is by disassociating it with the oral discourse element and placing in the locus of 'immediacy' because interpreting is performed 'here and now'. Kade (1968, as cited in Pöchhacker 2004, p. 10) has adopted this approach of immediacy and defined interpreting as a form of Translation in which "the source-language text is presented only once and thus cannot be reviewed or replayed and the target-language text is produced under time-pressure, with little chance for correction or revision". Pöchhacker has suggested terms such as 'utterances', 'acts of discourse' or 'message' to substitute the term 'text' that Kade used (2004, p. 10). Kade's definition of interpreting based on immediacy approach is more comprehensive compared to the other definitions using the oral medium approach as it covers interpreting from, into or between signed language and other variants of interpreting for instance translation, live subtitling, on-line (written) translation of Internet chats. These types of interpreting are covered under the broad definitions of interpreting by Pöchhacker and Shlesinger (2002, p. 2), stating interpreting as "interlingual, intercultural oral or signed mediation, enabling communication between individuals or groups who do not share or do not choose to use the same language".

For the purpose of this research, this study adopts the definition of interpreting provided by Pöchhacker (2004, p. 11) that, "Interpreting is a form of Translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language."

The following sections discuss the types and subtypes of interpreting as proposed by Alexieva (1997), Jiménez Ivars et al. (2003), Pöchhacker (2004), and Salevsky (1982). Each typology is based on different sets of parameters. Salevsky (1982) has based her typology on certain conditions of the interpreting activity, whereas Alexieva (1997) has used a 'multi-parameter' approach on two dichotomies of 'universality' and 'culture-specificity' as a basis



for her typology. Jiménez Ivars et al. (2003) have demonstrated the different types of interpreting based on situations and the types of text that are used in those situations. Pöchhacker (2004) has provided the most comprehensive interpreting types and sub-types based on multiple parameters.

## 2.2 Typology by Salevsky (1982)

Using a set of seven parameters, Salevsky (1982, as cited in Alexieva 2002, pp. 219-220) has distinguished different types of translation and interpreting (TI). Those parameters are:

1. Repeatability/non-repeatability of the activity.
2. The object of the activity; whether the translator or interpreter has at his or her disposal the whole text or portions of it.
3. How the other activity is performed; whether it is carried out relatively independent of the other activity or it is carried out in parallel.
4. Temporal condition; the types depend on the speed of the process and whether the time allotted for its completion is subjected to any restrictions.
5. Spatial conditions, which is related to the physical location of the communicants in terms of space.
6. Reception mode of the original text; whether it is via visual or auditory channel, and with or without the use of technical equipment.
7. Realisation mode; whether the translated text is relayed via written form or spoken form, with or without the help of technical equipment.

Based on these parameters, Salevsky (1982) has defined six varieties of interpreting which may take place in two main types of interpreting: (1) consecutive interpreting (CI), and (2) simultaneous interpreting (SI).

CI may be performed: (1) with note taking, and (2) without note-taking, while SI may be performed:

1. In a booth, without a written original text. This sub-type of interpreting is also known as SI 'proper' whereby the reception of the original text is unrepeatable, via auditory channel and with the use of technical equipment.
2. In a booth, with a written original text. In this mode, the text is received via auditory and visual channels.
3. Outside a booth, interpreting is performed in the conference hall but provided with necessary technical equipment (headphones, microphones, partitions, etc.).
4. Outside a booth and in the conference hall but interpreting is performed in 'half-voice' (*chuchotage*), without any technical equipment, but with immediate contact and feedback from the speaker.

### 2.3 Typology by Alexieva (1997)

Alexieva (1997, as cited in Pöchhacker & Shlesinger, 2002, pp. 219-233) has proposed a 'multi-parameter' approach with the inclusion of more parameters to cater for the great variety of interpreter-mediated-events (IME) that are being carried out today. She has used six parameters in proposing a typology of IME: (1) mode of delivery and production, (2) participants in IME, (3) the topic of an IME, (4) text-type and text building strategies, (5) spatial and temporal constraints, and (6) the goal of an IME.

An IME may be placed along a continuum of 'universality' on one end and 'culture-specificity' on the other by using a number of scales:

1. 'Distance' vs. 'proximity' between speaker, addressee & interpreter.
2. 'Non-involvement' vs. 'involvement' of the speaker as text entity.
3. 'Equality/solidarity' vs. 'non-equality/power' which is related to status, role and gender of speaker and addressee, as well as interpreter, in some cases.

4. 'Formal setting' vs. 'informal setting', which is related to number of participants, degree of privacy and distance from home country.

5. 'Literacy' vs. 'orality'.

6. 'Cooperativeness/directness' vs. 'non-cooperativeness/indirectness', which is relevant to negotiation strategies.

7. Shared goals vs. conflicting goals.

By using Alexievia's model (2002, pp. 219-233) reliable predictions can be made about the role an interpreter typically has to play in a particular event by identifying the degree of culture-specificity. Events that are placed towards the 'universal' end imply that the interpreter is only required to act simply as an 'interlingual mediator' and that his or her presence is largely unnoticed. However, in the events that are located at the 'culture-specificity' end mean that the interpreter has to play a more important role instead of just an interlingual mediator, his or her task now takes a different turn, she or he now is an 'intercultural mediator' and his or her presence becomes more visible.

#### **2.4 Typology by Jiménez Ivars, de Bordons O'Mongain and Hurtado Albir (2003)**

Jimenez Ivars, de Bordons O'Mongain and Hurtado Albir (2003, pp. 198-199) have proposed a typology of interpreting based on situations and most common text types that are used in each situation. Interpreting is firstly divided into the three different techniques: (1) sight translation, (2) bilateral interpreting, and (3) conference interpreting which includes CI and SI.

##### ***2.4.1 Sight Translation***

This type of interpreting is usually carried out when the interpreter is performing:

1. Bilateral interpreting, whereby the need to perform sight translation of certain documents arises. In this situation, the most common text types are law documents, economic-administrative documents, medical reports, personal correspondence, etc.

2. Simultaneous interpreting, when the interpreter has in his hands the speaker's text. The text types that are usually handled are conference papers, speeches, official releases etc., and distributed documents such as copies, graphs, legislation, etc.

### *2.4.2 Bilateral Interpreting*

According to Jimenez Ivars et al. (2003, p. 198), any situation that involves dialogues can be interpreted bilaterally. Therefore, the situation and text types are determined by several factors such as context, number of participants, degree of formality, spontaneous or prepared, and purpose of the IME. Examples of the text types and their purpose are:

1. Interviews and press conference, in order to give and receive information,
2. Political, military, commercial and scientific negotiations, with the objective to discuss benefits or profits or to reach an agreement.
3. Sports, artistic or military training, aiming to give and receive information, to urge actions, and to provide knowledge.
4. Training courses, with the purpose of knowledge transmission.
5. Official or press release, in order to provide information.
6. Court interpreting, at police stations or customs office, religious or civil ceremonies, as in to get information and verify information or data or to carry out certain ritual activities.
7. Community interpreting, including social aids, hospitals, bureaucratic negotiations, non-governmental organisations, etc., with the aims to give and receive information in order to provide help and integration.

### *2.4.3 Conference Interpreting*

It must be taken into account that there are multiple audiences in conference interpreting. Generally, CI and SI can be used under similar situations with similar text types (Jimenez Ivars et al., 2003, p.199), such as: (1) in meetings, congresses, symposia, official organisations and celebrations with text types namely political speech, military speech, religious speech, ceremonial speech, political conference, parliamentary debates, economic conference, scientific conference, etc., (2) press conference with official release text type, (3) court interpreting, using expert reports, (4) teaching of courses and giving magisterial lessons.

Moreover, SI is also used in audiovisual medium, with text types such as interviews (television and radio), debates (television), movies and documentaries.

## 2.5 Typology by Pöchhacker (2004)

Pöchhacker (2004, pp. 13-23) has offered a very comprehensive systematic inventory of types and subtypes of interpreting based on three main categories: (1) settings and situational, (2) typological parameter, and (3) domain and dimensions.

### 2.5.1 *Settings and Constellations*

#### 2.5.1.1 *Social Interaction Settings*

In terms of social interaction settings (social interaction spectrum) two sub-settings can be established: (1) inter-social and (2) intra-social settings. Inter-social setting refers to interpreting that takes place *between* social entities, for instance, when members of different linguistic and cultural communities come in contact for some particular purpose. On the other hand, intra-social setting takes place *within* heterolingual societies. According to Pöchhacker (2004, p. 14), under this inter-social and intra-social setting, the 'primeval' type of interpreting will be business interpreting, serving as a means of trading and exchanging goods between communities speaking different languages, mainly in the form of liaison interpreting. However, the scenario differs in diplomatic interpreting whereby representatives of different linguistic and cultural communities meet with an objective to establish and cultivate political relations. This can lead to military interpreting when some kind of friction or conflict exists between the communities, for instance, in talks with allies, truce negotiations or the interrogation of prisoners. The enforcement of laws and the administration of justice bring about the needs for court interpreting which could be further categorised into legal/judicial interpreting and courtroom interpreting. The need to enable communication between 'heterolingual' segments of a multi-ethnic society and the concern about the welfare of the citizens and residence together with the emergence of the 'equal-access' principle among them makes educational interpreting inevitable and becomes one of the most significant types of intra-social interpreting. One form of educational interpreting is signed-language interpreting for the deaf community.

He has added that another type of interpreting is community-based interpreting which is also known as community interpreting or public service interpreting or cultural interpreting with healthcare interpreting (medical interpreting, hospital interpreting) and legal interpreting as the most significant domains. A hybrid form on the inter- to intra-social continuum is the media interpreting or broadcast interpreting with a focus on television interpreting. The purpose of this type of interpreting is to make the content of foreign-language broadcasting accessible to the media users within the socio-cultural community. Broadcast interpreting is one of the most important types of interpreting that are practised in Korea (Jungwha & Allain, 2000, p.4; Jungwha, 2002, p. 3).

Pöchhacker (2004, p. 14) has further posited a spectrum of interpreting activity (see Figure 2.1), which has evolved in various inter-social and intra-social settings. It reflects an increasing institutionalisation of contacts and communication as well as roughly describes the developments and shifts in relative importance over time.

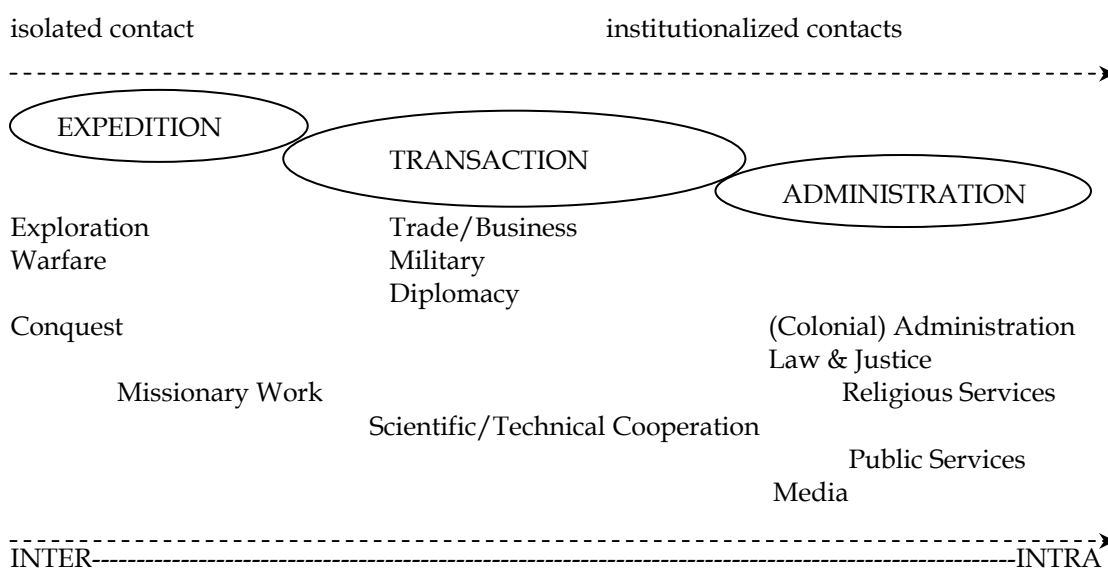


Figure 2.1. Diagram showing interpreting in different spheres of social interaction (Pöchhacker, 2004, p. 14).

### 2.5.1.2 Situational Constellations

Pöchhacker (2004, p. 16) has proposed another categorisation of interpreting types based on the situational constellation of interactions. In this category, further distinctions are made in terms of the form or directions of communication, which can be bilateral (bidirectionality) or multilateral. In a bilateral situation, a (bilingual) interpreter acts as a mediator for two (monolingual) clients. This type of interpreting is known as bilateral interpreting/dialogue interpreting. On the other hand, in multilateral communication, the clients consist of delegates and representatives of various nations and institutions, and takes place within a particular format of interaction. This multidirectionality leads to a different type of interpreting, which is known as international conference interpreting. It is performed for international conferences and organisations. Gile (1989) has proposed a typology based on information flow in conference interpreting.

From the settings of situational interactions, Pöchhacker (2004, p. 17) has further proposed a conceptual spectrum of interpreting ranging from international (conference) to intra-social (community) interpreting, each with its distinctive characteristic which is shown in Figure 2.2.

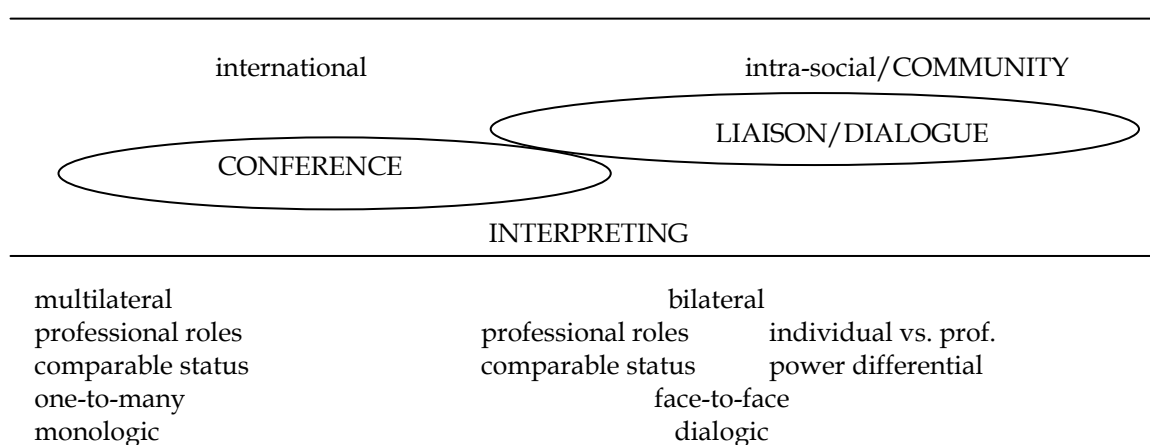


Figure 2.2. Diagram showing conceptual spectrum of interpreting (Pöchhacker, 2004 p. 17).

## 2.5.2 *Typological Parameters*

Besides the broad classification of interpreting types, Pöchhacker (2004, pp. 17-23) has offered another interpreting typology which are based on clear-cut typological parameters such as language modality, working mode, directionality, technology and professional status.

### 2.5.2.1 *Language Modality*

Based on the parameter of language modality, Pöchhacker (2004, pp. 17-18) has pointed out the difference between signed-language interpreting and sign-language interpreting. According to him, the more accurate term for 'interpreting for the deaf' is signed-language interpreting or visual language interpreting as deaf and hearing-impaired people depend on various linguistic codes in the visual rather than the acoustic medium. These linguistic codes for instance American Sign Language, British Sign language, French Sign Language are the native languages for the Deaf as a group with its own cultural identity. On the other hand, sign language interpreting is often based on spoken and written languages such as Signed English and thus working from and into such secondary (spoken-language-based) sign systems is called transliterations. In the case of communication between the deaf-blind, tactile interpreting or fingerspelling is used whereby the deaf-blind rest their hands on the the signer's hands.

### 2.5.2.2 *Working Mode*

Using the working mode parameter, Pöchhacker (2004, pp. 18-20) has described eight types of interpreting which are:

1. CI whereby interpretation is rendered after the source-language utterance with or without note-taking.
2. SI in which interpreting is performed as the source-language text is being presented with the use of SI equipment in a sound-proof booth.
3. Simultaneous CI which is the simultaneous transmission of two or more consecutive renditions in different output languages.



4. Consecutive SI which is made possible with the use of highly portable digital recording and playback equipment where the interpreters use portable personal computer equipment to record the source speech on digital tape and then, replaying it into the headset, rendering it in the simultaneous mode.

5. *Chuchotage*/whispering/whispered interpreting where the interpreter works right next to one or no more than a couple of listeners by speaking in a low voice, which could be performed simultaneously with portable transmission equipment.

6. Sight interpreting where a written text is rendered 'at sight' and is simultaneous with the interpreter's real-time (visual) reception of the written source text, not with the delivery of the source text.

7. SI with text; is regarded as a complex form of SI as the interpreter receives the input via the acoustic channel but speakers may depart from their text for asides or time-saving omissions.

8. Signing (voice-to-sign, sign-to-sign or text-to-sign interpreting). This type of interpreting can be carried out simultaneously without ancillary equipment. The interpreter may need to alternate between reception (reading) and production (signing). Sign-to-voice interpreting can be carried out with or without a microphone and a booth but when a monologic source speech in sign language needs to be interpreted into several spoken language, SI equipment is necessary to maintain the separate output channels.

### **2.5.2.3 Directionality**

Based on the parameter of directionality of the communicative events, Pöchhacker (2004, pp. 20-21) has stated that despite the common conception that interpreting process proceeds in one direction, that is, from source language to target language, an interpreter does work in both directions in face-to-face bilateral interpreting (in liaison interpreting and dialogue interpreting).

This bidirectionality also occurs in conferences where an interpreter works in a 'bilingual booth', which allows him or her to interpret questions and comments back into the main language of the floor. Interpreting from the interpreter's native language into his non-native languages is known as A-to-B interpreting or retour interpreting or return interpreting. Another type of interpreting, relay interpreting is performed when 'direct interpreting' is not possible due to the lack of language combination of the interpreters. Relay interpreting is an indirect interpreting via a third language which links up the performance of two (or more) interpreters, with one interpreter's output serving as the source of interpretation for another.

#### *2.5.2.4 Use of Technology*

According to Pöchhacker (2004, pp. 21-22), the basic purpose of using technical equipment in interpreting is to avoid the mixing of input in source language and output in target language in the acoustic channel. With the advancement of technology, new types of interpreting have emerged whereby it does not only tackle the acoustic aspect of interpreting but also the spatial distances between speakers, interpreters and listeners. Remote interpreting is when the interpreter is not in the same room as the speaker or listener, or both. Its oldest form is telephone interpreting (over-the-phone interpreting) which is performed via standard telecommunication equipment in the bilateral consecutive mode. Later on, videophone interpreting is introduced especially for hearing impaired community. A specially designed audio switching system makes remote SI possible in healthcare settings. Development in video-conferencing technology too has made audiovisual remote interpreting and tele-intepreting feasible. There have been attempts to develop automatic interpreting systems based on machine translation software and technologies for speech recognition and synthesis even though it is still a long way away before such systems could be established.

### *2.5.2.5 Professional Status*

Taking a slightly different parameter in categorising the types of interpreting, the fifth parameter that Pöchhacker (2004, pp. 22-23) has used is professional status in order to distinguish between professional interpreting and lay interpreting or natural interpreting. Professional interpreting refers to interpreting that is performed by interpreters who have the necessary skills. On the other hand, natural interpreting is performed by someone who is not. This parameter is discussed in further details in Section 3.4 of Professionalisation chapter.

### *2.5.3 Domains and Dimensions*

Pöchhacker (2004, pp. 23-25) has adopted eight dimensions in mapping out the ‘theoretical territory of interpreting studies (IS)’: (1) medium, (2) setting, (3) mode, (4) languages (cultures), (5) discourse, (6) participants, (7) interpreter, and (8) problem (see Figure 2.3) which are the major subdomains of interpreting practice and research. The upper part of the diagram is relevant to international conference interpreting, and the lower part to community-based interpreting.

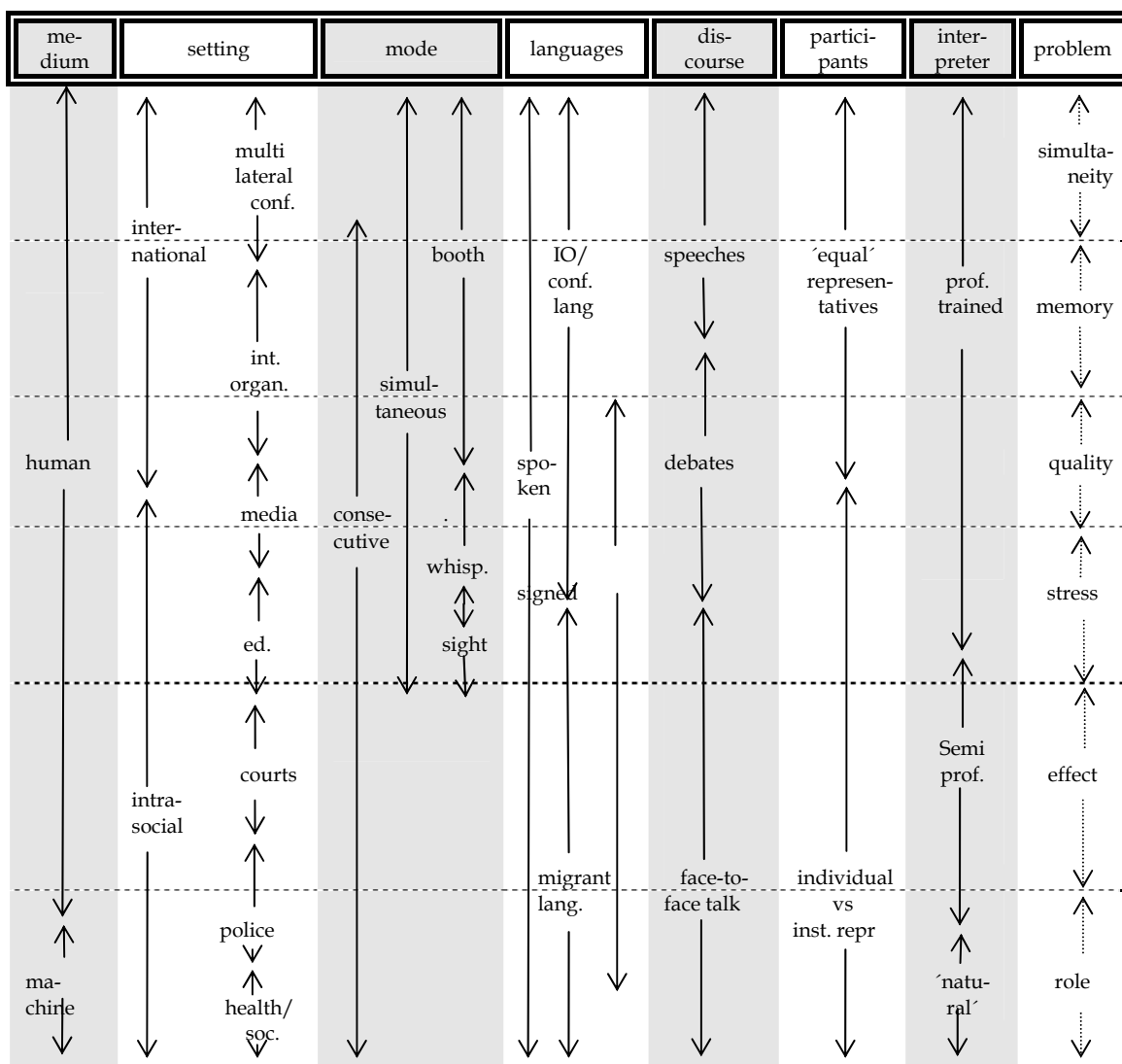


Figure 2.3. The map of theoretical territory of interpreting studies (adapted from Pöchhacker, 2004, p.24).

## CHAPTER 3

### PROFESSIONALISATION

*Nobody needs an interpreter. Does anybody need a shoe polisher? Or, for that matter, does anybody need a doctor, a restaurant cook or a lawyer? Certainly not. However, everyone needs polished shoes, health care, good meals or sound legal advice. In other words, everybody needs the service but nobody needs the specific providers – unless they are professionals (Kremer, 2007).*

#### 3.0 Introduction

This chapter discusses the theoretical foundation of the study of profession. It is followed by professionalisation issues in Interpreting, including the Model of Professionalisation Process developed by Tseng (1992). It also looks into the roles and functions of professional associations (PA) as a major player of professionalisation process, and the importance of code of ethics (COE) in a profession. A section on PAs and COE in TI wraps up this chapter.

#### 3.1 Definitions

First and foremost, it is essential to provide the definitions of the useful terms that are applied in this study, such as, 'occupation' or 'vocation', and 'profession'. According to *Webster's Third New International Dictionary of the English Language* (1993, p. 1560), an occupation is "the principal business of one's life: a craft, trade, profession or other means of earning a living". Similarly, a vocation is "the work in which a person is regularly employed usually for pay" (p. 2561). *Oxford Advanced Learner's Dictionary of Current English* (2000, p. 1010) has defined profession as "a type of job that needs special training or skill, especially one that needs a high level of education". *Cambridge International Dictionary of English* (1995, p. 1127) has provided a similar definition of profession, that is, "any type of work which needs a

special training or a particular skill, often one which is respected because it involves a high level of education.” These definitions demonstrate that the one factor that differentiates profession from an occupation or a vocation is the training and skills acquired at a certain level of education.

Webster has offered a more comprehensive definition of profession, which not only mention the knowledge and skills required from training, but also stated the commitment in providing high quality services to the public:

A calling requiring specialized knowledge and often long and intensive preparation including instruction in skills and methods as well as in the scientific, historical or scholarly principles underlying such skills and methods, maintaining by force of organization or concerted opinion, high standards of achievement and conduct, and committing its members to a kind of work which for its prime purpose the rendering of a public service. Webster (1993, p. 1811)

Another important term that is very closely related to profession is ‘professionalism’. Webster (1993, p. 1811) has defined professionalism as “the conduct, aims or qualities that characterise or mark a profession or a professional person”. Cambridge (1995, p. 1127) has offered a similar definition: “professionalism is the combination of all the qualities that are connected with trained and skilled people.” Oxford (2000, p. 1010) has stated that “professionalism is the high standard that you expect from a person who is well trained in a particular job”. These definitions point out that there are qualities or conducts which are of high standard that a professional has to possess or exhibit and adhering to these qualities or conducts by a professional is what professionalism is about.

Finally, is the term ‘professionalisation’. Webster (1993, p. 1811) has defined it as “the act or process of making or becoming professionalized.” The keyword here is ‘process’, that is, to identify the steps or acts or processes that should take place in order to achieve the high standards from the practitioners through special knowledge and skills that they should possess.

### 3.2 Theoretical Foundations

According to Grossman (2002), scholars of the study of professions based their theoretical foundations on two dichotomies: (1) the attribute approach or trait theory, and (2) the circumspect approach or control theory.

#### 3.2.1 *The Attribute Approach*

The attribute approach is concerned with the function of profession in holding the society together. This is done by identifying the major characteristics of functions in some occupations that are considered professions such as law and medicine. One may assess the transformation of an occupation to a profession using these attributes (Grossman, 2002, p. 1).

The attributes of this ideal model are:

1. Expertise: the mastery which is achieved after a lengthy study and training which is based from ever developing and complex theoretical knowledge.
2. Authoritative advice or mystification: when advice is given to clients, they would abide by the advice without having to know why it is good advice.
3. A social good: the existence of a market for the expertise.
4. Autonomy and self-regulation: practitioners have the rights to set their own standards, of practice, the content of education, entry into and exit from the profession.
5. Allegiance to a COE: commitment to the profession is reflected through a pledge to follow the COE.
6. Prestige: a profession has greater prestige, influence and financial rewards than other occupations.

#### 3.2.2 *The Circumspect Approach*

On the other hand, the circumspect approach of a profession or the theory of control is seen as “an instrument of control of an occupation.” In this approach, profession attempts to both protect their market position and also promote public service (Grossman, 2002, p. 2). The theory of control states that there is a relationship between a professionalised occupation with the power the practitioners have in carrying out their tasks and their operational market. The more control they have, the more professionalised is the occupation (Mikkelsen, 1999/

2004). However, this power is not derived individually but it is a collective effort, that is, via PAs. When a profession achieves the mystification of its expertise, it will have the ability to control the market by disallowing quacks or unqualified individuals to enter into practice. The result of the mystification of this specialised knowledge is the power to define what the clients need and not the other way around. The theory of control states that there is an alliance between powerful professions and the State. The State would grant autonomy to the profession in terms of special privileges and independence in carrying out their service in the good of the public. This in turn would enhance the public's trust in the profession (Mikkelsen, 1999/ 2004).

### **3.3 Characteristics of Professionalisation**

This section looks into the work of Houle (1980, as cited in Underwood and Wallace, 2002, p. 1) in the study of professions who has proposed three groups of characteristics that reflect the professionalisation of an occupation: (1) conceptual characteristics, (2) performance characteristics, and (3) collective identity characteristics.

#### ***3.3.1 Conceptual Characteristics***

In its conceptual characteristics, a profession must state and define its mission and foundation of practice. Nevertheless, due to organisational dynamics or reaction to changes in the societal needs, what a professional actually does may not correspond to the stated mission of the profession. Some professionals practise independently and some are employed by bureaucratic organisations. Conflicts may exist in the functions and values of these two extremes that affect the stated mission of the profession and how it is carried out. Societal needs are always evolving and the public perception of a profession's mission and purpose changes with social circumstances (Underwood & Wallace, 2002, p. 1).

#### ***3.3.2 Performance Characteristics***

Performance or competency characteristics of professionalisation refer to the knowledge and skills based on professional practice and personal development, as described by Howard (1998, p. 2), "Professionals are expected to know what they are doing. Like London cabbies, they 'learn the knowledge' and they have the skills. They produce results."



Performance characteristics consist of (1) mastery of theoretical knowledge, (2) capacity to solve problems, (3) use of practical knowledge, and (4) self-enhancement. Theoretical knowledge is useful in providing guidelines to describe and understand the problems and circumstances of the world as they apply to a particular occupational area. A profession does have to possess its own unique theoretical foundation but draws upon existing theoretical field in order to understand the unique features of practice. The success of a professional is proven not only by the ability to solve significant problems but also the ability to decide that they cannot be solved. The capacity to frame professional problems and provide a range of available solutions available is what differentiates an expert to a novice. A profession should have a substantial body of knowledge and techniques that reflect the practical application of the field. Practical knowledge is the techniques and strategies, based on theoretical inquiry, that have been found useful through experience. A professional also engages in self-enhancement, that is, the continuing pursuit of knowledge and understanding in those areas of study and interest not directly related to the occupation. This is beneficial for insights perspectives, creativity, self-preservation and personal vitality (Underwood & Wallace, 2002, p. 2).

### *3.3.3 Collective Identity Characteristics*

There are nine collective identity characteristics to a profession (Underwood & Wallace, 2002, p. 3-5). The professionalisation of an occupation depends on the establishment of a collective identity through structures and systems that foster and maintain the conceptual and competency/performance characteristics discussed above. The collective identity characteristics are:

1. Formal training. A university-based study programmes is one of the key determinants of all other professional characteristics. Formal training is considered a lifelong endeavour for the professionals.

2. Credentialing. It acts as a mechanism for setting standards of competency. It is a formal means of identifying individuals by occupational group.

3. Creation of a subculture. A profession fosters a subculture of attributes that differentiates it from other occupations. This subculture will encourage professional identity, enhancing the sense of professional affiliation and identity among the professionals that increases the field's uniqueness. Universities, PAs, and work organisations could serve as venues for creating such professional subculture.

4. Legal reinforcement. A profession should seek legislative, judicial, and administrative support or rulings to protect the rights of practice, for instance, the right to practise the profession and the rights to maintain confidentiality. From one aspect, a profession competes for monopoly of practice. In order to achieve this monopoly of practice, an occupation must develop a special relationship with the State that is conditioned and approved by the political power network. Confidentiality or privileged communication is owed in return for the trust that a client places in a professional.

5. Public acceptance. When a new occupation is created, there are certain work specific activities of the new occupation that are different than other occupations and these differences are valued and recognised by the public. This recognition means that the public is aware of the profession's value to the society. Recognition and awareness of the profession's value means that the public accepts the existence of the profession in the society. Therefore, to achieve professional status, an occupation must increase its social prestige through engaging in image building.

6. Ethical practice. A profession should develop guidelines or codes for ethical practice. A professional COE (see 2.11) essentially describes the terms of relations to the client, other professionals, and the society.

7. Penalties. Professional members who are incompetent or who act in an unethical manner may face penalties. The penalty actions may include financial sanctions, exclusion or expulsion from certain areas of practice or from special privileges or even termination of the rights to practice. The rights to execute these penalties could be given to formal disciplinary bodies such as PAs or the State, depending on the field.

8. Relations to other vocations. Professions may split off into specialisations or they may subprofessionalise, that is, some work activities that require less professional duties can be delegated to less professional subordinates, leaving highly professional work activities to the professionals. Defining and maintaining role relationship among the allied occupations allow the evolution of technical and social complexity of professional practice to take place.

9. Relations to users of the service. The formal relationship between practitioners and the users of their professional service in the decision-making process means that the professional aids the client in understanding the meaning of such advice and why such action is taken. At the same time, the professional try to understand the meaning his actions have for his clients.

As a conclusion, the concept of professionalisation could be viewed as a continuum between two dichotomies:

At one end of this continuum are bunched the well recognized and undisputed professions; at the other end are bunched the least skilled and least attractive occupations. The remaining occupations, less skilled and less prestigious than the former, but more so than the latter, are distributed between these two poles. (Greenwood, 1966, pp. 10-11, as cited in Underwood, 2001)

### 3.4 Professional Translators and Interpreters

#### 3.4.1 Definitions

The following section discusses where translators and interpreters are located along this professionalisation continuum. First and foremost, it presents the definitions of a professional. Oxford (2000, p. 1010) has defined a professional as “a person who does a job that needs special training and a high level of education,” while Webster (1993, p. 1811) has defined a professional as “a: one who is in an occupation requiring a high level of training and proficiency, b: one with sufficient authority or practical experience in an area of knowledge or endeavour to resemble a professional.” What may be derived from these definitions is that a professional must go through special training and is highly conversant in his area of expertise. On the other hand, Cambridge (1995, p. 1127) has defined a professional as “a person who has worked in the same type of job for a long time and have become skilled at dealing with any problem that might happen”. This definition does not highlight the importance of training via education channel, an individual may become a professional if he has immersed himself for a very long time in an occupation and reached the same level as or even higher than those who have gone through training. His capabilities to solve problems that might arise make him a professional (see Section 3.3.2).

#### 3.4.2 Professional Interpreting vs. Lay Interpreting

Pöchhacker (2004, p. 22) has distinguished between professional interpreting and lay interpreting or natural interpreting (see Section 2.5.7). The professional status signifies “the level of skill and expertise with which the human agent performs the task”. Professional interpreting is performed by interpreters who are professionals with special skills, while lay or natural interpreting, is carried out by bilinguals who do not have any special training in interpreting (see Figure 3.1). He has pointed out that only when task demands exceed what ‘ordinary’ bilinguals are expected to manage that the job of interpreter is given to people who have special knowledge (of culture, of subject matter), skills (memorisation, note-taking, SI) and other qualifications such as moral integrity and reliability.

### 3.4.3 Categories of Professionals

Bell (2000, as cited in Ibrahim, 2003, p. 87) has suggested three types of professionals:

1. Pseudo-professional, which claims to be but it is not actually a profession (as in pseudo-science) or which resembles or imitates a profession (as in pseudo-language which possesses some of the characteristics of genuine language but is not language).

2. Paraprofessional, which is in a subsidiary support relationship to a 'true' profession, for instance, the 'paramedic' first aider is to the medics.

3. Proto-professional, which is at an early, primitive stage of development, for example the protozoa, animal organisms with a simple/primitive form of organisation.

In his conclusion, Bell (2000, as cited in Ibrahim, 2003, p. 87) has stated that translators and interpreters seem to have several characteristics of these three types of professionals.

Firstly, translators and interpreters are pseudo-professionals based on the claims that they make on the professional status, even though the legitimacy of this claim is still questionable.

There are models from other established professions that have been adopted and adapted to

TI. Secondly, translators and interpreters are paraprofessionals as they are individuals who possess the skills but lack professional training. Finally, they are proto-professionals because

they are making efforts to organise themselves, emphasising on professional COE and training.

The National Accreditation Authority for Translators and Interpreters Limited, Australia (NAATI) adopts a four-tier category for its interpreters (NAATI's website, 2008): (1) paraprofessional interpreter, (2) professional interpreter, (3) conference interpreter, and (4) senior conference interpreter. Paraprofessional interpreter category or previously known as level 2, requires an interpreting competence level for the purpose of general conversations. They are normally assigned to interpret non-specialist dialogues, where specialised terminology or sophisticated conceptual information or depth of linguistic ability is not required.

However, interpreters in the professional category which was previously known as level 3 should be capable of interpreting a wide range of subject matter, not just dialogues but also presentations in consecutive mode. They may also need to interpret in both language directions, in situations which may require depth of linguistic ability, with specialisation in banking, law, health, and social and community services. Conference interpreter is the professional category for interpreters with a high level of interpreting competence, while senior conference interpreter category is the highest rank which places professional conference interpreters with a very long experience and very skilled in conference interpretation. This categorisation agrees with the notion of specialisation/subprofessionalisation discussed in Section 3.3.3.

#### ***3.4.4 Expertise Progression***

Kiraly (2000) and Moser-Mercer (2000) (as cited in Sawyer, 2001, p. 89) have adopted a category of expertise progression: naïve, novice, apprentice, journeyman, expert and master. A 'naïve' is completely ignorant of a domain, a 'novice' has some minimal or introductory exposure to a domain (a first level student interpreter), an 'apprentice' is undergoing a programme of instruction and has progressed beyond the introductory stage (a student interpreter), a 'journeyman' is an experienced and reliable worker who can perform a day's competent labour unsupervised although working under orders (an interpreter), an 'expert' differs than a journeyman in that his or her judgment is more accurate and reliable and skillfully performs a task with economy of effort. He is capable of dealing tough cases with his special skills and knowledge (a chief-interpreter or an interpreting consultant). A 'master' is someone who is qualified to teach others and is placed at the top of the hierarchy (an interpreter trainer). Performance characteristics of professionalisation of Section 3.3.2 agrees with this progression of expertise in Interpretation. This study has developed a diagram on expertise progression (see Figure 3.1).

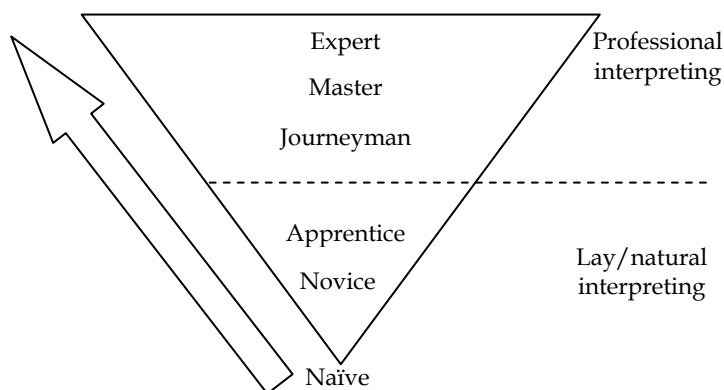


Figure 3.1. Diagram showing category of expertise progression.

### 3.5 Issues of Professionalisation in Interpreting

This section discusses four important issues that are related to the professionalisation process in Interpreting, which are: (1) users' ignorance, (2) interpreters' specialised knowledge, (3) specialisation, and (4) market regulation and admission.

#### 3.5.1 Users' Ignorance

According to Schmitz (1988, p. 269), the root of the problem in the professionalisation of Interpreting is that there is a lack of knowledge by the people at large on what interpreters do. He has pointed out that "...the ignorance about the real essence of our profession, which is still widespread in spite of thousands of years of practice. One key factor in that is surely that there are far more people who *do* interpreting than who *are* interpreters." He has further added that there exists a notion that interpreting is done and may be done by people as a pastime. He has quoted Gottsched's lady wife and Goethe's daughter-in-law Ottilie, who embraced the occupation as a leisure pursuit, instead of a means to earn a living. This in turn led to the reputation that TI as a 'penniless art' (Schmitz, 1988, p. 270). Pöchlacker (2004, p. 159) has also agreed to this notion in his statement that one of the problems is that interpreting was seen as "a 'common' activity in several respects which did not merit special mention".

Tseng (1992, as cited in Mikkelsen, 1999/2004) has shared the same idea as Schmitz and Pöchhacker, arguing that unqualified interpreters permeate the market because clients do not know how to recruit qualified interpreters. The clients are satisfied enough if the interpreters establish good rapport with them.

However, with the change of time and the advent of international communication in all aspects, the demands of interpreting service have evolved and the clients' expectations from the services provided by the interpreters are more demanding (see Section 3.3.1). Clients now demand quality of work and that good quality work is delivered in less time. This kind of demand forces interpreters and translators to be professional (Schmitz, 1988, p. 270).

### *3.5.2 Interpreters' (and Translators') Specialised Knowledge*

Schmitz (1988, p. 270) has highlighted his belief that a profession requires specialised knowledge that can be acquired through long preparation. In TI, this specialised knowledge consists of at least three main components: (1) a linguistic one: an above-average skills in one or more foreign languages and the native tongue, (2) factual knowledge: a degree of knowledge which specific to the needs of TI of one or more fields of knowledge and reinforced by a general education, and (3) a methodological knowledge: the ability to interrelate the first two components. It is this unit of specialised knowledge complemented by ethical characteristics which makes long and intensive academic preparation necessary.

Gile (1995, p. 132) has also mentioned two types of information that are essential for TI: (1) linguistic information, and (2) extra-linguistic information. Under linguistic information, there are two other subtypes of information: (1) terminological information, and (2) stylistic information. Terminological information is important for the interpreters (and translators) in order to understand more of the source language terms and to be able to re-express the referents in the target language terms. If an interpreter (or translator) does not know the appropriate terms to be used, he or she might lose his or her credibility as the speaker (or the author) may view this as a weakness of the interpreter (or the translator)



(see Section 3.3.2). Stylistic information is useful in reformulating the message in the target language. Wrong translation may cause the interpreter (or the translator) his or her credibility. On the other hand, extra-linguistic information is essential for the interpreter (or the translator) in interpreting (or translating) source language text that lacks linguistic cues.

Due to the fact that knowledge and information plays an important role, academic foundation is a necessity, and that admission into the profession must be taken as a serious matter in order to safeguard the quality of service and interpreter's good name (Schmitz, 1988, p. 271).

### *3.5.3 Specialisation*

With the expansion and division of knowledge, one could no longer acquire universal knowledge and master every field. This is when specialisation comes into the picture. A high degree of specialisation or a broad general knowledge enables translators or interpreters settle in with much ease to his or her work, which in turn improve the quality of work that they produce. This leads to the respect gained from the clients (Schmitz, 1988, p. 271).

### *3.5.4 Market Regulation and Admission*

In order to ensure performance, regulation of the profession is inevitable. Schmitz (1988, p. 272) pointed out that there exists resistance to legal regulations of the market such as undercutting fees, engaging work without a contract, assigning jobs to unqualified people. He further emphasises his concern about the lack of control in terms of admission into field.

Anyone can decide to use the title [translator/interpreter], however dim their consciousness may be of the intellectual equipment required for the jobs... If someone designs a building he does not call himself an architect unless he is qualified to do so...And yet anyone who think he knows a foreign language and can therefore translate, and who feels like earning a living that way full-time or part-time, can put an ad in the paper without more ado claiming to a translator and interpreter. (Schmitz, 1988, pp. 273-274)

Tseng (1992, as cited in Mikkelson, 1999/2004) has viewed this problem as a lack of exclusivity of a systematic body of knowledge to the profession, which allows anyone who thinks he knows and is familiar with a foreign language is able to interpret and translate and call himself a translator or an interpreter. In Schmitz's opinion (1988, p. 274), this hampers the efforts to obtain respect for the profession as "our contours are so vaguely defined". He has also added that protecting the translator/interpreter description provides the key to greater professionalism, as discussed in Section 3.3.1.

### **3.6 Professionalisation Process: Tseng's Model**

In the Model of Professionalisation process developed by Tseng (1992, as cited in Mikkelson, 1999/2004), he has identified four phases in which professionalisation can take place, as shown in Figure 3.2:

1. The emergence of a market disorder.
2. The consolidation of the profession and the development of a consensus about practitioners' aspirations.
3. The formulation of ethical standards, admission control and publicity.
4. The accomplishment of legislative recognition and licensure – market control.

Tseng has emphasised that professionalisation is a circular process, with each phase providing feedback and reinforcement to the previous phase as the following discussion shows.

#### ***3.6.1 Phase I: Market Disorder***

According to Tseng's Model, the first phase in the process of professionalisation is the emergence of market disorder. The lack of admission procedures in the occupation allows quacks or unqualified practitioners to enter the market. This, together with the ignorance among users in the occupation's market has caused the level of competition among practitioners to rise.

Long time quacks who have considered themselves established practitioners, trained practitioners and new quacks who want to test the water, compete fiercely for clients. Since there is no established set of rules and regulations in the occupation, clients or users see this as an opportunity to take advantage of the situation, handing jobs to those who are willing to reduce their fees, at the cost of work quality or the end product. This mindset, in turn, causes distrust and misunderstanding among the practitioners and the users, which in the end produces disorder in the market. Not just it causes market disorder, it also devaluates the occupation. This devaluation will then result in lack of enthusiasm among its practitioners to obtain specialised training.

As discussed earlier, without training, an occupation will never upgrade to a profession. Because of the emphasis which is put on training by the society, trained practitioners always have an advantage than those who are not.

However, in Tseng's view, training has positive and negative impacts. Different training schools have different admission standards, training period, curricula, and qualifications of graduates and I/Ts. For survival purposes, these schools compete for students enrolments in their programmes and therefore may lower their admission requisites and accept inept students. This causes more disturbances to the market, producing more supply than demand. This situation creates two opposing consequences: (1) the abundance of practitioners makes it harder to mystify the occupation, that is, the occupation becomes less authoritative or demystified (practitioners do not have much say over clients), and (2) when there are more trained practitioners in the market, they will, at one point of time, be aware of the problems of unregulated market in the occupation. They will come together and reach a consensus about practitioners' aspirations, in that, the occupation should be organised in order to protect the clients and themselves from quacks.

Aspirations among practitioners mark the beginning of Phase II, and Phase III is where the tasks of actions of achieving the consolidation and consensus are carried out. Because there is a close link between Phase II and Phase III, the following section discusses these two phases together.

### ***3.6.2 Phase II and III: Consolidation and Action***

Two major players at these phases are training institutions and PAs, both working hand in hand towards achieving the same objectives. Training institutions provide means and ways to meet the increased demand for quality services and support the establishment of PAs (see Section 3.9), in order to enhance the quality of their graduates through professional education.

In Schubert's point of view (1988, p. 335) there are three means to achieve an integrated system of forms and ways to cope with professional education: (1) an academic institutions/training institutions, (2) in-company or in-house training, and (3) PAs.

The first method is establishing a TI academic institution not only specialising in TI training but also strives towards the development in the profession and is up to date with the latest trends in methodology and technology. Its task is to coordinate all efforts related to further education which is essential in revising professional standards of translators /interpreters, as individual practitioners and also the TI community (Schubert, 1988, p. 335).

The second method is in-company or in-house training. This helps to widen the employees' view of the world but very often the courses offered are very much on business-related skills and building up a greater stock of technical vocabulary (Schubert, 1988, p. 335).

The third method is PA. In this method, the members meet to discuss a wide range of subjects in order to improve their communicative skills and knowledge. He further suggested an establishment of a university institute acting as an advisory centre “which coordinates all those efforts and provides courses of its own based on approved postgraduate training programmes designed for the whole translating community and to be attended by all groups of translators and interpreters”(Schubert, 1988, p. 336).

Back to Tseng’s Model, PAs and training institutions when equipped with these three factors will be able to increase professionalisation in an occupation: (1) COE (see Section 3.11), (2) control of admission (see Section 4.5.1), and (3) publicity.

Tseng (1992) has emphasised that there is a strong relationship between COE and PAs in the process of Professionalisation. Through COE, the occupation gains public trust and when executed, it acts as an instrument for internal control of its practitioners. It is the task of a PA to formulate, implement and enforce COE. Pöchhacker has reiterated this fact:

More or less constrained by legal provisions, institutional requirements, educational opportunities, and mutual agreement, an ‘occupation’ takes shape as a profession as the values and principles underlying expected and accepted behavior are codified and reaffirmed collectively by its practitioners.  
(Pöchhacker, 2004, p. 163)

According to Tseng (1992), control of admission is a duty that can be carried out by both PAs and training institutions. Even though membership to a PA cannot be made compulsory to all practitioners, but with the membership benefits, it can attract practitioners to join and make the association stronger. A stronger association has a say and is able to make membership a compulsory in order to become a legal practitioner. Admission into the market can also be monitored by training institutions by carrying out screening tests of aptitudes for interpreter candidates.

Publicity is another important factor in promoting Professionalisation. The purpose of publicity is to achieve market control. This may be accomplished by the PA as pointed by Tseng (1992, p. 51, as cited in Mikkelson 1999/2004), “with publicity measures, the association tries to convince the clientele and the public to accept its definition of the professional content of work and working conditions”. Moreover, training institutions can also join in the efforts to publicise the occupation, by promoting its training programmes. A successful public relations campaign carried out in the occupation leads to the achieving of legislative recognition and licensure, Phase IV of the Professionalisation process.

### **3.6.3 Phase IV: Market Control**

In order to accomplish market control, lobbying campaigns involving relevant players of the occupation (PAs, training institutions) need to be carried out. This is because in order for legislative recognition and licensure to be a reality, the processes involve political and legal authorities. Le Bianic (2003, p. 5) stressed this fact, “professionalism can only blossom only when embedded in a favourable political environment”. The process of professionalisation is a success when the occupation achieves its own protection and autonomy.

Tseng (1992) has reiterated the fact that the process of professionalisation in his model is circular, not linear. It involves feedbacks of a certain phase to the previous ones so that not just modifications and changes can be made but also new ideas can be developed to ensure success in the continuing phases. He has concluded that professionalisation is a long and difficult process, involving “power struggle and conflicts that does not make it a peaceful evolution” (Tseng 1992, as cited in Mikkelson, 1999/2004) but as Schmitz (1988, p. 275) has quoted from Ovid, *gutta cavat lapidem, non vi sed saepe cadendo* - the drop hollows the stone; not by force, but by falling often.

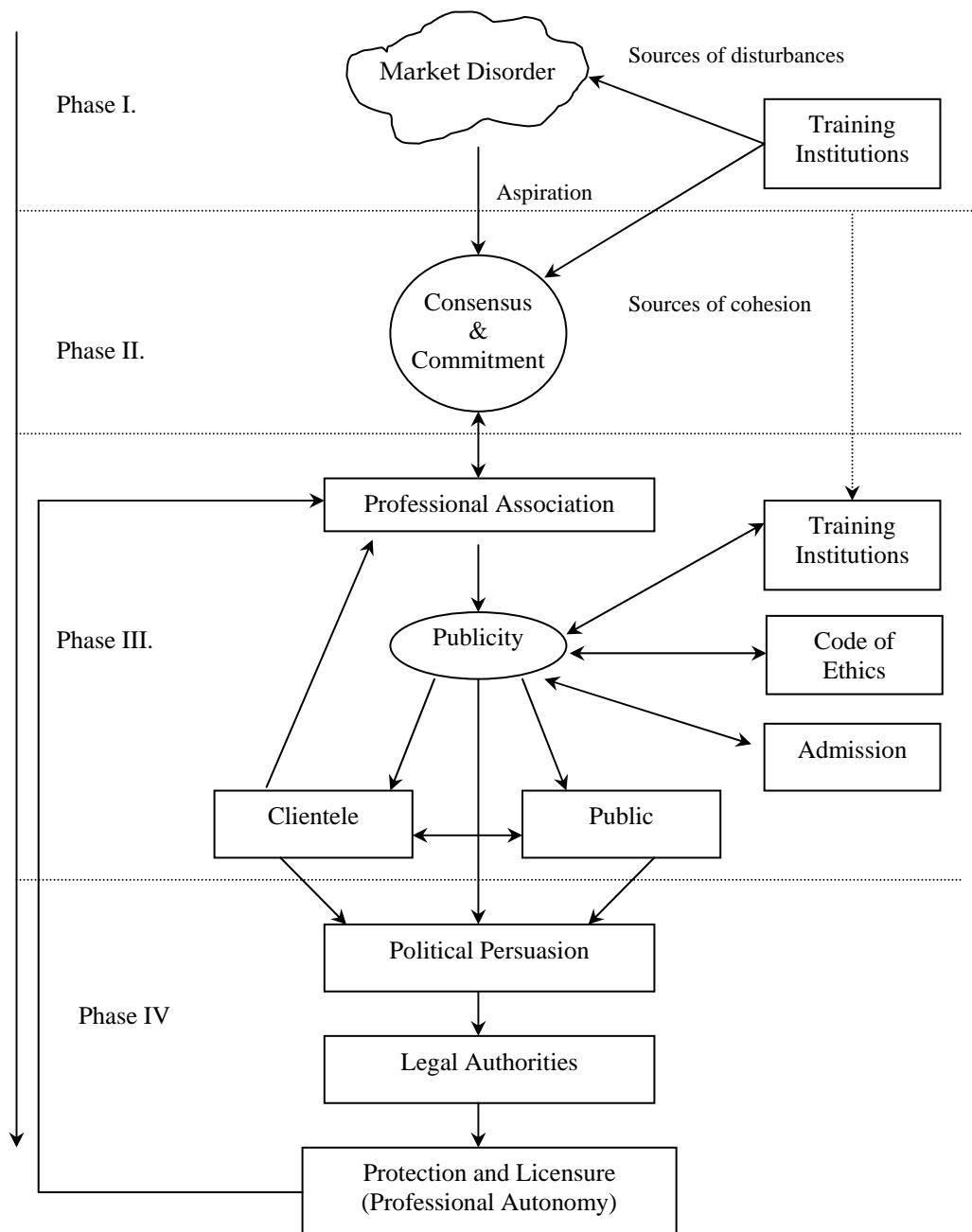


Figure 3.2. Diagram showing Tseng's model of the professionalisation process (1992, as cited in Pöchlacker 2004, p. 87).

### 3.7 Schmitz's Statutory Regulations

Schmitz (1988, p. 273) has outlined several factors in implementing statutory regulations in a profession, some of which overlap Tseng's Model, some are not. The factors are:

1. Professional practice should in principle be preceded by a university course in translating and interpreting.
2. Access to the profession must be monitored officially by a PA or the State in conjunction with the PA. Conditions include: an appropriate university degree, attendance at a recognised university-level translation course, an internship with a reputable practising university-level translation course, an internship with a reputable practising translator, an attestation by a certified TI body with many years of experience, or a certification test offered by the State and prepared in conjunction with a PA of TI.
3. There must be opportunities for career-long continuing education for translators and interpreters, and they must be utilised.
4. Rules for professional practice must be drawn up. These include the rights and duties of translators and interpreters, fixed in a Code of Conduct or COE or a similar document, a model scale of fees and model contracts, disputes tribunals, etc.
5. A binding scale of fees for its various activities, such as retirement, social perks and benefits, and sickness provisions for freelancers.
6. An undisputed name for these professionals in TI: they are translators/interpreters (not language mediators or the like). Legal protection for this description must definitely be included in any professional legislation.



### 3.8 Meta Level Training

One important factor that has been mentioned by TI scholars, although it has not appeared in Tseng's Model is the importance of continuing professional education or what Pöchhacker (2004, p. 189) has called 'meta-level training'. A meta-level training is educational efforts that include: (1) continuing education for practising interpreters, (2) training for interpreter I/Ts, (3) education of service users, and (4) training in research skills. These are 'important complementary pathways' in achieving professionalisation and better professional standards.

#### 3.8.1 Continuing Education

This factor is essential even for highly professionalised interpreting domains. Useful courses that can be offered are those which focus on enhancement of languages or knowledge acquisition or update of subject areas such as law and medicine, as well as technological support especially for documentation and terminology. Schubert (1988, p. 335) has pointed out this need for continual learning among translators and interpreters. The rapid changes in all spheres of science and technology, the need for education in methods of adapting to these pressing demands of polishing up the command of foreign languages in order to upgrade communicative, linguistic, cultural, scientific, and political horizons due to information explosion, innovation rates, industrial changes, computer-aided translation, new communication media and "the high rate of forgetting knowledge you had acquired years ago" makes further education compulsory. In addition to this, Cordero (1994, p. 178) has mentioned, "The dizzying advance of knowledge in all fields of human endeavour makes continued learning a necessity or any professional."

#### 3.8.2 Interpreter Instructor/Trainers Training

Training of I/Ts can be achieved through workshops and trainers courses by training institutions or PAs or a collaboration of both. *The International Association of Conference Interpreters* (AIIC) with the collaboration of University of Geneva under the supervision of Professor Barbara Moser-Mercer, for example, have been offering several workshops and courses on instructions methods and testing for interpreter trainers. Another example is

*The Critical Link* conference series which has contributed to the literature relevant to training, and emphasising the importance of academic conferences for the university level interpreter I/Ts.

### **3.8.3 User Education**

It is important that users and clients of TI service be informed about the nature and constraints of interpreter's job. Pöchhacker has mentioned that this task should be carried out by individual practitioners and PAs (p. 189).

### **3.8.4 Training in Research Skills**

Finally, according to Pöchhacker (2004, p. 189), there is no doubt that training in research skills also plays a vital role in improving IS. Daniel Gile plays an active leading role in promoting higher scientific standards in interpreting research. One of the important examples of such effort is the *PhD School*, which publishes a collective volume offering guidance to future researchers in IS. Another is *CIRIN*, an online bulletin that compiles publications relevant to Interpreting and IS. It is a collaborative work between scholars of IS, led by Daniel Gile and his points of contact all over the world.

## **3.9 Professional Association**

This section looks at the roles and functions of PAs, and the PAs that have been established in TI field. Greenwood, Suddaby and Hinings (2002), Howard, 1998, Klingner (2000), and Schmitz (1988) have described the roles of a PA, which are:

1. Interaction arena. Professional association can serve as an arena or venue for internal interaction, that is, "representing themselves to themselves," and also for external interaction, representing the practitioners to the public (Greenwood et al., 2002, p. 61).

2. Regulatory agent. A PA has the duty to defend the member practitioners and moral integrity of the entire profession at a national level. This is made possible by holding reputable examinations and issuing admissions to the profession (Schmitz, 1988, p. 274).

It produces aids to quality, and hold campaigns for professional standards of professional conduct and ethics (Greenwood et al., 2002, p. 62). "The PA is expected to take action to protect standards. This may include formal investigation, warnings, retraining and, as a last resort, exclusion from the profession" (Howard, 1998, p. 2).

3. Public relations work. A PA also carries out public relations work on a broad front, both external and internal. External public relations work involves preparing the ground for legislation and creating the healthiest climate of understanding and social conditions for the practitioners' qualified services. Internal public relations activities are aimed at raising members' individual consciousness of their responsibility for and within the profession (Schmitz, 1988, p. 274).

4. Lifelong learning. A PA has the ability to encourage lifelong learning among professionals (Klingner, 2000, p. 3). This is done by:

a. Offering regularly scheduled training courses for its members. These courses may be different than that offered by training programmes in the universities as they do not have credits but they provide opportunities for the trainees to learn current theory and practice, and serve as an arena for discussion among active member practitioners.

b. Organising training conferences. This encourages cooperative work among members, not only at a local level but also at a regional level, which gives members opportunities to create and promote networking among them. Networking among members facilitates professionalisation as highlighted by Klingner (2000, p. 3), "Why 'reinvent' wheel when you can learn from others who have successfully (or unsuccessfully) confronted the same issues under similar conditions, as you are facing now."

c. Providing 'communication' services such as publications, technical assistance, newsletters, legal updates and other information that would benefit the practitioners. A PA also has the capacity to obtain public and private resources in order to sustain research and technical assistance for development purposes in aspects of professional practice, teaching and research in the field. Moreover, with the advent of Internet, it can reach the international community of the profession at a lower or zero cost through listservs, Internet sites, electronic journals and newsletters.

### **3.10 Professional Associations in Translation and Interpreting**

Over the years, many PAs have been established in TI in all these continents: North and South America, Europe, Middle East, Asia, Africa, and Oceania and Australia. A list of these associations can be found in the Appendix A. Several associations have even reached worldwide membership and two most well-known are *The International Federation of Translation (Fédération Internationale des Traducteurs – FIT)* for Translation and AIIC for conference interpretation. Due its limited scope, this research will only discuss AIIC as it is exclusively pertinent to conference interpreting.

#### **3.10.1 *The International Association of Conference Interpreters (AIIC)***

This association, AIIC, was founded in 1953, in Geneva, Switzerland. It is a professional body with a membership of more than 2800 conference interpreters in almost 90 countries. It promotes the profession of conference interpretation in the interest of both users and practitioners by setting high standards, promoting sound training practices and fostering professional ethics (see Appendix B). It was established with the aims to represent the profession as a whole and to act on behalf of all conference interpreters, regardless their locations. It contributes to the overall good of the community by expanding membership, especially in parts of the world where the profession is now growing rapidly, and by staying abreast of relevant developments in the field.

The functions of AIIC (AIIC's website, 2008) are:

1. It negotiates collective agreements with major international organisations regarding terms and conditions of employment.
2. It makes efforts to stay up to date with market developments through the work of the Private Market Sector, which has contributed to expertise in the area of conference organisation and to recognition of the role of the consultant interpreter.
3. It works to represent all conference interpreters and in collaboration with UNESCO has undertaken a long-term project on the definition and recognition of the profession.
4. It also sets standards in close cooperation with normative bodies like the International Organisation for Standardisation (ISO), where specifications for interpreting booths are established. It provides expert guidance to architects designing conference centres or with television channels that want to program a satellite link with voice traffic.
5. It promotes professional excellence and defends working conditions. It has done this by collecting a large corpus of information about the optimum conditions for quality interpretation.
6. It promotes best practice in training through its survey of interpreting schools and sponsorship of continuing education courses.
7. It creates a communication channel, between users and interpreters by conducting studies and surveys, and between interpreters themselves through its interactive website called '*Communicate!*'.
8. It promotes the use of languages in a multilingual world through its projects and through direct action in international bodies.
9. It also keeps a close eye on new technologies and responds appropriately to the challenges and opportunities they present.

### 3.11 Code of Ethics

Ethics or moral philosophy can stand for: (1) the “discipline concerned with what is morally good and bad, right and wrong,” and (2) “any system or theory of moral values or principles” (Allain, 2001). Code of ethics are useful tools for outlining or sketching basic professional values of the profession (Froehlich, 2000, p. 268), because it would be impossible to set standards that control or regulate the exercise of a profession and sets it apart from amateurism or quackery without an ethical yardstick (Allain, 2001). Therefore, COE have these functions: (1) to publicise the objectives and ideals of the profession, (2) to increase awareness about issues and potential abuses among practitioners and users, (3) to promote the profession’s collective beliefs, and (4) to set standards or expected behaviours among practitioners (Froehlich, 2000, p. 268). In Interpreting, COE specifies (1) performance level of the interpreters such as fidelity, accuracy, as well as completeness, and (2) ethical conduct of the practitioners as ‘members of a profession and incumbents of a particular role’ (Pöchhacker, 2004, p. 163).

According to Gordon-Till (2002, p. 47), access to COE is (1) physical, and (2) intellectual. Physical access can be optimised by (1) appropriate didactic methods, (2) active professional guidance, (3) published codes or guidelines of ethical behaviour, and (4) active discourse in the professional media, while intellectual access to COE can be improved by more effective teaching at all levels. This implies its acceptance by curriculum developers at training institutions. They have to agree that one of the foundation subjects taught in the TI programme must consist the teaching of ethics, which is later followed by continuous training at more advanced levels. Moreover, greater emphasis on teaching ethical awareness and ethical argument ought to be placed on PAs (p. 53). In conference interpreting, this is proven by AIIC, which has successfully introduced and implemented a set of ethical principles and professional standards that are recognised and accepted by not just most conference interpreters but also the users of Interpretation.

The establishment of COE is not a simple process; Damon (2000) has proposed an analogy of the use of a manually operated camera to COE in Interpreting:

The picture taken by the camera may represent a Code of Ethics (which is a snapshot of how an interpreter should approach decision making), and the camera's shutter speed, aperture, and use may be compared to how we examine, formulate, and create our current code. In order to take a picture, one needs a certain amount of light, which is controlled by the aperture. In low light situations, which we may compare to the past models and ethical codes which were written and used under poor conditions (in that there had not been much past experience to draw upon), one must use a very low aperture in order to capture the picture. Using a lower aperture causes only certain portions of the picture to be in focus – which we may compare to focusing on only an interpreter's behavior. . . . When the photographer is fortunate enough to have enough light, or even a tripod to rest her camera, she is able to take a photo with a slower shutter speed and a high aperture. This allows for the picture to become more saturated and all aspects to be in focus. This kind of image is only possible after time has been taken to test and reflect on past pictures, and make the proper adjustments necessary to ensure proper exposure. We may compare the latter photograph to an end, and more desirable result in regards to an interpreter's Code of Ethics. Interestingly enough, when the aperture becomes greater, the amount of light, or the opening, is at its smallest point; so while the picture is clear, saturated and in focus, the area that has left in the light is very tiny. Likewise, the Code of Ethics can become more refined and focused by using more precise and exact examination of what values are at stake; this should result in a simpler explanation of the interpreter's values while covering all the bases, keeping all aspects of the image in focus. (Damon, 2000)

Many associations of the same profession can adopt similar COE that has been previously established in the profession, for example in the case of conference interpretation. Because AIIC is the one and only association that represents the profession worldwide, the same ethical guidelines can be implemented regardless the geographical factor. "The advantage of ethical principles is that they are general, they are guidelines, they can adapt to different cultures and situations without losing their essence" (Allain, 2001). In addition to the Professional COE, AIIC has also established professional standards of conference interpretation (see Appendix B).

### *3.11.1 AIIC's Professional Code of Ethics*

Allain (2001) has summarised the contents of AIIC's COE, which are:

1. Members of the Association shall be bound by the strictest secrecy, which must be observed towards all persons and with regard to all information disclosed in the course of the practice of the profession at any gathering not open to public.

2. Members shall refrain from deriving any personal gain whatsoever from confidential information they may have acquired in the exercise of their duties as conference interpreters.

3. Members shall not accept any assignment for which they are not qualified. Acceptance of an assignment shall imply a moral undertaking of member's part to work with all due professionalism.

4. Members shall not accept any job or situation which might detract from the dignity of the profession.

5. Members shall not accept more than one job for the same period of time.

6. Members shall refrain from any act which might bring the profession into disrepute.

7. It shall be the duty of members to afford their colleagues moral assistance and collegiality.

Allain (2001) has also described the benefits of following the ethical principles of the Association which are: (1) it serves as a guideline for members in providing a quality service to clients and thereby accomplish the objectives of the profession, (2) it upholds the technical standards that are necessary to properly exercise the profession, (3) it attracts new qualified interpreters into the profession, and (4) it serves to maintain decent levels of remuneration that quality deserves (see Appendix B1).



### ***3.11.2 AIIC's Professional Standards***

Apart from COE, AIIC also provided guidelines of its professional standards regarding important aspects of the profession, such as: (1) the number of interpreters per language booth, (2) interpreter's language classification, (3) the principle of interpreting from passive to active languages, (4) the technical requirements for conference interpreting – booth size and configuration, interpreters' consoles, location of booths in relation to meeting rooms, booth ventilation and lighting, access to booths), (5) documents for interpreters, and (6) relations between interpreters and principals (see Appendix B2).

## CHAPTER 4

### TRAINING

*“Even though concert pianists have two hands and ten fingers, they must first learn to use them to produce music and then perform an orchestra. Similarly, a professional interpreter learns to use his/her linguistic skills to perfection before s(he) can be recruited to work at an international conference. Most so-called ‘locals’ may have the fingers but not the skills and the practice.”*

*(Pastor, 2005)*

#### 4.0 Introduction

This chapter begins with the definitions of several important terminologies in the training field: education, training and development. It then discusses several important aspects of training such as objectives of training, criteria of a training programme, characteristics of instructor/trainer (I/T), interpreting trainees, and interpreter training programmes in Asia Pacific.

#### 4.1 Definitions

Buckley and Caple (2004, p. 5) has stated that education is “a process and a series of activities which aim at enabling an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field or activity but allow a broad range of problems to be defined, analysed and solved”. Training, on the other hand, is “a planned and systematic effort to modify or develop knowledge/skill/attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities so that that he or she can perform adequately in given task or job”. Development is defined as “the general

enhancement and growth of an individual's skills and abilities through conscious and unconscious learning". Cacioppe, Warren-Langford and Bell (1990, p. 1) have provided similar definitions of training and development, in that training is a learning process which is relevant to a present job, while development is learning for one's personal growth or enhancement which may not be related to any specific job, at present or in the future.

#### **4.2 Education and Training**

Kenny and Reid (1986, as cited in Buckley & Caple, 2004, pp. 6-7) have distinguished education and training in terms of process, degree of precision involved, content and time scale.

1. Process. Training has a tendency to be a more mechanistic process, stressing on uniform and predictable responses to standard guidance and instruction which is reinforced by practice and repetition. Education, compared to training is a more organic process, bringing about less predictable changes in the individual.

2. Precision. Training is more job-oriented in that it involves the acquisition of behaviours, facts, ideas, etc., which are more easily defined in a specific job context. Education, being more person-oriented than job-oriented involves a broader process of change and its objectives are less precisely defined.

3. Course or programme content. The purpose of training is to provide knowledge and skills and to cultivate necessary attitudes in performing specific tasks. Education normally provides more theoretical and conceptual frameworks that are designed to stimulate analytical and critical abilities of an individual.

4. Time scale. Training brings about changes that are immediately observable in the short term. Education, on the other hand, shows its influence in the longer term and possibly in a more profound way.

The differences between training and education that have been discussed above are illustrated in Figure 4.1.

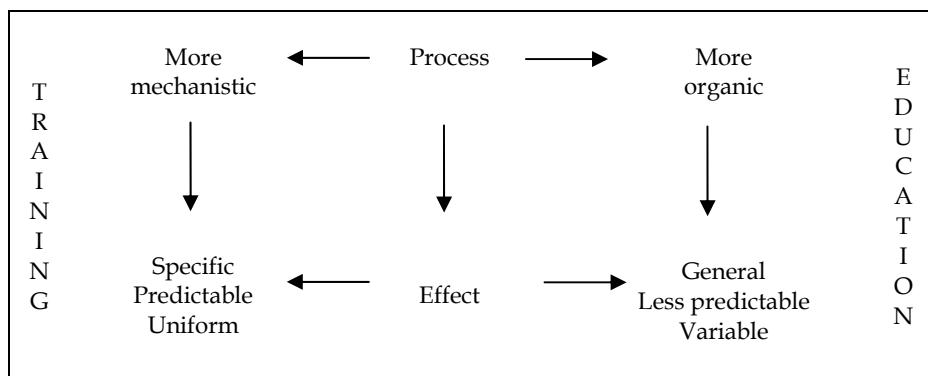


Figure 4.1. Diagram showing the distinctions between education and training expressed in terms of process and effect (Buckley & Caple, 2004, p. 7).

Buckley and Caple (2004, p. 8), however, have stressed that despite these differences, training and education are processes that are very closely interrelated; the quality of previous educational experience may affect the ability of individuals to acquire knowledge, skills and attitudes in a training situation. Vice versa, the skills that they have acquired through training may influence their education, opening up new learning situations. They have further mentioned a third necessary but often overlooked element contributing to learning and development, which is, planned experience. This planned experience refers to the varied and planned inter- and intra-organisational experience of the training and educational bodies. They have emphasised that “training, education, and planned experienced are interdependent and equal partners with regard to their potential contribution to learning and development”.

Most Translation and Interpreting (TI) scholars adopt both terms of ‘interpreter training’ and ‘interpreter education.’ Weber (1989, p. 6) has defined ‘interpreter education’ as “the academic and professional training of conference interpreters for international conferences and meetings up to the highest levels, in both modes of interpreting”.

There are two presuppositions accompanying this definition: (1) that the students have complete fluency in at least three languages together with proven aptitudes for the interpreting profession, and (2) all I/Ts are practicing conference interpreters. However, based on the differences of training and education that discussed earlier, this research adopts the term 'interpreter education' for interpreting programmes that are imparted to individuals who do not have any basic knowledge of interpreting upon enrolment in the programme. The term 'interpreter training' refers to interpreting courses that are designed and implemented for those who already have a certain level of interpreting exposure. An example of an interpreter training is the courses offered at postgraduate or professional level by professional associations (PAs) such as AIIC and postgraduate schools all over the world. This could also include short courses or refresher courses for practising interpreters who have already set up shop in the conference interpreting market.

Relevant to interpreter education and interpreter training are the terms interpreter trainer and interpreter instructor. The term 'trainer' is more appropriate to those who are involved in interpreter training and 'instructor' for those in interpreter education. However, in order to avoid confusion and ease understanding, this study combines these two terms and adopts the term 'instructor /trainer' to refer to individuals who are responsible of imparting interpreting knowledge and skills to students, for long and short term courses.

### 4.3 Characteristics of Instructors/Trainers

Buckley and Caple (2004, p. 258) have proposed the characteristics of good and poor I/Ts.

#### 4.3.1 Qualities of Good I/Ts

According to these authors, (1) good I/Ts are capable of demonstrating technical competence in the area being taught, (2) they show a 'natural' ability to teach and gain satisfaction from it, (3) they possess a high level of interpersonal skills, (4) they are good listeners and questioners, (5) they have a genuine interest in people, (6) they must also be flexible in the use of training strategies and tactics, (7) besides teaching, they must also value the need for thorough planning and preparation, and (9) accept a share of accountability for the trainees' future performance.

#### 4.3.2 Characteristics of Poor Instructors/Trainers

As there are good I/Ts, there are also bad I/Ts. These characteristics are observed among poor I/Ts: (1) they adopt a highly directive style of teaching which does not allow participation nor confirmation that learning has taken place, (2) they make unrealistic assumptions about the trainees' level of knowledge or failing to establish their level of knowledge in the first place, (3) they display impatience or intolerance when trainees fail to understand or are slow to learn, (4) they lack commitment to the subject being taught or to fulfil the objectives of training, (5) they lack verbal/oral skills, (6) they try to teach too much too quickly, (7) they refuse to accept criticism or advice on teaching methods, (8) lack of sociability and interest in the students and last but not least, (9) have an untidy appearance. Moreover, it is important to reiterate that these qualities take a considerable time to build up and that it is the relevant organisation's responsibility to allow and encourage their staff as well as invest in the proper training of its personnel because trained personnel is an asset to the organisation (Buckley & Caple, 2004, p.258).

### 4.3.3 Interpreter Instructors/Trainers

In the teaching of conference interpreting, according to Barbara Moser-Mercer, the minimum requirement to become a I/T is (1) high motivation, and (2) is a practising interpreter (Luccarelli, 2000b). In the interview with AIIC, she has pointed out that “our profession is changing and only those who continue to be involved in it are aware of those changes. Take the issue of working into a B language for example, something that was hardly tolerated 25 years ago and appears to become standard practice today”. In her opinion, a minimum of three to five years experience of active interpreting is necessary for an interpreter to ‘feel comfortable’ teaching interpreting.

This section outlines an interpreter I/Ts’ course organised by AIIC in 2004/2005 (AIIC, 2004). The course was targeted for conference interpreters who have significant professional experience and were interested in teaching interpreting. It was offered at *Ecole de traduction et d’interprétation* (ETI) in Geneva, Switzerland for a duration of 11 months (from October 2004 to September 2005) under the supervision of Professor Barbara Moser-Mercer. The course was divided into three parts:

1. Distance learning for approximately five to seven contact hours weekly for the duration of five months (from October to February and from March to April).
2. Supervision for seminar paper, with flexible contact hours for 5 months (from April to September).
3. Face-to-face seminar series, from 9 a.m. to 5 p.m. daily including Saturday, for one week (in March).

The requirements for admission included: (1) a proof of university-level diploma in conference interpreting, (2) applicant’s language combination must include two of ETI’s working languages, which are Arabic, English, French, German, Italian, Russian and Spanish, (3) applicants must have five years of experience working as conference interpreters, and (4) an application letter stating the purpose of pursuing the course.

The course covered topics such as: interpreting process, research activities with special emphasis on pedagogy, expertise in interpreting, bilingualism, testing, design and expertise of research projects, interpreter's voice, teaching CI, teaching SI, legal interpreting, curriculum/syllabus design and lesson planning, language updates, evaluation, and fundamentals of distance learning.

The fifth edition of AIIC's post-graduate Certificate for Interpreter Trainers (AIIC, 2006) was offered by Interpreting Department of ETI in Geneva from 6 September 2006 to 7 September 2007. The most recent was the AIIC's a day-and-a-half-pedagogical seminar that was conducted in January 2008 in Rome, Italy by Annalisa Sandrelli entitled "*New resources for interpreter training: Using high (and low) technology in the classroom*" (AIIC, 2008).

#### **4.4 Objectives of Training in Interpreting**

In its attempt to promote the profession via proper training, AIIC has stressed that a conference interpretation training programme should specifically teach these aspects, which have been categorised into four main areas (AIIC Training Committee, 2006a):

1. Acquisition of interpreting techniques: The techniques include understanding what the speaker wants to say, grasping what lies behind the speaker's words, keeping the message in context, conveying consecutively or simultaneously, and learning a special note-taking technique.

2. Improvement of aptitudes: Training programmes are designed to improve aptitudes such as concentration, discourse analysis and fast reaction, public speaking skills, management of stressful situations and, observation of a code of conduct.

3. Building of interpreter's resources: Students of interpreting are taught to generate resources that are useful in interpreting assignment, for example, glossaries.



4. Preparation for professional work: Interpreting programmes are also aimed at preparing the students not just for different types of interpreting assignments but also preparation to enter into the profession.

Jimenez Ivars et al. (2003, p.196) have also agreed on the first two objectives of an interpreter training. Sawyer (2001, p. 76) has summed up this point by stating that “. . . goals and objectives [of interpreter training] seem to fall into two general categories: (1) the development of the knowledge and skills required to interpret, and (2) the development of an awareness of appropriate conduct and membership in a professional community”.

#### **4.5 Criteria for an Ideal Interpreter Training Programme**

After several years of study and observation, AIIC (AIIC Training Committee, 2006a; 2006b; Luccarelli, 2000a; 2000b) has developed criteria of an ideal interpreting course which can be classified into five main aspects:

##### ***4.5.1 Admission Procedures***

A well designed diagnostic test which is eliminatory in nature serves as an entrance examination to a postgraduate level training course. This examination consists of written and oral portions, to assess aptitudes such as linguistic competence, general knowledge, maturity, ability of basic code switching, resourcefulness, and ability to cope with stress. This determines the level of preparedness of a candidate. Admission or screening tests can be administered at one of these stages: (1) before admission or upon application to a degree course in TI, with no further selection procedures after enrolment, (2) before admission to a training course in translation, with further tests for admission to a specialisation in interpreting, and (3) before a postgraduate course (Moser-Mercer, 1994, as cited in Pippa & Russo, 2002, p. 246).

An entrance examination should be conducted by a panel consisting of active conference interpreters who are able to judge the candidates' aptitudes for conference interpreting and are able to decide if the candidates' working language combination is feasible on the market. Not just that, they are also capable of advising the students on the best ways to focus on a potentially successful career.

#### *4.5.2 Students and Level of Training*

It is emphasised that applicants of a postgraduate interpretation training programme must already possess a degree in any fields at a university level and most importantly, they must have the required language skills necessary for becoming a conference interpreter. This is because the duration of interpreting courses is usually between one and two years (Pöchhacker, 2004, p. 179) which is an insufficient period to acquire conference interpreting techniques and practice, while at the same time acquire language skills.

In interpreter training programme, students go through language enhancement, but not language acquisition; as emphasised by Seleskovitch (1977, p. 30) that a student "cannot learn or improve his knowledge of a language while expressing the meaning of a message at 150 words a minute". It is further highlighted that in conference interpreting, age is an advantage because the broader the knowledge one has and the more excellent language command one acquires which can be only accumulated over time, the higher the probability she or he has of becoming a successful interpreter (AIIC Training Committee, 2006a).

#### *4.5.3 Faculty and Instructors/Trainers*

The most important point that is stressed by most interpreter training programmes and especially AIIC is that the teaching force of the programme should be practising conference interpreters, who impart the course in their A languages. Being active practitioners mean that they have first-hand information or insight into real-life conference interpreting and enable them to share their know-how with the students, provide valuable help for the newcomers to get started in the profession.

Because I/Ts are the interface between training and the profession, they should have a say in the design and administration of the training programme, such as what are the language combinations that are on demand in the market. Nevertheless, this requisite means that I/Ts must be given time off so that they can actively practise interpreting as professional interpreters, as reiterated by Weber (1989, p. 11), that the faculty where the programme is offered should give their I/Ts ample opportunity to practice their skills, by dropping the principle of “publish or perish” and replacing it with “interpret or perish.” Instructors/trainers who are active conference interpreters have the golden opportunity to return home from a conference with real-time recordings of meetings and ample real-world material and documentation, as well as keeping them up to date with latest developments. Camilo (2004) has added that students can share the skills and technique of their I/Ts while they prepare for their interpreting assignments. Moreover, I/Ts who are professional interpreters make mistakes in real life, they learn from those mistakes and able to use the knowledge gained to help their students. Furthermore, I/Ts can also share their reflections with the students such as “ways of handling stress, mental resistance to fatigue and routine, the frustration of always conveying somebody else’s ideas or views, doubts about accepting or refusing a contract/challenge, discipline and the need to build a good reputation, the advantages of respecting professional ethics and standards . . . , the ways in which open-mindedness and a humble approach may contribute to a successful career.” However, Estévez in his response to Camilo’s article (Camilo, 2004) has disagreed with her, stating that “there are training skills in professional language teacher that are not present in professional interpreters.” An I/T who is not a professional interpreter can bring the professional reality to the students via invitations of professional interpreters. He has pointed out that a successful interpreter training model is that which combined professional interpreters and professional language trainers.

#### *4.5.4 Classroom Training*

Training provided should as closely as possible be similar to real-time conference conditions, for example, classrooms should be equipped with standard booths and students should work from actual speeches. Both CI and SI should be taught in the programme. This is because, even though CI is rarely on demand, it has not completely disappeared in the market and interpreting techniques taught in CI help students acquire the skills needed for SI, such as concentrating on content rather than form.

Jimenez Ivars et. al (2003, pp.196) has suggested that training process is divided into two facets:

1. First phase. In the initial phase, students are exposed to general practices of interpreting, its fundamental characteristics such as the market and the work processes, and the basic principles and strategy.

2. Second phase. In this phase, students learn the professional aspects of interpreting and assimilate methodological principles of interpreting before they are further exposed to interpreting methods such as sight translation, bilateral interpreting, CI and finally, SI. Besides acquiring interpreting skills, it is also important that training emphasises on professional ethics and practice.

Furthermore, an interpreter training curricular components basically consists of (1) basic concepts of language and communication, (2) language enhancement (e.g. specialised terminology), (3) 'area studies' (i.e. sociocultural background knowledge), (4) skill training in CI and SI, (5) professional ethics, (6) international institutions and their terminology, and (6) specialised subjects such as law, economics, science and technology through source texts (Pöchhacker, 2004, p. 179).

#### *4.5.5 Final Examinations*

All students must go through final examinations and those who fail any one of the final examination tests will be eliminated. The panel of examiners should comprise the school's I/Ts, outside professionals, international organisations and potential employers. The final diploma must clearly specify the active and passive languages (A, B and C languages) of the graduates.

In terms of testing in conference interpreting, Sawyer (2004, p. 109) has stated that testing in this discipline is usually performed in (1) academia, that is in interpreter training programmes, and (2) in the field. Testing in the academia consists of two types: (1) on-going formative testing in the courses, and (2) stage or level testing, comprising entry level testing, intermediate testing and final testing. These assessments are carried out according to the expertise level and may be considered as 'developmental milestones' for the students. Due to its scope, this research will not delve into the testing and assessment field, and curriculum design in this research. In relation to testing in the field, international organisations such as European Union, Council of Europe, United Nations, etc., and governmental ministries and agencies conduct examinations for candidates of staff positions and contract work in those institutions. In corporate, business and industry, testing is uncommon; degree qualifications, professional experience, reputation and/or word of mouth replace the role of testing, as interpreting assignments are largely performed by freelance interpreters.

#### 4.6 Career Paths in Becoming an Interpreter

According to AIIC (2006b), the ideal career path for becoming interpreters is a university diploma (or degree) whereby the graduates acquire mastery of several languages upon graduation, which is then followed by a postgraduate conference interpreting course. However, graduates with perfect command of multiple languages are scarce and very valuable in the market that they do not need to have an interpreting degree to be recruited by international organisations. AIIC (2006b) has further proposed two paths that an interested individual in the naïve category (see Figure 2.1) may choose in order to begin a career in conference interpreting:

1. First degree in a different field such as law and economics while working on perfecting their language skills on their own initiative through study and travel, and then going on to do postgraduate interpreting programme to acquire interpreting techniques.

2. Enroll in an undergraduate degree in interpreting or degree in TI. A degree offering a dual specialisation in TI will definitely benefit the market of the language industry, as shown in AIIC's 1999 statistical study that almost half of its members (48%) perform TI activities professionally.

There are five curricular models for TI programmes (AIIC Training Committee, 1994; Iglesias, 2007, pp. 45-46):

1. Linear, where the students continue their studies from Translation to Interpretation.
2. Modified linear, where students can choose to specialise in Interpretation or Translation after having studied Translation previously.
3. Y-forked, where students follow a common curriculum of TI at the beginning of the course and afterwards choose to specialise in either Translation or Interpretation.
4. Modified Y-forked, offering students three choices of specialisation; Translation or Interpretation or degrees from other disciplines such as Law, or Commerce after they have accumulated credits for common core courses in TI.

5. Parallel tracks, where students are allowed to enter the programme at different levels depending on their qualifications and screening tests results. Upon admission, they can choose to specialise either in Translation or Interpretation. These five tracks are illustrated in Figure 4.2.

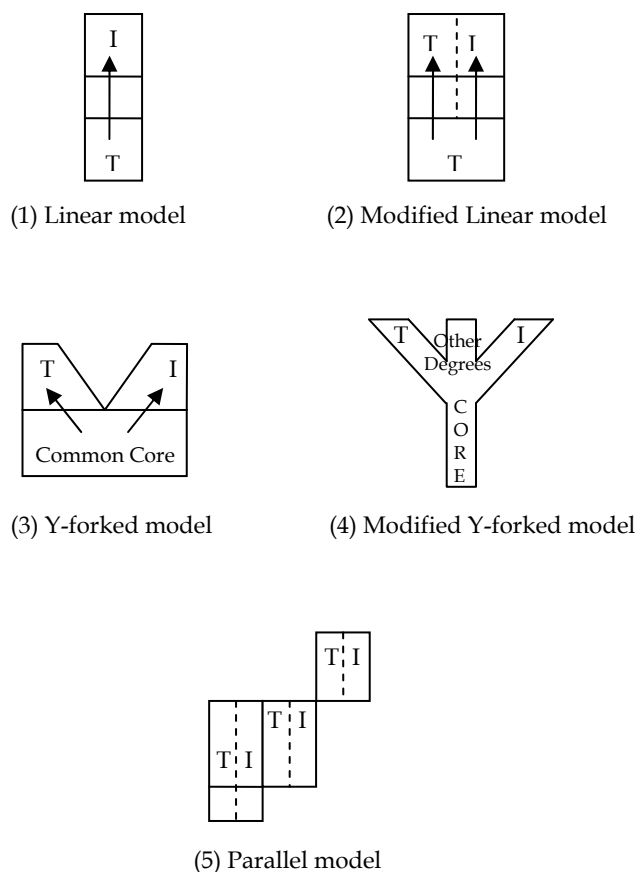


Figure 4.2. Diagram showing curricular models for interpreter training programmes (Adapted from AICC, 1994).

In one of AIIC's workshop for trainers in 1994 (AIIC Training Committee, 1994), participants were presented these curricular models. Two out of four groups in the workshop preferred the Y-forked model. Sawyer (2004, p. 215-229) has proposed a comprehensive Y-track curricular model, based on his doctoral research on the curriculum and assessment review at the Graduate School of TI (GSTI) of the Monterey Institute of International Studies (MIIS). The Y-track model consists of two primary degree tracks, in Translation and in Interpretation. This allows the students to choose a specialisation, and at the same have a skill foundation in both areas. Nevertheless, curriculum design, a field that is growing in terms of its importance and contribution in IS, will not be discussed here due to the scope of this present study.

#### **4.7 Minimum Requirements for Becoming a Conference Interpreter**

Professional conference interpreters are not the same as language assistants, nor language aids or expatriate English teachers, conference interpreters not only act in the capacity of linguistic intermediaries between two or more parties who do not speak the same language, but they are also facilitators of communication who can narrow the cultural and linguistic gaps between speakers, excellent public speakers who are trained in simultaneous and CI, peacemakers, conference delegates' confidants, poets, comparative terminologists, and linguistic experts (CIAP, 2006, p.1). With these important roles and functions that interpreters play, there are certain requirements and aptitudes that an individual has to have even before enrolling to an interpreter training programme (AIIC Training Committee, 2006b, 2000b, 1994; Jimenez Ivars et al., 2003; Longley (1989), Gerver et al. (1989), Lambert (1991) as cited in Pipa & Russo, 2000, p. 246; Pastor, 2005; Setton, 1994; Weber, 1989, p.6, p.). These requirements are:

1. A high standard education. This means an undergraduate degree in interpreting or in languages or other fields which is then followed by a postgraduate training in interpreting.



2. Polished command of mother tongue or A language in a style appropriate to the subject, including registers and domain.
3. A flair for technical subjects.
4. Mastery of one or more non-native or foreign languages (B and C languages), especially the oral skills.
5. A thorough knowledge of the institutions, culture, attitudes and practices in the countries where that language is spoken through world experience, away from home and school, either working or studying there.
6. A broad extra-linguistic and general knowledge.
7. Readiness to keep abreast and have an interest in the current affairs in all their working languages as well as an insatiable curiosity about what is happening in the world, who is interested in pretty much everything under the sun.
8. High level of intelligence
9. A broad general education and personal integrity and commitment especially in helping others to communicate.
10. Great stamina, resistance to stress, good physical health, good cognitive skills such as excellent memory and attention, powers of analysis and ability to concentrate and focus as discussion unfolds.
11. Ability to work in a team with a friendly collegial attitude not just among colleagues but also with clients, especially when facing difficult times.
12. Public speaking confidence.
13. A flexible approach to language because speech is less predictable than written word, especially the ability to understand other people's accents.

14. A quick mind so that she or he is able to switch subjects without warning. Setton (1994) mentioned this is especially true in conferences because time is a precious factor that participants often refer to past meetings, agreements, current issues, etc. in abbreviated or implicit forms.

15. Has calm nerves, not easily irritated, tact, judgement and sense of humour so that he or she can cope with an unexpected topic of conversation, and reconcile the differences in ways of presenting information and opinions among participants with different cultural and linguistic backgrounds in real time.

16. Pleasant speaking voice, diction and pleasant intonation, with no speech defects.

17. Willingness to adhere to the rules of conduct of the profession, for example, confidentiality.

#### **4.8 Interpreter Training in Asia Pacific**

Most publications, research projects and studies in conference interpreting are eurocentric, due to the fact that conference interpretation has long been an established profession in the European continent (Jungwha, 2002, p. 3). Therefore, this study attempts to take a different bearing; putting more emphasis on training development in Asia Pacific. The Conference Interpreters Asia Pacific with its strong link to AIIC is an important contributor in reporting what is going on in conference interpretation from this side of the planet. Jungwha and Allain (2000, p. 4) have written an overview of the field of interpreter training in South-East Asia, which included countries such as Korea, Japan, Taiwan, China, Hong Kong and Thailand.

#### *4.8.1 Korea*

The first institution to offer TI in Korea was the Graduate School of TI of the Hankuk University of Foreign Studies in 1979. Most of the students are Koreans with Korean as A language and have a mastery of one foreign language. The foreign languages taught are English, French, German, Spanish, Russian, Chinese, Japanese and Arabic. It is a two-year programme leading to a Master's degree in TI. In 1997, the Ewha Women's University in Seoul established a Master's level TI programme at its Graduate School of TI. The language combinations offered were Korean-English, and Korean-French. There are also undergraduate TI programmes available but the authors have described them as "fancy versions of language classes" (Jungwha & Allain, 2000, p. 4).

#### *4.8.2 Japan*

Interestingly, professional conference organisers (PCOs) play an important role in organising conference interpreter training in the country. There are altogether seven institutions offering interpreting courses but they are not university degree programmes. In Japan, no universities offer a separate Master's degree courses in TI, and there are 30 universities offering undergraduate interpreter training but most of these courses emphasise language skills compared to interpreting skills. Simul Academy has a very good reputation as it has trained many Japanese interpreters. Its interpreting courses are offered from Japanese to English, Chinese and French and vice versa. It offers a three-level programme: (1) introductory level where students are exposed to CI skills twice a week for 19 weeks, (2) basic programme where SI is taught for in-house interpreters for 19 weeks, and (3) highest programme where SI course is offered for freelance conference interpreters (Jungwha & Allain, 2000, p. 4).

Other schools include ISS, the first SI school in Japan established in 1966 with English, Korean and Spanish; Inter School with English, Chinese, French and Korean; Congress Institute with English, Korean and Spanish; International Education Centre with English, NHK Bi-lingual Centre with its broadcast interpreting programme and Daito Bunka with its small interpreting programme (Jungwha & Allain, 2000, p. 4).

#### *4.8.3 Taiwan*

There are two institutions offering TI programme at Master's level: (1) Fu Jen Catholic University, and (2) National Taiwan Normal University. In 1988, Graduate Institute of Translation and Interpretation Studies at the Fu Jen Catholic University established its TI programme at graduate level, from and into Mandarin Chinese and Japanese for TI, from and into Mandarin Chinese, French and German for translation. The TI programme at Fu Jen follows a Y-forked model offering students specialisation of: (1) translation, or (2) conference interpreting and translation. Another master's level TI programme in Taiwan is at the National Taiwan Normal University in Taipei offered by its Graduate Institute of Translation and Interpretation established in 1996. The language combination is from Chinese into English and French and vice versa (Jungwha & Allain, 2000, p. 4).

#### *4.8.4 People's Republic of China and Hong Kong*

Unlike Japan, TI in China is dominated by the government sector. Training of interpreters in China began in 1979 as a joint project between the United Nations and the government of China. Fifteen years later, in 1994, the School of Interpretation and Translation at Beijing Foreign Studies University took over this training course. The TI programme is offered at Master's level from and into Chinese and English. According to Baigorri-Jalón (2004, p. 122), two thirds of the interpreters working in the Chinese booth at the United Nations in New York were trained at this university. Another institution which appeared in the list of interpreter training schools in AIIC's 2004 survey is TI programme at the Graduate Institute of Interpretation and Translation (GIIT) Department of Interpretation at the Shanghai International Studies University.

Other new postgraduate programmes and course in TI are also offered at Xiamen University and Guangdong University of Foreign Studies. There also exist internal training for new TI staff, for example at the Department of Translation and Interpretation of the Ministry of Foreign Affairs (Dawrant and Jiang, 2001). Similar to the situation in Mainland China, Hong Kong government runs training course for its own interpreters in Mandarin, Cantonese and English languages (Jungwha & Allain, 2000, p. 4).

#### *4.8.5 Thailand*

Jungwha and Allain (2000, p. 4) have reported that there are three universities in Thailand that offer interpreter course but they are not complete university degrees. However, in 2007, Thailand introduced its first professional-level-training programme in conference interpreting; a two-year Master's degree. It was a result of collaboration between the Thai Association of Conference Interpreters (TACI) and the Chulalongkorn University, Thailand's most prestigious university (Surintatip 2007a, 2007b).

#### *4.8.6 Australia*

The TI industry in Australia is more controlled and systematic compared to other countries in Asia Pacific with the establishment of its National Accreditation Authority for Translators and Interpreters Limited (NAATI). It is a national standards body owned by the Commonwealth, State and Territory Governments of Australia that also acts in the capacity of an advisory body for the TI industry in the country. All TI practitioners must be accredited by NAATI by going through TI programmes at various tertiary institutions all over Australia. All candidates must pass the NAATI's translator and interpreter tests before they are allowed to practise in the industry (NAATI's website, 2008).

As an accreditation authority in the TI industry, NAATI sets four categories for the translators and interpreters depending on their competence level: (1) Paraprofessional Translator and/or Interpreter; at the lower end of proficiency, (2) Translator and Interpreter, (3) Advanced Translators and Conference Interpreters, and (4) Advanced Translators [Senior] and Conference Interpreters [Senior] for the highest levels of proficiency (NAATI's website, 2008). In the *NAATI Approved Courses List* (2008), the only university that offers a post graduate programme in TI is the University of Queensland in Brisbane, Australia. The courses are: (1) Masters of Arts in Japanese Interpreting and Translation (MAJIT), and (2) Masters of Arts in Chinese Translation and Interpreting (MACTI).

#### ***4.8.7 AIIC-approved Interpreter Schools in Asia Pacific***

From the AIIC's survey of interpreter training schools in 2004 (AIIC, 2004), only four interpreter training schools discussed above in Asia Pacific are listed in the list. These schools participated in the survey and fulfilled most of the criteria established by AIIC for interpreter training programmes (see Section 4.5 and Appendix C). They are: (1) Graduate Institute of TI Studies at the Fu Jen Catholic University, Taiwan; (2) Graduate Institute of TI at the National Taiwan Normal University, Taiwan; (3) Graduate Institute of Interpretation and Translation, Department of Interpretation at the Shanghai International Studies University, China; and (4) Master of Arts in Japanese Interpreting and Translation of the School of Languages and Comparative Cultural Studies at the University of Queensland, Australia.

## CHAPTER 5

### INTERPRETING IN MALAYSIA

*“Unfortunately language service providers here (in Malaysia) operate in a chaotic and unregulated market, in which anyone who claims to be an interpreter/translator can set up as one.” (Ibrahim, 2004)*

#### 5.0 Introduction

This fifth chapter touches on the interpreting scenario in Malaysia, which includes the history of interpreting in the country, the types of interpreting that are being practised, the establishment of National Institute of Translation Malaysia as an organising body of the TI industry, and training aspects of the field in the country. Most publications and research on Interpreting in Malaysia are focused on court interpreting. However, along with technological and infra-structural development in Malaysia, the emergence of conference interpreting in the country cannot be ignored.

This study adopts Pöchhacker’s typology (2004, p. 16; see Section 2.4), which has stated that conference interpreting is a type of interpreting that “takes place within a particular format of interaction (‘conference’). It is often set in an international environment ... has spread far beyond multilateral diplomacy to virtually any field of activity involving coordination and exchange across linguistic boundaries.” This is different than ‘local’ market of conference interpreting which takes place primarily between English and the national language, for example, Parliamentary interpreting in certain countries.

Interpreting is practised in two different platforms in Malaysia: (1) administration and judicial, and (2) business and corporate. In the judicial and administration of the country, court interpreting and parliamentary interpreting are being practised. On the other hand, conference interpreting plays a role in contributing to the economy of the country through business and corporate sector as the demand for it grows with the increase of international conferences being held in the country through Meetings, Incentives, Conventions and Exhibitions (MICE) sector of Tourism Malaysia.

### 5.1 The History

The written records of the Chinese travellers in the early centuries A.D. mentioned that Malay or Kou-you was the lingua franca of the ports of the archipelago and was also used to disseminate Buddhism and Hinduism. In the history of the Malay empires, for example, the Srivijaya empire (from 7<sup>th</sup> to 13<sup>th</sup> century A.D.), the Malaccan empire (from 14<sup>th</sup> century to 16<sup>th</sup> century A.D.), and other subsequent empires and sultanates, it was stated that the Malay language not only had reached a level of governance in the region, but it also acted as a conveyor of high literature and philosophy (de Swaan, 2003, p. 367). The interpreting activities began with the rise of the Sultanate of Malacca in the 15<sup>th</sup> century as a major trading entrepôt in the Malayan shores as Malay was the commercial lingua franca of Southeast Asian archipelago (Cheah, 2001, p. 14; Wong, 1991, p. 191). Due to the influx of foreign merchants from the Middle East, India, and China for trading or other purposes, interpreting was a necessity. The mode of interpreting adopted was similar to today's liaison or escort interpreting (Wong, 1991, p. 191). After the weakening of the Malaccan empire due to the European conquest, first being the Portuguese in 1511 then the Dutch in 1641 and the British in 1824, interpreting continued to play its role. However, under the British colonisation, English became an important language as all administration matters were handled in English and the administration were staffed by officers who did not have any knowledge of Malay (Wong, 1990, p. 109).



Besides their system of administration, the British also introduced their legal system in Malaysia (was known as Malaya at the time) with the use of court interpreters. The country's first court was established in 1807 in Penang (Ibrahim A, 1995, p. 1).

Apart from colonisation, the needs for interpreting were also due to the multi ethnicity of the Malaysian society. In the middle of the 19<sup>th</sup> century, labourers from southern China and South India were brought in to work in the mines, mills, and docks as well as rubber and palm oil plantations. These immigrant workers later formed part of the Malaysian society together with the Malays but at the same time maintaining their languages and cultures of their homelands (Cheah, 2001, p. 112-113). In 1968, Malay language or *Bahasa Malaysia* was announced as the official language of Malaysia as stated in the Article 152 of the Malaysian Constitution. It was decided that Malay language must be used in all official correspondence in the central government, state government and other government agencies (Han, 2004a, p. 50). Nevertheless, being the second important language, English continued to play an important role especially in the field of science and technology as well trade and industrial sector:

English is definitely a high status language, due to its continuous existence in the various domains ... viz. legal and judiciary, business, banking, diplomacy, etc., as well as the emphasis of its significance in the internationalism to which the country is directing itself. (Haji Omar, 1994, p. 74)

Together with Malay and English languages, the Chinese and Indian languages (immigrant languages) continued to coexist.

The national official language is Malay language which is spoken in its pure or corrupt form by almost the entire population, but English is still a language of communication widely adopted at all levels of intercourse - social, administrative (e.g. in courts), economic and intergovernmental. Besides these two languages, Chinese, which could be Mandarin or any of the dialects like Hakka, Cantonese, Hokkien, Teochew, Kheng Chew, etc., as well as languages of Indian origin such as Tamil, Telegu, Malayalam and Punjabi are also spoken though less extensively and mainly by members of those ethnic communities. (Wong, 1990, p. 108)

This language and culture varieties make interpreting an imperative tool, for instance, in business and communication as well as in the administration of the country. Before an in-depth discussion of interpreting in Malaysia, a brief overview of the system of administration in the country is necessary. Malaysia is a federation of thirteen states, founded in 1963. It adopts Parliamentary Democracy with Constitutional Monarchy. The government consists of three components: legislative, executive and judiciary. His Royal Highness (*Yang di Pertuan Agung*) is the paramount ruler. The legislative or the Parliament of Malaysia is divided into three parts: His Royal Highness, The Senate (*Dewan Negara*) and The House of Representatives (*Dewan Rakyat*). There are 70 members in the Senate while the House of Representative has 219 elected members. Power of executive is vested in the Cabinet of Ministers, which is led by the Prime Minister. Members of the Cabinet are selected from both Houses of Parliament. The judicial system consists of superior and subordinate courts. The superior courts are the High Court of Malaya, the High Court of Sabah and Sarawak and the Court of Appeal. The subordinate courts are the Magistrate Courts and the Session Courts. The legal system is based on English Common Law (Han, 2004b; Parliament's Website, 2005).

## 5.2 Types of Interpreting

The most prominent types on interpreting that are practised in Malaysia are: court interpreting, parliament interpreting, and conference interpreting.

### 5.2.1 Court Interpreting

According to Wong (1991, p. 191), court interpreting has always been one of the most important services in Malaysia. This is due to the societal heterogeneity that exists in Malaysia. In the 1990s the language of the Malaysian court is Malay or English to ensure successful communication among all the parties involved. Nevertheless, not all Malaysians speak or understand Malay and/or English, especially with the distinctiveness of the language of court.

Thus, an interpreter helps close the linguistic and cultural gap among the Bench, the Counsel, and the litigants who prefer to speak in their own mother tongue or dialects. The importance of court interpreters is stressed in the Criminal Procedure Code, stating that a defendant is entitled to the service of an interpreter in the open court:

Whenever any evidence is given in a language not understood by the accused and he is present in person it shall be interpreted to him in open court in a language which he understands (CPC.6.270 [1]). (Wong, 1990, p. 109)

There are two types of court interpreters: (1) official interpreters, and (2) ad hoc interpreters. Official interpreters receive their job confirmations when they take upon their duties the first time while others have to depend on the magistrate's feedback stating that they are competent for the post (Wong, 1990, p. 114). Freelance or special interpreters, often embassy staff, are called in only when the languages other than English and Malay are involved the court trial, and the presence of a resident court interpreter is still called for to assist in the other areas of the trial (Ibrahim, 2007, p. 207; Wong, 1990, p. 114).

The official interpreters consist of three categories: (1) student interpreters, (2) certified interpreters, and (3) senior interpreters. The grading depends on experience, qualifications and performance. There are two courts in Malaysia: the Lower courts and the High courts, and each court is equipped with a team of interpreters. Their working languages are English, Malay, Tamil, Punjabi and Chinese. Interpreters of the less common Chinese dialects are called in when their services are required. The more experienced interpreters are placed in the High courts and the less experienced in the Lower courts (Wong, 1990, p. 114).

According to Wong (1990, pp. 110-114), court interpreters perform various duties, depending on the court that they are attached to. In a High court, they are required to interpret and take the duty of a Commissioner for Oaths. However, in a District court (Lower courts) interpreters do more than just interpret. They are involved in administrative and clerical work, for example, collection of fines, issuing receipts and even banking in the day's collection. Court interpreters are also required to do translations of the court proceedings.

However, in spite of their work nature, most of them are self-trained, through trial-and-error. The qualification needed to become a court interpreter is the Malaysian Certificate of Education, the equivalent of a high school education in the United States of America or British GCE-O level or *Bachillerato* in Spain, with credits in Malay, English or Chinese languages. Thus, the salary scale for court interpreters has never been attractive for the public to join the service, which leads to shortage of interpreters. This causes backlog of court cases, as official interpreters are limited. Due to unattractive salary scale, the interpreters are not motivated or rather are not encouraged to seek training and improve their performance (Wong, 1990, p. 114). Here exist the vicious cycle of the profession as mentioned by Schmitz (1988) and Tseng (1992). Ibrahim has added that,

On one end of the scale, the interpreter is an involved servant of the court assisting the Bench or even as a recognised and accepted surrogate for the advocate in the case of a defendant who is handling his or her own defence or mitigation. At the other end of the scale, (s)he is viewed solely as a non-participating, passive channel through which information is conveyed to the court. (Ibrahim, 2007, p. 212)

Tracing back the history of court interpreting during the Colonial times exposed the reason behind this. Court interpreters were introduced in order to cope with the shortage of staff and to dispense trials in a competent manner. Nevertheless, up to this date, the authorities have never taken any serious steps to improve the system; an ad hoc measure remained as a permanent feature of the system.

Ibrahim has made the following conclusion on the Malaysian court interpreters:

The term *court interpreter* in Malaysia is therefore a misnomer: as in every trial they must be there, not necessarily to interpret, but to assist in a trial. It is not surprising that there is perpetual shortage of interpreters in Malaysian courts ... It has yet to be recognised by the authorities that the reason for the difficulty in recruiting new interpreters and retaining existing ones is the confusion between what the interpreter and the clerk of court does. (Ibrahim, 2007, p. 213)

### 5.2.2 Parliamentary Interpreting

Due to the multi-ethnicity of Malaysia, members of the Senate and the House of Representatives comprise of individuals from different ethnic and linguistic backgrounds. The official language of the Parliament is the Malay language, with simultaneous interpreting (SI) into English, which are available for the members and visitors. Interpreting into Malay is done when there are foreign visitors who deliver their speeches in English. Simultaneous interpreting is performed in both Houses. When SI was first introduced, only a single booth with a single microphone was used. However, with the upgrading of the Parliament buildings in recent years, interpreting booths are also more equipped (Wong, 1991, p. 9).

The interpreting task is managed by a team of in-house simultaneous interpreters which is placed under the Simultaneous Interpretation Section of the Parliament's House and Legislative Division. According to their job description, besides interpreting simultaneously while Parliament is in session, the interpreters are also required to do translation work that is the Order Paper. They also carry out the duties of a language expert at international meetings organised by the Parliament. However, there is no COE imposed to them as Parliamentary SI interpreters (Ibrahim, 2005, p. 80).

The Public Service Commission of Malaysia has provided information on the requirements for the post of Parliament SI interpreters such as the aptitudes and qualifications that are required by the Employer, (the Parliament of Malaysia), the starting salary as well as the simultaneous interpreter's job description (Simultaneous Interpreter's Job Advertisement, 2005). The requirements for the interpreter's post are as follows:

1. Bachelor's Degree from local higher institutions of learning that are recognised by the government or other similar recognised qualifications, or
2. Bachelor's Degree with Honours from local higher institutions of learning that are recognised by the government or other recognised qualifications of its equivalent
3. Able to speak, read and write as well as translate simultaneously from Malay language into Arabic or English or French or other relevant languages and vice-versa;
4. A credit in Malay language (including a pass in Oral Test) for the Malaysian Certificate Examination or other qualifications which are recognised to be its equivalent by the government.

The advertisement has also described the job description of the interpreters:

1. To act as a co-secretary to the Committee of Government's Official Events for the opening ceremony of the Parliament.
2. To perform SI during the meetings of the Senate and the House of Representatives.
3. To edit the questions for the Senate.
4. To give briefings and carry out tasks related to Commonwealth Parliamentary Association (C.P.A), Inter-Parliamentary Union (I.P.U) and ASEAN Inter-Parliamentary Organisation (AIPO).

The starting of the simultaneous interpreters is RM1627.11 (US\$428.20), which is placed at Grade N41: P1T3 of the public service remuneration scale.

Unlike court interpreting, less has been studied or reported about parliamentary interpreting. The only study on parliamentary interpreting in Malaysia was carried out by Ibrahim in 2005. She has concluded that:

Simultaneous interpreters in the Parliament of Malaysia play the 'ghost-role' and their invisibility and routine work affect their level of motivation. However, the sense of professionalism is evident as they show a very high level of concern in the quality of their work and their desire for continuing professional education. (Ibrahim, 2005, p. 121)

### *5.2.3 Conference Interpreting*

Conference interpreting is relatively a very new field in Malaysia; the first conference held in Malaysia that involved interpreting was Commonwealth Heads of Government Meeting (CHOGM) in 1989 and the First G15 Summit Conference in 1990. In the First G15 Summit Conference 1990 in Kuala Lumpur, 18 professional interpreters from seven different countries, such as, Venezuela, Argentina, Britain, France, United States, Columbia and Egypt were brought in to work in four languages: English, French, Spanish and Arabic (Wong, 1991, p. 193).

According to an unpublished statistics obtained from the Malaysian National Institute of Translation (ITNMB) (Ibrahim, 2005, p. 92) there were 39 practising conference interpreters in the country, 67% were non-Malaysians and 33% were Malaysians. All of them were freelance interpreters. Their nationality and working language combinations of these interpreters were kept confidential by ITNMB (see Appendix D). All of them were university graduates from various fields. However, only a few of them received training in TI, with more experience in translation rather than interpreting. They were given interpreting assignments basically due to the fact that they were either native speakers of a certain foreign language, or they were Malaysians that have resided in a certain foreign country and have acquired good command of the foreign language (Ibrahim, 2007, p. 92).

In terms fees for the interpreting services, most TI agencies prefer to keep this information as confidential. Japanese Graduates' Association of Malaysia, known as JAGAM provided fees guideline for services provided by them, as shown in Table 5.1 below.

Table 5.1

*Interpreting Service Fees by JAGAM*

| Types of Service            | RM / Day      |
|-----------------------------|---------------|
| Joint Venture negotiation   | 800 (US\$210) |
| Technical related           | 500 (US\$132) |
| General, daily conversation | 300 (US\$79)  |

*Note.* From JAGAM's website 2006.

### 5.3 Conventions and Meetings Industry

The introduction and establishment of conference interpreting is very much related to the industry of Meetings, Incentives, Conferences and Exhibitions (MICE) in Malaysia. International conference delegates come from all over the world and the need for conference interpreting services is inevitable.

The industry of MICE started in Malaysia in 1997. In 1998, there were 115,768 international arrivals for MICE but in 2001, the figure increased to 473,426 foreign MICE delegates. The year 2002 saw an increase of 47.8%, a total of 699,924 delegates with foreign receipts totalling RM2.203 billion (US\$579.7 million). These figures show the importance of tourism and MICE industry as "one of the most important pillars in the overall economic development" (MICE, 2003/04, p. 10).



According to the *Incentive and Meetings Asia (IMA) Special Report 2004*, the main factor behind this increase was the investment in hardware especially in the development of new venues, as emphasised by the Tourism Malaysia's Director-General, Dato' Abdullah Jonid, "Our stature in as a preferred MICE destination in the Southeast Asian region has received a further boost with the increasing number of state-of-the-art venues" (Miceonline, 2005). Besides the ultramodern infrastructure, the weakening of the Ringgit Malaysia by 52% from 2.5 to 3.8 to the US Dollar due to the Asian financial crisis in 1997 and the competitive rate offered by Malaysian hotels further pushes the increase of MICE delegates (see Section 7.5.1.2).

There are six international convention centres which are located in and around Kuala Lumpur. The Putrajaya International Convention Centre (PICC) and Kuala Lumpur Conventions Centre (KLCC) are the two latest ultramodern convention centres. Other centres are Putra World Trade Centre (PWTC), Malaysia International Exhibition and Convention Centre (MIECC), Genting International Convention Centre (GICC) and the Sunway Pyramid Convention Centre (SPCC) (Miceonline, 2005). International Management Convention Section under the umbrella of the Prime Minister's Office (ICS) provides portable SI systems and equipment as well as portable interpreting booths to conference organisers (see Section 7.5.3).

Malaysia is gearing up to position itself well in the market in order to catch a slice of the lucrative business. According to the Director-General of Tourism Malaysia, Dato' Abdullah Jonid, "There has to be extensive training to enhance the capacity and capability of all Malaysians involved in the MICE sector" (IMA Special Report 2004). This statement may indirectly imply the needs of improving conference interpreting services as it is one of the players in the MICE sector in the country.

#### 5.4 The National Institute of Translation Malaysia

Interpreting in Malaysia is mainly organised by an ITNMB, established on 14 September 1993, with the aim to provide the infrastructure for the translation industry in Malaysia. Being a public limited company, Malaysian Government, under the Ministry of Finance (Incorporated) owns its share capital. However, the Ministry of Education supervises its administration (ITNMB's website, 2008).

The Malaysian Cabinet has identified the roles and functions of ITNMB (ITNMB's website, 2008):

1. To plan, implement, manage and coordinate all matters regarding translation, interpretation and information exchange in various languages at national and international levels.
2. To assist the development and distribution of translation projects and other projects that are related to translation, interpretation and information exchange to the translators, interpreters and relevant parties.
3. To act as a professional development centre, promoting science, technology and art of translation, interpretation and information exchange.
4. To function as a human resource development centre for translators, editors, interpreters and other translation-interpretation-related careers in developing and improving their skills and expertise.
5. To serve as a translation and service centre, providing commercial and social services using computers or computer-aided/machine translation of books, documents, information, computer software and reading materials from various languages into Malay language.
6. To provide multilingual interpretation service that caters for interpreting services commercially and socially for local and international clients

7. To function as a career centre, promoting the growth of TI industry by organising relevant activities in order to attract and inform the public of the industry.

8. To carry out the task of a reference centre that establishes standards, provides quality assurance and recognition services that are related to TI field in the country.

ITNMB offers a range of TI-related services such as translation services of books and commercial documents, interpreting services for conferences, seminars and overseas visits, translation of audio visual materials such as videos, cassettes, films and websites, supporting services which includes editing, translation and language courses, voice-over, typesetting and printing (see appendix D).

Bell has carried out a case study on ITNMB and made these conclusions on the reality of the organisation:

From its inception in 1993, the organisation has been bedevilled by the requirement to play two mutually incompatible roles: profit making commercial enterprise and non-profit-making communication hub. The Ministry of Finance, which provided substantial start-up funding, expects ITNMB to perform as a successful business: a limited company supplying translation and training services. The Ministry of Education, in contrast, expects ITNMB to act more like a Statutory Board or Body whose major role is to make a significant contribution to education and national development, but (like the British "Charity") is under no obligation to make profit (p. 113). ...ITNMB has never been commercially successful and, although breaks even on a month-by-month basis, neither translation, nor interpreting, nor training has ever run at a profit and has certainly not fulfilled the hopes of those who expected ITNMB to be quoted on the Kuala Lumpur Stock Exchange within five years of its creation. (Bell, 2007, p. 113-114)

### 5.5 Malaysian Translators Association

Malaysian Translators Association (MTA - *Persatuan Penterjemah Malaysia*) is a professional voluntary body that was established and registered on 4<sup>th</sup> October 1979 under the patron of Institute of Language and Literature Malaysia (*Dewan Bahasa dan Pustaka Malaysia*). It has more than 1200 members, comprising translators/interpreters, professional editors, academicians, publishers, and authors from various fields.

The fundamental objectives of MTA establishment are:

1. To encourage and maintain cooperation among translators in order to better and improve their translation quality.
2. To contribute positively to the efforts of expanding reading materials in Malay in multiple subject areas (MTA's website, 2008).

Its establishment allows activation and implementation of all translation related activities among the country's translators, interpreters and professional editors in a more collective, organised and systematic way. The Association is aware of the role Translation plays as a tool to import and distribute information and knowledge in this borderless world. It is directing its efforts toward achieving this goal. Thus, it is planning to construct its official website in English so that more interested parties will be able to access it (MTA's website, 2008).

Membership, however, is not open to those who do not have any qualifications at diploma or graduate level. Among the advantages that membership offers (MTA's website, 2008) are:

1. They are able to attend TI conferences, seminars, workshops at a member's price.
2. They are able to set up their own TI agencies or become freelancers and their translation work is endorsed by MTA.
3. They receive free copies of MTA's publication which are *Berita Penterjemah* (Translators News) and *Jurnal Penterjemah* (Translators Journal).

4. The Association also acts as a TI agency, distributing translation jobs it receives to its members, depending on their speciality and availability.

Members can choose from two types of membership: (1) Annual member; who pays annual membership fee of RM50 (€10) and one time registration fee of RM50 (€10), or (2) Lifetime member; with no annual fee, but a onetime fee of RM300 (€62.50) which includes a registration fee of RM50 (€10) and lifetime membership fee of RM250 (€52) (MTA's website, 2008).

Among the services that MTA offers to the public (MTA's website, 2008) are:

1. Translation service of various types of documents, from and into languages such as English, Malay, Mandarin, Tamil, Hindi, Arabic, Japanese, Thai, Cambodian, French, German, Spanish, Italian, etc.
2. Editing services.
3. Evaluation of translations.
4. Certification or endorsement of translations.
5. Interpreting services.
6. Translation and editing courses.

### **5.6 Interpreter Training in Malaysia**

A more structured and established form of training is found in court interpreting compared to other forms of interpreting. According to Wong (1991, p. 193), court interpreters in the earlier days did not receive any formal training, they learned the trade of the job by observing their seniors at work. This was possible as interpreting in the Malaysian courts was done consecutively sentence by sentence or even to the extent of word by word. The interpreters, however, attended language classes with the aim to enrich their vocabulary or terminology. New recruits in those times came under the tutelage of the senior interpreters or the Chinese Affairs Secretary.

However, training was made available to interpreters in the 1980s when interpreting courses were offered by the Translation and Interpretation Division of the Language Centre (now known as Faculty of Language) at the University of Malaya. The courses offered were Diploma in Conference Interpretation and Professional Certificate in Court Interpretation. However, the courses were stopped due to lack of student enrolments and structural changes in the university.

The responsibility and the task to train court interpreters were then transferred to the Judicial and Legal Training Institute or ILKAP (*Institut Latihan Kehakiman dan Perundangan*). ILKAP was established on 23 June 1993 based on the recommendation of Special Committee and was approved by the Cabinet. ILKAP offers interpreter training courses in their language programme which includes court procedure and rules, interpretation techniques, translation techniques and the translation of documents (see Appendix E). Besides TI-focused courses, ILKAP also offers language courses such as Malay, English and Chinese as well as courses on the fundamental principles of drafting of laws (ILKAP's website, 2008).

As for conference interpreting, training in TI is handled by two bodies from two different angles. From academic perspective, University Science Malaysia in Penang is the only university that offers Bachelor of Arts in Translation and Interpretation with Honours (BATI - *Ijazah Sarjana Muda dengan Kepujian Terjemahan dan Interpretasi*), which was established in 1992/1993 and is currently offered at the School of Humanities (see Section 9.5.1). From professional training perspective, ITNMB offers an interpreting course to the general public, and is only available on demand (see Appendix T).

## CHAPTER 6

### METHODOLOGY

#### 6.0 Introduction

This chapter discusses the general aspects of research methodology that we have adopted for this research. Before moving on to the fine points, it should be emphasised that the details of the methods used for data collection are separately discussed in the empirical chapters of this thesis, that is, Chapters 7, 8 and 9.

Trochim (2006) has suggested three important reasons in deciding qualitative research:

1. It is used when a researcher “wants to become more experienced with the phenomenon” that s/he is interested in, involving “direct experience” on the researcher’s part.
2. It has “special value for investigating complex and sensitive issues”, as it allows the researcher to go into the depth of the research topic.
3. It “excels at generating information that is very detailed,” as data obtained in qualitative research are more ‘raw’. Raw data allow the researcher to “describe the phenomena of interest in great detail, in the original language of the research participants”. This is supported by Spencer, Ritchie, Lewis and Dillon (2003, p. 3) reiterating that it is the objective of qualitative research to “provide an in-depth understanding of people’s experiences, perspectives and histories in the context of their personal circumstances or settings ... It is characterised by a concern with exploring phenomena from the perspective of those being studied.”

It is the objective of this research to provide a comprehensive description of the current professional and training situation in Interpreting in Malaysia which makes direct experience in the field crucial. Reporting real current situation of a field is not an easy or simple task to perform, in other words, the researcher definitely has to deal with complicated and sensitive issues existing in the area, such as remuneration, ethics and entry qualifications.

Furthermore, to ensure that the big picture is correctly and appropriately described, we need to work with data that are obtained directly from the participants. Based on these justifications, this research adopts qualitative research approach.

### **6.1 Data Collection Methods**

According to Pöchhacker (2002, p. 64), in interpreting research the basic techniques in collecting data are watch, ask and record. This research incorporates these three techniques into “radical enquiry” proposed by Clough and Nutbrown (2007). Radical enquiry is characterised by four forms, which are: (1) radical looking, (2) radical listening, (3) radical reading, and (4) radical questioning (Clough and Nutbrown, 2007, pp. 24-27).

Radical looking refers to exploring beyond the familiar and the known, to the roots of a situation. When engaging in radical looking, “we make the familiar strange” so that we are able to reveal the gaps existing in the knowledge. Radical listening is “the interpretative and critical means through which ‘voice’ is noticed” (p. 25). Noticing voice means giving careful attention to all the voices that may be heard within and around any given topic. Radical reading is a “process which exposes the purposes and positions of texts and practices” (p. 26). By doing critical reading, we are able to justify the choice we make in adopting or rejecting an existing knowledge or practices. Radical questioning is essential in revealing gaps in knowledge, including the why and how certain answers might be morally and politically necessitated.

Clough and Nutbrown (2007, p. 27) have further added that research methodology involves a minimum of three types of questioning activity: (1) personal questions, (2) research questions, and (3) field questions.



Personal questions are questions that researchers ask themselves about what drives their research, and their place in the research. Research questions constitute the major platform or plank of a research questions. They must be carefully formulated as it is the key to the realisation of a successful research. Field questions are questions that the researcher asks in the field. They are empirical questions that are formulated from the development of research questions for data collection.

This research emerges from personal questions of what is the current situation of conference interpreting in Malaysia; who are the players, how it is being played, who produced them and how are they produced. Thus, this study attempts to answer these questions by providing a comprehensive picture of conference interpreting in Malaysia, based on two main perspectives: professional and training. In doing so, three separate studies have carried out:

1. Conferences and meetings industry; a small study with the aim to map the interconnectivity of other players in which conference interpreting exists.
2. Conference interpreting in Malaysia; a study carried out in the Malaysian interpreting market to examine the professional perspective of conference interpreting.
3. Interpreter training in Malaysia; a study carried out to examine the state of interpreter training in Malaysia.

For the purpose of this current research, the research questions in the form of objectives of each of the studies and the formulated field questions are discussed separately in the empirical chapters.

The research strategy adopted for this research is the survey approach. Survey consists of a whole range of methods that can be used for data collection, which are: (1) documents, (2) observation, (3) questionnaires, and (4) interviews. This research combines multiple sources of data, that is, the Triangulation method.

### 6.1.1 Document Analysis

Document analysis is an important tool in data collection. In addition to various types of documents that are used in the literature review of a thesis, documents also serve as important sources of research data in their own right, similar to questionnaires and interviews (Denscombe 1998, pp. 158-159). Document analysis "incorporates as wide and as inclusive data as possible, and which aims to 'bring things up to date' ... The idea is to encompass as much as possible of the existing material – equivalent to getting the panoramic view of the landscape" (Denscombe 1998, p. 10).

There are several types of documents for use in research: (1) visual source such as pictures and artefacts, (2) audio source such as music, and (3) written source, which is a more widely used compared to the other types (Denscombe, 1998, p. 159). This research uses written source in the document analysis.

Denscombe (1998, pp. 11, 159-165) has suggested types of documents that can be used in research: (1) books and journals, (2) web site pages and e-mails, (3) newspapers and magazines, (4) records – company reports, employment statistics, minutes of meetings, transaction records, financial records, etc., (5) private correspondence - letters and memos, (6) diaries, (7) government publications and official statistics.

According to Denscombe (1998, pp. 169-170), huge amounts of information are kept in the form of written documents. This information exists in a permanent form and can be checked and scrutinised by others, and access to this information is relatively easier and inexpensive. As a result, it provides a choice of a cost-effective method for data collection. However, documents are categorised as secondary data; they are produced for other purposes and not specifically for a particular investigation. They are produced based on the interpretations of the authors and might not be an objective picture of reality.

The documents that are used in this research are presented separately in the empirical chapters and Appendix section.

### 6.1.2 Observation

There are two methods of observation: (1) participant observation, and (2) direct observation or systematic observation (Denscombe 1998, p. 139; Trochim 2004). Unlike participant observation, in direct observation the observer (the researcher) does not participate in the context and try to be unobtrusive as much as possible in order to minimise bias factor in the observation. Because the observer is 'detached' (the researcher is watching rather than taking part), technology could be used to collect data, such as video or audio recording, besides taking filed notes. Direct observation is also more focused than participant observation as the researcher only observes certain sampled situations or people while in participant observation, the researcher is immersed in the entire context. Thus, direct observation takes less time than participant observation.

However, this research opts for observation suggested by Clough and Nutbrown (2007, pp. 50-51); their working definition of observation is "simply looking- looking critically, looking openly, looking sometimes knowing what we are looking for, looking for evidence, looking to be persuaded, looking for information." Denscombe (1998, p.11) has further added, "As well as asking people what they do and what they think, surveys can also *look* at what they actually do."

Clough and Nutbrown (2007, pp. 50-51) has listed the many different ways of looking: (1) checklists, (2) structured observation with a schedule, (3) time sampling, (4) mapping, (5) target pupil observations, (6) video and photographic records, (7) unstructured observations, and (8) one-way mirror observations.

The purpose of using observation in this research is to look for information. Instead of looking at what the subjects do, it looks at what they actually have and record them in photographic form. A more detailed discussion on the adoption of this method for this research is discussed in the empirical chapters. Photographs taken during observation are presented in the Appendix section.

### 6.1.3 Questionnaires

Denscombe (1998, pp. 87-88) has mentioned that the purpose of questionnaires is to 'discover things', they serve as primary data as information is acquired directly from the respondents. The same structure and content of the questionnaires allow uniformity and exactness in terms of the questions' phrasing, and this facilitates the processing of the answers.

Questionnaires can be administered in two ways: (1) face-to-face with the respondents, and (2) 'postal type', meaning the questionnaires are collected without direct contact between the researcher and the respondents, regardless the questionnaires are actually posted or not. E-mail survey is another form of postal type questionnaire administration whereby questionnaires are sent via electronic medium (Denscombe 1998, pp. 8, 88).

The information procured from questionnaires is likely to belong to two broad categories: (1) facts and (2) opinions, as will be discussed in Question Types below (Denscombe 1998, p. 89). Regarding the issue of non-response among respondents when using questionnaires, Denscombe (1998, p. 8) assures that any social researcher will be lucky to get as many as 20% of the questionnaires returned.

#### 6.1.3.1 Question Types

Denscombe (1998, pp. 102-104) has listed nine types of open and closed questions that can be used in a questionnaire. Open questions are questions that allow the respondents decide their own wording, length of the answer and issues to be raised when answering. Two types of open questions are: (1) a statement, and (2) a list.

The questionnaires designed for this research adopt statement question type, for example, when asking the interpreters about the problems they face in the profession in Malaysia. The list type is used when asking about their working language combinations (see Questionnaires in Appendix O and R).

In closed questions, the respondents are only allowed to provide answers that have been established beforehand by the researcher. The respondents are instructed to choose the most appropriate answer from a range of two or more options supplied on the questionnaires. Seven types of closed questions are: (1) a 'yes/no' answer, (2) agree/disagree with a statement, (3) choose from a list of options, (4) rank order, (5) degree of agreement and disagreement, (6) rate items, and (7) state feelings about a topic-the semantic differential.

This research adopts three out of the seven closed question types, which are: (1) a 'yes/no' answer; when asking about interpreter's membership to an association, (2) choose from a list of options; when asking about source of employment, and (3) rate items; when rating the importance of professionalisation characteristics. A more detailed discussion of question types is presented separately in the empirical chapters.

#### **6.1.3.2 Questionnaires Pilot Test**

One of the advantages of conducting a pilot study or a pilot test is that it might give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. Pilot studies may also try to identify potential practical problems in following the research procedure. Other problems such as poor recording and response rates can also be identified and precautionary procedures or safety nets can be devised. Pilot studies can also uncover local politics or problems that may affect the research process. However, there is a concern of contamination which may arise in two ways: (1) where data from the pilot study are included in the main results, and (2) where pilot participants are included in the main study, but new data are collected from these people (van Teijlingen and Hundley, 2001).

van Teijlingen and Hundley (2001) has provided pilot study procedures in order to improve the internal validity of a questionnaire, which are:

1. Administer the questionnaire to pilot subject exactly the same way as it will be administered in the main study.
2. Ask the participants for feedback to identify ambiguities and difficult questions.

3. Record the time taken to complete the questionnaire and decide whether it is reasonable.
4. Discard all unnecessary, difficult or ambiguous questions.
5. Assess whether each question gives an adequate range of responses.
6. Establish that replies can be interpreted in terms of the information that is required.
7. Check that all questions are answered.
8. Re-word or re-scale any questions that are not answered as expected
9. Shorten, revise and, if possible, pilot again.

Based on these steps, a pilot test on the questionnaires that would be used in the research has been conducted.

1. Administer the questionnaire. In order to avoid the types of contamination mentioned above in the pilot study, different participants in a different setting but still pertaining to interpreting were contacted. They are court interpreters and court interpreter training institution. The researcher had two choices of institution to carry out the pilot test: (1) ITNMB, and (2) ILKAP, because both conduct training in TI and are in-contact with practising translators and interpreters. However, due to internal regulations of ITNMB (see Appendix D), the researcher turned to ILKAP (see Section 5.5) and after several telephone conversations with two ILKAP officers, they agreed to help in the pilot test.

The pilot study for questionnaires was conducted at the Judicial and Legal Training Institute (ILKAP) and the Session and Magistrate Courts of Klang. The questionnaires administered were for court interpreters at Klang's Session and Magistrate Courts, ILKAP's programme coordinator, instructors/trainers (I/Ts) and former interpreting course participants (students), as listed below in Table 6.1.

Table 6.1

*Pilot Study for Questionnaires*

| Participant               | Institution                           | Number of questionnaires sent out | Number of questionnaires returned | Response rate (%) |
|---------------------------|---------------------------------------|-----------------------------------|-----------------------------------|-------------------|
| Interpreters              | Session and Magistrate Court of Klang | 6                                 | 3                                 | 50                |
| Coordinators              | ILKAP                                 | 2                                 | 1                                 | 50                |
| I/Ts                      | Freelance<br>ITNMB                    | 1<br>1                            | 1 (freelance)                     | 50                |
| Participants/<br>Students | Session and Magistrate Court of Klang | 5                                 | 1                                 | 20                |
| Total                     |                                       | 15                                | 6                                 | 40                |

2. Ask the participants for feedback and record the time taken to complete the questionnaire. Out of the 15 questionnaires that were sent out, only 6 were filled in and returned to the researcher (40% of response rate).

3. Feedback on questionnaires for interpreters. One out three respondents did not have any problems understanding and answering the questionnaire and gave a positive feedback. At the time of the pilot study, this respondent was pursuing his Honours Degree in Law, with good command of the English language. The other two respondents had commented that the questions were difficult to understand but gave no specific examples as stated in the questionnaire feedback form (see Appendix E). When asked personally, they mentioned that the questionnaire was generally difficult due to their weak command of English and unfamiliarity of some of the terms used. However, both agreed that the format and length were suitable, and made suggestions that the questionnaire should be made simpler to aid understanding.

4. Feedback on questionnaires for coordinators. Positive feedback was received. However, we detected confusion on the respondent's part while answering the 'teaching and academic resources' section. In this particular section, we asked the respondent to assess the weaknesses and the strengths of the programme from a list of options (see Appendix E).

When asked about the weaknesses of the teaching force, the respondent marked that lacked of specialised I/Ts and pedagogical insufficiency as 'yes' meaning that it lacked specialised I/Ts and was pedagogically insufficient but when asked about the strengths of the teaching force, he also marked 'yes' for specialised I/Ts and sufficient pedagogical training. However, other factors were correctly answered. He personally added that lack of classroom was one of the weaknesses of the program. He suggested that the purpose of the study should be highlighted in order to improve the questionnaire in general. He probably overlooked this matter as the researcher had done this by attaching a cover letter (see Appendix E) explaining the objectives of the questionnaire to each of the questionnaires that was given out.

5. Feedback on questionnaires for I/Ts. Positive feedback was received from the respondent. He did not face any problems in understanding and answering the questions.

6. Feedback on questionnaires for students/course participants. According to our participant, she had difficulties in answering the questions in the Teaching and Academic Resources due to the structure. However, she did not have any problems with the rest of the questionnaire.

The whole duration of the pilot study, from contacting participants to collection of questionnaires, excluding designing of questionnaires was approximately three months.

7. Discard all unnecessary, difficult or ambiguous questions, re-structure questions that are not answered, and revise. Due to the reported problems faced by the pilot study participants in the 'Teaching and Academic Resources', an important structural and content change to the related question was made as can be seen in Appendices E and O. However, due to time constraint posed on a doctoral research, another pilot study was not feasible.

The analysis of data collected from the questionnaires depends on the types of questions and data that have been generated. Section 6.2 discusses this in further details.



### 6.1.4 Interviews

Denscombe (1998, p. 110) has pointed out that conducting interviews is a method that provides “an in-depth insight into a topic”. There are three types of interviews: (1) structured interviews, (2) semi-structured interviews, and (3) unstructured or non-structured interviews.

The main difference among these three types of interviews is the interviewer’s (the researcher’s) control over the format of the questions that are directed to the interviewee or respondent (the participant). In a structured interview, the interviewer has a predetermined list of questions, to which the interviewees are invited to offer limited option responses. The phrasing and the order of occurrence of the questions, and the range of answers available to the respondents, provide standardisation in the interviews which in turn makes data analysis relatively easy (Denscombe, 1998, p. 112). In a semi-structured interview, the interviewer has a clear list of issues to be addressed and questions to be answered but at the same time is prepared to be flexible in the order of occurrence of the questions or topics, allowing the respondents to develop and elaborate their ideas and speak more widely on the issues raised by the interviewer. In an unstructured interview, emphasis is placed on the interviewees’ thoughts. The interviewer’s role is to start the ball rolling by introducing a theme or a topic and let the respondent develop and express his or her own thoughts and ideas (Denscombe, 1998, p. 113). The aims of the latter forms of interview is ‘discovery’ while the former is aimed at ‘checking’

This research adopts the semistructured interview method: introduce themes of discussion according to the interview guides to the respondents and let their trains of thought tell the researcher what they think or relate their own experience on the relevant topics of discussion. The themes of discussion for the studies are discussed separately in the empirical chapters (see Materials in Chapters 7, 8 and 9).

Denscombe (1998, pp. 8-9) has further described the ways an interview can be conducted: (1) face-to-face and (2) telephone. In a face-to-face interview, there exists a direct contact between the interviewer and the interviewee, meaning that the data obtained is more detailed and valuable. Respondents can also be approached personally on the site or initial contacts can be made by phone calls. However, conducting face-to-face interviews can be costly, in terms of time and travel costs. As for telephone interviews, it is cheaper and quicker than face-to-face interviewing, as the researcher does not have to incur travel costs, and more respondents are within reach. According to Denscombe (1998, p. 9), "the emerging evidence suggests that people are as honest in telephone interviews as they are with face-to-face type interviews. It retains the 'personal' element and the two-way interaction between the researcher and the respondent."

This research combines these two methods: firstly, contacting the research participants and assuring their participation in the studies via phone calls, and later arranged for face-to-face interviews. A more detailed discussion on these methods is presented in the Methods sections of the empirical chapters.

During the interview, the researcher can (1) record the interview with an audio-tape recording which is later transcribed, and/or (2) write field notes (Denscombe, 1998, pp. 120-122). In this research, only one interview was recorded, as some interviewees refused to be taped or there were interview sessions that were not conducive for recording due to the location, for example, in a library or a restaurant.

## 6.2 Question Types and Data Analysis

The open-ended questions of the questionnaires used for this research adopt two types of question types: (1) the statement/self-perception type, for example, when asking the interpreters about the problems they face in the profession in Malaysia, and (2) a list type, whereby the respondents have to list down the answers, for instance, their working languages.

Data collected from statement type questions are grouped in different item categories. The number of times each item appears is then counted in order to provide the percentage. As for the list type, the data are presented in percentage.

As for closed question types based on facts, this research adopts: (1) dichotomous choice: a 'yes/no' answer, for example, when asking about interpreter's membership to an association, (2) multiple choice where respondents were given a list of items and were asked to choose only one answer, for example, their age group, (3) cafeteria-style question format, where they choose a few answers from a list of options and tick the appropriate ones, such as the sources of employment among interpreters, and (4) matrix question format with opinion-attitude kind of questions where the respondents were asked to rate the appropriate items using a 5-point scale, for instance, when rating the importance of professionalisation characteristics. For both open and closed questions, there are very short response questions at the end of each question as a contingency so that respondents are free to add any facts or opinions that they consider of importance but are not mentioned in the questionnaire.

For closed ended questions that generate ordinal data, such as rating the level of satisfaction, the results are demonstrated in percentages and/or proportions of responses. The results are obtained using Statistical Package for the Social Sciences (SPSS) version 16.0.

As for open-ended questions, the answers are grouped into categories, and the frequencies and percentage of occurrence are counted. This way, the item which frequently occurs to the participants can be identified. Long answers which cannot be categorised are presented in a list form.

## CHAPTER 7

### CONVENTIONS AND MEETINGS INDUSTRY IN MALAYSIA

#### 7.0 Introduction

The introduction and establishment of conference interpreting in Malaysia is very much related to the industry of Conventions and Meetings in the country. In most international conventions, conference delegates come from all over the world. Some of these delegates have a certain language barrier, whether as speakers or as participants. In order to reduce this language barrier and increase participation in the conventions, host organisation (HO) seeks professional conference interpreters. This brings about the inevitable need for conference interpreting services in the Conventions and Meetings industry. The industry started in Malaysia in 1997 with the establishment of Meetings, Incentives, Conferences and Exhibitions (MICE) of Malaysia under the umbrella of Tourism Malaysia (see Sections 5.2.3 and 5.3). Since its establishment, it has seen an increase in the number of delegate arrivals due to the improvements of infrastructure and promotional efforts in the industry (see Sections 5.3 and 7.5.1.2).

As conference interpreting falls within MICE, this chapter attempts to provide a description as comprehensive as possible in terms of the important players in the industry, the relationship of each of these components, as well as the roles and functions each plays in relation with conference interpreting in the country. This study attempted to include professional conference organisers (PCOs) and host organisations (HOs) but unfortunately did not manage to complete the studies on them (see Section 7.4.3).

This chapter discusses the research objectives, the materials used in the research and the methods of which this study was carried out. This is followed by the results and discussion on the findings of how Meetings and Conventions industry has contributed directly or indirectly to the field of conference interpreting in Malaysia.

## **7.1 Research Objectives**

This study establishes two types of research objectives, general and specific, as discussed in the following subsections.

### ***7.1.1 General Objectives***

The main purpose of this study is to find out the important components of the Conventions and Meetings industry in Malaysia which are directly or indirectly related to the conference interpreting field. When these components and their roles and functions are identified, we are then able to map out the interconnection of these players which can be useful in the attempt to improve the field of conference interpreting in Malaysia.

### ***7.1.2 Specific Objectives***

The specific objectives of this study, after identifying the important players in the industry, are:

1. To identify the roles and functions of players related to conference interpreting in the industry.
2. To examine the logistics of the interpreting services, such as conference facilities, SI equipments and facilities.
3. To map out the interconnection and interdependence each player has in the industry.

The following sections look into these aspects: (1) the participants of the study, (2) the research materials, and (3) the research methods.

## 7.2 Participants

This section begins with background information on the participants and followed by background information on the organisations or associations they belong to. The participants are:

1. Convention Division of Tourism Malaysia (CDTM).
2. Malaysia Association of Convention and Exhibition Organisers and Suppliers (MACEOS).
3. International Conventions Section of the Prime Minister's Office (ICS).

### *7.2.1 Representative of Convention Division of Tourism Malaysia*

The researcher contacted the Acting Director of CDTM and was directed to his representative, Ms RN. She had been with Tourism Malaysia for many years, and was once attached to Tourism Malaysia's office in New York for several years.

Tourism Malaysia is an important body in promoting Malaysia as the hub for international conventions and meetings. The history of Tourism Malaysia began with the formation of the Tourist Development Corporation of Malaysia on 10 August 1972. It was established as an agency under the former Ministry of Trade and Industry by an Act of Parliament. After the inception of the Ministry of Culture, Arts and Tourism in 1987, the Tourist Development Corporation of Malaysia was transferred from Ministry of Trade and Industry and was placed under the new ministry. Five years after that, in 1992, Tourist Development Corporation of Malaysia Act 1972 was revoked and replaced by Malaysia Tourism Promotion Board Act 1992. This led to the establishment of Malaysia Tourism Board or Tourism Malaysia, which carries the responsibility to promote Malaysia at domestic and international level (Tourism Malaysia's Website, 2007).

Tourism Malaysia was established with the purpose of promoting the country as an exceptional tourist destination by increasing awareness of the unique wonders, attractions and cultures found in Malaysia. It aimed to increase the number of foreign tourists, and extend the average length of their stay, which would result in an upturn of tourism revenue.

Besides promoting international tourism, Tourism Malaysia also aimed to boost domestic tourism among Malaysians and augment Malaysia's stake of the MICE market (Tourism Malaysia's Website, 2007).

Furthermore, tourism was seen as a tool that could accelerate prospective investments in the country which at the same time would escalate employment opportunities to the locals. The progression of Tourism industry in the country would definitely see a positive contribution to Malaysians' quality of life and Malaysia's economic development (Tourism Malaysia's Website, 2007). As mentioned earlier, promoting MICE was one of the important agenda of Tourism Malaysia. In order to carry out this task, it set up CDTM (see Appendix F) with the objective to increase and expand Malaysia's share of the MICE market segments.

#### *7.2.2 Executive Director of Malaysia Association of Convention and Exhibition Organisers and Suppliers*

The invitation to participate in the study was extended to Mr MRMS, who was the first Executive Director of MACEOS. He was appointed in July 2005 after retiring from his post as Director at the Tourism Malaysia's office in Penang. The post was created with the purpose of having full-time personnel to deal with the management of the Association and implementation of its policies and activities (see Appendix G).

MACEOS, a non-profit body was established on 17 December 1990. It comprised conference and meeting organisers, exhibition organisers, convention and exhibition centres, logistic companies, conference and exhibition suppliers and event managers. In 2007, its total membership was 43. The main purpose of this association was to pool the convention, exhibition, events and incentive organisers in the country, providing them a platform for discussion and at the same time creating prospects for them in the industry. MACEOS was a member of two international organisations, namely, Asian Federation of Exhibition and Convention Associations (AFECA) with its headquarters in Singapore and The Global Association of Exhibition Organisers (UFI), based in Paris, France (MACEOS 2006; MACEOS's Website, 2007).

### *7.2.3 Representatives of International Conventions Section of the Prime Minister's Department*

The coordinators involved in this study were Ms ZA and Mr SA who were Assistant Secretaries, and their group of technicians.

ICS was placed under the Ceremonial Division and International Conference Secretariat of the Prime Minister's Department. It went through some structural changes in the organisation. Previously, in 2004, there were only two main sections: the Ceremonial and Protocol Section, and Events Management and ICS. Both sections carried out different functions. The Ceremonial and Protocol essentially dealt with the government's ceremonial and official events as well as administration of the Federation's Awards and Honours. On the other end, ICS established in 1981 dealt mainly with coordinating and providing conference equipment including technical and audio support to all government-organised conferences, seminars and workshops handled at an international level (see Appendix H3).

One important change in the organisational structure in 2007 was the creation of a new section pertaining to the management of Putrajaya International Convention Centre called PICC Management Division (see Appendix H).

## **7.3 Materials**

This section discusses the research materials that have been used in this study.

### *7.3.1 Documents and Websites*

The participants (see Section 7.2) provided relevant documents such as internal circulars and brochures that contained supplementary information on their organisations for the use of this study. In addition, other related documents from on-line publications and organisations' websites were also used. The printed documents and electronic documents that have been useful in the data gathering were:



1. Internal documents from CDTM.
2. A general circular of ICS No.1 Year 1981 (*Surat Pekeliling Am Bil. 1 Tahun 1981*) (see Appendix H).
3. A pamphlet from MACEOS (Appendix G).
4. Official websites of Tourism Malaysia and CDTM, MACEOS, and ICS.
5. Online MICE magazines: <http://www.ttgtravelhub.net>, <http://www.ttgmime.com>

### **7.3.2 Interview Guides**

Semi-structured interviews were carried out with the participants by using an interview guide or interview schedule which contained a list of questions that were asked to elicit information from the respondents. The same interview guide was used for all participants in this study. It addressed these issues:

1. The roles and functions of each institution which the participant represents.
2. The procedures of organising conferences in Malaysia.
3. The conference interpreting services in the industry.
4. Other relevant information that the participants were free to add.

This study followed the interview guide as closely as possible as certain questions might be irrelevant for certain participants.

## **7.4 Methods**

This section discusses the research methods adopted for this study. The three methods used were: (1) review of relevant documents: printed and electronic, (2) one-to-one semi-structured with interview guide, and (3) equipment observation.

Firstly it presents the basic steps taken in identifying the relevant participants of this study. At the beginning of the research in 2006 due to lack of information and resources, the researcher began with surfing online using search engine such as Google under the keywords 'conference in Malaysia', 'conventions in Malaysia', 'conference interpretation', and 'conference interpreter', amongst others. These searches led to ICS and CDTM.

A list of PCOs in Malaysia was available in the CDTM's website (see Appendix I). However, the list provided names of companies which were involved in organising international conferences and also companies which were involved in exhibitions. Thus, the researcher had to contact all the companies in the CDTM's PCOs list and from there, identified companies of PCO which have had experiences in organising conferences at international level (see Appendix J). This study managed to identify three PCOs out of the 17 companies which were: (1) Asian Strategy & Leadership Institute (ASLI), (2) Asianoverland Conventions and Events (AOS), and (3) Asia Congress Events. Asia Congress Events was not included in this study as it is a Thailand-based company and most of its international conferences were held in Thailand.

AOS Conventions and Events directed the researcher to MACEOS. This study also managed to observe three conferences organised by different HOs through good rapport established with ICS (see Appendix L).

#### *7.4.1 Review of Documents*

A few documents in printed and electronic forms (see Section 7.3.1) were provided by some of the respondents. This study reviewed these documents and relevant information was extracted. The research findings are discussed in Section 7.5.

#### *7.4.2 Semi-structured Interviews and Observation*

Semi-structured interview was found to be the most suitable type of interview for this particular study as discussed in Chapter 6. This is due to the fact that the field of Conventions and Meetings is relatively large, and it is very strongly related to Tourism. In order to put the respondents in line with the research objectives, which is conference interpreting in Conventions and Meetings, this study opted for this type of interview. In a semi-structured interview, an interview guide or schedule with a flexible list of open-ended questions was used to specify topics related to the participant of the interview (See Section 7.3.2). Moreover, due to the flexible form of the interview guide, respondents were free to formulate their answers within the framework of the interview guide.

The participants were contacted by telephone. After stating the purpose of the call, described the purpose of the research and confirmed the suitability of the respondent for this research, appointments for interviews were arranged. One of the two interviews conducted with ICS personnel was carried out at a conference site, with the HO's consent. This study had the privilege to take a look at the equipments and facilities that ICS offers to its clients (see photographs in Appendix M). No recording was carried out; important information from the interviews was noted during the interview sessions (see Appendix P).

#### ***7.4.3 Contingency***

Despite the intent to include PCOs and HOs, this study did not manage to complete this part. This was because no interview sessions with the representatives could be arranged. This study attempted to conduct telephone interviews with the relevant personnel but failed to locate the individuals. Thus, the information regarding PCO and HO accumulated along the period of this study is presented in Appendix K and L.

### **7.5 Results**

The results of this study are presented in two main parts based on their sources: (1) documents, and (2) interviews.

#### ***7.5.1 Convention Division of Tourism Malaysia***

The main objective of the establishment of CDTM in Tourism Malaysia was "to increase and expand Malaysia's share of MICE market segments" (CDTM Document, 2006).

##### ***7.5.1.1 Its Functions***

The first function is to encourage industry development by planning and implementing promotional activities for MICE travel and bidding process by:

- a. Sourcing for leads or information through several sources, such as: (1) the International Congress and Convention Association's database which provides information on international meetings that had taken place in its member countries, (2) associations and corporate organisations that organise incentive trips and

corporate meetings, (3) competitors' calendar of events, and (4) trade shows and exhibitions.

- b. Collaborating and working closely with local associations and companies to bid for international meetings to meet in Malaysia.
- c. Providing advice and assistance to local associations, corporations, government agencies, and non-governmental organisations in their bidding exercise.
- d. Producing collaterals or warranties to support organisers in providing information on Malaysia in their submission of bids.
- e. Gathering and compiling information on conferences and exhibitions scheduled and confirmed in Malaysia and to make this available in print document for the information and use by service providers in Malaysia.
- f. Assisting and supporting organisers of confirmed meetings and exhibitions in Malaysia in order to produce successful programmes for their events.
- g. Developing and maintaining up-to-date inventory of MICE suppliers and facilities.
- h. Tracking and producing annual statistics on MICE arrivals, events and related data for monitoring the performance of the industry.
- i. Producing brochures, collaterals and giveaways items to support the organisers market their confirmed meetings and exhibitions in the country.
- j. Supporting and organising training and continuing education programmes in the industry.

The second function of CDTM is to promote MICE by providing assistance and support to incentive and conference organisers. This is done by:

- a. Evaluating, planning and implementing MICE marketing programmes in the Asia Pacific, European, African and American markets.
- b. Collaborating with local and international MICE operators to promote Malaysia as a preferred destination for MICE travel.

- c. Planning and organising educational trips for MICE journalists, planners and buyers.
- d. Encouraging local industry players to participate in international trade fairs for MICE events that are organised by head quarters and overseas offices to strengthen Malaysia's participation and presence in MICE.
- e. Creating awareness and enhancing Malaysia's image as the most preferred MICE destination, by organising road shows, presentations and direct mailings to Corporate Houses, Destination Management Companies and PCOs in selective markets.
- f. Coordinating with Advertising Division of Tourism Malaysia on the planned MICE advertising.

The third function of CDTM is to act as secretariat for events and travel mart organised by Tourism Malaysia by:

- a. Managing the organisation of any MICE events that are committed or designated to Tourism Malaysia.
- b. Sourcing for alternative or additional funds through sponsorship programme.
- c. Assisting and/or organising pre and post conference tours for delegates of international conferences which are organised by other government agencies.
- d. Undertaking promotion and publicity works on the events that are organised by Tourism Malaysia.
- e. Representing Tourism Malaysia in communication with MACEOS.

**7.5.1.2 Conference Arrivals to Malaysia**

Conference arrivals or also known as MICE arrivals refers to the number of people who visited Malaysia for the purpose of attending conferences, seminars, workshops and the likes; they are not tourists on vacations in Malaysia. The figures of conference arrivals serve as a benchmark or yardstick to measure the progress of MICE in the country.

As can be seen in Table 7.1 and 7.2, the number and percentage of foreign delegates' arrivals or MICE arrivals and their expenditures in Malaysia from 2001 to 2004 have shown good performance

Table 7.1

*Percentage of Conference Arrivals against Total Tourist Arrivals 2001-2004 (CDTM, 2006)*

| Year | Tourist Arrivals | Foreign Delegates Arrivals | % Share |
|------|------------------|----------------------------|---------|
| 2001 | 12,775,073       | 473,486                    | 3.7     |
| 2002 | 13,292,010       | 699,924                    | 5.3     |
| 2003 | 10,576,915       | 550,741                    | 5.2     |
| 2004 | 15,703,406       | 675,699                    | 4.3     |

Table 7.2

*Percentage of Conference Expenditures against Total Tourists Expenditures 2001-2004 (CDTM, 2006)*

| Year | Tourist Expenditures (RM Million) | Conference Delegates Expenditures (RM Million) | % Share |
|------|-----------------------------------|--|---------|
| 2001 | 24,221.5                          | 1,227.6  | 5.3     |
| 2002 | 25,781.1                          | 2,203.0  | 8.5     |
| 2003 | 21,291.1                          | 1,732.9  | 8.1     |
| 2004 | 20,651.4                          | 2,144.3  | 7.2     |

In the year 2005, conference arrivals to Malaysia totalled 773,175 foreign delegates, an increase of 14.4% compared to 2004. Foreign receipts for MICE events in 2005 totalled RM2.27 billion (Puvaneswary, 2006). In 2006, Malaysia received a total 820,243 MICE delegates who contributed RM2.14 billion in tourism receipts (Puvaneswary, 2007), which showed a 6% increase over the previous year (King, 2007). Year 2007 marked a further increase in conference arrivals with 1,000,000 or 4.8% of the total tourist arrivals compared to 820,000 in 2006 (Tourism Malaysia Media Release, 2008). Figure 7.1 demonstrates the healthy growth in the number of MICE arrivals from 2001 to 2007.

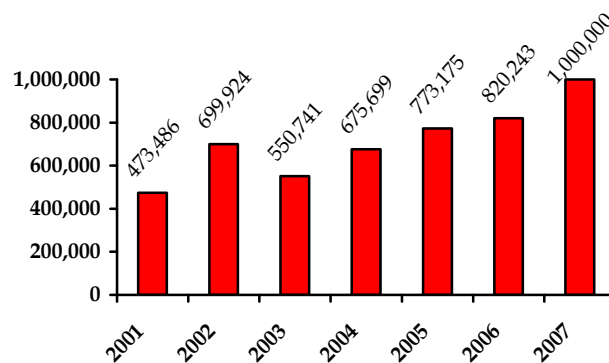


Figure 7.1. Bar graph showing total figures of conference/MICE arrivals to Malaysia from 2001 to 2007.

The increase of MICE arrivals to Malaysia in 2007 was greatly due to the allocation of an approximately 20% of the ministry's RM220 million (US\$60.17 million) to advertising and promotional budget for MICE promotions, as announced by Datuk Seri Tengku Adnan, then the Minister of Tourism Malaysia (Puvaneswary, 2006).

Moreover, based on the International Congress and Convention Association's statistical preview of association meetings held in 2006, Malaysia had improved its world rating from 33<sup>rd</sup> place in 2005 to 23<sup>rd</sup> place in 2006. Kuala Lumpur, the capital of Malaysia, also leapt from 30<sup>th</sup> to 15<sup>th</sup> place. Datuk Seri Tengku Adnan further reiterated that, "This is the evidence of our (Tourism Malaysia) strong commitment to making Malaysia the choice venue" (King, 2007).

In addition, Mr Amiruddin Abu, Tourism Malaysia's Advertising and Publicity Division director and head of the Malaysian delegation to the Worldwide Exhibition for incentive travel, meetings and events, IMEX; in Frankfurt, Germany in April 2008, said that Malaysia's tourism industry had performed well and received a steady growth in tourist arrivals over the last four years (see Figure 7.1). He stressed that, "Malaysia is now set to capture a greater share of the international MICE market to represent at least 10% market share of the arrivals to Malaysia" (Tourism Malaysia Media Release, 2008).

### *7.5.2 Malaysia Association of Convention and Exhibition Organisers and Suppliers*

#### *7.5.2.1 Its Objectives*

The association was established in 1990 with several prime objectives (MACEOS, 2006):

1. To promote and encourage an orderly growth of the organising convention and exhibition industry.
2. To encourage and maintain high ethical standard of business conduct and professionalism generally by those directly or indirectly engaged in organising and supplies of convention and exhibition.
3. To promote and advance the interests of members of the Association.
4. To promote and encourage fair and equitable trading, conduct and conditions within the industry of organising convention and exhibition, and cooperation of members in all matters of mutual interest.
5. To represent the industry generally in relation to or dealings with any governmental or quasi governmental bodies or association, federation or agency, press or other media of communication and others having dealings with or interest in the convention and exhibition industry.
6. To provide cost free information and professional advice to members and others on matters relating to conduct and rights.



7. To collect information and statistics on participants of the industry which are likely to be useful to members of the Association in their business affairs as well as develop means of technical education within the industry.

#### **7.5.2.2 Its Members**

Its members comprise companies, organisations or associations of seven related areas which are: (1) PCOs, (2) professional exhibition organisers, (3) stand designers and builders, (4) convention and exhibition centres, (5) event managers, (6) freight forwarders and (7) other supplier for the convention and exhibition activities. (Micedirectory, 2007).

#### **7.5.2.3 Membership and its Benefits**

The criteria for becoming members of MACEOS (MACEOS, 2006) are:

1. Potential members should ideally have been operating continuously within the industry for at least one year.
2. They should have previously organised or collaborated in organising at least three conferences and/or exhibitions or events, and have more than one conference and/or exhibition scheduled for the next twelve months.
3. The management team should have creditable track records in the MICE industry.

Currently MACEOS has two categories of members which are: (1) Ordinary Members, and (2) Associate Members. Members are charged RM1200 (€250 for entrance fee and RM600 (€177) for annual subscription.

Becoming a member of the Association brings a wide range of opportunities and benefits catering to the various interests and needs of the multi-disciplinary membership base. Common benefits of MACEOS membership are as follows:

1. Enhancement of professionalism.
2. Increases exposure and opportunities for business networking.
3. Access to market information and MACEOS database.
4. Free listing of members in MACEOS website and magazine.

5. Opportunities for advertisement in MACEOS own publication.
6. Participation in MACEOS social activities.
7. Updates on Government policies and regulations relating to the exhibition and convention industry.
8. Provides channel of communication between the industry and the government.
9. Touch base or communicates with private sector and government in the event, exhibition and meeting industry.

### ***7.5.2.3 Its Projects***

It plans to establish a permanent secretariat, increase its membership base, conduct professional training workshops and create more opportunities for business networking. In order to oversee the implementation of these plans, the Association has established small and well-organised Working Sub Committees (MACEOS, 2006).

Another important project in the pipeline was a comprehensive MICE Directory of Malaysia, a collaborative effort between Tourism Publications Corporation Sdn Bhd and MACEOS. The inaugural issue of the publication was distributed free of charge to industry members in July 2007 (see Appendix G).

## ***7.5.3 International Conventions Section of the Prime Minister's Department***

### ***7.5.3.1 Its Objectives***

ICS was established in the Prime Minister's Department with a few objectives, as stated in its website:

1. To ensure that international conferences are organised efficiently, systematically and with quality, according to the established regulations and practices.
2. To offer quality convention facilities by:
  - a. ensuring that convention management is up to clients' expectations.
  - b. providing up-to-date conference facilities and equipments.
  - c. giving a prime image to the events that guarantees clients' satisfaction

### 7.5.3.2 *Its Functions*

The functions of ICS (*Surat Pekeliling Am Bil. 1 Tahun 1981*) are:

1. To organise and aid all conferences/seminars/workshops at an international level, hosted by the government of Malaysia. This secretariat will plan, arrange and implement the conference/ seminars/ workshops except for conferences that are conducted by the ASEAN Secretariat in Wisma Putra, Ministry of Foreign Affairs of Malaysia.

2. To aid related Ministry/Department to prepare conference budget estimates but it is the Ministry/Department's responsibility to get the approval from the Treasury Department and settlement of payment must be made by the particular Ministry/Department itself. The Ministry/Department hosting the conference/seminar/workshop at an international level must contact ICS before they proceed with the conference/seminar/ workshop preparation. It is recommended that the host invites ICS to attend the central committee meetings where tasks are distributed and mandate is given to ICS to coordinate tasks and actions of the involved Ministry/Department.

3. ICS sets up its own organising committee that is wholly responsible of the management of conference/seminar/workshop after receiving details of conference/seminar/workshop and instructions from the relevant HO. The HO must send its representatives to each of the organising committee meeting in order to report and inform latest updates and follow-ups between HO and ICS. ICS will report the organising committee's actions to the central committee from time to time. It is the responsibility of the host organisation to decide the frequency of the central committee's meetings. The HO seeking collaboration from ICS must inform ICS of its intention as soon as possible so that ICS can organise its schedule and other necessary preparation. The optimal period of notice would be not less than five or six months prior to the planned date of the event.

#### *7.5.4 Interview with Representative of Convention Division of Tourism Malaysia*

The interview with the representative of CDTM, Ms RN took place at the Convention Section office of Tourism Malaysia in Kuala Lumpur, in January 2006. The session lasted for less than 30 minutes as most information we required from CDTM (see Appendix N) was available in the document that she prepared.

However, on the question about conference procedures in Malaysia, she mentioned that CDTM only acted as a portal and its task was to link the interested HO and PCO. When CDTM received information requests or intentions from the HO, it would direct them to relevant PCO as CDTM was not directly involved with the organising of international conferences that were held in Malaysia.

#### *7.5.5 Interview with Executive Director of Malaysia Association of Convention and Exhibition Organisers and Suppliers*

The interview session with Mr MRMS the Executive Director of MACEOS took place at the Shah Alam Library in March 2007. The session lasted about 30 minutes. Similar to CDTM, most answers to the research questions could be found in the Association's pamphlet and website.

Nevertheless, we managed to share his problems in executing MACEOS's projects. According to Mr MRMS, the main problem he faced was the lack of cooperation from related government departments due to lack of understanding, and backward mentality and regressive work culture. He told us:

1. [There is] a lot of bureaucracy, I wrote letters, [and] went to deliver [them] personally by-hand. I made phone calls, [and also] I went to see them but in the end, they said, no, they don't give (out) this information. They only give it to government department(s) but this information is more useful to us [MACEOS] than the government department(s).
2. That's the kind of mentality, they have the information but they keep it until the information becomes obsolete. We can't have confrontations with these people, they are the authorities. We hope that they have better understanding of our intentions. It's difficult to share information, [because they are] stingy with the information.

### ***7.5.6 Interview with Representatives of International Conventions Section and Observation of Equipments***

The interview with Ms ZA, an ICS officer was conducted at her office at the Prime Minister's Department, Putrajaya in September 2006 and lasted about 45 minutes.

She commented that there were demands for interpreters and agreed to the fact that it was difficult to find professional interpreters. The HOs and PCOs had to work within a determined conference budgets and most of the time, they did not have enough allocation to hire professional interpreters. Thus, they would opt for untrained bilinguals, normally foreign post-graduates students to function as interpreters for lower fees. Some of these bilinguals were familiar with conference or events because they had worked as masters of ceremony. However, having this experience did not qualify them to work as interpreters especially at international conferences or events. She added that sometimes HOs would contact ICS for interpreters but they would be directed to ITNMB. She further mentioned that even though some conference centres were equipped with built-in booths, there were still demands for the portable booths, due to parallel sessions and smaller halls because only the main hall was equipped with built-in SI booths.

In addition to the above interview, the researcher also managed to interview Mr SA, an ICS officer and his technical team who were responsible in providing equipment and technical support at the Malaysian Olympic Council Meeting of International Council of Arbitration for Sport at the Istana Hotel, Kuala Lumpur, in November 2006.

ICS had two sets of portable conference system unit, which consisted of SI equipments, recording equipments and portable interpreting booths. They also had 100 sets of conference equipments such as microphones and portable headsets (see Appendix M). The system used was Philips Digital Conference Network.

ICS provided its services specifically to government and semi-government bodies. Its technical services was free, it only charged a small fee for installation of booths. However, for conferences with a larger capacity or when there was a clash in the conference schedule, ICS would source out services from private equipment provider companies on behalf of the HO.

### **7.6 Discussion**

The previous sections have looked at the objectives, roles and functions of several major players of the Conventions and Meetings industry in Malaysia. This section links all these players and demonstrates their connections with each other in the attempt to describe the industry in a holistic manner.

Generally, HOs may come from two main sectors: (1) public; government and semi-government bodies, and (2) private. Both can be international or national entities, such as ministries, departments, associations, committees and private companies. The procedures for organising conferences are quite different depending on which sector the HO comes from. The following sections discuss these procedures.

When a HO from the public sector, such as Malaysian government ministries and departments, or semi-government bodies such as the Central Bank of Malaysia or international committees such as the Olympic Council, intend to organise an event, be it a conference, seminar, workshop or meeting, they will get in touch with ICS for installation and technical support of conference audio visual facilities. If the HO requires interpreting services during the event, ICS will provide it with interpreting facilities such as SI system and equipments, portable booths, microphones and portable headsets. Though most recently built convention centres are equipped with built-in SI system and equipments, they are normally installed only in the plenary hall(s). Thus, if the event consists of plenary sessions, or is held at convention centres or hotels that do not have built-in SI system and equipments, portable booths installed with SI system and equipments are required and can be obtained from ICS (see Appendix M).

Once the event is confirmed and the necessary budget is approved by the Treasury Department, ICS and HO will work together via central organising committee and smaller working committees formed for the particular event.

In terms of interpreting services, most international entities, such as the Olympic Council, and head of countries have their own team of interpreters. They only seek services of local equipment provider, and bring their own interpreter team with them. For others who do not have their own interpreters, ICS or PCOs will direct them to ITNMB or private TI agencies or some HOs may search and recruit local freelance interpreters, who advertise their services in the Internet or through word of mouth from other HOs or other sources of contacts such as the Embassy or academic institutions.

The scenario of organising an international conference is quite different in the private sector. There are generally two types of HOs in the private sector: (1) international entities such international organisations or associations, and (2) national or local entities which comprise, for example, local organisations and associations which are based in Malaysia.

International and national entities who want to organise an event, be it conference, seminar, workshop or meeting, but are not sure which channel to go through, normally will contact Tourism Malaysia's MICE section which is handled by CDTM. However, because CDTM is not directly involved in organising the event, it will direct the HO to the suitable PCO. The HO may also contact PCO directly, without going through CDTM as their services are listed in the CDTM's list of MICE companies.

As pointed in the previous section, PCO is part of MACEOS and MACEOS plays an important in bringing in together all the players in the Conventions and Meetings industry in Malaysia such as professional exhibition organisers, stand designers and builders, convention and exhibition centres, event managers, freight forwarders and other suppliers for the convention and exhibition activities including hotels.

This pool of players found in MACEOS makes it possible for PCO to arrange a very comprehensive package for the HO and conference participants, offering its services from pre-conference preparations up to post-conference activities.

If an interpreting service is required, PCO will contact interpreting service providers (ISP) such as ITNMB for 'local' interpreters or CIAP for AIIC interpreters or other TI companies, depending on the HO's budget for interpreting service. ISP has its pool of interpreters and work closely with the PCO in making sure the success of the event.

Based on the discussion above, this study maps out the connection of the players in the Conventions and Meetings industry, as stated in the specific objectives of the study (see Figure 7.2).

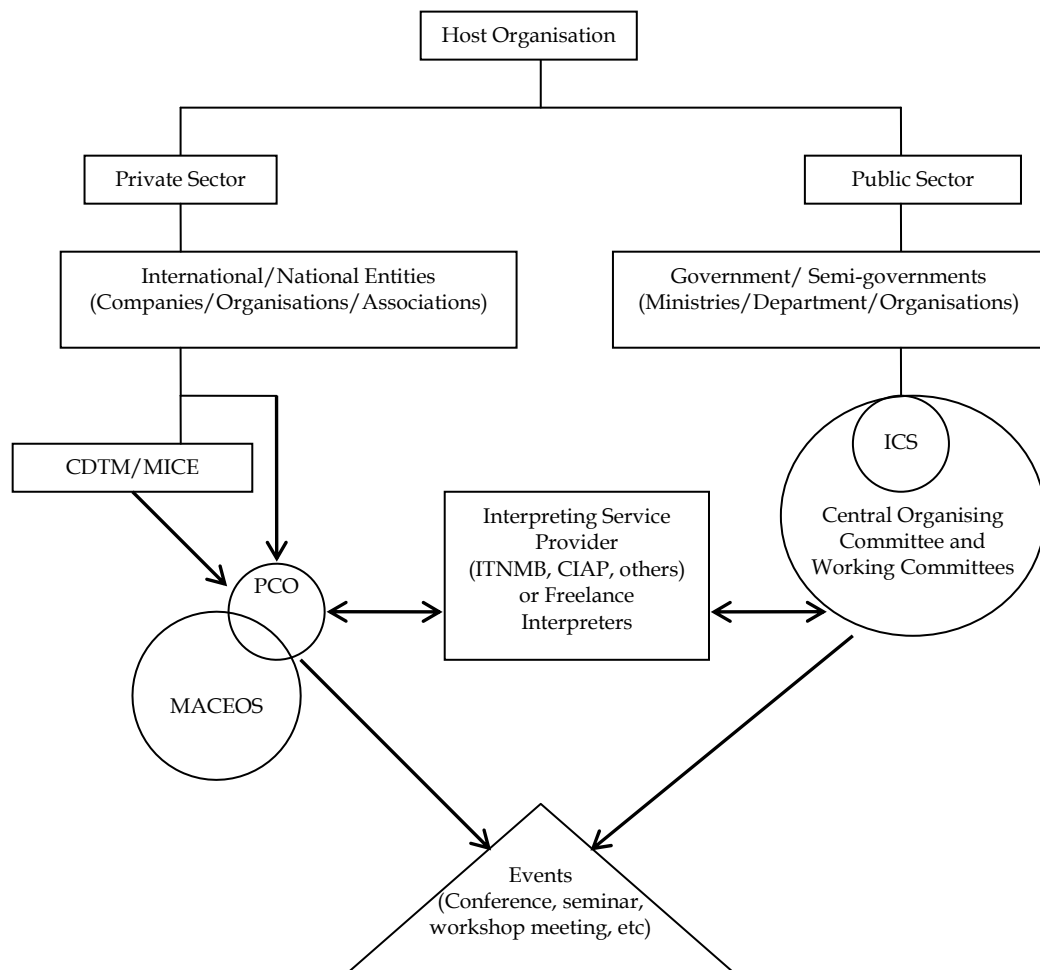


Figure 7.2. A diagram showing the connection among players in Conventions and Meetings industry in Malaysia.



These players in the Conventions and Meetings industry have enjoyed the fruits of their joint efforts and collaboration which had been proven by the International Congress and Convention Association's 2006 world ranking of associations meetings: Malaysia was located at the 23<sup>rd</sup> place, compared to 33<sup>rd</sup> place in 2005, and the increase of conference/MICE arrivals as well as the revenue it recorded over the years (see Section 7.5.1.2).

Despite the healthy growth of the Conventions and Meetings industry in Malaysia, this study confirms the existence of users' ignorance on what conference interpreting and interpreters job are all about, as pointed out by Pöchhacker (2004, p.159), Schmitz (1988, p. 269), and Tseng (1992, as cited in Mikkelson, 1999/2004). Because there is no solid definition of the job 'interpreter', admission control into conference interpreting is almost non-existent (Schmitz, 1988, p. 273-274); anyone who is a fluent bilingual can advertise their services in the Internet, or by approaching TI agencies, or the embassies, or through word-of-mouth among colleagues, and can expect to be given interpreting assignments at international conferences. All this contributes to what Tseng (1992) called 'market disorder' in the occupation.

One of the ways to minimise or overcome this market disorder problem is publicity (Tseng, 1992). With publications such as MACEOS's MICE Directory of Malaysia, and MICE magazines, ISPs in Malaysia may work together with CDTM, MACEOS, PCOs and ICS to promote interpreting services by professional and ethical interpreters to HOs and other users.

The Malaysian Conventions and Meetings industry is still in its infancy; it is recently established in 1997, but with visions set by these players and their devotion to work together, by overcoming problems of work culture and mentality of relevant authorities, together with the continuing Malaysian government's recognition and support to the industry, and the aspirations to make Malaysia one of the best MICE destinations will definitely push the industry forward, and bringing conference interpreting together with it.

## CHAPTER 8

### CONFERENCE INTERPRETING IN MALAYSIA

#### 8.0 Introduction

This chapter discusses the practice of conference interpreting in Malaysia. As mentioned in Chapter 5, conference interpreting is a field relatively in its infancy in Malaysia but increasingly becoming a very important service in the Conventions and Meetings sector as more and more conference facilities were being established in the recent years. These facilities were built in parallel with the effort of promoting the country as a potential host for international conferences in the Asia Pacific region (see Section 5.3).

Besides these state-of-the-art facilities, another factor that has contributed to the development of Conventions and Meetings sector is the availability of interpreting services to the conference participants. Presently, English has become a kind of international lingua franca as almost everyone can read and understand English. However, there are still some who have not achieved the fluency to comfortably deliver their speeches in English at international conferences. Thus, these experts are often discouraged to attend conferences that require them to speak in English. Furthermore, this sort of language barrier impedes full appreciation on the part of the audience. Simultaneous interpreting (SI) offers a solution for this type of problem, as conference participants are not limited to English speaking people only. Most organising committee has the perception that hiring professional interpreters is too expensive for most host organisations (HOs). This, however, is questionable because if interpreting service is “planned from the outset and announced in the conference materials, this [total cost of simultaneous interpretation] can easily be recovered with increased registration” (CIAP, 1993, p. 4) because the language factor no longer poses a communication obstacle among the participants.

The cost of a team of interpreters depends on a few factors (CIAP, 1993, p. 4):

1. The number of languages used at the conference.
2. The length of the conference.
3. The number of concurrent meetings requiring interpretation.
4. The availability of interpreters close to the conference venue.

Interpretation service will increase registration and encourage participation from many parts of the world which in turn makes recruitment of professional interpreters from the International Association of Conference Interpreters (AIIC) feasible especially to the cost-conscious host organisations (CIAP, 1993, p. 4); “Real professional conference interpretation makes true communication between participants of different languages and different cultural backgrounds possible” (Allain & Tejpar-Dang, 1996, p. 4).

It is the interest of this study to describe the big picture of conference interpreting in the country. In order to achieve this ‘big picture’, this study not only includes conference interpreters who are practising in Malaysia (MSIAN interpreters) but also interpreters who are AIIC members that have set up shop in the Asia Pacific region and are also members of Conference Interpreters Asia Pacific (CIAP) (CIAP interpreters). This big picture definitely serves as a useful tool in the attempt to determine the forte and weakness of the industry. Furthermore, it is also hoped that it can be used to establish some sort of a guideline in order to improve the services along with the country’s endeavour in promoting its Conventions and Meetings industry.

This particular chapter begins with statements of the study’s objectives, consisting main and specific objectives. This is followed by describing the participants and materials used for this study. The data collected from the surveys are presented in the Results section. The chapter ends with a discussion on the findings on conference interpreting in Malaysia.

## 8.1 Research Objectives

The following section discusses the general and specific objectives that have been established for this study.

### 8.1.1 General Objectives

The main purpose of this study is to offer an extensive description of conference interpreting scenario from professional perspective. After identifying its components, this study highlights the roles and functions of each component, their fortes as well as the crucial needs and constraints in the field. This serves as a means to promote professionalism among interpreting practitioners and aids professionalisation process of conference interpreting in Malaysia.

### 8.1.2 Specific Objectives

Besides the general objectives mentioned above, this study has several specific objectives which are stated below:

1. To create a profile of interpreters; both practising interpreters in Malaysia and CIAP interpreters in the Asia Pacific, as the core of the service. This profile shows general, academic and professional backgrounds of the interpreters.
2. To identify the types of conference interpreters, the most common interpreting setting and mode being sought in Malaysia.
3. To find out the sources of interpreting assignments in conference interpreting in Malaysia.
4. To examine the level of satisfaction among the interpreters in certain aspects of conference related to interpreting such as document preparation and briefing.
5. To study the importance of professionalisation in interpreting based on the participants' point of view.
6. To find out the interpreters' opinion on the level or quality of professionalisation characteristics in Malaysia.
7. To identify the issues and problems the interpreters and interpreting service providers face.

8. To find out Malaysia's capacity as a host for conferences in Asia Pacific region, and the strengths of conference interpreting as a profession in a country like Malaysia.

It is hoped that when these objectives are achieved, they will be useful in paving the way in materialising the process of professionalisation of conference interpreting in the country.

The following sections look into the participants, the materials used and the methods adopted in this research.

## *8.2 Participants*

For the purpose of this research, we used two types of participants:

1. Conference interpreters: 20 MSIAN interpreters and nine CIAP interpreters.
2. Representatives of interpreting service providers (ISPs): Malaysian National Institute of Translation (ITNMB) which is based in Kuala Lumpur, Malaysia, and CIAP which is based in Bangkok, Thailand.

Firstly, this section presents the general background of the interpreters: gender, age range, nationality and working languages. Then, it proceeds with discussion on the representatives from ITNMB and CIAP in terms of their general backgrounds, their job functions and the institutions they represent.

### *8.2.1 Malaysian Interpreters*

Thirty-two questionnaires were sent out to MSIAN conference interpreters between November 2006 and March 2007 (see Section 8.4). Out of the 32 questionnaires, 20 questionnaires were returned. For the purpose of data analysis each participant was labelled randomly, from Interpreter01 to Interpreter20. From the 20 interpreters, there were seven female interpreters and 13 male interpreters; two interpreters were less than 25 years old, two interpreters were between 25-29 years old, two interpreters were between 30-34 years old, three interpreters were between 35-39 years old, six interpreters were between 40-44 years old, four interpreters were between 45-49 years old and one interpreter who was more than 50 years old (see Figure 8.1).

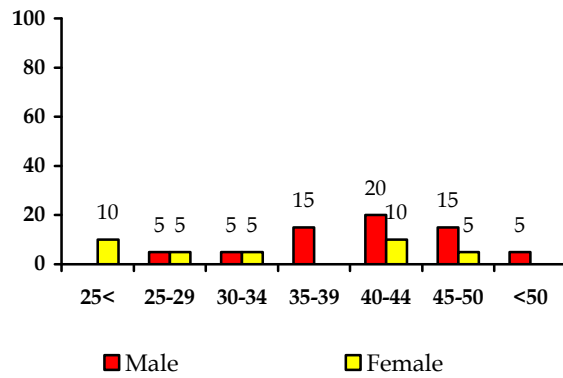


Figure 8.1. Bar graph showing the percentage of MSIAN Interpreters according to gender and age range.

In terms of nationalities, six out of these 20 participants were Malaysians, whereas the rest came from Algeria (1 interpreter), Argentina (1 interpreter), Belgium (1 interpreter), Eritrea (1 interpreter), France (2 interpreters), Iraq(1 interpreter), Morocco (2 interpreters), Spain (1 interpreter), Sudan (3 interpreters) and Uganda (1 interpreter). In the Figure 8.2 below, the interpreters are categorised based on the continent or region of their origins: Africa, Asia, Europe, Latin America and Middle East, in order to facilitate the presentation of data. These interpreters have resided for a minimum of six years to a maximum of 20 years in Malaysia.

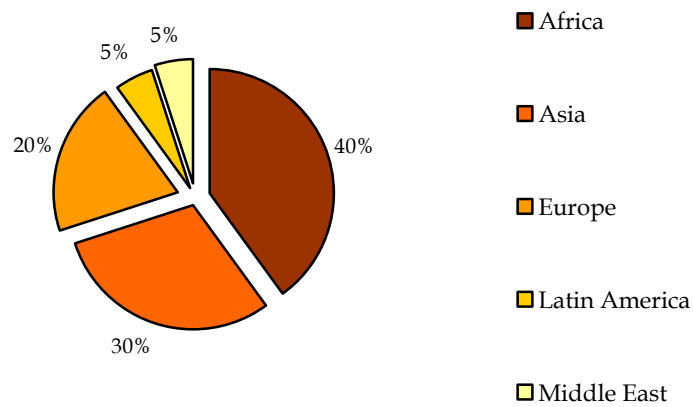


Figure 8.2. Pie chart showing the percentage of MSIAN Interpreters according to their regions of origin.

In the aspect of working language combinations, two interpreters mentioned having two A languages while most interpreters have English as their B language. Eight out of the 20 interpreters have a C language (French, German, Japanese, and Malay) and four out of these eight interpreters have a fourth language (African languages such as Swahili, Nubian, Acholi; Arabic, Cantonese, and Malay). The breakdown of the working languages of the interpreters is as follows; in terms of A languages, five interpreters with English, seven interpreters with Arabic, two interpreters with Mandarin, two interpreters with Spanish, three interpreters with French and three interpreters with Malay, while in B languages, 15 interpreters with English, three interpreters with Arabic, one interpreter with Mandarin and one interpreter with French (see Figure 8.3).

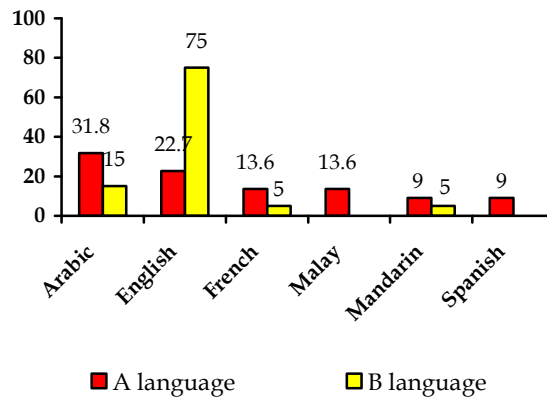


Figure 8.3. Bar graph showing the A and B languages of the MSIAN interpreters.

### 8.2.2 Interpreters of Conference Interpreters Asia Pacific

This study managed to get the cooperation from nine CIAP interpreters who are practising the profession in the Asia Pacific region, namely in locations such as Australia, Thailand, India, New Caledonia and Singapore. From 22 July to 28 August, this study managed to receive 14 replies out of the 45 e-mail questionnaires sent out on 21 July 2007. Out of the 14 replies, nine questionnaires were filled in. The respondents were labelled as Interpreter A to Interpreter I (see Section 8.4).

The respondents consisted of four women and five men; two out of the four women were above 50 years old and the other two were between 45-50 years of age, while all five men were above 50 years old. In terms of nationality and location (see Figure 8.4), there was one Australian female located in Australia, one French female located in India, one Singaporean male located in Singapore, one Japanese female located in Australia, two Thai males located in Thailand, one German/Australian located in Australia, one British/French male located in Thailand, one German/Australian located in Australia, one British/French male located in New Caledonia and one male interpreter located in Thailand who on personal reasons refused to state his nationality in the questionnaire (see Appendix O3).

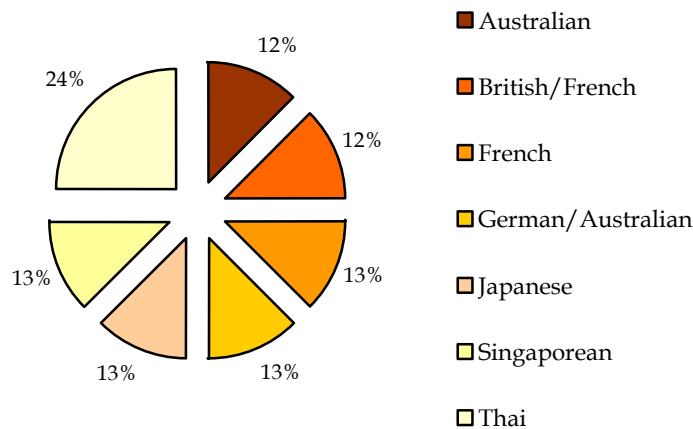


Figure 8.4. Pie chart showing the nationalities of the CIAP interpreters.



Figure 8.5 demonstrates the working languages of the CIAP interpreters. There were seven A languages: English, French, German, Japanese, Mandarin, Spanish and Thai. In terms of A languages, there were three interpreters with English; one of them with two A languages which were English and Japanese. As for French, German, Japanese, Mandarin and Spanish, there was one interpreter with each of them. There were two interpreters with Thai.

There were four B languages: English, French, German and Spanish. There were five interpreters with English, two interpreters with French, one interpreter with German, and one interpreter with Spanish. There were two interpreters with a C language, English and French, and none of the participants had a fourth language.

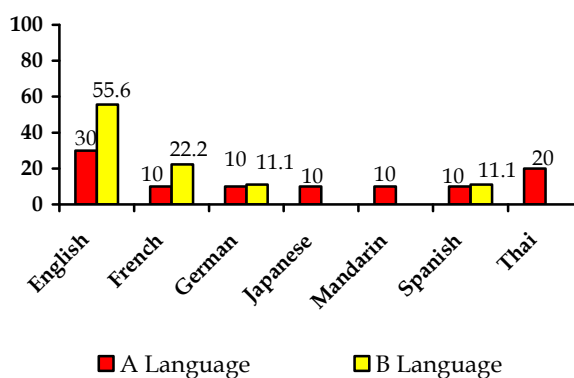


Figure 8.5. Bar graph showing A and B languages of CIAP interpreters.

### 8.2.3 Interpreting Section Coordinator of the Malaysian National Institute of Translation

This section looks at the academic background and the functions of the coordinator of the interpreting section of ITNMB, as well as the Interpreting Section of ITNMB. The coordinator, Ms NAA holds a degree in French Linguistics from *Université Sorbonne Nouvelle Paris III* (ITNMB's website, 2007). She joined the ITNMB's workforce in 2004.

The coordinator's tasks can be divided into three parts: (1) pre-conference, (2) during conference, and (3) post-conference. Primarily the tasks began when a client agreed to the quotation provided to them by the Marketing and Sales Department <sup>1</sup>

1. This information was correct at the time of the interview in September 2004.

Once an agreement was established between ITNMB and the client, the coordinator would perform the following tasks:

1. Identify and contact the interpreters with the language combinations required for the conferences.
2. Appoint the interpreters once they agree to accept the job by preparing ITNMB-interpreter job contract.
3. Liaise with HO or professional conference organiser (PCO) or organising committee.
4. Prepare relevant glossaries of subject matters or conference topics for the interpreters and procure speech texts and other relevant documents from speakers themselves or HOs or organising committee.

It was part of her duty to be present at the conference while it was taking place. Her main responsibility was to make sure that the interpreting sessions of the conference ran smoothly and efficiently. To ensure this, she must:

1. Procure speech texts/documents and other relevant materials from speakers and passes them to the interpreters.
2. Monitor the interpreters' performance by checking if the interpreter's performance was up to clients' expectations.

Her duties did not end when the conference ended. Instead, after the conference, she had to:

1. Liaise with organisers and interpreters for payments.
2. Resolve issues such as complaints or reimbursement if necessary.
3. Prepare reports of the event to ITNMB's management.

The Interpreting Section of ITNMB undeniably plays an important role in the Translation and Interpreting (TI) industry in Malaysia. But before going into further detail, this section discusses the organisational structure of the institute as shown in Figures 8.6 and 8.7. The first organisation chart (see Figure 8.6) was taken from its website in 2004. Previously, the institute consisted of two main divisions: (1) Corporate Management and Services Division, and (2) Translation Affairs Management Division, apart from its Executive Director's Office and Internal Audit Unit. Furthermore, the Translation Affairs Management Division was divided into four sections, based on the type of translation activities that each section was handling:

1. Social Science Translation Section
2. Science, Technology and Military Translation Section
3. Document/ Training/ Multilingual Translation Section
4. Technical Services Section.

Interpreting was placed in the Multilingual Translation Section, together with training and translation of documents. Between 2004 and 2007, the Institute went through an organisational restructuring when a new Chief Executive Officer/Managing Director was appointed in August 2004. In 2007, the institute had four main departments:

1. Corporate Department
2. Commercial Document and Book Translation Department
3. Marketing and Sale of Books Department
4. Courses and Interpreting Department

Its Internal Audit and Office of Managing Director remained unchanged as in the 2004 organisation chart.

In the new organisation chart (see Figure 8.7), 'departments' replaced the previously called 'divisions', and 'units' under the departments were replaced by 'sections' that came under the divisions. In addition, Translation department was no longer divided by the types of translation activities they were involved in; all translation activities be it scientific texts or otherwise was handled by the same department. However, instead of breaking the translation sections according to the text types each section handles, a distinction was made between translation activities of commercial documents and books. One particular change that was worth a mention was the establishment of Department of Courses and Interpreting. This shows that interpreting movement in the institution was getting more recognition than it previously did from the management that they saw the importance of distinguishing translation activities and interpretation activities by establishing its own department of interpreting (see Section 5.4).

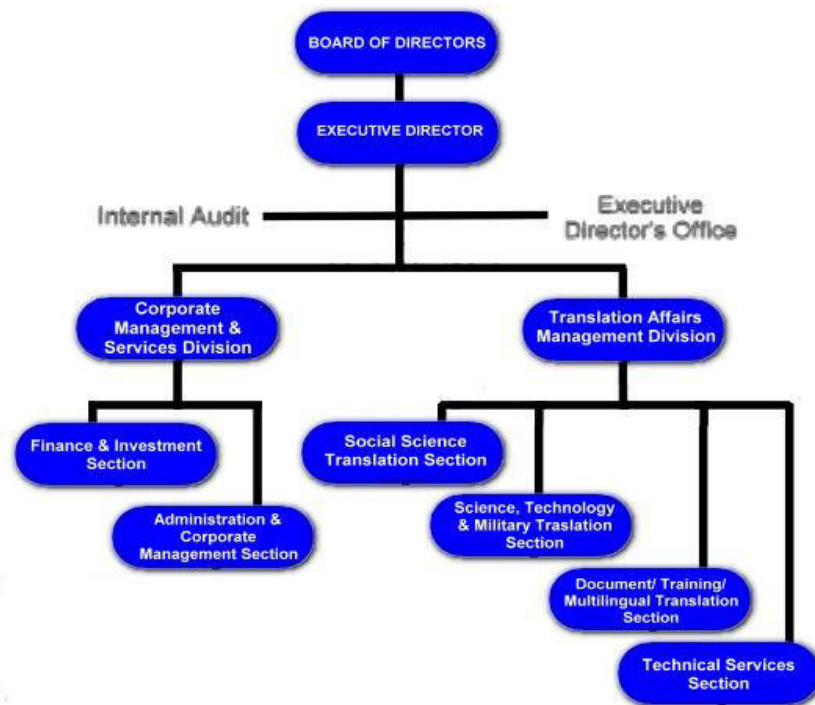


Figure 8.6. Graphic showing ITNMB's organisation chart in 2004 (ITNMB Website 2004).

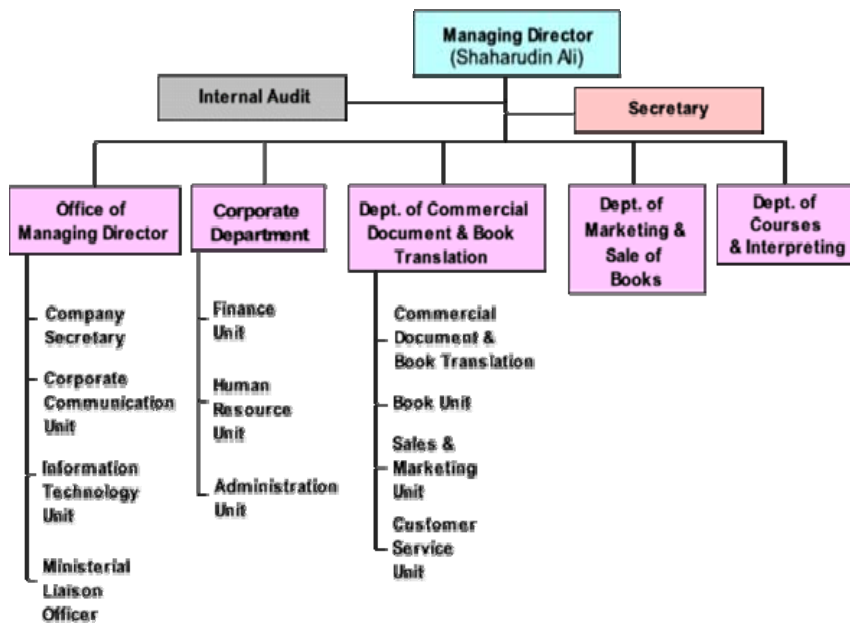


Figure 8.7. Graphic showing ITNMB's organisation chart in 2007 (ITNMB Website 2007).

### 8.2.4 Consultant Interpreter of Conference Interpreters Asia Pacific

Firstly, this section presents a brief biography of the CIAP's representative who was a consultant interpreter, Mr JPA.

He was of French nationality and was based in Bangkok, Thailand. He was born in 1944 in Paraguay, of English mother and French father, and has lived in South America, Europe, Africa and Asia. He graduated as a conference interpreter from the University of Geneva in 1971 and obtained a Master's in Economics from the same university in 1973. Member of AIIC since 1971, he has worked as conference interpreter since then and was a lecturer at the Interpreters School, University of Geneva. He has been an advisor and economist with several non-governmental organisations in Africa and Asia since 1973. In addition to interpreting, he also organises conferences and teams of interpreters. His two A languages were English and Spanish, B language was French while German, Portuguese and Dutch were his C languages (AIIC's website, 2007; CIAP's website, 2007).

Secondly, this section proceeds by looking at a consultant interpreter's job functions. According to Allain (2000, p. 2), a consultant interpreter is "a professional interpreter who not only interprets at conferences but also organises teams of interpreters and advises clients on the best way to make use of the team and its language abilities". They are capable of offering a complete service to the conference organiser because they know the working conditions in this region, and know the pool of interpreters, their expertise and their availability. This section discusses the roles and functions of CIAP consultant interpreters which began when a PCO contacted them (Allain, 2000, p. 3; 2003, p. 2; Allain & Tejpar-Dang, 1990, p. 5; Botero-Browning, 1998, p. 5; Tejpar-Dang, 1995, p. 4).

1. Advise the PCO on the language requirements adapted to the conference needs.
2. Find interpreters with the right language combination for the conference and with the appropriate language classification to fulfil the conference requirements.
3. Prepare a cost estimate or quotation based on the information obtained from the PCO such as the dates, the languages spoken, the proportion of delegates speaking each foreign language, conference subject, conference venue, programme and schedule of

meetings, conference format, number of concurrent meetings etc. as well as the interpreters' travel costs, fees for the days spent travelling, hotel accommodations plus meals and incidentals if they have to be imported from other cities or countries.

4. Make a roster of the interpreters who have qualifications that fit the requirements of the conference.

5. Send out an enquiry of availability to the interpreters.

6. Once the quotation is completed, they submit it or make a presentation to the PCO for comparisons with other providers.

7. Once the PCO agrees to the quotation, they prepare a transparent and comprehensive master contract or agreement which will then be signed by the consultant interpreter and the PCO in order to seal the deal.

8. Prepare an individual contract for each interpreter and have them signed by the PCO or the chairperson of the organising committee and the respective interpreter.

9. Ensure background documentation about the conference subject is provided to all the interpreters well ahead of the conference.

10. Act as a link between the PCO and the team after the contracts have been signed and returned to respective parties.

11. Advise conference organisers on the most suitable way of organising meetings to make the best use of the team of interpreters.

12. Assist the organisers with room layout, seating arrangement etc.

13. Recommend suppliers of SI equipment available in the region because the team's performance depends on the quality of the equipment and the skill and experience of the technicians.

14. Advise the clients regarding cheaper dates for travel, low season prices for hotels and airlines, as well as best venues for conferences in the region.

15. Ensure that conference documents reach the interpreters; that accommodation is taken care of, that airfares, fees and other dues are paid.
16. Brief the team of interpreters.
17. Conduct a personal site inspection of the meeting venue before the start of the conference.
18. Test the equipment before the opening session and before the first meeting every day.
19. Ensure a balanced workload among the interpreters.
20. Update interpreting schedules and makes sure that the interpreters assigned know when and where they are required.
21. Carry out a post-meeting evaluation by asking the delegates.
22. Oversee post-conference translations of numerous pages of statements and declarations.

Thirdly, this section discusses the Conference Interpreters of Asia Pacific (CIAP) Association. CIAP was a network of professional conference interpreters established in 1990 (CIAP, 1993, p. 6), consisting of 11 consultant interpreters who were members of AIIC, based in the Asia Pacific region, in countries such as Thailand, Singapore, China and Australia. Its associates were specifically located in Bangkok, Beijing, Delhi, Hong Kong, Kathmandu, Seoul, Singapore, Sydney and Tokyo.

The unique advantage of CIAP compared to its competitors was that all its associates were members of AIIC and this gave CIAP access to AIIC's 2800 qualified professional interpreters in almost 90 countries. This way, CIAP could offer a quality and professional service of qualified interpreters which was made available at a cheaper rate as it was more cost-effective recruiting qualified interpreters who were already practising in the country where the conference was held ('local' interpreters) compared to bringing them in from other countries.

Furthermore, due to AIIC's strict membership selection procedure, CIAP offered the best guarantee of quality and ethics in its services. Interpreters of CIAP have had professional experience and good understanding of linguistic and technical requirements of its clients. CIAP offered the highest standard of SI and consecutive interpreting (CI) services in English, Chinese, Japanese, Korean, French, Spanish, German, Italian, Portuguese, Russian and other languages according to the client's needs (CIAP, 2006, p. 6).

In addition, CIAP was also an experienced organiser, with ample knowledge of technical equipment that was available in the region. With this in hand, the consultant interpreters were able to advise the clients which type of interpreting that was most suitable to their needs. Moreover it also provided translation services of conference documents. CIAP acted as a one-stop centre for those who sought professional qualified interpreters for international conferences.

CIAP has been publishing its yearly bulletin called *Interpretasia*, with its first publication dated back in August 1993. The purpose of this bulletin was to "fill in the gap in the conference industry literature in this part of the world and will increase knowledge of conference interpretation and its great usefulness" (CIAP, 1993, p. 1). The articles in the bulletins were written and produced by CIAP members. Each bulletin dealt with different topics such as feature article on a very important international conference that CIAP was involved in a particular year, valuable tips and hints about recruiting professional conference interpreters and making the most out of the interpreter team, useful information on conference interpreting industry in the Asia Pacific region, important updates of AIIC, jargons in conference interpreting, the importance of trained professional interpreter in an interpreting job, interpreter training, information on conference venues and a list of conferences in which CIAP organised its interpreting teams.



### 8.3 Materials

In order to obtain all the information that was needed to achieve the objectives of this study, two survey methods were adopted: (1) questionnaires, and (2) interviews. This section looks at the (1) structure – the types and formats of questions that have been adopted, and (2) content – the questions that are asked to elicit the information from the respondents, of the questionnaires and the interviews. Prior to that, it is useful to mention here that the questionnaires were administered to MSIAN interpreters and CIAP interpreters, while the interviews were conducted with several MSIAN interpreters and ISPs (see Section 8.2). The general structure and format of questionnaire for CIAP interpreters were basically the same as the MSIAN interpreters' but with a few minor modifications (see Sections 8.3.1 and 8.3.2). It was adapted to avoid misunderstanding and ease comprehension, using better English words or terminologies. The questionnaires were designed and produced in two formats: (1) paper or hardcopy, and (2) electronic or softcopy (see Appendix O).

#### *8.3.1 Questionnaires for Malaysian Interpreters*

The questionnaire (see Appendix O1) has seven sections:

1. General Background.
2. Academic Background.
3. Professional Background.
4. Interpreting Assignments.
5. Professionalisation of Interpreting.
6. Problems and Constraints.
7. Suggestions.

Firstly, this study is interested to find out the general profile of the interpreters that made up the pool of interpreters in Malaysia. The questionnaire asked about their general, academic and professional backgrounds.

The kinds of questions used in the sections mentioned above were factual. General Background consisted of questions pertaining to their gender, age group, nationality, number of years residing in Malaysia if they were foreigners, and their working language(s).

Academic Background adopted an open-ended question format, asking the respondents to fill in their qualifications: Certificates, Diploma, Bachelor's Degree, Master's Degree, Doctorate in Philosophy and/or other types of qualifications that were not mentioned. They were also asked if they had enrolled in any translation or interpretation course.

In the Professional Background, there were eight close-ended questions, with dichotomous choice, multiple choice and very short response questions, plus four open-ended questions. Importantly, we wanted to know if they were freelance interpreters or not, and if they were, what were their full-time occupations, their interpreting experience in terms of years and number of interpreting jobs done annually, their level of satisfaction in terms of remuneration, their PA membership and working language combinations. They were also asked the frequency of performing certain modes of interpreting, for example, SI, CI; the regularity of interpreting in certain types of setting, such as conference and discussions; and finally if they also performed other translation activities such as written translation.

In terms of Interpreting Assignments, this study asked the respondents about their sources of interpreting jobs. Using cafeteria-style question format, the respondent ticked the appropriate sources listed, for instance, ITNMB, embassies, etc. Secondly, using matrix question format, they provided their opinions about their satisfaction level on conference aspects such as document preparation and briefing, interpreting equipment, interpreting booths/facilities, conference organisation skills and remuneration. Both questions included very short response questions so that the respondents were free to provide more information on the nature of their interpreting assignments.

Using matrix question format with opinion-attitude kind of questions, this study sought to find out the respondents' opinion on professionalisation of interpreting. These aspects of professionalisation have been discussed in Chapter 3. Firstly, the interpreters were asked if training institutions, interpreter training, continuing education, specialisation, theoretical knowledge, professional association (PA), association membership, advisory body, code of ethics (COE), public awareness and remuneration were important characteristics in the professionalisation of conference interpreting. Secondly, using matrix question format with directional question kind of questions, they were asked to rate similar aspects mentioned earlier but relating these aspects to the interpreting profession specifically in Malaysia.

The questionnaire ended with three open ended question types using self-perception question kind. Firstly, they were asked to provide their opinions regarding the problems that they faced while practising the profession in Malaysia. Secondly, the participants were asked to state the main strengths that this profession has in a multilingual country like Malaysia and finally, their suggestions in order to improve the profession.

### *8.3.2 Questionnaires for Conference Interpreters Asia Pacific*

Due to the different professional working environment in different parts of the world, this study adapted the questionnaires for MSIAN interpreters to suit the CIAP interpreters (see Appendix O2) with the help of the CIAP's consultant interpreter. Basically, the changes proposed and made were choice of words that were more appropriate in professional interpreting context. The following modifications were made (see Table 8.1):

Table 8.1

*Modifications made to the Questionnaire for CIAP Interpreters*

| Part                                | Question | Omit or Add   | Replacement   |
|-------------------------------------|----------|---|---|
| General Background                  | 4 ii)    | State name of country(s) you have resided in:           | State name of country(s) you have resided in:         |
|                                     |          | Number of years:  | Number of years resided abroad:                       |
| Academic Background                 | 2, 3     | Training centres  | Training institutions                                 |
| Professionalisation of Interpreting | 1, 2     |   |   |
| Professional Background             | 1        | Permanent interpreters                                  | Staff interpreters                                    |
|                                     | 2        | Occupation(s)   | Other occupation(s)                                   |
|                                     | 5 i)     | Are you satisfied with the payment rate?                | Are you satisfied with the level of fees you receive? |
|                                     | 5 ii)    | RM/hour   | USD/day   |
|                                     | 6        | Change of order:<br>i. None<br>ii. Other TI Association | i. Other TI Association<br>ii. None                   |
|                                     | 8        | Change of question format (omit the list)               |   |
|                                     | 12       | Discussions, Seminars and Official visits               | Escort Interpreting                                   |
| Interpreting Assignment             | 2        | Payment   | Remuneration  |

**8.3.3 The Interview**

Of the three forms of interview discussed in Chapter 6, this study used the semi-structured interview method, with a simple interview schedule as a guideline.

During the interview, the interviewees were encouraged to relate their experiences in the field of interpreting and provide their opinions on several aspects:

1. The current scenario of the profession.
2. The strengths the profession has in multilingual and multicultural country like Malaysia.
3. The problems they faced and other relevant professional experiences.
4. Suggestions on how this profession can be improved.

## 8.4 Methods

This section discusses the methods adopted in carrying out the study: (1) administration of questionnaires, and (2) conducting interviews. Firstly, this section looks at the steps taken in administering the questionnaires to the group of freelance interpreters mentioned earlier. Then, it proceeds to discuss the conducting of interviews with three MSIAN interpreters, the interpreting coordinator of ITNMB, and the consultant interpreter of CIAP.

### *8.4.1 Questionnaire Administration for Malaysian Interpreters*

The administration of questionnaires was conducted from October 2006 to February 2007. It was carried out by:

1. Identification of interpreters. First and foremost, interpreters were categorised into three different groups:

- a. Interpreters who were approached personally at conferences
- b. Interpreters who were recommended by other interpreters.
- c. Interpreters who were attached to a TI agency.

2. Determination of questionnaire administration mode. Each group of interpreter mentioned previously was approached differently. The types of approach determined the mode of questionnaire administration. This is presented in Table 8.2.

In total, 32 questionnaires in printed and electronic formats were sent out. Twenty questionnaires were returned. The 20 freelance interpreters who participated in this research belong to either one of the groups mentioned above. Table 8.3 lists a summary of questionnaires administered in the survey.

Table 8.2

*Mode of Questionnaire Administration*

| Group             | Mode  |
|-------------------|---|
| Personal approach | Printed questionnaires were distributed by-hand and were returned on the final day of the conference.   |
| Recommendations   | <p>1. Printed questionnaire: We made a telephone call to the interpreter, expressing our intentions and purpose of research. Participants were asked if they were interested to participate in the survey. Once agreed, they were given two options:</p> <p>To meet the researcher in person for a short interview and fill in the questionnaire. She or he could choose to return the questionnaire on the same day or later, by-hand or by post.</p> <p>Or,</p> <p>To receive the questionnaire via post. This included a cover letter and a self-addressed return mail express envelope if she or he wished to return the questionnaire via mail or to contact us if she or he wished to return the questionnaire by-hand.</p> <p>2. Electronic questionnaires: We made a telephone call or sent an e-mail to the participant, requesting for his or her participation in the survey. Once we received a green light from the interpreter, we sent out an e-mail containing a cover letter of the research and the questionnaire. Once the interpreter completed the questionnaire, she or he returned the questionnaire via e-mail to us.</p> |
| TI agency         | Contact was made with the agency. Once the agency agreed to help distribute the questionnaires to their interpreters, a few sets of questionnaire, together with a self-addressed return envelope and a research cover letter were sent via post. Electronic questionnaires were not used here as to keep the interpreters contact details confidential.  |

Table 8.3

*Administration of Research Questionnaires*

| Group             | By     | Questionnaires sent out | Questionnaires returned | Percentage (%) |
|-------------------|--------|-------------------------|-------------------------|----------------|
| Personal approach | hand   | 2                       | 2                       | 100.0          |
| Recommendations   | post   | 6                       | 4                       | 66.7           |
|                   | e-mail | 6                       | 4                       | 66.7           |
|                   | hand   | 4                       | 4                       | 100.0          |
| TI agency         | hand   | 4                       | 0                       | 0              |
|                   | post   | 6                       | 6                       | 100.0          |
| Internet          | post   | 4                       | 0                       | 0              |
| Total             |        | 32                      | 20                      | 62.5           |

#### ***8.4.2 Questionnaire Administration for Conference Interpreters Asia Pacific***

The first step taken was to contact Mr JPA, asking for his views if it was viable to send out the questionnaires to all CIAP interpreters in the Asia Pacific region. His reply came back as positive, with some suggestions to improve the questionnaire, an example of a cover letter to accompany the questionnaire and a list of CIAP interpreters. Following his suggestions, the questionnaire was modified (see Table 8.1) and a new research cover letter (see Appendix O2). The questionnaires were sent to 45 interpreters via e-mails. From the period July 2007 to August 2007, 14 replies were received, of which nine filled-in (20%). The other five replies did not fill in the questionnaires because they have never worked in Malaysia.

#### ***8.4.3 Conducting Interviews***

The interviews in this study were conducted with two groups: (1) three freelance conference interpreters who had also agreed to fill in the questionnaires for interpreters, and (2) two representatives of interpreting service providers, ITNMB and CIAP. The interview with ITNMB's interpreting coordinator was conducted in September 2004 (see Section 8.4.4) while the interview with CIAP's consultant interpreter was conducted in December 2006.

##### ***8.4.3.1 Interviews with Freelance Interpreters***

The three interpreters who agreed to be interviewed belong to the group of interpreters who were recommended by others. Between December 2006 and January 2007, phone calls were made to the interpreters, stating our objectives and inviting them to participate in the survey. Once they agreed to participate, appointments were made on the date, time and place that were convenient to the respondents. During the interview session, a semi-structured interview was conducted, using the interview schedule (see Section 8.3.3). The interview sessions lasted between 15 minutes and 1 hour. Notes were taken from the interviews (see Appendix P).

#### *8.4.3.2 Interviews with Interpreting Service Providers*

The ISPs were contacted via e-mails, stating the research objectives and asking their participation in the research. Once agreed, time and date of meeting convenient to the participants were confirmed. The semi-structured interviews lasted about one hour. Audio recordings of the interviews were later transferred into interview notes (see Appendix P).

#### *8.4.4 Contingency*

This section discusses some of the constraints faced during data collection which restricted the scope of the study.

In July 2004, while still at the stage of deciding the focus of a doctoral research project, ITNMB was contacted in order to conduct several interviews with its employees. The objective of these interviews was to find relevant general information on the TI industry in Malaysia and at the same time to establish rapport with ITNMB. ITNMB replied positively and arranged several interview sessions with its personnel in September 2004.

In 2006, after the focus of the doctoral research had been determined, that is, to carry out a study on conference interpreting in Malaysia, one important interview sessions from the September 2004 proved to be useful. This important interview session was with the ITNMB Interpreting Coordinator. Therefore, from August 2006 to July 2007, attempts were made to get an update of the information provided in 2004. These attempts included:

1. Contacting the Coordinator via telephone calls and e-mails between August 2006 and December 2006 with the purpose of arranging another interview. This, however, failed.
2. Sending a printed questionnaire, accompanied with a cover letter and a self-returned envelope via express mail service to the Coordinator in January 2007. No questionnaire was returned.
3. Sending an e-mail to the Chief Executive Officer/Managing Director of ITNMB in January 2007 asking for his assistance in the research project. Despite his positive prompt reply, no questionnaire was returned.



4. As a last resort, a summary of the interview conducted with the Coordinator was sent via e-mail to her and her superiors, the ITNMB General Manager and the former Head of Translation Department. In the e-mails, we asked for their cooperation to review, verify and update the information in the interview's summary; since neither interview nor questionnaire method was successful. We also offered to call them personally in order to save time and effort. Despite these efforts, no positive replies were received (see Appendix D).

Therefore, no latest information from ITNMB could be provided in this study. All information related to ITNMB is only valid up to the year 2005.

Another constraint was related to the MSIAN interpreters. Several interpreters of Japanese language combination were expected to take part in the study after contact was made with JAGAM. Despite the personnel's question whether there was any monetary reward in filling in the questionnaires, he gave a positive reply. Six questionnaires together with cover letters and a self-addressed return express mail envelope were sent out in December 2006. The person-in-charged promised to return the questionnaires in less than two months time. The researcher called the JAGAM's office in February 2007 and was told that the personnel had left the Association and there was no trace of the questionnaires.

## 8.5 Results

This section presents the results obtained from the surveys carried out in this study (see Appendix Q). It is divided into two main sections: (1) results from questionnaires, and (2) results from interviews.

### 8.5.1 Results from Questionnaires

The first section demonstrates the results obtained from the questionnaires administered among the conference interpreters which are presented in six main parts. The results are systematically presented under these main headings:

1. Profiles of interpreters.
2. Interpreting assignments.
3. Professionalisation characteristics.
4. Conference interpreters' problems.
5. The strengths of conference interpreting as a profession in Malaysia
6. Suggestions to improve the professional situation of interpreters in Malaysia.

One important remark regarding the responses received from the participants in the questionnaires is that several participants provided additional feedback or their personal point of view regarding certain questions in the questionnaires while several others did not.

The second section presents the results obtained from the interviews conducted with the MSIAN interpreters and ISPs. It is divided into three parts:

1. The account of conference interpreting in Malaysia/Asia Pacific.
2. The problems and constraints.
3. Suggestions to improve the interpreting situation in Malaysia.

### 8.5.1.1 Profiles of Interpreters

This section builds a profile of the MSIAN interpreters and CIAP interpreters who have participated in the study. The profile consists of three main components: (1) General Background, (2) Academic Background, and (3) Professional Background of the interpreters. For the purpose of comparison between the two groups, the background data of MSIAN interpreters and CIAP interpreters (see Sections 8.2.1 and 8.2.2) are combined in order to provide a comprehensive presentation of the study.

#### 1. General background

This section presents the background data of the interpreters' general background, in the following order: gender, age group, nationality, working languages, locations of CIAP interpreters, and number of years residing in Malaysia for MSIAN interpreters.

##### a. Gender

From the total 29 respondents, 20 were MSIAN interpreters and nine were CIAP interpreters. Out of the 20 MSIAN interpreters, 13 were males (65%) and 7 were females (35%). From the nine CIAP interpreters, five were males (55.6%) and four were females (44.4%). This shows that the study has managed to achieve more or less a homogenous sample in terms of gender among respondents in both groups of this study. The results are shown in Figure 8.8.

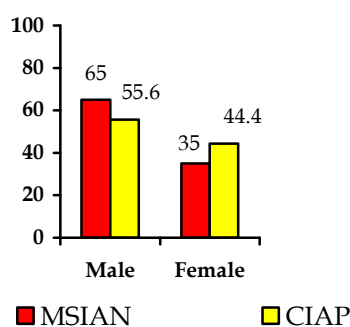


Figure 8.8. Bar chart showing the percentage of gender distribution among respondents.

### b. Age group

The MSIAN interpreters consisted of younger people from below 25 up to the age group of above 50, with the age group of 40-44 having the highest number of interpreters (30%). The CIAP interpreters occupied the older age groups; with 77.8% in the age group of above 50 (see Figure 8.9).

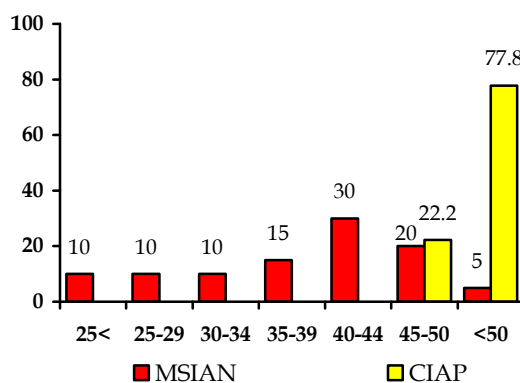


Figure 8.9. Bar chart showing the percentage of age group distribution among respondents.

### c. Nationality

Sections 8.2.1 and 8.2.2 have presented the nationalities of the respondents of both groups separately. This section demonstrates their nationalities collectively. Among the 28 respondents in this study<sup>1</sup>, there were 17 nationalities all together. Two respondents from CIAP had double nationalities: British/French and German/Australian (see Table 8.4). In the grouping of nationalities according to their region of origin, the interpreter with German/Australian nationality is grouped under the European region (see Figure 8.10).

Table 8.4

*Nationalities among Respondents*

| Nationality |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-------------------|-----------|---------|---------------|--------------------|
| Valid       | Algerian          | 1         | 3.4     | 3.6           | 3.6                |
|             | Argentine         | 1         | 3.4     | 3.6           | 7.1                |
|             | Australian        | 1         | 3.4     | 3.6           | 10.7               |
|             | Belgian           | 1         | 3.4     | 3.6           | 14.3               |
|             | British/French    | 1         | 3.4     | 3.6           | 17.9               |
|             | Eritrean          | 1         | 3.4     | 3.6           | 21.4               |
|             | French            | 3         | 10.3    | 10.7          | 32.1               |
|             | German/Australian | 1         | 3.4     | 3.6           | 35.7               |
|             | Iraqi             | 1         | 3.4     | 3.6           | 39.3               |
|             | Japanese          | 1         | 3.4     | 3.6           | 42.9               |
|             | Malaysian         | 6         | 20.7    | 21.4          | 64.3               |
|             | Moroccan          | 2         | 6.9     | 7.1           | 71.4               |
|             | Singaporean       | 1         | 3.4     | 3.6           | 75.0               |
|             | Spaniard          | 1         | 3.4     | 3.6           | 78.6               |
|             | Sudanese          | 3         | 10.3    | 10.7          | 89.3               |
|             | Thai              | 2         | 6.9     | 7.1           | 96.4               |
|             | Ugandan           | 1         | 3.4     | 3.6           | 100.0              |
|             | Total             | 28        | 96.6    | 100.0         |                    |
| Missing     |                   | 1         | 3.4     |               |                    |
| Total       |                   | 29        | 100.0   |               |                    |

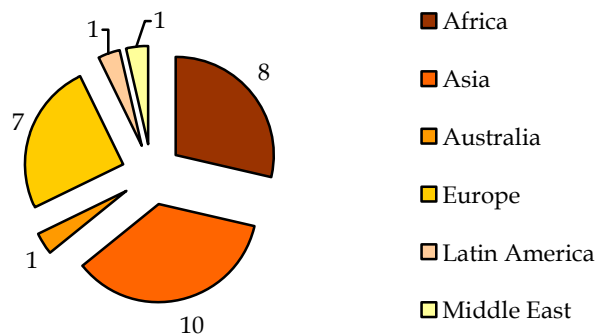


Figure 8.10. Pie chart showing region of origin and nationalities among respondents.

#### d. Locations

In terms of location, all MSIAN interpreters were located in Malaysia. The CIAP interpreters were located in various parts of the Asia Pacific region as can be seen in Figure 8.11 (see also Section 8.2.2).

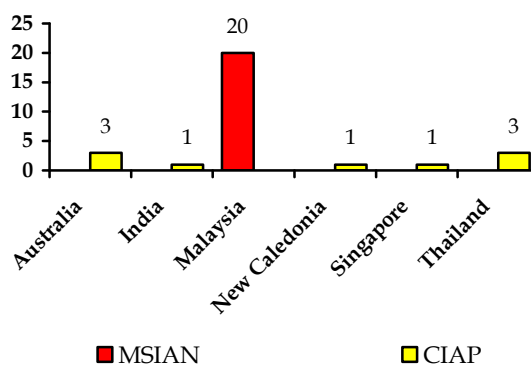


Figure 8.11. Bar chart showing locations among respondents.

#### e. Number of years residing in Malaysia or abroad

The number of years residing in Malaysia was only relevant to MSIAN interpreters who were citizens of other countries, while number of years residing abroad only applied to MSIAN interpreters who were of Malaysian nationality. However, there was one CIAP interpreter who was invited as a guest lecturer at the University of Malaya for 2 years, from 1976 to 1978. From the 14 MSIAN interpreters who were foreigners, the years ranged from a minimum of 5 years to a maximum of 20 years, with a median of 9 years and an average of 11.14 years (see Table 8.5). As for the interpreters with Malaysian nationalities, only two interpreters had resided abroad. One of them stayed for 1 year in the United Kingdom and the other stayed in Australia and the United Kingdom for 10 years in total.

Table 8.5

Statistics on Number of Years Residing in Malaysia among MSIAN Interpreters

| N              | Valid   | 14 |
|----------------|---------|----|
|                | Missing | 6  |
| Mean           | 11.14   |    |
| Median         | 9.00    |    |
| Std. Deviation | 5.216   |    |
| Minimum        | 5       |    |
| Maximum        | 20      |    |

f. Working languages

There were nine A and B languages among the 29 respondents. The languages were English, French, Arabic, German, Japanese, Malay, Mandarin, Spanish and Thai. There were three bilingual interpreters: English-Japanese, Malay-English, and Spanish-English. Figure 8.12 demonstrates the percentages of overall dominance of each language among the respondents.

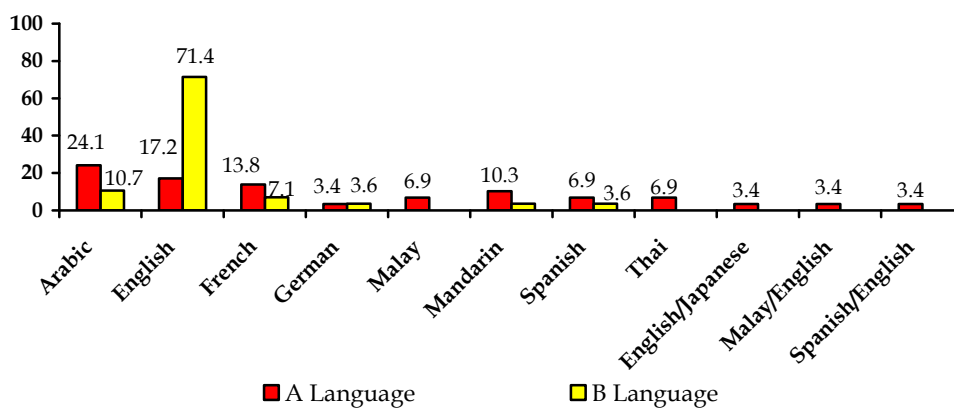


Figure 8.12. Bar chart showing the percentage of working languages among respondents.

2. Academic background

In terms of academic background, the respondents were asked two types of data: (1) paper qualifications, and (2) training in Translation (T), Interpretation (I) or both Translation and Interpretation (TI).

a. Qualifications

In the questionnaires (see Appendix O), paper qualifications were categorised into six levels: certificate, diploma, degree, master, doctorate and other qualifications that might have not been mentioned in the categories. The information obtained was further divided into groups of qualifications in (1) Interpretation, or (2) Translation, or (3) Translation and Interpretation, and qualifications in other fields (O). The results for both groups are presented in Tables 8.5 and 8.6, and Figure 8.13 while Table 8.7 demonstrates the areas in which they had been trained.

Among MSIAN interpreters, 45% of the respondents have had some form of training in either Translation (T), or Interpretation (I), or both TI, while 55% of them were trained in other fields (see Table 8.6). As for CIAP interpreters, 55.5% of them were trained in either Interpretation or both TI and 44.4% have had training in other fields (see Table 8.7). Besides levels of qualification, Table 8.8 demonstrates the areas other than TI in which the respondents were qualified in.

Table 8.6

*Qualifications among MSIAN Interpreters*

|       |                                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------------------|-----------|---------|---------------|--------------------|
| Valid | Interpretation (I)                | 1         | 5.0     | 5.0           | 5.0                |
|       | Translation (T)                   | 2         | 10.0    | 10.0          | 15.0               |
|       | Translation & Interpretation (TI) | 6         | 30.0    | 30.0          | 45.0               |
|       | Other fields (O)                  | 11        | 55.0    | 55.0          | 100.0              |
|       | Total                             | 20        | 100.0   | 100.0         |                    |



Table 8.7

*Qualifications among CIAP Interpreters*

|                                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|-----------|---------|---------------|--------------------|
| Valid Interpretation (I)          | 2         | 22.2    | 22.2          | 22.2               |
| Translation & Interpretation (TI) | 3         | 33.3    | 33.3          | 55.5               |
| Other fields (O)                  | 4         | 44.4    | 44.4          | 100.0              |
| Total                             | 9         | 100.0   | 100.0         |                    |

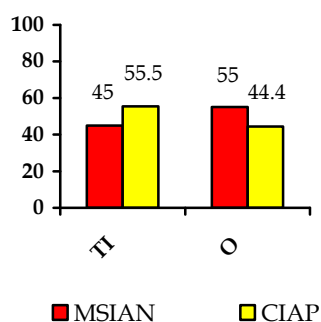


Figure 8.13. Bar chart showing percentage of qualifications in TI against other fields (O) among interpreters.

Table 8.8

*Levels and Areas of Qualifications of Respondents*

| Levels of Qualifications | Areas  |
|--------------------------|--|
| Certificate              | Life Science, French and Film Studies, Spanish Studies   |
| Diploma                  | Management and Diplomacy, Journalism   |
| Degree                   | Economics, Communications, Politics, English Linguistics, English Literature, Business Administration, Horticulture, Accounting, French Studies, Chinese Studies, Liberal Arts, French Studies |
| Master                   | Economics, Communications, Linguistics, English Literature, Archaeology in History of Arts, French as a Foreign Language, History of Religions, Communications, Education                      |
| Doctorate                | Islamic Studies, Management, Linguistics, Physiology   |

### b. Qualifications in TI

From the 20 MSIAN interpreters, two have had training in Translation, one had been trained in Interpretation and six were trained in TI. These training included short courses and university degree programmes. From the nine CIAP interpreters, three were formally trained in TI, and two had been trained in Interpretation. Four other interpreters responded that they were not formally trained in interpreting, including one who declared to be the first generation of self-trained interpreters. Figure 8.14 demonstrates the distribution of levels of qualifications in both groups of those respondents who were trained in Translation, or Interpreting, or TI.

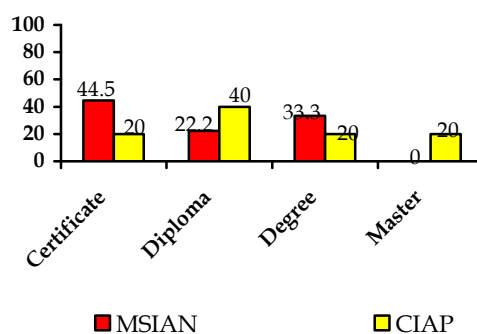


Figure 8.14. Bar chart showing the percentage of qualifications in TI among respondents.

In addition to their levels of qualification, the list below lists the training institutions (in alphabetical order) from which the participants have had their TI training.

- i. *Ecole Supérieure d'Interprètes et de Traducteurs*, Sorbonne-Paris, France.
- ii. Institute of Languages and Interpreting, Munich, Germany.
- iii. Iraqi Foreign Service Institute, Baghdad, Iraq.
- iv. Malaysian National Institute of Translation, Kuala Lumpur, Malaysia.
- v. Monterey Institute International Studies, California, USA.
- vi. Simul Academy, Tokyo, Japan.
- vii. *Universidad de Buenos Aires*, Buenos Aires, Argentina.
- viii. University Science Malaysia, Penang, Malaysia.
- ix. University of Geneva, Geneva, Switzerland.

### 3. Professional background

In the effort to generate a profile of the interpreters' professional backgrounds, this study sought to find out the nature of their interpreting job, whether they are freelancers or staff interpreters, how long have they worked as interpreters, fields of specialisation, the frequency of them working in certain modes of interpreting and interpreting settings as well as other translation activities that they were involved in.

#### a. Interpreting as a freelance job

From the 20 MSIAN interpreters, 16 interpreters (80%) were freelance interpreters while the other four interpreters (20%) were full-time interpreters but were not attached to any institution as staff interpreters. Instead, they had set up their own TI agencies and provide interpreting services to clients.

From the nine CIAP interpreters, eight interpreters (88.9%) were freelancers while one interpreter (11.1%) was a staff interpreter at the Secretariat of the Pacific Community in New Caledonia. The results are shown in Figure 8.15.

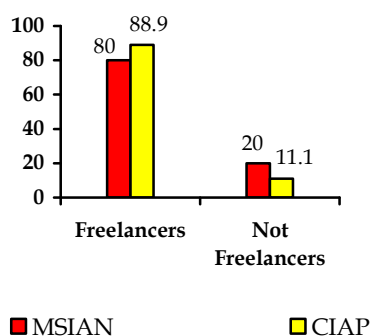


Figure 8.15. Bar chart showing the percentage of freelance interpreters among respondents.

#### b. Occupations

Among the MSIAN interpreters, five respondents did not state their full-time occupations. From the 15 interpreters, four were university lecturers, three were full-time translators, two were postgraduate students, one was a political and economic analyst and one was a consultant and four were interpreters at their own T I companies. From the eight CIAP freelance interpreters (one participant was a staff interpreter), two were involved in teaching, two were translators, one was a translator and teacher at a university, and three did not respond this question.

#### c. Interpreting experience

Besides their job nature, this study asked the respondents about their interpreting experience in terms of the length of time they have worked as interpreters, the average number of interpreting jobs per year, remuneration, and whether they were satisfied with the remuneration they received.

##### i. Years of interpreting experience

One respondent in the MSIAN group did not respond this question. The number of years of interpreting experience among them ranged from a minimum of 1 year to a maximum of 20 years, with a median of 5 years and an average of 7.1 years. On the other hand, the CIAP interpreters have dedicated a minimum of 11 years and a maximum of 40 years to conference interpreting, a median of 27 years and an average of 26.3 years (see Table 8.9).

Table 8.9

*Statistics on Years of Interpreting Experience among Participants*

|                |         | MSIAN | CIAP  |
|----------------|---------|-------|-------|
| N              | Valid   | 19    | 9     |
|                | Missing | 1     | 0     |
| Mean           |         | 7.11  | 26.33 |
| Median         |         | 5.00  | 27.00 |
| Std. Deviation |         | 5.435 | 9.421 |
| Minimum        |         | 1     | 11    |
| Maximum        |         | 20    | 40    |

ii. Number of interpreting jobs

The respondents were asked to choose from a list of five options for the average number of interpreting jobs per year (1= less than 5 jobs, 2= 5 to 9 jobs, 3= 10 to 15 jobs, 4= 16 to 20 jobs, 5= more than 20 interpreting jobs).

The analysis showed that the highest percentage for MSIAN interpreters (30%) was in the range of six to nine jobs a year. As for CIAP interpreters, 55.6% interpreters received more than 20 interpreting jobs per year. Figure 8.16 demonstrates the distribution of number of interpreting jobs per year for both groups.

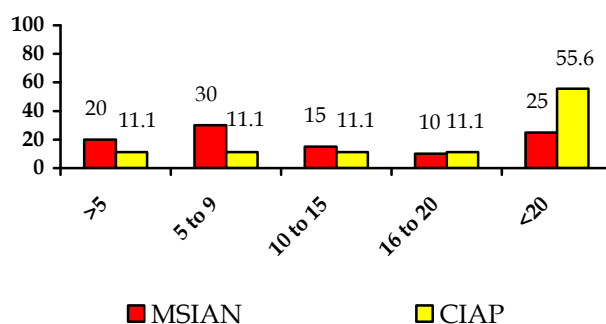


Figure 8.16. Bar chart showing the percentage of average interpreting jobs per annum among respondents.

## iii. Remuneration.

This study sought to find out the rates the interpreters received and whether they were satisfied with it. Several MSIAN interpreters provided their rates per hour in Ringgit Malaysia (RM), while all CIAP interpreters gave the rates per day in US Dollars (US\$). In order to facilitate comparison among these two groups, this study presents the remuneration rate per day with a maximum of seven working hours as stated in AIIC's *Agreement Governing Conditions of Work for Free-lance Interpreters Remunerated on a Daily Basis*, in RM for MSIAN group and US\$ for CIAP group, with a conversion to Euro(€)<sup>1</sup>.

In relation to MSIAN interpreters, only nine participants provided this information. The rates ranged from a minimum of RM280 per day (€58.1/day) to a maximum of RM1500 per day (€312.5/day), with an average of RM1014.3 per day (€211.3/day) (see Table 8.10).

Table 8.10

*Statistics on Remuneration among MSIAN Interpreters (RM/€ per day)*

| N              | Valid   | 9         |         |
|----------------|---------|-----------|---------|
|                | Missing | 11        |         |
| Mean           |         | RM1014.3  | €211.3  |
| Median         |         | RM1050.00 | €218.75 |
| Std. Deviation |         | RM50.635  | €1.174  |
| Minimum        |         | RM280     | €58.1   |
| Maximum        |         | RM1500    | €312.5  |

As for CIAP interpreters, seven interpreters responded this question. The minimum wage received per day was US\$600 per day (€428.6/day) to a maximum of US\$850 per day (€607.1/day), and an average of US\$745.71 per day (€532.65/day). The monthly salary of the staff interpreter at the Secretariat of Pacific Community was US\$7000 per month (€5000/month) (see Table 8.11).

Table 8.11

Statistics on Remuneration among CIAP Interpreters (US\$/€ per day)

| N              | Valid   | 7          |         |
|----------------|---------|------------|---------|
|                | Missing | 2          |         |
| Mean           |         | US\$745.71 | €532.65 |
| Median         |         | US\$770.00 | €550.0  |
| Std. Deviation |         | US\$89.23  | €63.74  |
| Minimum        |         | US\$600    | €428.6  |
| Maximum        |         | US\$850    | €607.1  |

Nineteen out of the 20 MSIAN interpreters and all CIAP interpreters rated their level of satisfaction (1 = very unsatisfied, 2 = unsatisfied, 3 = quite satisfied, 4 = satisfied, 5 = very satisfied), as shown in Figure 8.17. The highest percentage for the MSIAN group is 36.8% at scale 3 (quite satisfied). For CIAP group, the highest percentage is 77.8% at scale 4 (satisfied).

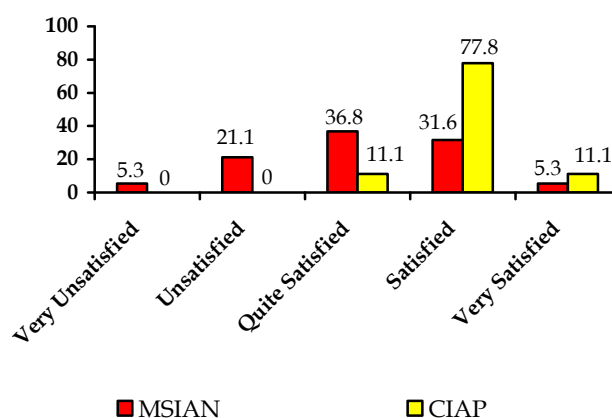


Figure 8.17. Bar chart showing the percentage of levels of satisfaction in remuneration among respondents.

#### d. Professional association membership

With regards to membership of PA, six respondents in the MSIAN interpreters group did not answer this question and 10 respondents were not members of any TI association.

Two interpreters were members of Malaysian Translators Association (MTA), one interpreter was a member of the International Federation of Translation (FIT) and one interpreter was a member of the Association of Arab Translators. The results demonstrated that only 28.6% of the MSIAN interpreters were members of PAs.

As for CIAP interpreters, all nine respondents were members of AIIC (see Figure 8.18). Furthermore, two interpreters were also members of Australian Institute of Interpreters and Translators Inc (AUSIT), one interpreter was a member of Institute of Translation and Interpreting, United Kingdom (ITI), and one interpreter was a member of International Association of Conference Interpreters, Switzerland (AITC).

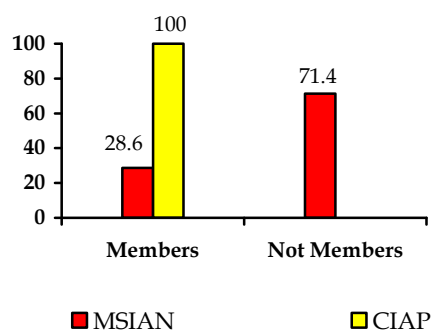


Figure 8.18. Bar chart showing the percentage of association membership among respondents.



As for registration to ITNMB, three respondents did not answer this question. Six interpreters were not registered and 11 interpreters (64.7%) were registered (see Table 8.12).

Table 8.12

Statistics on ITNMB Membership among MSIAN Interpreters

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | no    | 6         | 30.0    | 35.3          | 35.3               |
|         | yes   | 11        | 55.0    | 64.7          | 100.0              |
|         | Total | 17        | 85.0    | 100.0         |                    |
| Missing | x     | 3         | 15.0    |               |                    |
| Total   |       | 20        | 100.0   |               |                    |

e. Specialisation and areas of specialisation

With reference to areas of specialisation, 14 out of the 20 MSIAN interpreters were not specialised (70%), while six of them were specialised (30%) in fields such as Economics, Islamic Studies, International Relations, Mass Communications, Political Science and Diplomacy. As for the CIAP interpreters, one respondent did not answer this question, 6 respondents were generalists (75%) while two respondents were specialised (25%) in fields such as International Relations, Economics, Political Science, Legal, Trade Unionism, Industrial Relations, Trade, Banking and Credit Card, Science and Technology, Medicine and Public Health (see Figure 8.19).

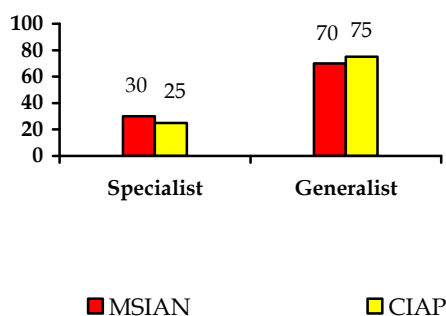


Figure 8.19. Bar chart showing the percentage of specialisation among respondents.

f. Modes of interpreting

The respondents rated the frequency of interpreting modes which they usually worked in: SI, CI, sight interpreting, whispered interpreting, and signing, on a scale of 1 to 5 (1 = never, 2= rarely, 3= sometimes, 4= often, 5 = very often).

Based on the proportions of responses, 70% of MSIAN interpreters and 100% of CIAP interpreters were ‘often’ and ‘very often’ involved in SI. As for CI, a percentage of 60% of MSIAN interpreters and 33.3% of CIAP interpreters ‘often’ and ‘very often’ worked in this mode. In sight interpreting mode 23.5% of MSIAN interpreters and 22.2% of CIAP interpreters were ‘often’ and ‘very often’ recruited for this type of interpreting. As for whispered interpreting, 16.7% of MSIAN interpreters were ‘often’ called, and 66.7% of CIAP interpreters were ‘sometimes’ called for this type of task. In the signing mode; 26.6% of MSIAN interpreters were ‘often’ and ‘sometimes’ involved in this type of interpreting, while 100% of our CIAP interpreters ‘never’ worked in signing. Figures 8.20 and 8.21 demonstrate the distribution of proportion of responses among respondents.

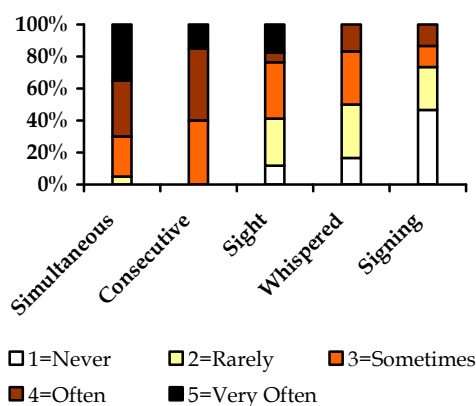


Figure 8.20. Bar chart showing proportions of responses in interpreting modes frequency among MSIAN interpreters.

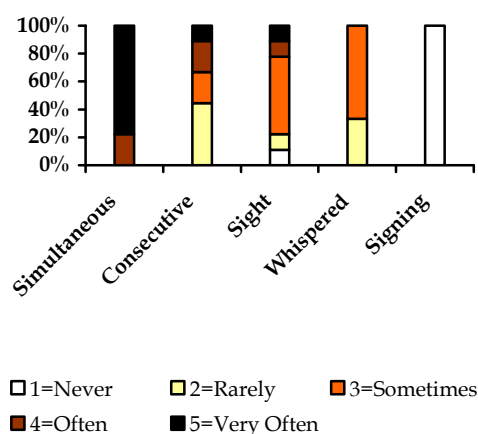


Figure 8.21. Bar chart showing proportions of responses in interpreting modes frequency among CIAP interpreters.

g. Settings of interpreting

This study listed eight interpreting settings for MSIAN interpreters and six interpreting settings for CIAP interpreters (see Table 8.1). The respondents were asked to rate the frequency interpreting settings in a scale of 1 to 5 (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often).

The results demonstrated that 60% of MSIAN group and 100% of CIAP group ‘very often’ and ‘often’ work in conference setting. Sixty percent of MSIAN interpreters were ‘very often’ and ‘often’ recruited for dialogue interpreting and 14.3% of CIAP interpreters were ‘often’ work in this setting. A percentage of 44.4% of MSIAN interpreters were ‘very often’ and ‘often’ called for diplomatic interpreting and 12.5% of CIAP interpreters were ‘often’ called to work in this setting. Both groups almost ‘never’ involved in court interpreting. No CIAP interpreters ‘often’ and ‘very often’ worked in community setting, but 23.5% of MSIAN interpreters were ‘very often’ and ‘often’ called for this setting. Other settings which were related to Malaysian interpreting market, 50% of the MSIAN participants were ‘very often’ and ‘often’ work in seminars, 36.9% in discussions and 31.6% in official visits. Figures 8.22 and 8.23 demonstrate this result.

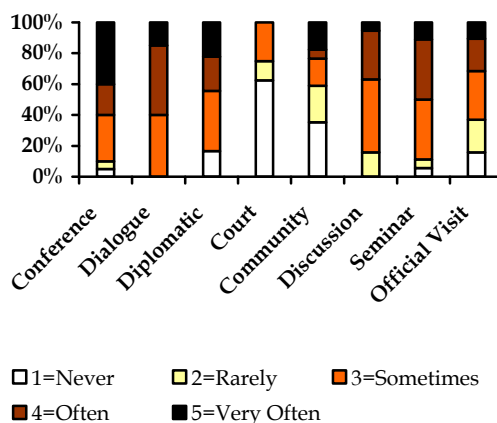


Figure 8.22. Bar chart showing proportions of responses in interpreting settings frequency among MSIAN interpreters.

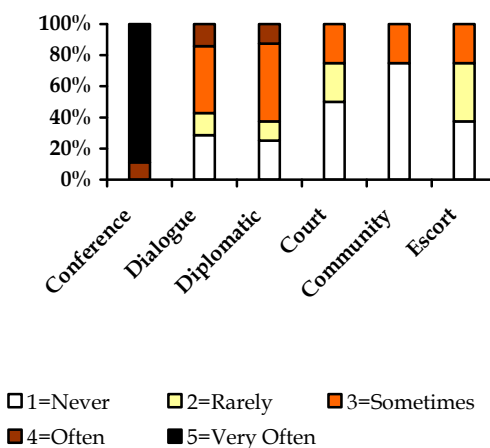


Figure 8.23. Bar chart showing proportions of responses in interpreting settings frequency among CIAP interpreters.

Apart from those setting mentioned above, some respondents in the MSIAN interpreters group have also mentioned that their services were sought in activities such as market research, focus group discussions, in-depth interviews and home visits.

h. Other translation activities

Besides interpreting, they were also asked to rate other translation activities such as written translation, subtitling and voice over on a scale of 1 to 5 (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often).

Figures 8.24 and 8.25 demonstrate that 70% of MSIAN interpreters and 55.5% of CIAP interpreters were ‘very often’ and ‘often’ engaged in written translation. There were only 11.8% of MSIAN group and 11.1% of CIAP group ‘very often’ and ‘often’ involved in voice over. In subtitling, 17.7% of MSIAN interpreters and 0% of CIAP group were ‘often’ and ‘very often’ involved in this activity.

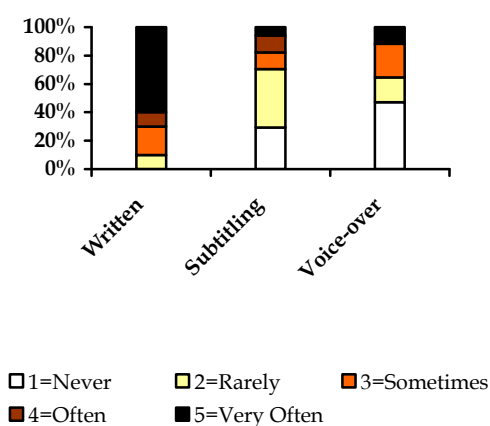


Figure 8.24. Bar chart showing proportions of responses in other translation activities among MSIAN interpreters.

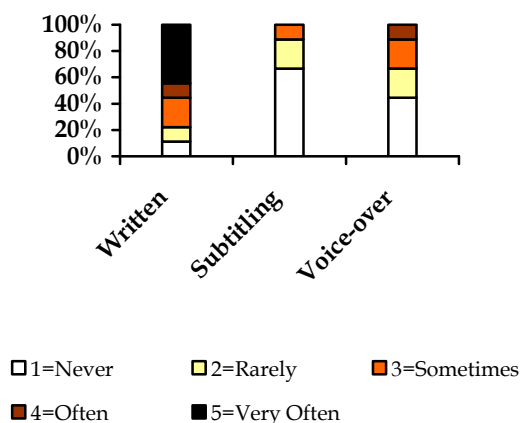


Figure 8.25. Bar chart showing proportions of responses in other translation activities among CIAP interpreters.

### 8.5.1.2 Interpreting Assignments

This study sought to find out the nature of their interpreting assignments such as sources of recruitment and the interpreters’ satisfaction level in certain conference aspects.

#### 1. Sources of recruitment

In the MSIAN interpreters group, one respondent did not answer this question. Besides the 10 sources of recruitment listed in the questionnaire, other sources of recruitment that were mentioned in the questionnaires were individuals and market research companies, which are not included in Figure 8.26. The CIAP interpreters did not provide additional recruitment sources other than what were listed in the questionnaire. Furthermore, only six recruiters out of the 10 in the list were sources of recruitment among the CIAP interpreters (see Figure 8.26). The results demonstrated that PCO provided 18.4% of employment to MSIAN interpreters and 25.0% to CIAP interpreters. Companies and TI agencies provided between 15.4% and 17.9% of employment to both groups. Embassies, government offices and employers provided a 9.2%, 6.2% and 3.1% of jobs to MSIAN interpreters, 17.1%, 14.2% and 7.1% to CIAP interpreters.

Four other institutions that were not relevant to CIAP interpreters but were sources of recruitment to MSIAN interpreters were ITNMB, language centres, training centres and the Malaysian Court which each providing an employment percentage of 16.9%, 6.2%, 6.2% and 1.5% respectively.

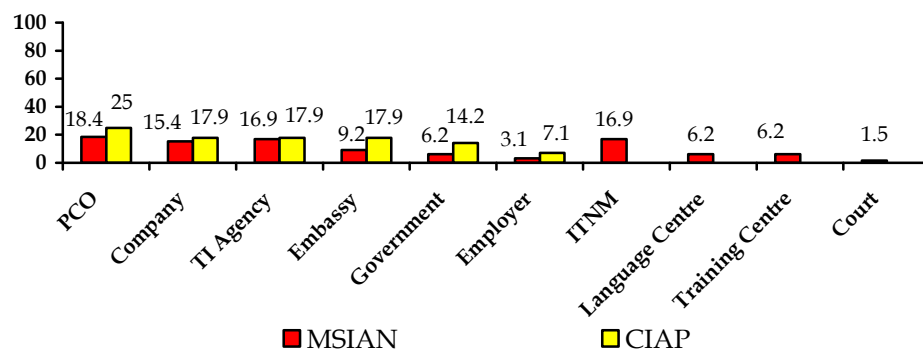


Figure 8.26. Bar chart showing the percentage of sources of recruitment among respondents.

## 2. Satisfaction level on conference aspects

In order to find out the satisfaction level on conference aspects among the interpreters, five items related to the Malaysian conference interpreting were listed in the questionnaire:

- a. Document preparation and briefing (Document).
- b. Interpreting equipment (Equipment).
- c. Interpreting booths/facilities (Booths).
- d. Conference organisation skills (Skills).
- e. Remuneration (Remuneration).

The respondents were asked to rate their satisfaction level on a scale of 1 to 5 (1= Very unsatisfied, 2= Unsatisfied, 3= Quite Satisfied, 4=Satisfied, 5 = Very Satisfied).

For document preparation and briefing, 44.5% of MSIAN interpreters were ‘very satisfied’ and ‘satisfied’, and 50% of our CIAP interpreters were ‘satisfied’ with it. In terms of interpreting equipment provided in conferences, 63.1% of the MSIAN group and 57.2% of the CIAP group were ‘very satisfied’ and ‘satisfied’ with this aspect of conference.

A percentage of 72.2% of the MSIAN participants and 71.4% of the CIAP group were ‘very satisfied’ and ‘satisfied’ with the aspect of interpreting booths and facilities at the conferences. As for organising skills of the conference organisers, 44.4% of our MSIAN group and 42.9% of the CIAP interpreters were ‘very satisfied’ and ‘satisfied’ with it. Lastly, in terms of remuneration, 41.2% of the MSIAN interpreters were ‘satisfied’ compared to 66.6% of our CIAP interpreters who were ‘very satisfied’ and ‘satisfied’ with it. Figures 8.27 and 8.28 present the results in terms of proportion of responses of each category mentioned above and Figure 8.29 shows the satisfaction level for each characteristic.

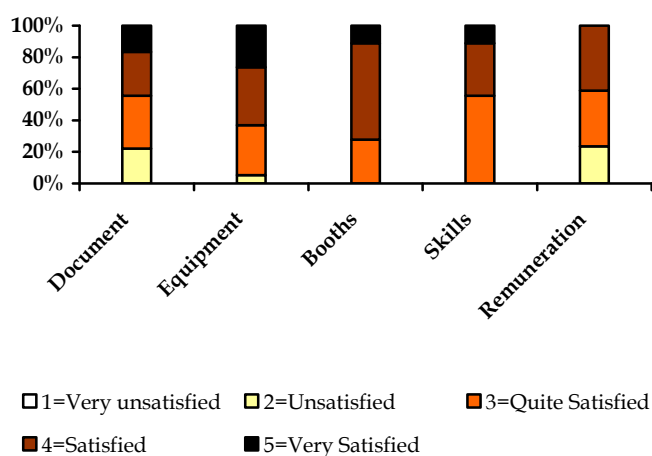


Figure 8.27. Bar chart showing proportions of responses in satisfaction level in conference aspects among MSIAN interpreters.



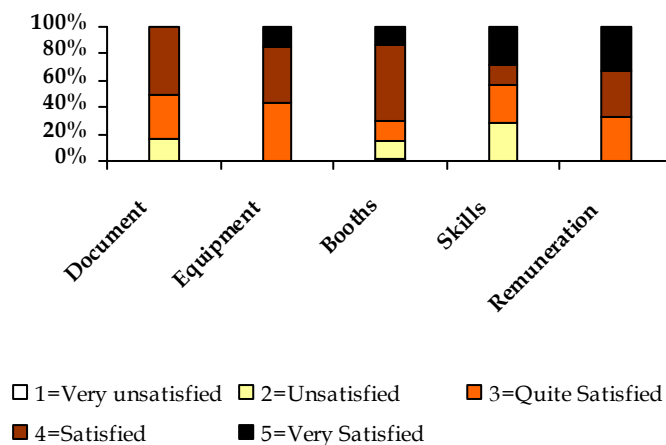


Figure 8.28. Bar chart showing proportions of responses in satisfaction level in conference aspects among CIAP interpreters.

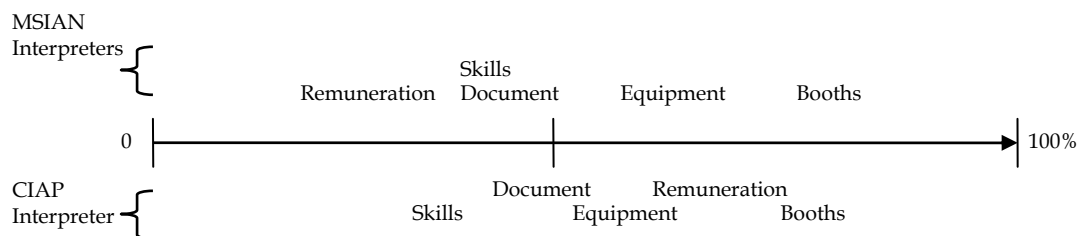


Figure 8.29. Diagram showing the scale of satisfaction in conference aspects among respondents.

One CIAP interpreter mentioned that he had once worked with a Malaysian PCO which “was newly established and the staff was apparently inexperienced”. He further added that at other assignments in Malaysia, the conferences were efficiently organised by organisers from abroad such as the USA and Hong Kong.

### 8.5.1.3 Professionalisation Characteristics in Interpreting

The third important component of this study was to examine the professionalisation aspect in Interpreting. This issue was approached from two perspectives: (1) the importance of professionalisation characteristics in interpreting, and (2) the quality of these professionalisation characteristics in the Malaysian interpreting scenario.

The Professionalisation characteristics used in the questionnaire were:

- a. Training institution (Institution).
- b. Interpreter training programme (Programme).
- c. Continuing education (Continuing).
- d. Specialisation (Specialisation).
- e. Theoretical knowledge (Theory).
- f. Professional association (PA).
- g. Association membership (Membership).
- h. Advisory body (Advisory).
- i. Code of ethics (COE).
- j. Public awareness (Public).
- l. Remuneration (Remuneration).

The MSIAN interpreters gave their feedback for both questions, however, the CIAP interpreters only gave their feedback on the importance of professionalisation of interpreting, as their knowledge and experience about the Interpreting field in Malaysia were very limited, and thus they preferred not to provide any comments on the matter.

1. The importance of professionalisation characteristics in Interpreting

From the percentages of responses obtained from a scale of 1 to 5 (1= Very unimportant, 2= Unimportant, 3= Quite Important, 4= Important, 5= Very Important), we demonstrate the results in proportions of responses for the two groups for each characteristic as demonstrated in Figures 8.30 and 8.31 . We then use the percentages of scale 4 and 5, which in our respondents' point of view are 'very important' and 'important' characteristic in the professionalisation of interpreting in Figure 8.32.

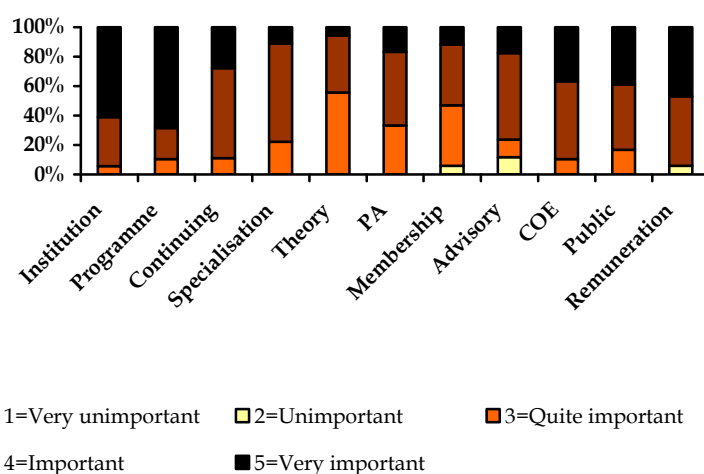


Figure 8.30. Bar chart showing proportions of responses in importance levels in professionalisation characteristics according to MSIAN interpreters.

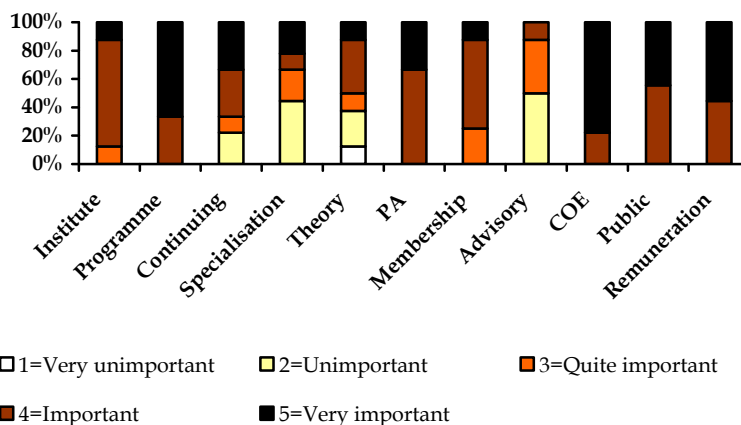


Figure 8.31. Bar chart showing proportions of responses in importance levels in professionalisation characteristics according to CIAP interpreters.

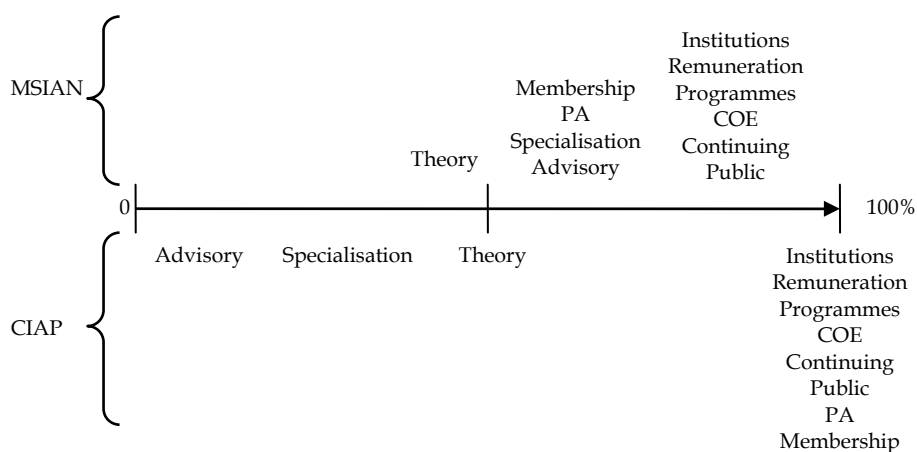


Figure 8.32. Diagram showing the scale of importance of professionalisation characteristics according to respondents.

## 2. The quality of professionalisation characteristics of Interpreting among MSIAN interpreters in Malaysia

This section examines the quality of each professionalisation characteristics according to the opinions of MSIAN interpreters in relation to conference interpreting field in Malaysia. The respondents were asked to rate the quality from a scale of 1 to 5 (1=Very bad, 2=Bad, 3=Average, 4=Good, 5= Excellent). There were three to five interpreters out of the 20 MSIAN interpreters who did not rate certain characteristics found in the question.

Figure 8.33 demonstrates the proportions of responses of scales 1 to 5. Figure 8.34 shows the percentages of scales 4 and 5.

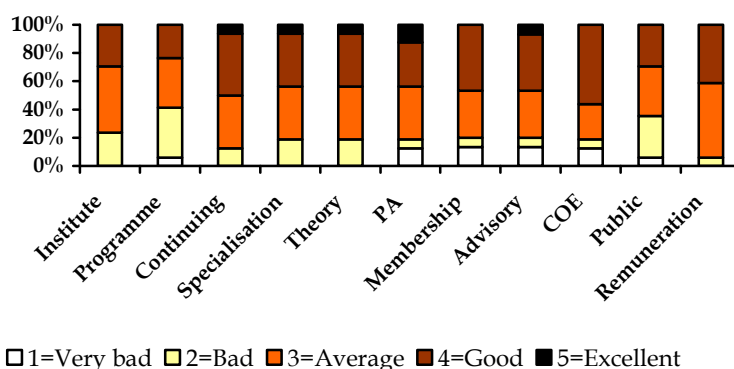


Figure 8.33. Bar chart showing proportions of responses in quality of professionalisation characteristics according to MSIAN interpreters.

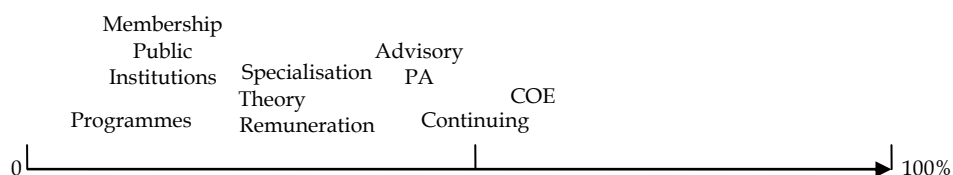


Figure 8.34. Diagram showing the scale of satisfaction in professionalisation characteristics according to MSIAN interpreters.

#### 8.5.1.4 Conference Interpreters' Problems

MSIAN interpreters concentrated their problem statements on the Malaysian market while CIAP interpreters were encouraged to share the problems they faced while working across the Asia Pacific region.

##### 1. MSIAN interpreters' problems

This section discusses the problems the conference interpreters faced in the profession. From the 20 respondents, one respondent did not fill in this part.

For the purpose of easy understanding and comprehensive presentation of findings, the answers were grouped into similar items. The number of times each item was mentioned or highlighted by the 19 respondents was counted (Tables 8.13 and 8.14).

Table 8.13

*General Problems Faced by MSIAN Interpreters*

| General Problems   | Frequency | Percentage (%) |
|--|-----------|----------------|
| 1. There is a lack of training programmes in interpreting which is essential in order to improve one's skills and increase exposure to the field.  | 10        | 15.6           |
| 2. There is a lack of training centres or institutions which is equipped with proper interpreting facilities and equipments.   | 9         | 14.1           |
| 3. There is no accrediting body which means that there are no standards imposed in the profession. Anyone who is bilingual or claims to be one can just enter into the field, without any license to practise in the market. | 8         | 12.5           |
| 4. There is low demand for conference interpreting, not many conferences are being held in Malaysia and this limits the market for the interpreters.   | 7         | 10.9           |
| 5. There is shortage of professional and experienced conference interpreters.  | 6         | 9.3            |
| 6. There is no association for conference interpreters thus their welfare and benefits are often overlooked.   | 6         | 9.3            |
| 7. Poor and not standardised remuneration or fee rates among interpreters.   | 5         | 7.8            |
| 8. Level of public awareness is very poor. They do not understand what interpreters do, how they perform their jobs and why is the job challenging. They get shocked with the quotation of price received from interpreters. | 5         | 7.8            |
| 9. There is a shortage of experts to train the interpreters. Most university lecturers are not practising interpreters themselves.   | 4         | 6.3            |
| 10. There exists a monopoly in the field which limits new 'interpreters' to set up shop.   | 1         | 1.6            |
| 11. There is a lack of communication among the institutions in the field.  | 1         | 1.6            |
| 12. Lack of transparency in ITNMB.   | 1         | 1.6            |
| 13. There is no accountability.  | 1         | 1.6            |
| Total  | 64        | 100.0          |

A respondent highlighted a specific problem in relation to Mandarin interpreters:

a. [It's] the way Chinese people are educated in Malaysia. We are mainly taught Chinese literature and grammar/sentence structure but we hardly ever learned technical terms in school except for some basic scientific terms, unless if you are talking about those that attend private Chinese secondary schools where the main medium of instruction is in Mandarin. We speak in a different accent/slang compared to Chinese from China/Taiwan. They sometimes cannot understand the Chinese-Malaysian accent.

Table 8.14  
*On-the-job Problems Faced by MSIAN Interpreters*

| On-the job Problems:  |          |              |
|---|----------|--------------|
| 1. Documents are not given in advanced.   | 2        | 28.5         |
| 2. There is time constraint   | 1        | 14.3         |
| 3. A hectic work schedule.  | 1        | 14.3         |
| 4. No specifications on the job, i.e., recruiters or organisers ask them to perform translation work but with no additional fees. | 1        | 14.3         |
| 5. Very short notice is given between recruitment and performing the task which leads to insufficient preparation time.           | 1        | 14.3         |
| 6. Difficulty in arranging the schedule between full time job and freelance work.   | 1        | 14.3         |
| <b>Total</b>  | <b>7</b> | <b>100.0</b> |

## 2. CIAP conference interpreters' problems

Six out of the nine respondents highlighted the problems they faced as conference interpreters stationed in the Asia Pacific region:

a. Competition [comes] from untrained amateurs and untrained academics who speak both languages but are unaware or unwilling to accept that conference interpreting is a true profession that requires years of training. This is a problem almost everywhere in the world.

b. The Australian market is small and is remote from other markets unlike Asia or Europe where markets exist in close proximity to each other. It therefore follows that there are limited opportunities for some interpreters based in Australia. Being a small market also means that some clients are not accustomed to using interpreters and thus the needs and difficulties of interpreting are sometimes not well understood. It can be very difficult to convince clients to provide us with relevant information for an assignment. The situation has improved markedly however in the past decade. There is also the problem of a grey market where non-professional interpreters are providing services at very low rates and under sub-standard working conditions. There is no quality in such service provision but some clients only see the dollar figures and overlook quality.

c. In my experience the main constraint as an interpreter for German and English in the region is the shortage of interpreting assignments for this language combination, which makes it difficult to extend myself and develop further.

d. The usual constraints: late papers, long days, delegates speaking too fast etc.

e. Growing role and even domination of middle men that are corporate entities (not interpreters).

f. Professionalism of agencies that provide interpreter services; we were once forced to pair us up with interpreters we never worked with before.

#### *8.5.1.5 Strengths of Conference Interpreting as a Profession in Malaysia*

Out of the 20 MSIAN interpreters, three interpreters did not answer this question and two others provided wrong answers. Instead of stating the strengths that this profession has in Malaysia, they provided the benefits of being a good interpreter:

1. It will clear confusion and make the speech more understandable. It will narrow the bridge between the speakers and audience.
2. An interpreter is an important element in delivering the right input to the audience. Without a good interpreter, the success of a conference in delivering the information would not be achieved.

Another interpreter provided a negative response:

3. There are no positive points in Malaysia, compared with other countries.



The answers provided by the 14 respondents were grouped up and the number of times each item appeared in the responses was counted, as seen in Table 8.15.

Table 8.15

*Strengths of the Profession among MSIAN Interpreters*

| Strength   | Frequency | Percentage % |
|--|-----------|--------------|
| 1. Multilingualism and multiracial community in Malaysia provide interpreting opportunities.   | 5         | 27.7         |
| 2. Good conference facilities in terms of infrastructure and interpreting equipments.  | 4         | 22.2         |
| 3. PCOs and ISPs are aware of the importance of interpreting in international conferences. They are very motivated and have good organisation skills.                              | 4         | 22.2         |
| 4. It's a relatively new profession. There is a lot of potential in it and there is still room for improvement as it has not been explored to its fullest.                         | 2         | 11.1         |
| 5. Growth in certain industries, for example, Tourism and Education created demands in languages such as Arabic and Chinese, which promotes the demands for interpreting services. | 2         | 11.1         |
| 6. Good location and people are very friendly.   | 1         | 5.7          |
| Total  | 18        | 100          |

An Australian based CIAP interpreter added a remark in the questionnaire:

1. Malaysia is positioned very well in the region. It is an easily accessible, popular destination. Kuala Lumpur is a successful city with excellent infrastructure and not riddled by the traffic problems of other major cities in the region.

### 8.5.1.6 Suggestions to Improve the Professional Situation of Conference Interpreting in Malaysia

Nineteen out of the 20 MSIAN interpreters answered this question, while only two CIAP interpreters gave their opinions based on their experience in the country where they lived and worked (see Table 8.16).

Table 8.16

#### *Suggestions for Improvement by MSIAN Interpreters*

| Suggestions   | Frequency | Percentage (%) |
|---|-----------|----------------|
| GENERAL   |           |                |
| 1. Improve interpreter training by offering more courses or workshops.  | 7         | 16.6           |
| 2. Establish more interpreter training institutions.  | 7         | 16.6           |
| 3. Provide overseas training and scholarships in established training institutions.   | 4         | 9.5            |
| 4. Establish an accreditation body with no commercial interest to ensure quality and professionalism among practitioners.   | 4         | 9.5            |
| 5. Establish rules and guidelines in order to upgrade image and status of the profession.   | 3         | 7.1            |
| 6. Invite overseas experts or professional trainers.  | 3         | 7.1            |
| 7. Establish rapport with international bodies e.g. United Nations, FIT, AIIC, etc.   | 2         | 4.7            |
| 8. Establish Malaysian conference interpreters association so that interpreters' welfare will be taken care of. It could also act as a platform for interaction among interpreters. | 2         | 4.7            |
| 9. Increase public awareness of interpreter's job nature and the importance of professional interpreters.   | 2         | 4.7            |
| 10. Increase remuneration.  | 2         | 4.7            |
| 11. Enforcement of standardised professional work ethics.   | 1         | 2.4            |
| 12. Upgrade current interpreter training modules.   | 1         | 2.4            |
| 13. Uplift Malay language as an international language.   | 1         | 2.4            |
| 14. Create more work opportunities (more international conferences in Malaysia).  | 1         | 2.4            |
| ON-THE-JOB SUGGESTIONS  |           |                |
| 1. Submit conference papers in advance.   | 1         | 2.4            |
| 2. Create specialised vocabulary list and their translations.   | 1         | 2.4            |
|   | 42        | 100            |

According to one of our CIAP interpreter who was based in Thailand:

1. Professional organisation of interpreters is very important in order to improve interpreting services.

Another CIAP interpreter from Australia added that:

2. Professional interpreters have already done a great deal in terms of client education to improve the interpreting scene. There is nothing we can do about the size or the remoteness of the market, clients will always have to be educated on an on-going basis and there will always be a grey market.

### *8.5.2 Results from Interviews*

This section discusses the results obtained from the one-to-one semistructured interviews that were conducted with five participants: three MSIAN interpreters and two ISPs' representatives. The findings are presented in three sections: (1) Malaysian/Asian experience, (2) problems and constraints, and (3) suggestions to improve the situation in conference interpreting in Malaysia.

#### *8.5.2.1 Interviews with Malaysian Interpreters*

The three MSIAN interpreters interviewed in this study were labelled as Interpreter AB, Interpreter GYJ, and Interpreter LB.

##### 1. Interpreter AB

Interpreter AB was of Spanish origin, a full-time translator and had been residing in Malaysia for 17 years. His working languages were Spanish, English, French and Arabic. He was registered with ITNMB. He was in the age range of 40 to 44 years old. The half an hour interview with Interpreter AB took place in Kuala Lumpur, Malaysia.

##### a. Malaysian experience

When relating his 10-year Malaysian experience as an interpreter, he commented that it was very difficult to set up shop here in Malaysia due to the fact that the public as well as PCOs were not aware of how challenging was the task of a conference interpreter. Besides the on-the-job challenges, prior-to-conference preparations were time consuming. All these, according to him, have to be monetarily rewarded accordingly. Most clients did not understand this fact and were reluctant to pay the fees he demanded. At the time of the interview, he was no longer active in Interpreting.

#### b. Problems and constraints

He highlighted the lack of professionalism among practising interpreters in the field. As there were no standards of practice, nor rules and regulation in relation to the profession in Malaysia, there were interpreters who were willing to reduce their fees in order to compete for clients. In his opinion the level of professionalism among practising interpreters was still incipient, and there was no a critical mass of local talent. Furthermore, clients took advantage of this fact due to their lack of understanding and awareness of the importance in recruiting professional interpreters. To his knowledge, professionalisation characteristics such as interpreter training, PAs and membership, advisory body and professional COE were non-existent in Malaysia. Due to this unregulated and uncontrolled market in the country, interpreters were free to reduce or increase their fees as they wished. Those who were not willing to do that get pushed out of the market.

#### c. Suggestions

He called for a single accrediting body with no particular commercial leanings or interests such as AIIC, in Malaysia.

### 2. *Interpreter GJY*

Interpreter GJY was of French nationality, more than 50 years old and was a Malaysian resident for 20 years. He had been working as an interpreter for his own language and communications company for 15 years and was registered with ITNMB. His working language combinations were French, English and Malay. The interview took place in Kuala Lumpur, Malaysia and lasted for about 20 minutes.

#### a. Malaysian experience

He related to us his experience at the International Federation of Gynaecology and Obstetrics (FIGO 2006) in Kuala Lumpur, interpreting from English into French. Due to the fact that it was a highly specialised and technical conference, he admitted that he could not deliver a 'good' job; rather, he just managed to 'deliver' it. Besides interpreting, he also accepted translation jobs.

#### b. Problems and constraints

He pointed out the urgent need for interpreter training, not just for interpreters want-to-be but also continuing education opportunities for already practising interpreters and translators who were interested in interpreting. He spoke about short interpreting course exclusively offered by ITNMB for a team of interpreters who were involved in a top-level intergovernmental conference. The course was held on weekends for approximately five to six times before the conference took place in order to familiarise the interpreters with the job nature. He commented that this type of course was very beneficial though insufficient. Due to lack of training opportunities, interpreters have to be self-trained. However, he stressed that self-training in interpreting was challenging because there were lack of resources such as speeches, SI equipments etc. The only way was by reading magazines, which was inadequate due to the low English level of most local magazines. He further mentioned that Malaysian clients were less demanding and quiet lenient in their expectations from the interpreters. This, thus, created a margin in which improvement could take place.

#### c. Suggestions

He provided a few suggestions for future interpreters which were: to read a lot in order to improve general and specific knowledge as interpreting required vast knowledge, and improve on voice as it was very important component in the job. He also mentioned the Internet as a precious preparation tool prior to a conference.

### 3. Interpreter LB

Interpreter LB was Argentine, in the age range of 45-50 years old. She had been residing in Malaysia for 20 years. Her working languages were Spanish and English (A languages), French, German and Malay. She was also a freelance translator, but was not registered to ITNMB. The one hour interview took place in Kuala Lumpur, Malaysia.

#### a. Malaysian experience

She commented that the capital city of Malaysia, Kuala Lumpur, had all the attractions and infrastructure to host international conferences. This role as a potential hub for international conferences was also supported by the fact that Malaysian people were hospitable and friendly. She further added:

- i. Compared with other countries, it is cheaper to organise international conferences in Malaysia as hotels and transportation are cheap. There is also ecotourism here which the delegates and their families can enjoy and take advantage of.

She added that there were many bilinguals with potentials of being interpreters. They might lack training or exposure but if interpreter training was made available to them or the existing interpreter training is improved, these bilinguals could be trained. This, she emphasised, would create a pool of local professional interpreters. The advantage of recruiting local professionals was that the cost of conferences could be reduced compared with bringing in interpreters from abroad.

She, however, pointed out that despite the fact that University Science Malaysia (USM) had been offering the Bachelor of Arts in Translation and Interpretation (BATI), the graduates were not found in the market.

#### b. Problems and constraints

She expressed concerns about the training component of the field, stressing the urgent need to create and structure the training of local interpreters. Besides interpreter training, she also called for education of interpreting service providers. The lack of professionalism and knowledge or awareness of the importance of recruiting trained professionals among interpreting service providers facilitate entry of untrained practitioners into field.

#### c. Suggestions

First of all, she proposed an establishment of Interpreters Association of Malaysia or a branch of AIIC or CIAP in Malaysia, for local interpreters to promote and monitor the profession in the country. She added:

- ii. These bodies can set up and market training courses, privately or affiliation with other bodies such as the universities. With this, good quality interpreting service can be provided.

Furthermore, she highlighted the importance of logistics in training sector, such as interpreter booth and interpreting equipments. It would be impractical and inefficient to concentrate only on interpreter training modules and trainers but not take into account on the technical component which was also as important as the others.

She stressed three important aspects in the effort to improve the situation of conference interpreting in Malaysia:

- i. Market regulation by establishing entry prerequisites to all those who wished to enter the profession and also setting standard charges or remuneration for the services.
- ii. Market management by managing the market's supply and demand through training. Interpreter training should be conducted by professional and trained interpreters.
- iii. Maintenance of market and training, which is an important step that must be carried out as a follow-up to market regulation and market management mentioned above.

### 8.5.2.2 Interviews with Interpreting Service Providers

This section discusses the results from the interviews conducted with the two representatives of ISPs: ITNMB and CIAP, in terms of: (1) the Malaysian/Asian account, (2) problems and constraints, and (3) suggestions.

#### 1. ITNMB

The one hour interview with ITNMB's representative, Ms NAA (see Section 8.2.3) took place at ITNMB, Kuala Lumpur, Malaysia (see Section 8.4.4).

##### a. The Malaysian account

According to Ms NAA, in 2003 and 2004, there was a significant increase in ITNMB's participation at international conferences. This was due to the fact that there were more quotations made for interpreting services for 2004 compared to 2003. She further added that some of the factors that could lead to this increase were:

i. ITNMB was getting to be well-known for its various services in the field of TI due to more promotional activities that were being carried out.

ii. It had been offering a type of service for its customers that she referred to as 'guaranteed service terms'. With this type of service, ITNMB provided the possibility of reimbursement of payment if customers were dissatisfied with the service rendered by the interpreters recruited for the interpreting assignment.

iii. There were significant growth in business and trading in Malaysia, which meant more businessmen and traders from abroad entered the country for commercial purposes. Interpreters were hired in order to provide an efficient communication among the parties involved who might have linguistic barriers among them.

iv. This institution had been long established, since 1994, therefore, it had reached a point where people were more confident with ITNMB's services.



She highlighted an important reason why conference HOs needed to hire a body like ITNMB; its guaranteed service. Once a HO hired ITNMB, it would be accountable for interpreting services provided, for example, if an interpreter did not perform as per customer's expectation, ITNMB would reimburse the money. Other possible problem that a HO might face was the case where an interpreter did not turn up for the job. If this happened, ITNMB would be responsible to find the replacements. With ITNMB's 'guaranteed service terms' as stated in the contract between ITNMB and the HO, these types of problems could be avoided. Moreover, ITNMB's coordinator monitored the interpreters' performance and minimised all types of problems regarding interpreting services that might occur before, during or after the conference (see Section 8.2.3). With ITNMB, customers would be required to pay only 50% of the agreed amount before the conference. The rest of the payment could be paid after the conference when the customer had been satisfied with the service provided by ITNMB. However, with certain big companies, for example Celcom, a telecommunications company in Malaysia, or government offices or departments, where trust was not an issue, payment could be made only after the job was completed.

One important policy that was practised by ITNMB was that the interpreters were not allowed to have direct contact with the clients; all contact details must be kept confidential. This policy was stated in a clause in the contract between ITNMB and the interpreters. All matters or correspondence regarding the interpreting services could only be done via ITNMB. Any breach of contract on the part of the interpreters, ITNMB would take action by excluding the particular interpreter from its pool of interpreters.

#### b. Problems and constraints

According to Ms NAA, one of the main problems that ITNMB was facing was lack of publicity. With this lack of publicity and lack of public awareness about the importance of recruiting ISP at international conferences, the public was not willing to pay for such a service. Instead, they opted to recruit the interpreters personally and would normally choose to recruit less qualified and less experienced quacks at much lower fees. In addition, there was also a problem of limited number of true professional interpreters in the Malaysian.

Another constraint she normally faced during the conferences was document procurement. Some speakers refused to provide their texts or documents before the conference. This happened because they were not aware of how important these documents were for the interpreters in order to be able to provide a good interpretation of their speeches.

Another constraint was lack of personnel. In ITNMB, for example, only one personnel was in-charge of the whole running of interpreting section, from selecting and hiring the interpreters to overseeing their performance in the conferences. This could pose a back-log and work overload on the personnel.

### c. Suggestions

She provided us with one suggestion that would benefit ITNMB which was to introduce or rather highlight the existence of ITNMB by doing products presentations to its potential clients, for example, hotels and tourism agencies.

## 2. CIAP

The one hour interview with a representative of CIAP, Mr JPA (see Section 8.2.4) took place in Penang, Malaysia.

### a. The Asian account

He explained that there were two types of conferences that took place in Asia: (1) those that were held by public sector be it governmental bodies or non-governmental bodies, and (2) those that were held by private sector organisations. He added that most public sector bodies which were based in Europe had their own regular sets of interpreters.

For the last 20 to 25 years ago, they would bring along all these interpreters from Europe whenever they had meetings in the Asia Pacific region, and this was very costly. Thus, a few interpreters who were AIIC members and were already living and working in Asia Pacific region decided to make themselves known by establishing a

network of conference interpreters in the Asia Pacific region under an organisation called CIAP.

Talking about the growth of the conference industry in this region since the establishment of CIAP in 1993, he commented:

i. Asia has developed very fast, particularly Southeast Asia and East Asia and that has meant also that more and more meetings are taking place here. Countries of this region are inviting international organisations, international professional bodies [of] commercial and industrial, to meet here.

In terms of conference market in this region, he stated that Singapore held the number one position. Thailand came second, followed by Hong Kong, Malaysia, Indonesia and finally, Philippines.

b. Problems and constraints

According to our participant, interpreter was a profession of very few people and very little was understood about how interpreting, especially SI, work at international conferences. Many people were still confused about the difference between interpreting and translating; both are processes that transfer one language to another but each adopts different techniques. Because of this confusion, many times, clients be it HOs, PCOs, or individuals, upon searching for interpreting services on the Internet would often get translators or even sometimes were not even translators but people who spoke languages offering so called interpreting services. Instead of going through established ISPs, some HOs and PCOs dealt directly with the interpreters or other mediators.

After these people were hired, the clients realised that the quality of the interpretation was no good. However, this phenomenon did not stop here; clients still hired these quacks who produced poor quality interpretations because of two reasons which were related to one another. Firstly, because the clients or HOs did not have sufficient knowledge on the taxing job nature of interpreters and this was the reason why professional interpreting service was costly. Secondly, because of restricted or limited budgets for interpreting services in the conferences, which of course was due to the fact that they lacked knowledge of how interpreting worked.

He also highlighted that there was no demand for combinations such as Malay-French or Malay-Spanish, but there might be demands for Malay-Chinese and Malay-Japanese as Chinese and Japanese are two important Asian languages especially in areas such as commerce, industries and diplomacy. He highlighted the fact that English was overtaking Malay as a language of communication in the Malaysian society:

- ii. The truth is, when the Asians meet, they would speak English, even in conferences that are held here in Malaysia. A [Malaysian] minister who is Malay would speak in English. Only when he addresses a public that is purely Malay, he would speak in Malay.

He further mentioned that this was not unique to Malaysia, it was also occurring in other Asian countries. He added that, generally, in most countries in Asia, English was the second language. Therefore, if one did not have English in his or her working language combination, it would be difficult for him or her to work as an interpreter. He related that interpreters with language combinations such as Chinese-Russian, Chinese-Spanish, Chinese-German, likewise Japanese-Russian, Japanese-Spanish or Japanese-German, could not find interpreting jobs. He explained that when there was a conference, let's say in China, with languages such as English, Chinese, French, German and Russian, the HOs or PCOs would not recruit these interpreters, instead they would hire interpreters with English as the languages mentioned above would be interpreted into English as it had become the language of the floor at international conferences.

Touching on accreditation in the profession in the Asia Pacific region, in his opinion:

iii. To accredit you need a whole system, you need to set up a system of exams, you need to have examiners and people who are vetting. It's a kind of guarantee of quality. So in actual fact, the only one [accrediting body] in the world that exists is AIIC.

From his point of view, it was difficult to establish an interpreter training programme at a university level that was adequate or efficient enough due to the language combinations that existed in the Malaysian market. This was primarily due to the lack of professors with those language combinations and the small number of students in this field in Malaysia.

#### c. Suggestions

Malaysia has to be more proactive in terms of promoting the country. He emphasised that in order to do this efficiently, promotion must begin 3 or 5 years prior to the actual date of these conferences. However, he added that this type of promotion needed to be carried out at a larger scale – with concerting efforts of all players in the conference field and with some form of governmental aid:

iv. Malaysia has made a great effort to attract conferences but they still don't do enough, not a quarter of what Thailand does. ... You need to attract conferences, you need to actually go out and market it. That means you need to have a government institution or even private market institution who actually brings together hotels, convention organisers, convention centres, transport companies, etc., event companies to be able to put together packages and pull and then go out together.

He reiterated over and over again on the importance of professional practitioners in the field:

vi. It's the same, [when] you need an operation ... you don't ask somebody who has some knowledge of medicine, who studied [it] some 20 years ago, or is a nurse to operate you on a kitchen table with a kitchen knife! He'll charge you RM50 [10euros] but you will not be healed most likely. It's the same thing with interpretation .... The only way to provide real conference interpretation is by using professionals. It has been proven again and again. If you want interpretation, you pay.

On the issue of public education, he pointed out that educating only the public was not feasible. Instead, he emphasised on educating the potential users of interpreting service. Particularly in Malaysia, these potential users are government officers, such as, officers from the Foreign Affairs Ministry. He suggested organising a seminar about conference interpretation and inviting these officials to conferences so that they could experience a true professional interpretation. He told us that CIAP had managed to do this with good results but this type of seminar could not be done on a regular basis as it required a lot of resources. However, it could be done with an organisation or association which grouped up all the entities or companies in the conference industry, for example MACEOS (see Sections 7.2.2 and 7.5.2).

He highlighted that recognition of the profession was the keyword. If the government defined and recognised the status of interpreters as professionals just like doctors and lawyers etc., professionalisation would be much easier because all matters regarding interpreters and interpretation as a profession would have been written in a job manual or handbook. In order to achieve this governmental recognition, an important step would be to establish an international convention for interpreters. This international convention would be useful in the effort to lobby the governments of many countries to incorporate interpreting into the country's supervisory committee of the profession. This in turn would be beneficial in not just offering interpreter training programmes at a university level (Master's level) but also having degrees or diplomas that were recognised by the government. A student who had gone through the course, and passed with a minimum grade required would be given a government recognised diploma or degree in Interpreting and be integrated into the market as a professional interpreter.

He stressed that Malaysia could be a hub for international conferences as it is equipped with conference centres and hotels in its surrounding. Most of its conference centres especially the new ones were equipped with modern state-of-the-art equipments, and they were also very well located. There was no security or safety issue in Malaysia. He added that even though Malaysia did not have much cultural or historical heritage, there were many wonderful things to see and many beautiful places to visit. On top of that, Malaysians were friendly and open-minded people. However, he pointed out a problem that needed to be tackled was that most foreigners were doubtful about organising conferences here because of a misconception that being a Muslim country, Malaysia was similar to countries like Afghanistan, which in this case was far-fetched.

## 8.6 Discussion

This section is divided into six main sections: Profiles of Interpreters, Nature of Interpreting Assignments, Professionalisation Characteristics, Problems and Constraints, Strengths of Interpreting Field in Malaysia, and Suggestions for Improvement.

### 8.6.1 Profiles of Interpreters

#### 8.6.1.1 Representativeness

In terms of sample representation of the population of conference interpreters in Malaysia, this study compares the figures obtained in this study with those of Ibrahim's (2005, p.). In 2005, there were 39 practising conference interpreters in the country, 67% were non-Malaysians (26 interpreters) and 33% were Malaysians (13 interpreters). This study identifies six Malaysians and 14 non-Malaysians, representing 46% of the Malaysian interpreters and 54% of the non-Malaysian interpreters in Malaysia.

#### 8.6.1.2 Gender and Age

AIIC's 2005-2006 survey (Neff, 2008) has shown that interpreting is a female dominated profession with 75% female interpreters, what Pöchhacker has called 'feminisation' of the profession. An explanation for this feminisation is the "superior aptitude for languages and communication among women" (Pöchhacker, 2004, p. 14). Baigorri-Jalón (2004, p. 120) has added that this is due to factors such as "the progressive balance between the sexes as regards to levels of academic training, to the increase in the number of women working outside the home,... to women's tendency towards studies in the 'arts' in general and 'languages' in particular and to changes in the social perception of the profession". This fact also holds true for the Malaysian interpreters in the MSIAN group; five out of the six Malaysian interpreters in the MSIAN group are females. This is probably due to the fact that freelancing provides job flexibility which attracts more women. However, as for non-Malaysian interpreters in the MSIAN group, 12 out of the 14 non-Malaysian interpreters are males. This is probably due to the fact that they can easily enter the market as freelancers because they are fluent native speakers of foreign languages which are not spoken in Malaysia.



The age groups are more evenly distributed in the MSIAN group (25 years old to more than 50 years old) while the CIAP group occupies the older end of the age group scale (see Figure 8.9). This study is comparable to that of AIIC's (Neff, 2008), in that, (1) the youngest age is at 25 years old, and (2) 16 out of the 29 respondents (55%) are between 40 to more than 50 years old, compared to 60% of AIIC's interpreters who were between 40 to 60 years old. This also supports the fact that in conference interpreting unlike other profession, age is an advantage. The more knowledge one acquires and the more excellent language command one has, which can only be acquired over a long period of time, the higher probability one has in becoming a successful interpreter (AIIC Training Committee, 2006a).

In relation to age in the profession, the significant number of professional practitioners who are close to or have even reached the retirement age highlights the importance of interpreter training to make sure there is a consistent supply of professionals in the market (Pöchhacker, 2004, p. 174). Applying this to the Malaysian perspective, points out that interpreter training for the Malaysian 'paraprofessional' interpreters is plausible as shown in this study that 75% MSIAN interpreter are less than 45 years old (15 out of 20).

#### ***8.6.1.3 Working Languages***

In relation to dominancy of working languages (A and B languages) among participants, this study finds that 24.1% of the interpreters have Arabic as an A language while English comes second with 17.2%. Malay language, being the national language in Malaysia, holds a percentage of 6.9% in the A language. No interpreter works into Malay (B language) while English is the most important B language, with 71.4%. The second B language is Arabic with 10.7% (see Figure 8.12). This data is also comparable to that of AIIC's (Neff, 2008) in that English (as A or B language) is the most sought working language.

These data support Mr JPA's statements that (1) it is difficult to find a job as an interpreter if one does not have English in his or her working language combination, (2) that English has become a very important language at international conferences, and (3) Malay is not an important working language for conference interpreters.

#### ***8.6.1.4 Qualifications in Translation and Interpreting***

More CIAP interpreters are trained in Translation or Interpretation or both, compared to MSIAN group (see Figures 8.13 and 8.14). Among the TI trained MSIAN interpreters, 44.5% of them are certificate holders, 55.5% are diploma and degree holders and none has qualifications at Master's level. However, among the TI trained CIAP interpreters, only 20% are certificate holders, while 60% of them are diploma and degree holders, and 20% are postgraduates at Master's level. This supports the emphasis of AIIC Training Committee (2006a, 2006b), Houle (1980, as cited in Underwood & Wallace, 2002), and Luccarelli (2000a, 2000b) that without proper and adequate training, an individual practising in the field will not be recognised nor considered as a professional.

#### ***8.6.1.5 Job Nature and Interpreting Experience***

More than 80% of our respondents work on a freelance basis (see Figure 8.15). This is comparable to AIIC's members who 90% of them work as freelancers (Neff, 2008). The CIAP group has been involved in interpreting much longer than the MSIAN group; the median value for MSIAN interpreters is 5 years, while the median value for CIAP interpreters is 27 years (see Table 8.9). This reflects that this profession is still new in Malaysia, which means that there are rooms for improvement. Besides having more experience in terms of years working as conference interpreters, the CIAP group also receives more interpreting jobs per year compared to the MSIAN group; 30% of MSIAN group receives six to nine jobs a year while 55.6% of CIAP interpreters receive more than 20 interpreting jobs per year (see Figure 8.16).

The scarcity of interpreting assignments poses a problem to the MSIAN group; they need more international conferences with interpreting services in their working language combinations to be held in Malaysia. Unlike MSIAN interpreters, CIAP interpreters' market is not as limited as the MSIAN interpreters', their working domain extends out to other countries in the Asia Pacific region through CIAP's membership. In fact, they are able to offer their services worldwide through AIIC. This supports the importance of PAs and membership to PAs as stressed by Greenwood et al. (2002, p. 61), Howard (1998, p. 2), Klingner (2000, p. 3), Schmitz (1988, p. 274), and Tseng (1992, as cited in Mikkelsen, 1999/2004).

#### **8.6.1.6 Remuneration**

The remuneration among the CIAP interpreters is far better and higher compared to the MSIAN group. The minimum and maximum remunerations for MSIAN interpreters are at €58.1 and €312.5 per day, whereas the minimum and maximum remuneration for CIAP interpreters are at €428.6 and €607.1 per day (see Tables 8.10 and 8.11). In comparison, the AIIC's world average lower and upper remunerations were at €502/€615 (Neff, 2008). It is also shown that the satisfaction level in remuneration (see Figure 8.17) is higher among the CIAP interpreters than the MSIAN group. This reflects the important relationship among professionalisation, training, and remuneration in conference interpreting. When professionalisation is achieved, such as in the case of the CIAP interpreters, the public recognises the importance of hiring properly trained professional interpreters and accepts the price of this professional service. This is the mystification principle as emphasised by Tseng (1992, as cited in Mikkelsen, 1999/2004).

#### **8.6.1.7 Professional Association Membership**

The professionalism of CIAP interpreters is further demonstrated with membership to PAs whereby all of them are members of AIIC (see Figure 8.18) and a few of them also belong to other professional Translation/Interpretation associations. On the other hand, only 28.6% of the MSIAN interpreters belong to a Translation/Interpretation association. Even though a few of them are registered with ITNMB but ITNMB is not a PA, rather it is one of the important sources of recruitment for MSIAN interpreters (see Figure 8.26). The lack of awareness for PA membership among MSIAN interpreters shows that Malaysian interpreters still have a long way to go before professionalisation is achieved because PAs play a very important role in the process as highlighted by Greenwood et al. (2002, p. 61), Howard (1998, p. 2), Klingner (2000, p. 3), Schmitz (1988, p. 274), and Tseng (1992, as cited in Mikkelsen, 1999/2004).

#### **8.6.1.8 Specialisation**

Despite Schmitz's emphasis on specialisation in TI (1988, p. 271), this study shows that it does not carry much weight in TI in the Malaysian market as both groups consist of more generalists than specialists (see Figure 8.19).

#### **8.6.1.9 Modes and Settings of Interpreting**

As for modes of interpreting for both groups, SI is the most frequent mode, similar to the AIIC's survey (Neff, 2008). This followed by CI and sight interpreting. There are also MSIAN interpreters who are involved with signing for the deaf community. Whispered interpreting is the least sought mode of interpreting (see Figures 8.20 and 8.21).

The interpreters of both groups most frequently work in conference setting, followed by dialogue and diplomatic settings. Compared with CIAP interpreters, more MSIAN interpreters also lend their services for community interpreting. Both groups are not involved in court setting. This corresponds to the fact that the court system has its own court interpreters (see Figures 8.22 and 8.23) (Ibrahim, 2007, p. 207; Wong, 1990, p. 114).

This situation not only applies to the respondents of this study but also to AIIC interpreters who reported a marginal involvement in courtroom interpreting (Neff, 2008).

As most of the participants are freelance interpreters, they are also involved in activities such as written translation; with higher involvement percentage among MSIAN interpreters compared to CIAP interpreters. A small percentage of them are also engaged in activities such as subtitling and voice-over (see Figures 8.24 and 8.25). With an average of only six to nine interpreting jobs per year, it is comprehensible that the MSIAN group takes up other translation related jobs. This supports one of the training criteria proposed by AIIC, that a degree in a dual specialisation of both TI, is beneficial for the language industry market (AIIC Training Committee, 2006b).

### *8.6.2 Nature of Interpreting Assignments*

#### *8.6.2.1 Sources of Recruitment*

This study shows that PCOs are the most important recruiters for both groups. For MSIAN interpreters, this is followed by TI agencies and ITNMB, while for CIAP interpreters, the next important recruiters are private companies, TI agencies and embassies (see Figure 8.26). Here, the results again demonstrate that the court is the least important recruiter for our interpreters. This highlights the importance of PCOs and ISPs in the quality of interpretation provided by the interpreters as emphasised by Parra Galiano (2003, p. 187). Incorporating Malaysian PCOs and ISPs into the industry of Conventions and Meetings, for example, membership to MACEOS (see Section 7.5.2) can certainly strengthen the contribution of language and TI in the Conventions and Meeting industry by providing professional TI service.

### **8.6.2.2 Conference Aspects**

The satisfaction level on five conference aspects which are related to Malaysian interpreting market are measured by: (1) document preparation and briefing, (2) interpreting equipment, (3) interpreting booths/facilities, (4) conference organisation skills, and (5) remuneration. This study shows that both groups are satisfied with the interpreting booths and facilities but there is an important difference in opinion between the two groups in terms of remuneration. The CIAP interpreters show a high level of satisfaction while, on the other end, the MSIAN interpreters demonstrate a low level of satisfaction for the remuneration aspect. The two groups agree on satisfaction levels of 'quite satisfied' for the rest of the conference aspects (see Figures 8.27, 8.28 and 8.29). This supports the fact that Malaysia is capable of becoming a preferred MICE destination (Tourism Malaysia Media Release, 2008).

## **8.6.3 Professionalisation Characteristics**

### **8.6.3.1 The Importance of Professionalisation Characteristics in Interpreting**

Out of the 11 characteristics of professionalisation mentioned in the study (see Sections 8.3.1 and 8.6.3), both groups agree that the six most important characteristics (with more than 80% of the sample agreeing that these characteristics are 'important' and 'very important') are (1) remuneration, (2) training programmes, (3) COE, (4) public awareness and (5) training institutions (see Figure 8.32). The two groups share a different view on the importance of PA, with only 66.7% of MSIAN interpreters agreeing that it is important/very important, while 100% of CIAP interpreters agree that PA is an important characteristic in the professionalisation process, as stressed by Greenwood et al. (2002, p. 61), Howard (1998, p. 2), Klingner (2000, p. 3), Schmitz (1988, p. 274), and Tseng (1992, as cited in Mikkelsen, 1999/2004). This corresponds with the fact that there is no PA exclusively for interpreters in Malaysia and MTA focuses its benefits more towards translators than interpreters (see Section 5.5).

Nevertheless, ITNMB's policy of excluding the interpreters who breach the confidentiality of their contact details from clients can be considered as one form of penalties that has been suggested by Houle (1980, as cited in Underwood and Wallace, 2002) and Howard (1998, p. 2).

Results also show that continuing education is more important to MSIAN interpreters compared to CIAP interpreters, 45% of the MSIAN group has training in Translation and/or Interpretation compared to 55% of the CIAP group. This demonstrates their needs to enhance their knowledge in the field of interpreting and come out of the quack interpreters circle and become trained professionals as stressed by Pöchacker (2004, p. 189) and Schubert (1988, p. 335).

Two striking differences between the two groups are the levels of importance of specialisation and advisory body (see Figure 8.32). The MSIAN group claims that these characteristics are as important as other characteristics but our CIAP interpreters share a different view, with low percentage of importance level for these two characteristics. This contradicts the importance of specialisation in TI as stressed by Schmitz (1988, p. 271), as there are more generalists in the CIAP group. This study further shows that in the Malaysian conference interpreting market, freelance interpreters are sought by their areas of specialisation, instead of their interpreting abilities.

As for advisory body characteristic, because most of the MSIAN interpreters do not belong to any PAs or any other reference bodies, the need for such institution is reflected here. This demonstrates the state of pseudo-professional and proto-professional among Malaysian interpreters as suggested by Bell (2000, as cited in Ibrahim, 2003, p.87).

### ***8.6.3.2 The Quality of Professionalisation Characteristics in Malaysian Market***

This study shows that the quality of the professionalisation characteristics in Malaysia is at an average level. The highest percentage (56.3%) is for COE, despite the non-existence of COE in the profession for Malaysian interpreters, including the Parliamentary interpreters (Ibrahim, 2005, p. 104). It also supports the conclusion proposed by Bell (2000, as cited in Ibrahim, 2003, p. 87) that Malaysian interpreters are pseudo-professionals (see Section 3.4.3). This study finds three problematic characteristics, which are public awareness, training institutions and training programmes. This is particularly worrisome because the same three characteristics are rated as the most important characteristics in professionalisation (see Figures 8.32 and 8.34). This study infers that these three aspects must be taken into serious consideration and steps to improve them must be taken so that professionalisation process can take place in Malaysia.

### ***8.6.4 Problems and Constraints***

This study identifies the main problems in the conference interpreting field in Malaysia, which are inter-related and some are by-products or an epiphenomenon of the other problem(s). The problems can be arranged into five categories, which are: interpreter training, accreditation and accrediting body, public and user awareness, market size, and on-the-job constraints.

#### ***8.6.4.1 Interpreter Training***

The participants highlight again and again the lack of interpreter training programmes and interpreter training institutions which are equipped with interpreter training facilities in Malaysia. Consequently, these cause shortage of trained professional interpreters in the market. This forces the interpreters who are already practising in the market to resort to self-training, with very limited resources in hand. Though somewhat helpful, this method of training is insufficient to produce a true professional in the market.



This again supports Bell's conclusion (2000, as cited in Ibrahim, 2003, p. 87) that Malaysian interpreters are paraprofessionals and proto-professionals (see Section 3.4.3). This self-training approach also contradicts the AIIC's criteria of an ideal interpreter training programme (AIIC Training Committee, 2006a, 2006b; Luccarelli, 2000a, 2000b).

This study also identifies another constraint that has to be seriously considered and solved is the lack of professional I/Ts in the field. The production of trained professional interpreters is impossible if there are no trained I/Ts (AIIC Training Committee, 2006a, 2006b; Luccarelli, 2000a, 2000b; Weber, 1989, p. 6).

#### ***8.6.4.2 Accreditation and Accrediting Body***

This study finds that there is no accreditation body for interpreting, be it community interpreting or conference interpreting in Malaysia, despite the establishment of ITNMB (see Section 5.3). As a result of this, there are no established standards of practice and there is no prerequisite for admission into the field. If one feels that he or she is 'fit' for the job such as having knowledge of two or more languages, one can offer to become an interpreter. This absence of accrediting body leaves a room for quack interpreters to not just freely enter into the market but also get away with just 'able-to-deliver' job. When these quacks enter into the market, they may be willing to reduce their 'price', and this decision further depreciates the interpreter profession as in spite of rendering services that is based on good quality interpreting, the service is based on who is willing to cut down his or her rate. Clients, taking advantage on this situation, may choose dollars and cents over quality interpretation. At the same time, this situation facilitates not just the quacks but also the ISPs who are corporate entities, to create a monopoly and dominate the market because of the reduced rates they are able to offer. In the end, this situation results in an unhealthy competition between trained interpreters and quack interpreters in the Malaysian conference interpreting market. This creates the market disorder in the occupation and devaluation of its practitioners which deter professionalisation process as mentioned by Tseng (1992, as cited in Mikkelsen, 1999/2004).

Another factor which adds to this unhealthy competition is the fact that Malaysian clients, be it ISPs or conference delegates, are less demanding in terms of quality of service rendered by the interpreters. One on hand, this provides an opportunity for the quacks to polish their skills in real-time events as there is very limited resource to training. On the other hand, this circumstance is harmful to its practitioners as it downgrades professionalism in the field.

Accrediting body is undisputedly essential in promoting the reputation of the profession with a system of examinations and qualified examiners at hand but it is not something that happens overnight (Houle, 1980, as cited by Underwood & Wallace, 2002; Tseng, 1992, as cited in Mikkelsen, 1999/2004).

#### **8.6.4.3 Public and User Awareness**

Considering the situation from the service provider's perspective, besides the limited pool of professionally trained interpreters in Malaysia, some HOs do not have sufficient fund in the conference to recruit professional interpreters, and this leaves no other options for the PCOs and ISPs but to opt for quack interpreters who apparently charge their services at a much lesser amount. This unsound economical decision in turn could jeopardise the quality of service rendered to the conference participants as warned by CIAP (CIAP, 1993, p.4). Thus, instilling awareness of the importance of 'genuine' interpreting service to the public is essential; not just to the users (conference participants and delegates), the ISPs and PCOs but more importantly to HOs. More budgets should be allocated to interpreting service at international conferences.

Besides local awareness, Malaysia also faces problems of international community awareness. Due to the problems of terrorism especially linked to the Islamic terrorists, Malaysia's reputation, being an Islamic country is also affected. Foreigners who lack correct information on the country have doubts about organising international conferences in Malaysia.

#### **8.6.4.4 Market Size**

This study detects another problem facing the Malaysian conference interpreting market that is its market size. Because of this small market, the intensity of the problems mentioned earlier is augmented. This is a problem that not only exists in a small country like Malaysia but also in a country like Australia. Market size can be increased with more promotions and publicity on Malaysia in the international MICE industry. With more MICE promotions and attractive conference packages, more HOs will be attracted to organise their international conferences or meetings in Malaysia (Tourism Malaysia Media Release, 2008) and conference interpreting may catch a slice of this industry. This is one of the main reasons why ISPs and PCOs must incorporate into the Conventions and Meetings industry.

#### **8.6.4.5 On-the-job Constraints**

Both groups highlight the problem of non-documentation. Interestingly, 44.6% in 2005 and 48.3% in 2006 of AIIC interpreters (Neff, 2008) listed the same factor as one of the most stressful factor while interpreting. This study identifies other on-the-job constraints which are fast speeches and highly technical matter. Other stressors among AIIC interpreters (Neff, 2008), in their order of importance were fast speeches, unintelligible speakers, highly technical matter, no documentation, and poor air supply in booth.

### **8.6.5 Strengths of Interpreting Field in Malaysia**

This study identifies two main strengths of the profession in Malaysia, which are (1) the various languages spoken in Malaysia, and (2) the potential as a hub for international conferences.

#### **8.6.5.1 Multiracial and Multilingual Community**

The first strength is the Malaysian multiracial community with many different languages as means of communication (Wong, 1990, p.108). This provides job opportunities in TI, and not just for conference but also for community interpreting.

### 8.6.5.2 Potential Conference Hub

The second factor is the fact that Malaysia has much potential in the Conventions and Meetings industry because of these reasons:

1. Modern conference centres with good conference facilities as well as state-of-the-art built-in SI systems in certain conference centres. For conferences in hotels, the necessary systems, equipments and support are also provided, mostly by the Convention Section of the Prime Minister's Department for the public sector and private equipment provider companies for the private sector (see Sections 5.3 and 7.5.3).

2. The PCOs and ISPs are highly motivated and they show good organising skills.

3. Malaysia is a good location as it is easily accessible, with hotels nearby the conference centres, there is less traffic problem, safety is not an issue and Malaysian people are hospitable and friendly.

4. Malaysia also offers ecotourism which can be enjoyed by the delegates and their families. This means the delegates can take the chance attending a conference and at the same time spend a vacation with their families in the country.

5. Due to lower currency exchange between Ringgit Malaysia and other world major currencies such as US Dollar, Euros, Pounds, and Yens, as well as the good infrastructure the country has, it is a value-for-money choice of destination for organising international conferences (IMA Special Report, 2004; Miceonline, 2005).

### *8.6.6 Suggestions*

Serious and concerted efforts need to be carried out in order to improve the professional situation of conference interpreting in Malaysia. This study identifies five areas and generates various executable improvement measures from them, in the Malaysian training and professional perspectives.

#### *8.6.6.1 Training*

From the problems that this study has pointed out in the previous sections, it is obvious that improvements on interpreter training programme are inevitable. A comprehensive study on successful interpreter training programmes from other countries can be carried out and from them, develop an interpreter training programme that is suitable for Malaysian interpreting market. Besides the programme, the importance of establishing training institutions that are equipped with the necessary infrastructure such as mock interpreting booths, SI systems, etc., cannot be overlooked. Because there is a lack of expert I/Ts, local interpreters should be sent to attend interpreter training courses overseas by provision of more scholarships to those who are interested in the field but lack local training opportunities. Besides sending students to established interpreter training institutions abroad, local training institutions in Malaysia can invite the experts in the field to provide their expertise here on short term or long term basis.

However, there are different opinions about improving training's content and infrastructure in Malaysia. It is seen as a very difficult task because (1) there are insufficient language combinations, or rather the language combinations that can be offered in the training programme are limited and these combinations are not highly sought at international conferences, for example, Asian languages, (2) there is an acute shortage of local trained professors, and (3) there is a lack of critical mass of students.

Considering these facts, this study suggests that more focus should be put on Foreign Language Studies at undergraduate level at local Malaysian universities or universities abroad, which includes cultural and linguistic interchange programmes. These local graduates can afterwards enroll in interpreting training programmes at postgraduate level at internationally accredited interpreting schools where linguistic proficiency is the least to worry about. More detailed suggestions on how to upgrade interpreter training is further discussed in Chapter 9.

#### ***8.6.6.2 Accreditation and Accrediting Body***

Another factor that the profession lacks is an accrediting body. Thus, steps to establish a non-commercial accrediting body in interpreting field in Malaysia have to be set up so that problems such as unregulated market, unethical practices, not standardised remuneration etc., that are seriously affecting the professionalism of the interpreters can be solved. The longer relevant authorities delay the founding of such body, the profession will face further deep water as the interpreting market can turn into a can of worms.

#### ***8.6.6.3 Malaysian Conference Interpreters Association***

This study has highlighted the fact that there is no Conference Interpreters Association in Malaysia. Greenwood et al. (2002, p. 61), Howard (1998, p. 2), Klingner (2000, p. 3), Schmitz (1988, p. 274), and Tseng (1992, as cited in Mikkelsen, 1999/2004) have stressed the importance of PAs as regulatory agents. Thus, establishing one in Malaysia is inevitable in order to improve the current professional scenario of conference interpreting in Malaysia. However, due to lack of mass of interpreters in the market, another feasible option is for MTA to open up its wings and takes interest in the interpreters too as most interpreters in Malaysia are already practising translators (see Section 8.5.1.1-h).

#### **8.6.6.4 Synergism**

The synergy of these components: training institution, PA and other bodies such as ITNMB can be considered as a catalyst in speeding up the process and producing greater effect in the efforts to upgrade the profession in the country. The collaboration of these three important elements can serve as an effective tool to educate, for example, not just the public as the end user of the service but also to inculcate awareness among PCOs, ISPs and HOs on the benefits and importance of delivering professional interpreting services. First and foremost, they must work towards making sure that guidelines of the profession and professional COE are established, implemented, monitored and maintained (Allain, 2001; Froehlich, 2000, p. 268).

Through this componential synergy, regular contacts and rapport with international Translation and/or Interpretation bodies and associations such as AIIC, NAATI and other international bodies, including established Interpreting schools in Europe, America and other Asian countries can be set up. This type of connection is undoubtedly favourable as Malaysia still lacks experience and expertise in the field.

Apart from formulating and implementing work practice guidelines and COE, such synergy also plays a role in upgrading the welfare and interest of the interpreters, first and foremost in promoting standardised remuneration rates among its practitioners. Furthermore, through accreditation, admission into the field can be controlled and through monitoring, the interpreting market in the country can be regulated. With these three players working together, recognition of the profession at government or national level will be made possible. With this professional recognition by the government, professionalisation as discussed in Chapter 3 can be achieved.

#### 8.6.6.5 Publicity

Another important step is to attract public notice through various media such as advertisements, awareness campaigns, seminars, etc., by disseminating correct information on the importance of quality interpreting service via trained professionals at international conferences. Besides the public, it is also important to educate PCOs, ISPs as well as HOs that recruiting interpreters is a serious task and they should not take for granted the quality of the interpretations delivered by their interpreters. If they continue to choose figures over quality, and providing interpreting services at international conferences only for the sake of supplying it, then market regulation and professionalisation will not be possible.

Malaysia must learn from its neighbouring country, Thailand, which in 2007 has established its Thai Association of Conference Interpreters and a two-year Master's degree in conference interpreting at the Chulalongkorn University (Surintatip, 2007).

The country should also take the advantage of having very experienced CIAP/AIIC interpreters based in the region, among them, the former president of AIIC and the editor-in-chief of AIIC's *Communicate!*. This will need intensive government lobbying efforts by the relevant industry players so that proper budget allocation can be channelled to support such projects.

Besides local publicity and education of service users and providers, great efforts need to be carried out at international level as well. The relevant players in the Interpreting field in Malaysia have to be more proactive in promoting quality interpreting services as part of the attractive conference packages offered by PCOs to HOs and market the country by projecting the real image of Malaysia in the Conventions and Meetings industry.



## CHAPTER 9

### INTERPRETER TRAINING IN MALAYSIA

#### 9.0 Introduction

The previous chapter has looked at the professional perspective of conference interpreting in Malaysia. This chapter attempts to describe the training perspective of the interpreting field in Malaysia by studying the teaching and the learning processes of skills in conference interpreting and its other related components such as training programmes, instructor/trainers (I/Ts), students, and training institutions that are available in Malaysia. It is carried out on two main platforms:

1. University Science Malaysia (USM) in Penang, with its Bachelor of Arts in Translation and Interpretation with Honours (BATI) programme (see Section 5.6).
2. Malaysian National Institute of Translation Berhad (ITNMB) in Kuala Lumpur, an official body that among its function is to offer Translation and Interpreting (TI) courses to the general public (see Section 5.4).

There are altogether nine public universities in Malaysia but only one of those universities, USM, has been offering a TI programme at degree level. Under this programme, apart from Translation courses, three interpreting courses are also being taught. As pointed out earlier in Chapter 5, ITNMB only offers its interpreting course when there is a demand for it while interpreting courses in BATI are core courses that are compulsory for all BATI students. The programme has new intake every academic year since its establishment in 1992/93. In this sense, BATI is better structured and more comprehensive in terms of its teaching and learning resources compared to the short interpreting course at ITNMB. Such 'solid and stable' environment is very conducive for this type of research. This indeed has driven us to pay a particularly special attention to the programme in examining interpreter training situation and issues in Malaysia.

Although more emphasis is put on BATI's interpreting courses, this study does not to neglect nor deny the importance of the ITNMB's interpreting course in the effort to provide a whole big picture of the Malaysian interpreter training (see Section 9.4.4).

This chapter firstly looks at the research objectives which comprise general objectives and specific objectives of the study. Then, it presents: (1) the participants: programme coordinators, I/Ts, and students, (2) the materials used: documents, questionnaires and interview guide, and (3) the methods adopted: document review and observation, questionnaires administration, and one-to-one semi-structured interview. This is followed by the results and analysis of data. This chapter ends with a detailed discussion on the findings of interpreter training in Malaysia.

## **9.1 Research Objectives**

This research is carried out based on a few objectives which can be categorised into two: general and specific objectives. Both objectives are discussed in detail in the following subsections.

### ***9.1.1 General Objectives***

The main objective of this study is to provide a clear and complete description of interpreter training in Malaysia which is related to conference interpreting, covering as much as possible all aspects of training that are available for interpreters-want-to-be as well practising interpreters in Malaysia such as identifying the profiles of training institutions, their I/Ts and students, the types of training that are offered, the target community, the implementation of training courses, the problems and other related issues in the field.

### ***9.1.2 Specific Objectives***

The specific objectives of this study is to look into the interpreting section of BATI, as well as the interpreter training section of ITNMB, with the purpose of:

1. Constructing profiles of students and finding out their interest in interpreting.
2. Constructing profiles of I/Ts and studying their job scope and involvement in TI field as professionals.

3. Finding out the importance of professionalisation from the perspectives of the coordinator and I/Ts.
4. Studying the programme structure, study plans and total number of graduates since its establishment and interpreting courses that are being offered and their instructions.
5. Observing the institution's learning and teaching facilities and resources.
6. Discovering the quality of teaching and academic resources of the institutions such as study plans, course syllabus, teaching force and infrastructure, from participants' point of view.
7. Detecting the key problems, needs and constraints of coordinators, I/Ts and students.

The following sections present the background of the participants, the research materials and the research methods used in carrying out this research.

## **9.2 Participants**

### ***9.2.1 Former Chairperson of Bachelor of Arts in Translation and Interpretation Programme***

In BATI programme, the coordinator is better known as chairperson. A chairperson holds the position for a two-year term and is elected by the members of the Malay Language/Translation and Interpretation Section of the School of Humanities, USM. In this research two chairpersons were identified: (1) Ms AG, BATI chairperson from 2001 to 2005, and (2) Mr SX, BATI chairperson for 2005-2007. In order to get better and bigger picture of the situation, we contacted both chairpersons. However, due to certain circumstances (see Section 9.4.4), only Ms AG was available for this study.

Ms AG, in the age range of 40-44 years old during her tenure as chairperson, graduated with a doctorate degree in Translation Studies/Text Analysis from the University of Surrey, Guildford, United Kingdom in 2000. She was elected as the programme chairperson for two terms; from 1 January 2001 to 31 December 2002 and from 1 January 2003 to 25 March 2005. Her expertise was in the area of Translation Studies (theories and strategies) and advertising language, text analysis (culture, language and readability of [translated] texts), lexicography and terminology, and English language teaching.

### 9.2.2 *Instructors/Trainers of Interpreting Courses*

In this study, two I/Ts were identified: (1) Ms LA was responsible in imparting all interpreting courses in BATI, and (2) Ms HCO who acted in the capacity of an assistant I/T. In Malaysia, university I/Ts with doctorate qualifications are called lecturers. To avoid confusion of terms, this study uses the term I/T to refer to those who are involved in the teaching process at a training institution or university (see Section 4.2).

Ms LA graduated with a Bachelor's degree in TESL from the University of Winnipeg Canada in 1991 and a Master's degree in Translation Studies from the Birmingham University, England in 1997. She received her doctorate degree in the field of translators and interpreters training from the University of Herriot-Watt, Scotland in 2002. She frequently worked from Malay into English, and was a member of the Malaysian Translators Association (MTA). Her fields of expertise were Teaching English as Second Language (TESL) and Training of Translators and Interpreters. She joined USM in 1993, and fell in the age range of 35-39 at the time of the study.

Ms HCO was a graduate of Bachelor of Arts in Geography, with a minor in Translation from USM in 1990. She then continued her studies at a Master's level in Translation in 1995, and later received her doctorate degree in Translation in 2004 from the same university. She frequently worked from English into Malay language. Her expertise was in the fields of Translation, Translation Evaluation, Audiovisual Translation and Malay Linguistics. She was a committee member of the MTA. She joined USM in 1995, and fell in the 40-44 age range during the study.

Both have Malay as A language and English as B language, and were not registered with ITNMB.

### ***9.2.3 Graduates of Bachelor of Arts in Translation and Interpretation 2006***

This study identified 70 graduates of BATI (labelled as SG), who received the Bachelor's degree in TI in 2006. They entered the programme in 2003. They had completed all three interpreting courses and had some level of knowledge about interpreting and interpreting techniques (see Section 9.5.2).

From the 70 graduates, 36 questionnaires were collected. From the 36 respondents, there were three males (8.3%) and 33 females (91.7%), (see Figure 9.1). One respondent was 21 years old, eight respondents were 22 years old, 18 respondents were 23 years old, six respondents were 24 years old and three respondents were 25 years old. In terms of A language, eight respondents with English (23.0%), one respondent with Malay and English (3.0%), 18 respondents with Malay (51.0%), eight respondents with Mandarin (23.0%). One respondent misunderstood this question and answered 'good' (see Figure 9.2). For data analysis, each graduate was given a label, SG01 to SG36.

### ***9.2.4 Students of Bachelor of Arts in Translation and Interpretation***

In this research survey, we took the opportunity to include students who were actually undergoing interpreting courses in the 2005/2006 academic session. There were two different groups of students: 6<sup>th</sup> semester students (labelled as S06) and 4<sup>th</sup> semester students (labelled as S04).

For S06 group, 69 questionnaires were collected from a total of 73 students, with 61 female respondents (88.4%) and eight male respondents (11.6%), (see Figure 9.1). Nine respondents were 21 years old, 20 respondents were 22 years old, 39 respondents were 23 years old and one respondent was 24 years old. As for A language, there were 31 respondents with Malay (45.0%), 20 respondents with Mandarin speakers (29.0%), seven respondents with English (10.1%), and one respondent with Tamil (1.4%).

Interestingly there were respondents in this group who stated that their A languages were dialects spoken in Malaysia. There were five respondents with Cantonese and two respondents with Hokkien. Cantonese and Hokkien are dialects spoken by the Chinese people in Malaysia. There was one respondent with Iban, one respondent with Dusun and one respondent with Kedayan. These dialects are spoken by the people from the East Malaysia (see Figure 9.2).

As for the S04 group, there were 66 students altogether. The number of questionnaires returned was 62. From these 62 respondents, there were seven males (11.3%) and 55 females (88.7%), (see Figure 9.1). Seven respondents were 20 years old, 37 respondents were 21 years old and 18 respondents were 22 years old. In terms of A language, 24 respondents with Malay (38.7%), 20 respondents with Mandarin (32.3%), six respondents with English (9.7%), seven respondents with Tamil (11.3%), while four respondents with Cantonese and one respondent with Thai (see Figure 9.2).

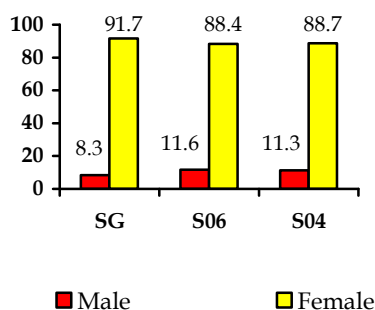


Figure 9.1. Bar chart showing the percentage of gender distribution among students.

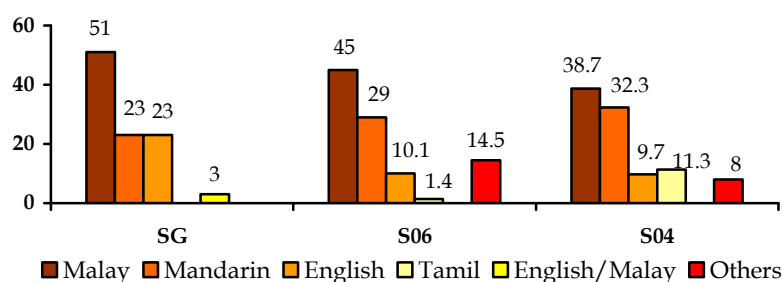


Figure 9.2. Bar chart showing the percentage of A language distribution among students.

### ***9.2.5 Former Training Coordinator-cum-Trainer of Translation and Interpreting Courses at the Malaysian National Institute of Translation***

As can be seen in the organisation structure of ITNMB in 2004 (see Figure 8.6), there was a training subsection under the Document/Training/Multilingual Translation Section. The training subsection at ITNMB was headed by a coordinator, Ms HJ. She was a graduate of BATI, USM in 1997. She joined ITNMB in 1999. Her tasks, among other things, were to arrange and schedule training courses offered at ITNMB, recruited trainers for those courses, manage the students' enrolments, reviewed course models and also taught some of the TI courses. She was also called to impart interpreting courses at the Judicial and Legal Training Institute (ILKAP) for several years. Due to some changes in the organisational structure of ITNMB in 2005/06 (see Figure 8.7), she was then transferred to a different department. At the beginning of 2007, she left ITNMB.

## **9.3 Materials**

Research materials used in this study were documents, questionnaires and interview. Essentially, three questionnaires were designed for the three different participant groups: (1) programme coordinators (BATI and ITNMB), (2) I/Ts of interpreting (BATI and ITNMB), and (3) students (graduates and undergraduates of BATI) (see Appendix R). An interview guide was used in the interview session with the former programme coordinator-cum-trainer of ITNMB (see Section 9.4.4).

### ***9.3.1 Documents***

In addition to those two materials, other important materials used were:

#### **1. Students' Name Lists**

In order to generate a summary of student enrolment from the first batch of graduates in 1996 up to 2005, lists of names were obtained from the Graduation Books. This Graduation Book is given to all graduates on their Convocation Day. For 2006 and 2007 students, the numbers were obtained from the course's name lists provided by the I/Ts.

## 2. BATI Student Guidebook

At the beginning of each academic year, the programme distributes a guidebook for its students. The guidebook provides overall information about the programme: entry requisites, period of the programme, academic system, types of courses, course registration, examination system and grading, programme structure, requisites for graduating and synopses of courses, among others. This study perused guidebooks from 2004/2005 to 2007/2008 but consulted the 2007/2008 guidebook because it was the most recently published.

## 3. Synopses of BATI Interpreting Courses

Synopses of three interpretation courses were studied: (1) HBT214/3 Sight Interpretation, (2) HBT 304/4 Consecutive Interpretation, and (3) HBT 307/4, Simultaneous Interpretation. The synopses were prepared by Ms LA, and contained information about course instruction, course structure, and references, etc. (see Appendix S).

### *9.3.2 Questionnaires*

As mentioned earlier, three different sets of questionnaires were designed for the different types of respondents (see Appendix R). This section discusses the details of the structure of the questions in the questionnaires, that is, the types and formats of questions, and the content of questions used to elicit answers from the respondents. There were overlaps of certain parts of the questionnaires (see Table 9.1). In order to facilitate discussion, the questionnaires are discussed based on its parts or components, firstly by listing the components of each questionnaire and then discussing each of them in details. This is followed by Table 9.2, showing the overlapped components of the three questionnaires.



Table 9.1




























*Components of Questionnaires*

| Questionnaire for Programme Coordinator | Questionnaire for I/T                  | Questionnaire for Student        |
|---|--|----------------------------------|
| 1. General Background                   | 1. General Background                  | 1. General Background            |
| 2. Academic Background                  | 2. Academic Background                 | 2. Academic Background           |
| 3. The Programme                        | 3. Tasks and Responsibilities          | 3. Teaching & Academic Resources |
| 4. The Institution's Facilities         | 4. Professionalisation in Interpreting | 4. Problems & Constraints        |
| 5. Teaching & Academic Resources        | 5. Teaching & Academic Resources       | 5. Suggestions                   |
| 6. Professionalisation in Interpreting  | 6. Problems & Constraints              |                                  |
| 7. Problems & Constraints               | 7. Suggestions                         |                                  |
| 8. Suggestions                          |  |                                  |

Questions on the Programme and the Facilities at the institution were forwarded only to the coordinators and not the teachers or students, so as to avoid redundancies since the coordinator represent the relevant training institution and is fully conversant on the administration of the programme. The following section discusses on the structure and content of each questionnaire according to the parts shown in Table 9.2.

Table 9.2

*Overlapped Parts of Questionnaires*

| Questionnaire Parts                    | Coordinator   | I/T   | Student   |
|--|---|---|---|
| 1. General Background                  |  |  |  |
| 2. Academic Background                 |  |  |  |
| 3. Tasks and Responsibilities          |  |  |  |
| 4. The Programme                       |  |  |  |
| 5. Institution's Facilities            |  |  |  |
| 6. Teaching and Academic Resources     |  |  |  |
| 7. Professionalisation of Interpreting |  |  |  |
| 8. Problems and Constraints            |  |  |  |
| 9. Suggestions                         |  |  |  |

1. The General Background and Academic Background parts were found in all three questionnaires with the aim to generate a general profile of the coordinators, I/Ts and students that make up the training sector of interpreting in Malaysia.

The kinds of questions adopted in these two parts were factual, using a mixture of close-ended and open-ended questions types. General Background in the questionnaire for I/Ts and students asked the respondents to provide information about gender, age, languages, and name of training centre, while in the questionnaire for coordinator, she or he was asked to provide additional information such as date of appointment.

In the Academic Background, this questionnaire used open-ended question format to ask about their qualifications: Certificates, Diploma, Bachelor's Degree, Master's Degree, Doctor of Philosophy and/other relevant types of qualifications that were not mentioned in the questionnaire. The students were asked two additional questions, whether they were interested in becoming a professional interpreter and why. The I/Ts were asked additional questions on their most frequent working language combination, field of expertise, and their association membership.

2. The Tasks and Responsibilities component in the I/T's questionnaire comprised five factual kinds of questions with one close-ended dichotomous question, two open-ended questions, including two questions with a contingency question structure and its preceding filter question which was a close-ended dichotomous type. The two contingency questions were close-ended questions in a matrix question format. Each question was accompanied by a very short response question. They were asked to provide information on the courses they taught, if they were also practising interpreters, and other translation activities they undertook.

Questions about the programme could be found in the Coordinator's questionnaire. It contained six questions all together, with one multiple choice close-ended question type, four open-ended question types and a two-part question with a combination of a dichotomous choice close-ended question type, open-ended question type, directional question kind using matrix question format and also very short response question. In terms of content, the respondents were asked what TI programmes were being offering, the working languages at the institution, whether the language combinations were sufficient for the market demand, what other languages should be offered and finally, the availability of integration programme(s) for the students, such as industrial training, practical and/or exchange programmes.

The Coordinator's questionnaire continued with questions about the facilities provided at the institution. The five dichotomous choice close-ended questions were accompanied by very short response questions. The participants were asked whether the institution was equipped with language laboratory, computer laboratory, interpreting laboratory, interpreting booths and availability of technical assistance.

3. Teaching and Academic Resources part was found in all three questionnaires. It contained three main questions. The first question sought to find out some aspects of the programme such as the study plans, course syllabus, teaching force, and infrastructure. It was a directional question kind, using matrix question format with accompanying very short response questions for each aspect. The other two questions were intended to find out the strengths and weaknesses of the programme, adopting an open-ended question type.

4. The part eliciting opinions on Professionalisation of Interpreting could be found in the questionnaire for coordinators and I/Ts. It consisted of two questions: (1) their opinions about the importance of these aspects: training institutions, interpreter training, continuing education, specialisation, theoretical knowledge, professional association (PA), association membership, advisory body, code of ethics (COE), public awareness and remuneration in interpreting, and (2), they were asked to rate these similar aspects in the interpreting profession in Malaysia.

The first question used matrix question format with opinion-attitude kind of questions and the second question adopted a matrix question format with directional question kind. Both questions had very short response questions so that the respondents could add their own views if they wished to.

5. At the end of all three questionnaires, in Problems and Constraints, and Suggestions parts, this questionnaire adopted open ended question types using self-perception question kinds to ask the respondents about their opinions on three aspects. Firstly, they were asked about the problems and constraints that they faced as coordinators, as I/Ts and as students. Secondly, they were asked to provide their views on the ways interpreter training could be improved in Malaysia, and finally, to give their opinions about what could be done to improve the situation of interpreting in the country.

### ***9.3.3 Interview Guide***

Chapter 6 has discussed about the three forms of interview that could be used in data collection. This study adopted a semi-structured form, allowing the interviewer to be flexible, permitting the interviewee to develop ideas and elaborate his or her points of interest, and to speak more widely on the issues raised by the interviewer. In order not to divert the interviewee from the issues that were only relevant to this study, the interview guide contained these questions:

1. The courses offered at ITNMB, especially interpreting.
2. The teaching force.
3. Facilities available at the institution.

## 9.4 Methods

The methods opted in this study were: (1) document review and observation, (2) administration of questionnaires, and (3) conducting interview. The following sections discuss each data collection method used.

### 9.4.1 *Review of Documents and Observation*

As mentioned earlier, thirteen sets of name lists of graduates of BATI were obtained from Ms HCO. These name lists were then analysed, in order to get a total number of graduates for each graduating year, starting from 1996, in which the first batch of BATI graduates were produced, until 2007, its twelfth batch of graduates. Another document was the BATI Student Guidebook which contained useful information about the programme and the synopses of interpretation courses offered in the BATI programme. As for TI course at ITNMB, this study referred to its Course Schedule 2004 (see Appendix T).

In terms of observation, this study took a look at the facilities available for interpreting courses at the School of Humanities in USM in November 2006. Photographs of them were taken (see Appendix U). In ITNMB, no observation was carried out as the institute did not provide any interpreting facilities for its interpreting course.

### 9.4.2 *Administration of Questionnaires*

Research questionnaires were administered in two ways: individual and group (see Table 9.3). For individual questionnaire administration, participants were first contacted via telephone, e-mail, or both in order to get them to agree to fill in the relevant questionnaire. Once participant agreed to participate in the survey, a copy of the questionnaire and a cover letter, stating the purpose of the research (see Appendix R) with a self-addressed return express mail envelope were sent via post. This study had not imposed any time limit in returning the questionnaires, as to not discourage the participant's participation in the survey. The above steps had been used to administer questionnaires for the BATI coordinators, BATI I/Ts, and ITNMB training coordinator-cum-trainer, between August 2006 and December 2006.

Group questionnaire was administered for two participant groups: BATI graduates (SG) and BATI students (S04 and S06). Questionnaires for SG were given out on USM graduation day while questionnaires for S04 and S06 were given during lecture hours. Questionnaires were returned on the same day for both groups.

For administration of questionnaires for BATI graduates, the date of the graduating session and the waiting halls where the graduates would be placed before they entered into the main hall for the graduation ceremony were determined. The waiting hall served as an important checkpoint, as this was where the questionnaires would be given out since all graduates were required to register themselves at the reception desk at least one hour before they proceeded to the main hall. With the help of two assistants, one in each hall, equipped with a list of the BATI graduates, this study gave out the research questionnaires to BATI graduates who reported themselves at the registration desk. The questionnaire administration to SG was carried out in August 2006. As for the BATI undergraduate students, S06 and S04, we met them during their one-hour lecture session, after Ms LA's consent. The sessions were conducted in November 2006.

Table 9.3

*Administration of Research Questionnaires*

| Mode of Administration          | Participants                                    | Number sent out | Number returned | %    |
|---------------------------------|---|-----------------|-----------------|------|
| Individual<br><i>(via post)</i> | Ms AG, BATI Chairperson 2001-2005 (USM)         | 1               | 1               | 33.3 |
|                                 | Mr SX, BATI Chairperson 2005-2007 (USM)         | 1               | 0               |      |
|                                 | Ms NAA, Former Interpreting Coordinator (ITNMB) | 1               | 0               |      |
|                                 | Ms LA, BATI I/T (USM)                           | 1               | 1               | 66.7 |
|                                 | Ms HCO, BATI I/T (USM)                          | 1               | 1               |      |
|                                 | Ms HJ, Former Trainer (ITNMB)                   | 1               | 0               |      |
| Group                           | Graduates (SG)                                  | 70              | 36 (51.4%)      |      |
|                                 | 6 <sup>th</sup> semester students (S06)         | 73              | 69 (94.5%)      | 79.9 |
|                                 | 4 <sup>th</sup> semester students (S04)         | 66              | 62 (93.9%)      |      |
| Total                           |   | 215             | 170             | 79.1 |

### *9.4.3 Conducting Interviews*

After writing in to the ITNMB management in August 2004, asking for its cooperation to carry out a study at the institute, an interview with the Training Coordinator-cum-Trainer of ITNMB was arranged. This study tried to conduct another interview from August 2006 to March 2007 in order to update the information provided in the previous interview. However, no reply was received (see Section 9.4.4).

#### *9.4.4 Contingency*

This section discusses the constraints or limiting factors during data collection that restricted this present study, firstly with ITNMB, and secondly, with USM.

After the first contact made with ITNMB, its management had kindly arranged several interview sessions with its personnel in September 2004. One of the interview sessions was with the Coordinator of Training Section cum Trainer, and her assistant. However, due to the structural changes at ITNMB between 2005 and 2007, the coordinator had been transferred to a different department and her assistant had left the institute. The coordinator later left the institute in March 2007. Currently, training in ITNMB is handled by the Interpreter and Training Coordinator.

From August 2006 to July 2007, several attempts were made to get an update of the information provided in 2004 on training at ITNMB from the new coordinator:

1. Contacting the Coordinator via phone calls and e-mails between August 2006 and December 2006 with the aim to arrange for another interview. This, however, had failed.
2. Sending a printed questionnaire, accompanied with a cover letter and a self-returned envelope via express mail service to the Coordinator and an e-mail to the Chief Executive Officer/Managing Director of ITNMB in January 2007 asking for his assistance in the research project. Despite his positive reply, no questionnaire was returned.
3. As a final course of action, a summary of the interview conducted with the Coordinator and her assistant in September 2004 was sent via e-mail to her superiors, the ITNMB General Manager and another Manager who was then the Head of Translation Department.

In the e-mails, the researcher asked for their cooperation to review, verify and update the information in the summary, since their subordinates had resigned from the company. Despite these efforts, no positive replies were received (see Appendix D).

Thus, no updated information from ITNMB could be provided in this study. All information related to ITNMB is only valid up to the year 2005. From ITNMB's website 2007/2008, this study found that the organisation has not gone through much changes, except those mentioned in this study.

Another constraint faced was the BATI chairperson of 2005-2007. In September 2006, two e-mails were sent to both coordinators, asking them to participate in the survey. Both agreed to take part in the survey. A questionnaire with a cover letter stating the purpose of the research and a self-addressed return express mail envelope was then sent to each chairperson. Ms AG returned the questionnaire two weeks later. However, Mr SX did not return the questionnaire. When approached via e-mail about the receipt of the questionnaire, Mr SX claimed that he had not received the questionnaire and suggested a personal meeting. Due to distance between Penang and Kuala Lumpur, the meeting could only be held in November 2006. However, during the short meeting, Mr SX preferred that the meeting be held in the presence of the Dean of School Humanities due to some institutional protocols. Unfortunately, the Dean was unavailable as he was out of the country for a few months on an official assignment. As a result of this, information on the programme was only obtained from Ms AG, BATI chairperson of 2001-2005.



## 9.5 Results

This section presents the results obtained from: (1) review of documents and observation, (2) questionnaires (see Appendix V), and (3) interview, that were carried out in this study. This section is divided into eight main parts so that the results are systematically presented under these main headings: (1) BATI programme, (2) interpreting courses, (3) teaching force and students, (4) training facilities, (5) teaching and academic resources, (6) professionalisation characteristics, (7) problems and constraints, and (8) suggestions to improve the training situation of interpreters in Malaysia.

### *9.5.1 Bachelor of Arts in Translation and Interpretation at University Science Malaysia*

After reviewing related documents, this section discusses five aspects of the BATI degree programme which is offered at the School of Humanities, USM.

#### *9.5.1.1 The Establishment and Objectives*

The programme was established in 1992 at the Centre of Languages and Translation, USM (BATI Student Guidebook 2007/2008, p. 32), based on a study conducted by Ghazali in 1987 on 19 syllabuses of translator training institutions which included Monterey Institute of International Studies, Brown University and University of Ottawa. However, the BATI model was not developed using any of those models (Tengku Mahadi, Ghazali and Ibrahim, 1997, p. 166). Due to structural changes in the administration of the Centre in 1997, the programme was transferred to the School of Humanities. According to Tengku Mahadi, Ghazali and Ibrahim (1997, p. 166), the two main objectives of this programme were “to meet the demands for global communication” as Malaysia moved towards a developed nation with stronger involvement and commitment in trade and economic relations with other countries which indirectly stimulated translation activities in the country. This led to the second objective of the programme that was to promote TI industry in Malaysia. An established university degree programme would aid in creating greater awareness on the importance of translation activities and consequently, translation would be accredited as a profession.

For this to materialise, the quality of the translations produced by professionally trained translators was of utmost importance. Based on this, they further added:

The rationale of establishing this degree programme was “to produce skilled translators who put quality top of the list. In the technological area in which Malaysia is now, quality is of great significance. All sectors, public and private, try to achieve the International Organisation for Standardisation (ISO) 9000 standard. Thus, the translation industry should follow suit – improve on the translation quality. (Tengku Mahadi, Ghazali & Ibrahim, 1997, pp. 166-167)

In addition to these general objectives, BATI Student Guidebook (2007/08, p. 32) added three specific objectives of BATI:

1. To produce professional translators with knowledge and ability to translate and edit legal texts and other literary texts such as economy and management, technical and scientific texts, from English into Malay and vice-versa. In the future, target language texts will be extended to other modern languages such as Arabic, French and Japanese.
2. To produce graduates who are efficient in translation and interpreting.
3. To produce graduates who are competent in terminology in areas such as legal, technical and science, as well as information technology and are apt to the application of these terminologies in each of these areas.

#### **9.5.1.2 Entry Requisites**

According to BATI Student Guidebook (2007/2008, p. 33), students were required to have Credit according to the Malaysian Examination Grading System (see Table 9.4) in Malay language and/or English, in Malaysian University English Test (MUET) or *Sijil Pelajaran Malaysia* (Malaysian Certificate of Education) or *Sijil Pelajaran Malaysia Vokasional* (Malaysian Vocational Education Certificate) in order to enrol in the programme.

Table 9.4

*Malaysian Examination Grading System*

| Grade | Definition  |
|-------|-------------|
| 1A    | Distinction |
| 2A    |             |
| 3B    | Credit      |
| 4B    |             |
| 5C    |             |
| 6C    |             |
| 7D    | Pass        |
| 8E    |             |
| 9G    | Fail        |

*Note.* From *Surat Pekeliling Perkhidmatan, Bilangan 1, Tahun 2002.*

**9.5.1.3 Programme Structure**

In its 15 years of establishment, the programme had gone through two major changes in the programme structure in terms of graduating units and duration of study. Previously, from 1992/93 to 1993/94, the requirement for graduation was 120 units; each student who wished to graduate must accumulate a minimum of 120 units from the courses offered in the programme. However, in 1994/95 and 1995/96 the units were increased to 130. This was due to the introduction of some new core and foundation papers (Tengku Mahadi, Ghazali and Ibrahim, 1997, p. 168). Foundation papers are courses which are introductory or first level courses which students have to take and pass before they can proceed with the programme’s core papers, for example, all BATI students are required to take and pass ‘Introduction to Translation Theory and Practice’ before they can take ‘Producing and Editing Translations’. Core papers are courses which students have to take in order to fulfil the credits or graduating units requirement from their major programme (see Table 9.6).

The most dramatic change the programme went through was when the units for graduation were reduced to 111 units when the university implemented its 3-year degree programme in 1996 (Tengku Mahadi, Ghazali and Ibrahim, 1997, p. 168). During the time of the study, students were required to accumulate 100 units in a minimum of three academic years or six semesters (see Table 9.5) (BATI Student Guidebook 2007/2008, p. 48).

Table 9.5

*BATI Course Structure*

| Types of Courses | Units      |
|------------------|------------|
| Foundation/Core  | 65         |
| Minor            | 16         |
| University       | 15         |
| Elective         | 4          |
| <b>Total</b>     | <b>100</b> |

*Note.* From BATI Student Guidebook, 2007/2008, p. 48.

Besides core and foundation papers, as can be seen in Table 9.6, there are other types of courses the students have to take in order to graduate, such as minor courses, elective courses, and university courses. A minor programme consists of courses that are offered by other schools or faculties of the same university. Students are only allowed to choose and enrol in one minor programme throughout their studies. University courses are compulsory courses determined by the University’s Senate for all USM students. An elective/optional course is a course that students have to take in order to fulfil the graduating unit requirement. The courses or papers that BATI students have to take; and the number of units each paper carries are shown in Table 9.6.

The courses which were compulsory to all students majoring in TI were made up of these subject areas: (1) Translation (written) which included editing, law and language of law, (2) Interpreting, (3) Linguistics, (4) Computing, (5) English language, and (6) others, such as Sociolinguistics, Lexicography and Terminology, as shown in Table 9.7.

Figure 9.3 shows that more weight is given on Translation courses (31.8%, 21 units from 66 total units of foundation and core courses) compared to Interpreting courses (16.7%, 11 units from 66 total units of foundation and core courses) in the BATI programme.

Almost all courses were imparted in Malay, except for the English courses and one Computer-related course. Students were encouraged to take up Chinese Studies (for non-Chinese educated students), Japanese Studies or Arabic Language (for non-Arabic educated students) as their minor programme and other foreign languages which were offered at the Centre of Languages and Translation, USM (see Table 9.6).

This policy was adopted in order to encourage students to equip themselves with proficiency of languages other than Malay and English upon graduation.

Table 9.6

*BATI Courses*

| Foundation Papers   |  | Units |
|---|--|-------|
| 1   | Introduction to Translation Theory and Practice                | 4     |
| 2   | Translation Methods  | 4     |
| 3   | Contemporary English Grammar                                   | 4     |
| 4   | English Pronunciation Skills                                   | 2     |
| 5   | Multimedia, Internet and Networking                            | 3     |
| 6   | Information Technology Concept and Skills                      | 2     |
| Total   |  | 19    |
| Core Papers   |  | Units |
| 1   | Language, Law and Translation I                                | 3     |
| 2   | Grammar of Malay Language and English and Editing Strategies   | 3     |
| 3   | Language, Law and Translation II                               | 3     |
| 4   | Producing and Editing Translations                             | 3     |
| 5   | Lexicography and Terminology                                   | 3     |
| 6   | Syntax and Semantics for Translation                           | 4     |
| 7   | Sociolinguistics and Translation                               | 3     |
| 8   | Computer-Aided Translation: Theory and Strategy                | 4     |
| 9   | Translation Project  | 4     |
| 10  | Spontaneous Interpreting                                       | 3     |
| 11  | Consecutive Interpreting of Technical and Non-technical Texts  | 4     |
| 12  | Simultaneous Interpreting of Technical and Non-technical Texts | 4     |
| 13  | English for Translation (or) English for Interpreting          | 2     |
| 14  | Creative Writing (or) Academic Writing                         | 2     |
| 15  | Oral English   | 2     |
| Total   |  | 47    |
| Minor Programmes  |  | Units |
| Communications (or)   |  | 16    |
| Social Sciences (or)  |  | 16    |
| Management (or)   |  | 16    |
| Arts (or)   |  | 16    |
| Languages - Japanese Studies (or) Chinese Studies (or) Arabic Language  |  | 16    |
| Total   |  | 16    |
| University Courses  |  | Units |
| 1   | Malay Language IV  | 2     |
| 2   | General English IV   | 2     |
| 3   | Academic English   | 2     |
| 4   | Islamic and Asian Civilisations                                | 2     |
| 5   | Ethnic Relations   | 2     |
| 6   | Critical Thinking  | 2     |
| 7   | Co-curriculum Activities or Third Language Courses (see below) | 3     |
| Total   |  | 15    |
| Elective/Optional Courses   |  | Units |
| Foreign Language Courses (or) Third Language Courses : Arabic (or) Chinese (or) Japanese (or) German (or) Spanish (or) French (or) Thai (or) Tamil (or) Korean (or) Russian |  | 4     |
| Total   |  | 4     |
| Total Number of Accumulated Graduating Units  |  | 101   |

*Note.* From BATI Student Guidebook 2007/2008, pp. 19-22, 48-50, 52-55.

Table 9.7

Subject Areas in BATI Core Courses

|  |       |
|--|-------|
| <b>(1) Translation</b>   |       |
| Introduction to Translation Theory and Practice                | 4     |
| Translation Methods  | 4     |
| Producing and Editing Translations                             | 3     |
| Translation Project  | 4     |
| Language, Law and Translation I                                | 3     |
| Language, Law and Translation II                               | 3     |
| Total  | 21    |
| Percentage from total core course units                        | 31.8% |
| <b>(2) Interpreting</b>  |       |
| Spontaneous Interpreting                                       | 3     |
| Consecutive Interpreting of Technical and Non-technical Texts  | 4     |
| Simultaneous Interpreting of Technical and Non-technical Texts | 4     |
| Total  | 11    |
| Percentage from total core course units                        | 16.7% |
| <b>(3) Linguistics</b>   |       |
| Contemporary English Grammar                                   | 4     |
| Grammar of Malay Language and English, and Editing Strategies  | 3     |
| Syntax and Semantics for Translation                           | 4     |
| Total  | 11    |
| Percentage from total core course units                        | 16.7% |
| <b>(4) Computing</b>   |       |
| Multimedia, Internet and Networking                            | 3     |
| Information Technology Concept and Skills                      | 2     |
| Computer-Aided Translation: Theory and Strategy                | 4     |
| Total  | 9     |
| Percentage from total core course units                        | 13.6% |
| <b>(5) English language</b>                                    |       |
| English Pronunciation Skills                                   | 2     |
| English for Translation (or) English for Interpreting          | 2     |
| Creative Writing (or) Academic Writing                         | 2     |
| Oral English   | 2     |
| Total  | 8     |
| Percentage from total core course units                        | 12.1% |
| <b>(6) Others</b>  |       |
| Sociolinguistics and Translation                               | 3     |
| Lexicography and Terminology                                   | 3     |
| Total  | 6     |
| Percentage from total core course units                        | 9.1%  |

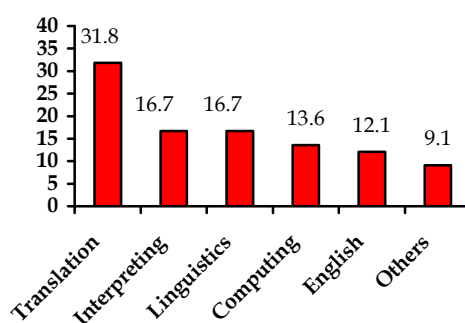


Figure 9.3. Bar chart showing percentage of units of subject areas of BATI courses.

According to Ms AG in her questionnaire, BATI did not offer compulsory practical exercise or internship to its students to work in TI related organisations during their semester breaks. Interested students may voluntarily apply to these organisations, with BATI's recommendations and support. However, there were exchange programmes that the students could apply. Ms AG added that there were a significant percentage of students who took on these programmes, largely to Japan.

**9.5.1.4 Graduating Requisites**

From 1992 to 1996, students of BATI were able complete the degree in a minimum of eight semesters or four academic years. From 1996 onwards, students could complete their bachelor's degree in a minimum of 6 semesters or a maximum of 10 semesters after accumulating a minimum total of graduating units of 100 with a minimum cumulative grade point average of 2.00 (out of 4.00) (see Table 9.8), in order to receive the degree from the university (BATI Student Guidebook 2007/2008, p. 52).

Table 9.8

*University Science Malaysia's Grading System*

| Grade | Grade Value |
|-------|-------------|
| A     | 4.00        |
| A-    | 3.67        |
| B+    | 3.33        |
| B     | 3.00        |
| B-    | 2.67        |
| C+    | 2.33        |
| C     | 2.00        |
| C-    | 1.67        |
| D+    | 1.33        |
| D     | 1.00        |
| D-    | 0.67        |
| F     | 0.00        |

*Note.* From BATI Student Guidebook 2007/2008, p. 42.

#### 9.5.1.5 Graduates from 1996 to 2007

After reviewing the list of BATI graduates, over the past 12 years since its establishment in 1992, the programme had produced 653 graduates of TI (see Figure 9.4). The number of BATI graduates also reflected an approximate number of enrolments in the programme.

The number of graduates fluctuated from year to year; the highest number of graduates was in 1999 with a total of 97 graduates. This was due to the two groups of BATI graduates, one group of its 4-year programme and the other group was its 3-year programme. The lowest number of graduates was in 1996 when its first batch of 26 students graduated. The next three years saw a quite steady production of graduates between 45 to 49 graduates per batch. In 2000 and 2001, the number of graduates increased by almost a double. Then in 2002, 10 years after its establishment, it suddenly saw a sharp fall to only 27 students, almost back to when the programme was established. This was due to the stricter entry language requirement imposed by the Humanities School, accepting only students with good results in English and Malay from the Malaysian Certificate of Education examination. Previously, when the programme was offered by the Languages and Translation Centre, even students who failed their English were accepted into BATI. Two years later, in 2005, the same thing reoccurred. The decrease was seen across the board in the Humanities School. The following years, 2006 and 2007, marked an increased number of graduates by more than a double compared to 2005. This increase was due to the publicity about BATI to pre-university students<sup>1</sup>. They were introduced to the BATI programme before they proceeded with their university applications, and this proved to be an effective way of attracting more interest among pre-university students to apply for BATI programme.



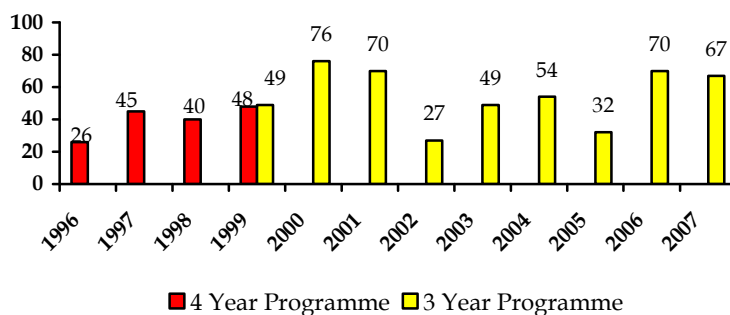


Figure 9.4. Bar chart showing number of BATI graduates from 1996 to 2007.

### 9.5.2 Interpreting Courses

The BATI programme offered three interpreting courses (see Appendix S): (1) sight (spontaneous) interpreting in semester 4, (2) consecutive interpreting (CI) of technical and non-technical texts in semester 5, and (3) simultaneous interpreting (SI) of technical and non-technical texts in semester 6 (final semester). They were compulsory courses to all BATI students. In each course, every student was required to attend a two-hour lecture, a one-hour tutorial and a one-hour recording session per week for 14 weeks in one academic semester. All three interpreting courses were 100% coursework, meaning that students did not have to sit for formal examinations at the end of it. Assessment was divided into four components, each carrying 25% of overall marks:

1. Assignments: weekly tutorial exercises.
2. Essays: transcribing texts (10%), subtitling exercises (10%), and journal writing (5%).
3. Oral: weekly recordings (15%) and seminar (10%).
4. Tests: a first test (10%) and a final test (15%).

The I/T may decide to change the subcomponents and the weight of their contributions according to the linguistic and knowledge levels of the students.

### 9.5.2.1 *Sight/Spontaneous Interpreting*

Sight/Spontaneous Interpretation (HBT 214/3) was a 3-unit course. The course synopsis stated that students were introduced to techniques, principles and problems of oral and spontaneous translation of technical and non-technical texts. Students were exposed to subtitling exercises and analysis. Important aspects of this course was the analysis of the correct usage of terminology, analysis of meaning accuracy, the use of suitable linguistic style, fluent and grammatically correct delivery methods, tone and good voice command, and analysis of correct interpreting style.

Before carrying out any interpreting exercises on a particular subject matter, students were required to do their own research. They then prepared a student seminar to discuss the understanding of concept, and problems of interpreting accurately with a good style and correct language.

### 9.5.2.2 *Consecutive Interpreting*

Consecutive Interpretation (HBT 304/4) was a 4-unit course. The course synopsis stated that this course taught students to produce a consecutive interpretation of oral texts. All knowledge imparted in the previous sight interpreting course was applied in this course. This oral translation stressed on the information analysis (capture), note-taking efficiency, interpreting and spontaneous translation strategies, as well as CI strategies. At the end of this course, students would be able to deliver accurate consecutive interpretations of technical, scientific and non-scientific texts.

### 9.5.2.3 *Simultaneous Interpreting*

Simultaneous Interpretation (HBT 307/4) was a 4-unit course. The synopsis stated that this course taught SI of technical, non-technical and scientific texts, with emphasis on mantic sequences, accurate vocabulary, fluency and personality in oral texts. Students were exposed to discussions on stylistic differences, terminology issues in oral texts, emphasis on accurate and clear meaning, studies on causes of meaning loss in interpretations and how to overcome this problem, equivalents search mechanism and syntax modifications while interpreting.

### ***9.5.3 Training Facilities at University Science Malaysia***

Besides review of documents, the facilities that were set up for interpreter education at the Humanities School, USM were observed. There were two laboratories: (1) SI laboratory and (2) audio visual laboratory. Both were used to impart the interpreting courses (see Appendix U).

#### ***9.5.3.1 Simultaneous Interpreting Laboratory***

The laboratory consisted of a round table equipped with 12 conference audio (earphone/microphone) systems and six built-in booths, with glass windows and were equipped with SI equipment to provide a mock conference interpreting situation for the students (see Photos 1a and 1b). A student seated in the booth, acting as an interpreter could observe their colleagues acting as speakers during mock conference interpreting sessions (see Photo 2a and 2b). The room was also furnished with two television sets, a transparency machine, and a whiteboard (see Photo 3). This interpreting lab was used during tutorials where students were divided into groups of 15 or more, depending on the total number of students who enrolled in the course.

#### ***9.5.3.2 Audio Visual Laboratory***

The laboratory was equipped with 30 consoles, each installed with recording machines and headphones, five television sets, and a projector screen (see Photos 4a, 4b and 4c), as well as instructor control unit at the front of the room. The instructor control unit was fitted with a television, an overhead projector, a recording control unit, and a computer laptop (see Photo 5).

This audio visual laboratory was used during recording sessions, where students carried out their practical interpreting sessions. In the consoles, the students listened to oral source texts the I/T played out through their headphone sets and recorded their interpretations on cassette tapes which were then submitted at the end of the recording session for I/T's evaluation.

### ***9.5.4 Teaching Force in Interpreting Courses***

This section reports two aspects of the teaching force in the BATI interpreting section that were procured from the questionnaires (see Appendix V): (1) the I/Ts' tasks and responsibilities, and (2) their professional involvement in other translation activities.

#### ***9.5.4.1 Tasks and Responsibilities***

##### **1. Teaching of interpreting courses**

Ms LA taught all the three interpreting courses, with Ms HCO helping her with CI and sight interpreting courses.

##### **2. Teaching of other translation courses**

Ms LA conducted classes for Translation Studies course for Master's level students whereas Ms HCO taught subtitling, translation methods, and comparative structure courses for both Bachelor's and Master's programmes.

#### ***9.5.4.2 Other Activities in Translation and Interpreting***

Both Ms LA and Ms HCO were not practising interpreters, even though Ms LA often took on the job whenever there were requests from colleagues or acquaintances to interpret in consecutive, sight or whispered modes.

In terms of other translation activities, Ms LA was 'often' involved in written translation while Ms HCO was 'very often' involved in it as her expertise was in Translation. Ms LA 'never' worked in subtitling while Ms HCO 'sometimes' did subtitling. As for dubbing or voice-over, Ms LA 'sometimes' carried out this activity while Ms HCO 'never' worked in this area.

### 9.5.5 Professionalisation

This study asked the I/Ts to rate: (1) the importance of professionalisation characteristics in interpreting, and (2) the quality of professionalisation characteristics in the Malaysian interpreting scenario.

#### 9.5.5.1 The Importance of Professionalisation Characteristics

From the percentages of responses obtained from a scale of 1 to 5 (1= Very unimportant, 2= Unimportant, 3= Quite Important, 4= Important, 5= Very Important), Figure 9.5 demonstrates the results obtained among the I/Ts for each characteristic. Combining the percentages of scales 5 and 4, which, in the I/Ts' point of views were 'very important' and 'important' characteristics in the professionalisation of Interpreting in Malaysia, Figure 9.6 shows the scale of importance of each characteristic in Interpreting.

In the I/Ts' opinions, there were seven 'very important' and 'important' characteristics in Interpreting: (1) PA, (2) continuing education, (3) remuneration, (4) training institutions, (5) association membership, (6) training programmes, and (7) theoretical aspects (see Figure 9.6).

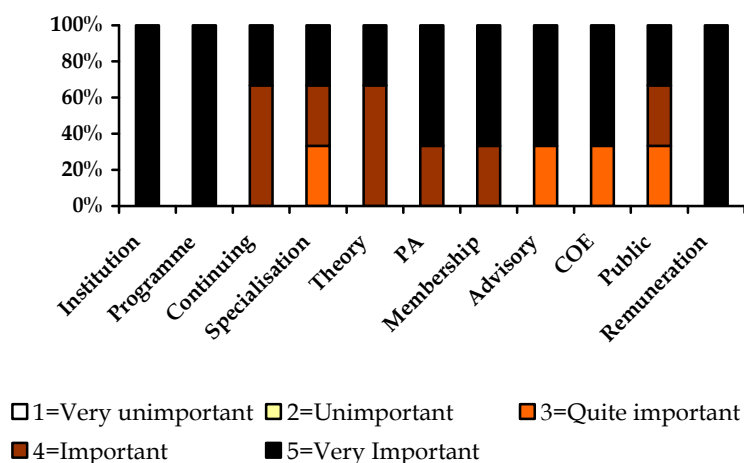


Figure 9.5. Bar chart showing proportions of responses in importance levels in professionalisation characteristics according to I/Ts.

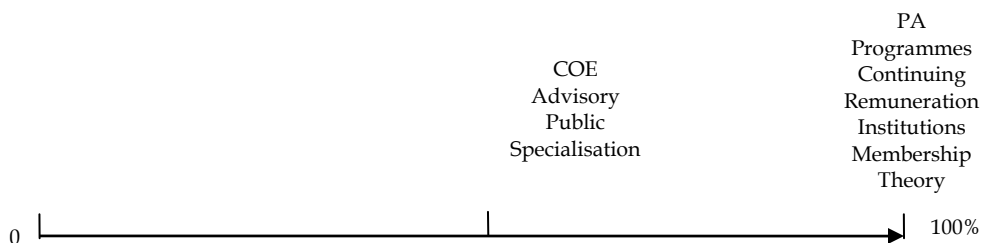


Figure 9.6. Diagram showing the scale importance of professionalisation characteristics according to I/Ts.

### 9.5.5.2 The Quality of Professionalisation Characteristics in Malaysia

This section examines the I/Ts’ opinions on quality of each professionalisation characteristics in relation to conference interpreting field in Malaysia. However, only Ms LA and Ms HCO answered this question while Ms AG mentioned that she had limited reliable information on interpreting as her expertise was Translation and therefore, was unable to provide a correct assessment. The respondents were asked to rate the quality from a scale of 1 to 5 (1=Very bad, 2=Bad, 3=Average, 4=Good, 5= Excellent). Figures 9.7 and 9.8 demonstrate the scale of quality, using the total percentages of scales 4 and 5 for each characteristic.

As can be seen in Figure 9.6, nobody marked ‘excellent’ in any one of the characteristics. Fifty percent of participants agreed that the following characteristics were ‘good’: (1) training programmes, (2) continuing education, (3) specialisation, (4) theoretical aspects, (5) PA, (6) association membership, (7) advisory body, and (8) COE. All participants agreed that public awareness and remuneration were ‘average’, while there was a mixed opinion on the characteristic of training institution, 50% said it was ‘good’ while 50% said it was ‘bad’.

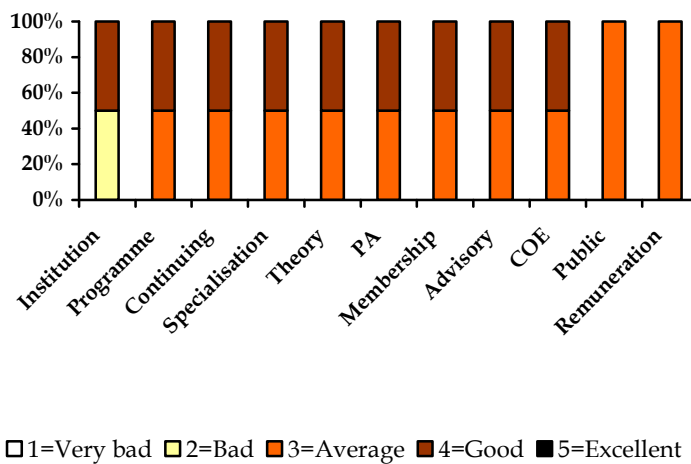


Figure 9.7. Bar chart showing proportions of responses in quality of professionalisation characteristics according to I/Ts.

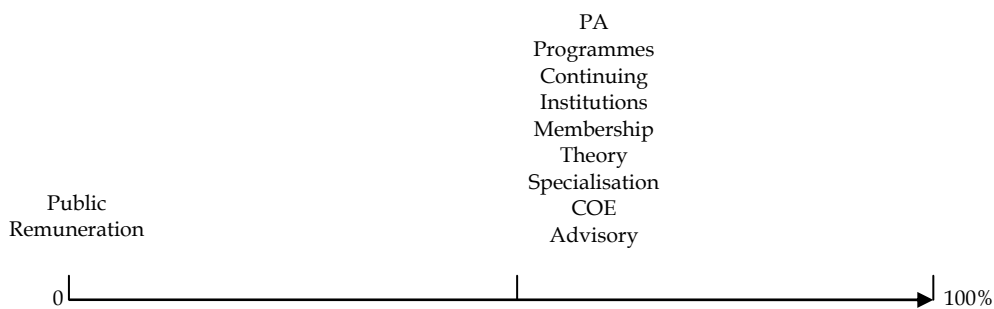


Figure 9.8. Diagram showing the scale of importance of professionalisation characteristics according to I/Ts.

### 9.5.6 Students of Bachelor of Arts in Translation and Interpretation

The following sections demonstrate the results obtained from the students on: (1) their interest level in interpreting, and (2) their general perceptions towards the profession, that is, the justifications for their interest or disinterest in becoming a professional interpreter.

#### 9.5.6.1 Interest Level in Interpreting

The proportions of responses for the three student groups were examined and compared in order to see if there exists any difference in the level of interest among these groups; SG having done all three interpreting courses, S06 who had undergone two interpreting courses, sight and CI, and were undertaking SI course, and S04 who were doing sight interpreting, the first interpreting course in BATI.

When comparing the percentages of students who mentioned that they were ‘very interested’ and ‘interested’ in the interpreter profession, there were 25% of SG, 34.7% of S06 and 59.6% of S04 who were ‘very interested’ and ‘interested’ in the profession (see Figure 9.9).

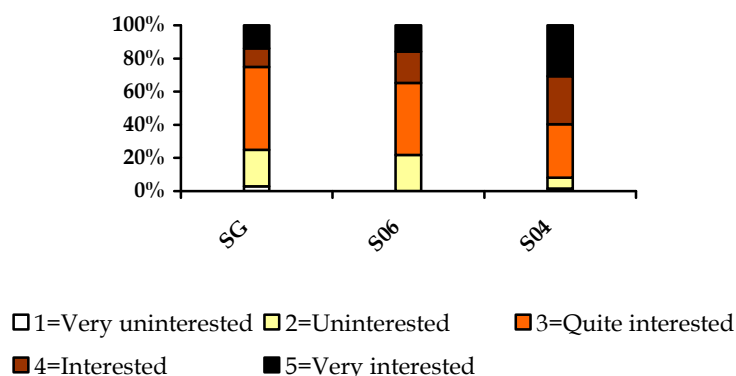


Figure 9.9. Bar chart showing proportions of responses in interest level among students.



As for level of interest in all three groups, 42% of them were ‘very interested’ and ‘interested’. The highest percentage of response was in ‘quite interested’, as shown in Table 9.9.

Table 9.9

*Interest Level among Students*

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 2         | 1.2     | 1.2           | 1.2                |
|       | 2     | 27        | 16.2    | 16.2          | 17.4               |
|       | 3     | 68        | 40.7    | 40.7          | 58.1               |
|       | 4     | 35        | 21.0    | 21.0          | 79.0               |
|       | 5     | 35        | 21.0    | 21.0          | 100.0              |
|       | Total | 167       | 100.0   | 100.0         |                    |

**9.5.6.2 General Perceptions towards Conference Interpreting as a Profession**

This study sought to find out the general perceptions among the students towards conference interpreting as a profession. Their answers were grouped into three categories: uninterested, interested, and ambiguous or inappropriate answers.

From the 167 questionnaires returned, 15 respondents (9.0%) did not provide any answers while 29 respondents (19.1%) provided the reasons why they were not interested in the profession (see Table 9.11). From those who gave a positive answer to this question, a percentage of 69.1% (105 respondents) provided the reasons for such interest (see Table 9.10), but, 18 participants (11.8%) provided ambiguous or inappropriate answers (see Table 9.12). After grouping similar justifications by the participants, the number of times each item appeared in the questionnaires was counted, as demonstrated in Tables 9.10, 9.11 and 9.12.

Table 9.10

*Interested Students*

| I'm interested in the interpreting profession because...  | Frequency | Percentage (%) |
|---|-----------|----------------|
| 1. It's a challenging job.  | 32        | 20.1           |
| 2. It's well paid.  | 31        | 19.5           |
| 3. I like meeting people and socialising with them. I want to meet other interpreters, experts from other parts of the world and world leaders. | 19        | 12.0           |
| 4. I love languages and cultures. As an interpreter, I can help bridge this gap between people and countries.                                   | 18        | 11.3           |
| 5. I like to talk. Interpreting is interactive.   | 10        | 6.3            |
| 6. Interpreting widens my knowledge.  | 10        | 6.3            |
| 7. Interpreting is interesting.   | 8         | 5.0            |
| 8. I studied TI.  | 7         | 4.4            |
| 9. It has flexible working hours.   | 7         | 4.4            |
| 10. I like to travel and attend conferences.  | 5         | 3.1            |
| 11. I want to contribute to our society and promote Malaysia.   | 4         | 2.5            |
| 12. Interpreting is fun.  | 4         | 2.5            |
| 13. It offers a lot of job opportunities as there are not enough interpreters in Malaysia.  | 3         | 2.0            |
| 14. It's my dream job.  | 1         | 0.6            |
| Total   | 159       | 100            |

Table 9.11

*Uninterested Students*

| I'm uninterested in the interpreting profession because... | Frequency | Percentage (%) |
|--|-----------|----------------|
| 1. I'm interested in other fields.                         | 9         | 28.1           |
| 2. I'm not good at languages.                              | 9         | 28.1           |
| 3. It's a tough and stressful job.                         | 8         | 25.0           |
| 4. I'm not confident. I get nervous.                       | 2         | 6.3            |
| 5. I don't like meeting people.                            | 1         | 3.1            |
| 6. I have poor communication skills.                       | 1         | 3.1            |
| 7. I don't do well in interpreting courses                 | 1         | 3.1            |
| 8. It's not popular and the salary is low.                 | 1         | 3.1            |
| Total  | 32        | 100            |

Table 9.12

*Ambiguous or Inappropriate Answers*

| I'm interested because...   | Frequency | Percentage (%) |
|---|-----------|----------------|
| 1. I <i>have/can/want</i> to improve my language proficiency and knowledge. | 9         | 50             |
| 2. I want to work in churches.  | 1         | 5.5            |
| 3. I'm able to convey message in different languages.                       | 1         | 5.5            |
| 4. I can learn how to think quickly.  | 1         | 5.5            |
| 5. I don't have enough proper training.                                     | 1         | 5.5            |
| 6. It needs a very big commitment.  | 1         | 5.5            |
| 7. I want to explore something new.   | 1         | 5.5            |
| 8. It's unique.   | 1         | 5.5            |
| 9. I want to be different than others.                                      | 1         | 5.5            |
| 10. I want to become "the importance of the job".                           | 1         | 5.5            |
| Total   | 18        | 100            |

**9.5.7 Quality of Teaching and Academic Resources at University Science Malaysia**

This section demonstrates the results obtained from the questionnaires administered to program coordinator, I/Ts and students when asked about the quality of four main aspects of teaching and academic resources of BATI. This study combined the answers of the BATI programme coordinator (Ms AG) with the I/Ts'; Ms LA and Ms HCO because these respondents represented the same academic group of BATI.

**9.5.7.1 Study Plans**

Two aspects in study plans were studied: (1) number of interpreting courses offered, and (2) the number of units each course carried. This study compared the percentages of responses for 'excellent' and 'good' between I/Ts and students.

1. Number of interpreting courses

As for the I/T group, a percentage of 33.3% agreed that the number of interpreting courses offered in BATI as 'excellent' while 66.2% of the students agreed that the number of courses offered were 'excellent' and 'good' (see Figure 9.10).

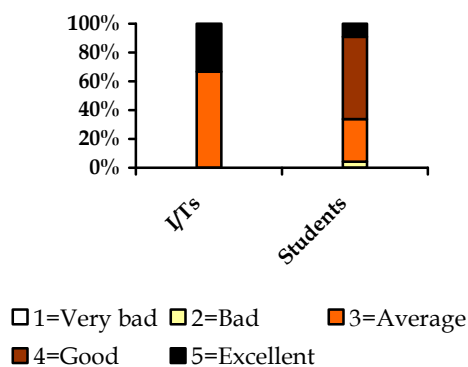


Figure 9.10. Bar chart showing proportions of responses in number of interpreting courses between I/Ts and students.

## 2. Number of units/hours

There was a mixed opinion regarding the number of units/hours allocated for interpreting courses among I/Ts. A percentage of 33.3% said it was ‘very bad’, 33.3% said it was ‘average’, and 33.3% said it was excellent. However, 63.8% of the students agreed that the number of units/hours for interpreting courses in BATI was ‘excellent’ and ‘good’ (see Figure 9.11).

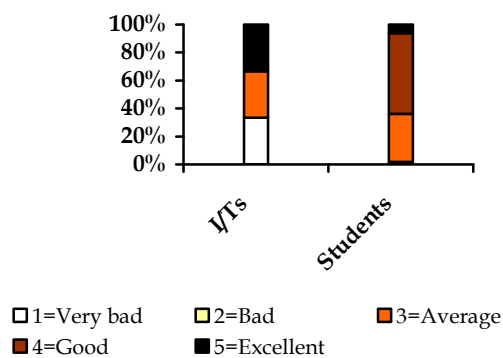


Figure 9.11. Bar chart showing proportions of responses in number of units/hours between I/Ts and students.

### 9.5.7.2 Course Structure

The participants were asked to provide their opinions on three aspects of BATI course structure: (1) overall content, (2) theoretical aspect, and (3) practical aspect.

#### 1. Overall content

All I/Ts agreed that the overall content of the course was ‘good’ while 77.3% of the students agreed that the overall content was ‘excellent’ and ‘good’ (see Figure 9.12).

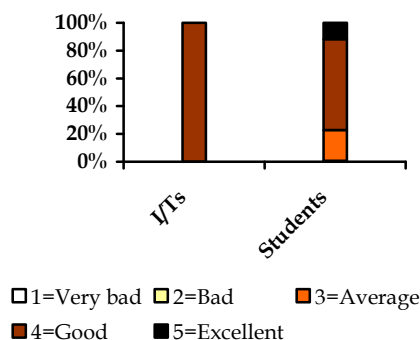


Figure 9.12. Bar chart showing proportions of responses in overall course content between I/Ts and students.

#### 2. Theoretical aspect

In terms of theoretical aspect of the interpreting courses imparted in BATI, 100% of the I/Ts said it was ‘good’, while 66.8% of the student group agreed it was ‘excellent’ and ‘good’ (see Figure 9.13).

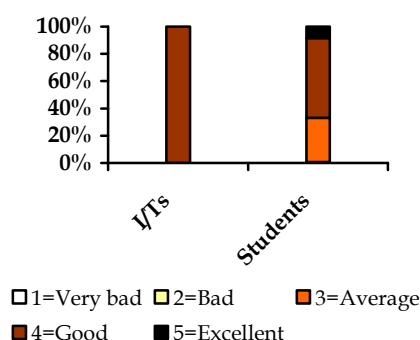


Figure 9.13. Bar chart showing proportions of responses in theoretical aspect between I/Ts and students.

### 3. Practical aspect

Practical aspect refers to the interpreting exercises and sessions that are carried out in the programme. A percentage of 66.7% in the I/T group said the practical aspect was ‘good’ and ‘excellent’. As for the student group, 68.1% agreed that the practical aspect of BATI was ‘excellent’ and ‘good’ (see Figure 9.14).

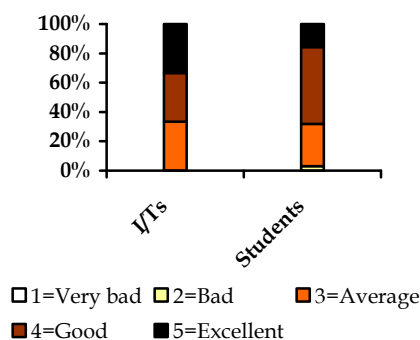


Figure 9.14. Bar chart showing proportions of responses in practical aspect between I/Ts and students.

#### 9.5.7.3 Teaching Force

This study asked the participants to rate these four aspects of teaching force: (1) number of I/Ts, (2) number of trained I/Ts, (3) level of professional interpreting exposure, and (4) the level of teaching load.

##### 1. Number of I/Ts

There was a difference in opinions between the two groups. One hundred per cent of the I/T group pointed out that the number of I/Ts was ‘very bad’ and ‘bad’. In comparison, 56% of the student group agreed that the number of I/Ts for the interpreting courses was ‘excellent’ and ‘good’ (see Figure 9.15).

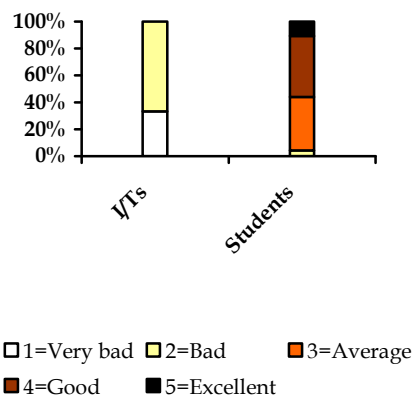


Figure 9.15. Bar chart showing proportions of responses in number of I/Ts between I/Ts and students.

## 2. Number of trained I/Ts

In terms of number of trained I/Ts, 66.7% of I/Ts agreed that the number of trained I/Ts in interpreting for BATI was ‘very bad’ and ‘bad’. On the other hand, 60.3% of the students agreed that the number of trained I/Ts was ‘excellent’ and ‘good’ (see Figure 9.16).

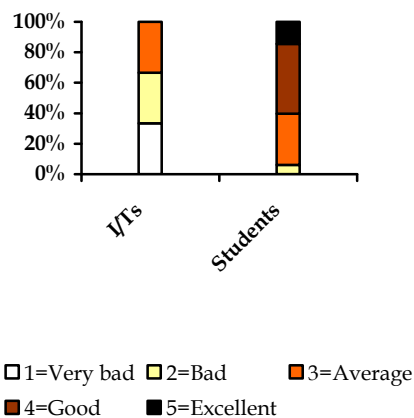


Figure 9.16. Bar chart showing proportions of responses in number of trained I/Ts between I/Ts and students.

### 3. Level of professional interpreting exposure

As for level of professional interpreting exposure among I/Ts of interpreting, 33.3% of the I/Ts said it was 'good' and 63.3% of the students said it was 'excellent' and 'good' (see Figure 9.17).

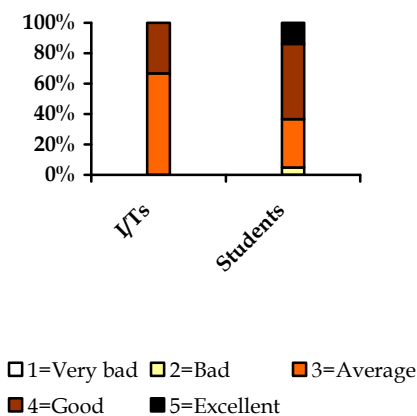


Figure 9.17. Bar chart showing proportions of responses in professional exposure between I/Ts and students.

### 4. Level of teaching load

In the aspect of teaching load, 100% of the I/T group agreed that the level of teaching load was 'very bad' and 'bad', while 68.9% of the students mentioned that it was 'excellent' and 'good' (see Figure 9.18).

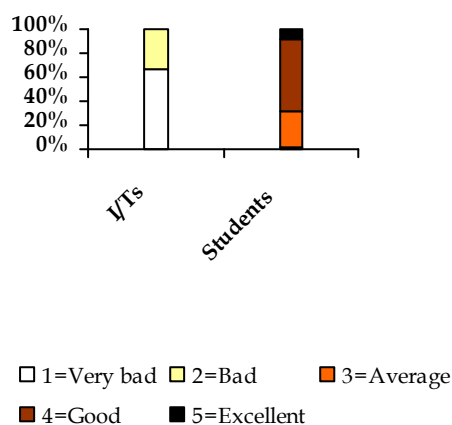


Figure 9.18. Bar chart showing proportions of responses in teaching load between I/Ts and students.



In the short response segment of this part of questionnaire, Ms AG commented that BATI “is in the process of initial growth. The above (teaching force aspect) reflects this state.” In addition, Ms HCO mentioned that the I/T-student ratio for interpreting courses in BATI was 70 students for one I/T, with a total of teaching hours of 20 hours per week.

**9.5.7.4 Infrastructure**

Infrastructure refers to basic facilities and equipments which are available for the teaching and learning processes in the BATI programme. According to Ms AG, there was one language laboratory (audio visual laboratory), one computer laboratory, one interpreting laboratory and six interpreting booths at the Humanities School for the use of BATI students. Technical assistance was available in which she commented “was ‘sufficient’, but not ‘efficient’”.

As for the infrastructure component, the participants rated five aspects: (1) number of interpreting laboratory, (2) number of computer laboratory, (3) number of classrooms, (4) adequacy of audio-visual facilities, and (5) availability of technical support.

**1. Number of interpreting laboratory**

A percentage of 66.6% of I/Ts and 52.7% of students agreed that the number of interpreting laboratory for BATI students was ‘excellent’ and ‘good’ as shown in Figure 9.19.

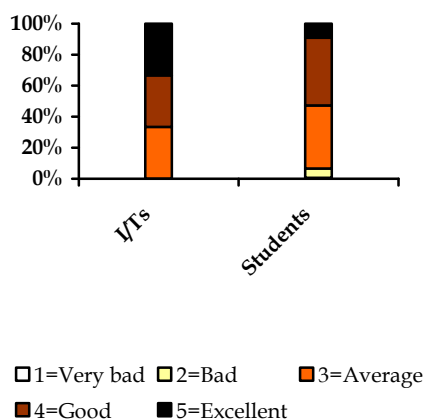


Figure 9.19. Bar chart showing proportions of responses in number of interpreting lab between I/Ts and students.

## 2. Number of computer laboratory

In terms of number of computer laboratory, 33.3% of I/Ts and 43.9% of students said that it was ‘excellent’ and ‘good’, as demonstrated in Figure 9.20.

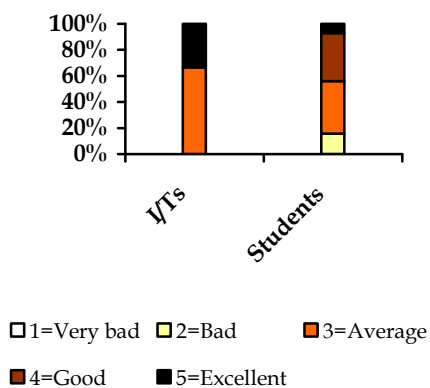


Figure 9.20. Bar chart showing proportions of responses in number of computer lab between I/Ts and students.

## 3. Number of classroom

As for the number of classroom, 66.7 % of I/Ts and 57.2% of students said it was ‘excellent’ and ‘good’ (see Figure 9.21).

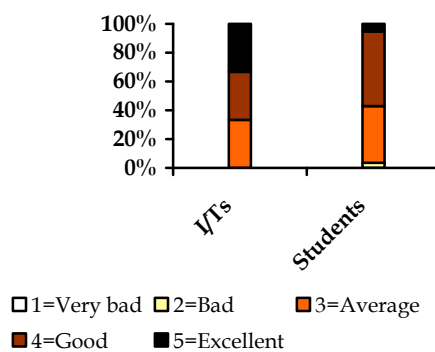


Figure 9.21. Bar chart showing proportions of responses in number of classroom between I/Ts and students.

#### 4. Adequacy of Audio Visual Facilities

With regard to adequacy of audio visual facilities, each I/T had a different opinion; 33.3% said it was “excellent”, 33.3% said it was “average”, and 33.3% said it was “bad”. On the other hand, 53% of students mentioned that it was ‘excellent’ and ‘good’ (see Figure 9.22).

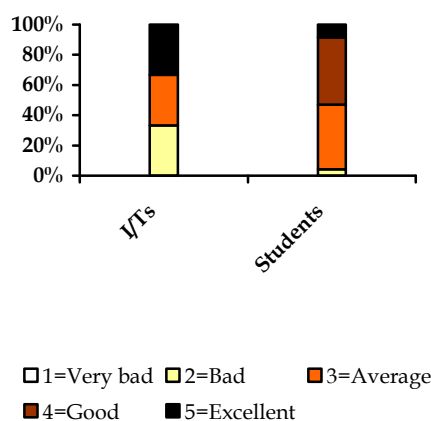


Figure 9.22. Bar chart showing proportions of responses in audio visual facilities between I/Ts and students.

#### 5. Availability of technical support

In the I/T group, 66.6% of them said the availability of technical support was ‘average’ and 33.3% said it was very bad, while 50% of the students said it was ‘excellent’ and ‘good’, as shown in Figure 9.23.

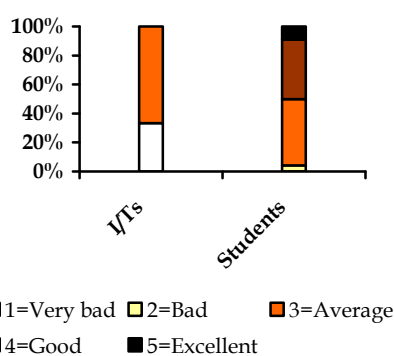


Figure 9.23. Bar chart showing proportions of responses in technical support availability between I/Ts and students.

**9.5.7.5 Strengths and Weaknesses of Bachelor of Arts in Translation and Interpretation/ Interpreting Courses**

This section presents the strengths and weaknesses of interpreting courses in BATI according to the participants. Even though this study specifically asked them to provide opinions on interpreting courses, some of the participants commented on the BATI programme in general.

1. Strengths of BATI programme/ interpreting courses according to I/Ts

All I/Ts provided four different strong points of the programme and the courses, as shown in Table 9.13.

Table 9.13

*Strengths of BATI Programme/ Interpreting Courses according to I/Ts*

| FC   | FT   | AT  |
|--|--|---|
| The strength lies in the translation theory aspects and basic exposure to text analysis. | High level of interest of the lecturers to improve the skills of the students. | 1. Good facilities.<br>2. Good enrolment. |

2. Weaknesses of BATI programme/ interpreting courses according to I/Ts

The I/Ts mentioned five weak aspects that they detected in the programme and interpreting courses, as shown in Table 9.14.

Table 9.14

*Weakness of BATI Programme/ Interpreting Courses according to I/Ts*

| FC  | FT   | AT   |
|---|--|--|
| 1. The units/hours limitation.<br>2. The students' initial level of language proficiencies. | Low level of interest among students to improve language levels independently. | 1. Insufficient trained I/Ts.<br>2. Unacceptable heavy workload; one I/T handling 70 students, with 20 hours of teaching per week. |

3. Strengths of BATI programme/ interpreting courses according to students

Out of the 167 questionnaires returned, 11 respondents (6.9%) did not fill in this part of the questionnaire. Table 9.15 lists the items that appeared in the questionnaires and their frequencies.

Table 9.15 *Strengths of BATI Programme/ Interpreting Courses according to Students*

| Items  | Frequency | Percentage (%) |
|--|-----------|----------------|
| 1. Improve command of languages in grammar, pronunciation, and fluency, in both Malay language and English.                                  | 68        | 30.0           |
| 2. Improve personal skills, such as listening skills, communication skills, presentation skills, public speaking skills, self-confidence.    | 53        | 23.2           |
| 3. Impart interpreting techniques such as fast-thinking, alertness and memory.   | 22        | 9.6            |
| 4. Course content and teaching methods: good course content and practice sessions. The courses are fun.                                      | 22        | 9.6            |
| 5. Teaching force is very dedicated and experienced, providing guidance and advice.  | 18        | 8.0            |
| 6. Instil professional ethics such as discipline, punctuality, attitude, maturity, attire, good manners; as a preparation for working world. | 13        | 5.7            |
| 7. Infrastructure: good laboratories and interpreting equipments.  | 10        | 4.4            |
| 8. Improve general knowledge, current affairs and cultures.  | 9         | 4.0            |
| 9. Provides job opportunity as these courses can help students who are interested in interpreting to prepare themselves.                     | 5         | 2.2            |
| Total  | 228       | 100            |

2. Weaknesses of BATI programme/ interpreting courses according to students

From the 167 questionnaires returned, 39 respondents (23.4%) did not answer this question. Table 9.16 lists the items and the number of times each item appeared in the questionnaires.

Table 9.16

*Weaknesses of BATI Programme/ Interpreting Courses according to Students*

| Weakness   | Frequency  | Percentage (%) |
|--|------------|----------------|
| 1. Course content and teaching methods: heavy workload, boring materials, not enough/too many practice sessions, too theoretical, no examples of 'perfect interpretation' that help students to improve, demanding and stressful, course duration is too short to see improvement, lack real time interpreting exposure, lack guidance from professional trained interpreters. | 65         | 39.6           |
| 2. Weak language command among students. Only students with language proficiency do well in these courses. Courses are not offered in students' mother tongue or A language.   | 34         | 20.6           |
| 3. Programme structure: low entry requisites, poor study plans, lack language combinations, no practical training in interpreting for students, learning period is too short.  | 24         | 14.8           |
| 4. Lack promotion on BATI programme, thus it is unpopular. Therefore, it is not marketable, i.e., it is difficult to find jobs.  | 11         | 6.7            |
| 5. Teaching force: lack of I/Ts and trained I/Ts, lack of guidance, I/T-student ratio is too high.   | 9          | 5.5            |
| 6. Infrastructure needs upgrading. Lack of computer laboratory. Upgrade recording equipments; use compact discs or mp3 format instead of cassette tapes.   | 8          | 4.9            |
| 7. Lack of knowledge among students.   | 7          | 4.3            |
| 8. Lack of skills such as communication skills, public speaking skills and confidence among students.  | 4          | 2.4            |
| 9. Lack of books and references.   | 2          | 1.2            |
| <b>Total</b>   | <b>164</b> | <b>100</b>     |

**9.5.8 Problems and Constraints**

All three I/Ts agreed that one of the principal problems was the quality of students admitted into the programme. They provided 10 different problems and constraints that the programme was facing as shown in Table 9.17.

Table 9.17

*Problems and Constraints according to I/Ts*

| FC  | FT   | AT   |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Inadequate facilities especially at the initial stage of BATI.</li> <li>2. Limited number of experts in all the required areas.</li> <li>3. The quality of students admitted into the programme.</li> </ol> | <ol style="list-style-type: none"> <li>1. Staff-student ratio is too high due to lack of trained I/Ts in the area at the moment.</li> <li>2. Immaturity in some of the students as they are all at undergraduate level, i.e., no exposure to working world</li> <li>3. Interpreting is made a compulsory participant in BATI, thus students might be interested or able to do translation but not interpreting.</li> </ol> | <ol style="list-style-type: none"> <li>1. Mediocre students. They are not willing to study extra hours to improve their capabilities in interpreting.</li> <li>2. Lack of references in interpreting courses.</li> <li>3. No exposure about interpreting practice among students.</li> <li>4. Professional body in charge of handling interpreting services is not efficient.</li> <li>5. Different organisations do not work together to improve the quality of interpreting.</li> <li>4. Lack of information about interpreting service</li> </ol> |

Twenty-one out of 167 respondents (12.6%) did not answer this question. Table 9.18 lists the items that created problems and constraints to the students, including the number of times each item appeared in the questionnaires.

Table 9.18

*Problems and Constraints according to Students*

| Problem/Constraints  | Frequency | Percentage (%) |
|--|-----------|----------------|
| 1. Weak language command, such as lack of vocabulary, grammar, comprehension, word meanings, pronunciation, terminologies, finding correct words or equivalents.   | 96        | 47.0           |
| 2. Course content and teaching methods: insufficient practice, no exposure to real-time interpreting experience, stressful and difficult, the duration is too short to see improvement, too many assignments, no interest. | 33        | 16.2           |
| 3. Have not mastered interpreting techniques, such as listening and speaking at the same time in SI, time management – cannot complete sentences in time, note-taking in CI, managing short-term memory.                   | 28        | 13.7           |
| 4. Lack of self-confidence.  | 15        | 7.3            |
| 5. Lack of general knowledge.  | 15        | 7.3            |
| 6. Programme structure: insufficient language combinations, learning period is too short, no practical training in interpreting for students.  | 10        | 5.0            |
| 7. Teaching force: lack of I/Ts.   | 3         | 1.5            |
| 8. Infrastructure needs upgrading. There is lack of ventilation in the booths.   | 2         | 1.0            |
| 9. Lack of books and references.   | 1         | 0.5            |
| 10. No job opportunity.  | 1         | 0.5            |
| Total  | 204       | 100            |



9.5.9 Suggestions

9.5.9.1 Steps to Improve Interpreter Training

The I/Ts provided seven different measures in order to better interpreter training in the country, as shown in Table 9.19.

Table 9.19

Suggestions by I/Ts

| FC  | FT  | AT   |
|---|---|--|
| <p>1. Improve language training and language competencies of trainers and trainees.</p> | <p>1. Increase the number of trained I/Ts in the area.</p> <p>2. Involve actual interpreters as part of the trainers to expose/share the knowledge of actual interpreting to/with students.</p> <p>3. Make interpreting an option rather than a compulsory participant for BATI students to ensure only those who are really interested and able could take up the subject.</p> <p>4. In need of an opportunity and/or highly motivated audio visual technician.</p> <p>5. Provide more stringent language level requirement that must be met by students interested in taking up the course.</p> | <p>1. USM is to collaborate with other organisations such as Wisma Putra, ITNMB and private companies.</p> |

From 167 participants, 135 respondents (80.8%) answered this question. Tables 9.20 and 9.21 list the items in two groups: general suggestions and BATI related suggestions.

Table 9.20

*General Suggestions by Students*

| General Suggestions   | Frequency | Percentage (%) |
|---|-----------|----------------|
| 1. Offer interpreter training programme at other universities as well.  | 59        | 43.7           |
| 2. Establish a training institution only for interpreters.  | 23        | 17.0           |
| 3. Produce more I/Ts in interpreting.   | 16        | 11.9           |
| 4. Encourage involvement of experienced practising interpreters in training, through seminars and workshops.                                | 16        | 11.9           |
| 5. Provide overseas training opportunities or scholarships at established interpreting schools to interpreters-want-to-be.                  | 10        | 7.4            |
| 6. Improve training programmes by adopting teaching methods and course structure and content from established interpreter training schools. | 8         | 5.9            |
| 7. Lobby for government support so that more funds can be provided for interpreter training.  | 2         | 1.5            |
| 8. More support from ITNMB.   | 1         | 0.7            |
| Total   | 135       | 100.0          |

Table 9.21

*BATI-Related Suggestions by Students*

| BATI-Related Suggestions  | Frequency  | Percentage (%) |
|---|------------|----------------|
| 1. Offer practical training in interpreting to BATI students or tagging so that the students are exposed to real-time conference interpreting experience. | 32         | 32.0           |
| 2. Promote BATI programme and offer more language combinations, for example Mandarin.   | 17         | 17.0           |
| 3. Provide other interpreting courses, such as court interpreting.  | 17         | 17.0           |
| 4. Provide more practice sessions.  | 12         | 12.0           |
| 5. Upgrade facilities, equipment and course content of BATI.  | 8          | 8.0            |
| 6. Longer learning period, 4 years instead of 3.  | 3          | 3.0            |
| 7. Students exchange programme with other established foreign universities.   | 3          | 3.0            |
| 8. Higher entry requisites. Students must reach a certain level of language fluency before they start interpreting courses                                | 2          | 2.0            |
| 9. Offer IS as a major course for interested students; not as core courses in BATI which are compulsory for all students.                                 | 2          | 2.0            |
| 10. Make available more books and references in interpreting.   | 2          | 2.0            |
| 11. Bring in experienced overseas interpreting trainers to teach at local universities.   | 1          | 1.0            |
| 12. Improve teaching skills.  | 1          | 1.0            |
| <b>Total</b>  | <b>100</b> | <b>100.0</b>   |

**9.5.9.2 Steps to Improve Interpreting Field in Malaysia**

The I/Ts provided six different steps in order to improve the Interpreting field in Malaysia, as presented in Table 9.22.

Table 9.22

*I/Ts' Suggestions to Improve Interpreting Field in Malaysia*

| FC                                | FT   | AT  |
|-----------------------------------|--|---|
| 1. More language schools.         | Increase public awareness on what interpreters are and what it entails so that when one is required and the fee is quoted, it will not always be met with a shocking expression. | 1. Train more interpreters.   |
| 2. Accreditation to interpreters. |  | 2. A better remuneration standard.<br>3. To have an inventory/ data bank about who is in interpreting industry. |

From the 167 questionnaires returned, 80 questionnaires (47.9%) gave feedback on the ways to improve interpreting situation in Malaysia, as listed in Table 9.23 below.

Table 9.23

*Students' Suggestions to Improve Interpreting Field in Malaysia*

| Item  | Frequency | Percentage (%) |
|---|-----------|----------------|
| 1. Promote public awareness on the interpreter profession through seminars, campaigns, publicity and road shows.                    | 47        | 51.0           |
| 2. Establish postgraduate training or specialised training to interpreters in order to create a pool of local trained interpreters. | 9         | 9.8            |
| 3. Government's recognition on the profession.  | 9         | 9.8            |
| 4. Establish foreign language studies.  | 7         | 7.6            |
| 5. Promote more conferences in Malaysia; with interpreting services.  | 6         | 6.5            |
| 6. Establish Malaysian Conference Interpreters Association.   | 4         | 4.3            |
| 7. Better remuneration for interpreters.  | 3         | 3.3            |
| 8. Hire local interpreters and establish more interpreting agencies.  | 3         | 3.3            |
| 9. Establish an official accrediting body in interpreting.  | 2         | 2.2            |
| 10. Create an interpreter database.   | 2         | 2.2            |
| <b>Total</b>  | <b>92</b> | <b>100</b>     |

### ***9.5.10 Interview with the Malaysian National Institute of Translation's Former Interpreting Section Coordinator-cum-Trainer***

#### ***9.5.10.1 Courses***

According to the schedule of courses 2004 (see Appendix T), there were a total of six courses offered at ITNMB: (1) General Translation (intensive and part-time), (2) Advance Translation, (3) Subtitling, (4) Editing, (5) Foreign Languages and (6) Interpreting. However, if there were no enrolments, the courses would not be offered.

Besides conducting translation courses at the premise, ITNMB also offered language courses when there were requests from clients and sometimes these courses were offered at the client's premise. According to Ms HJ, there were more enrolments in Translation and language courses compared to interpreting course.

#### ***9.5.10.2 Interpreting Course***

The duration of the interpreting course was 30 hours, distributed over four weeks at a fee of RM800 (€167). However, this course was offered when there was a sufficient demand from the public. In 2004, no interpreting course was offered due to ITNMB's plans of upgrading the course modules.

Apart from the interpreting course offered at ITNMB, the institute also collaborated with ILKAP, a body responsible for court interpreter training (see Section 5.6 and Appendix E5).

Ms HJ highlighted ITNMB's first interpreter training project in 2003, which was exclusively conducted for interpreters who would be working at the Summit of Organisation of Islamic Countries (OIC). The course consisted of theoretical and practical parts; classes on theories were imparted at ITNMB while the practice sessions were conducted at the end of the course at the Parliament of Malaysia. The participants were asked to do a mock interpreting and this was evaluated by the course I/Ts who were brought in from University of Malaya.

### **9.5.10.3 Teaching Force**

ITNMB only had one in-house I/T for both TI courses; who was also the Coordinator for Training Section. Other I/Ts, mostly for Translation courses were brought in from the local universities and as for the interpreting course, it was conducted by an ex-interpreter from the Malaysian Court. The I/Ts mentioned in the 2003 project were not called in for classes at foundation level due to lack of funds.

### **9.5.10.4 Facilities**

ITNMB had two classrooms, no interpreting lab, no computer labs, and no language labs.

## **9.6 Discussion**

### **9.6.1 Bachelor of Arts in Translation and Interpretation**

The BATI programme in its 15 years of establishment (from 1992 to 2007), with 13 batches of students, has produced 653 graduates. However, only two of the Malaysian interpreters (MSIAN) that participated in this study are graduates of BATI. The number of student intakes into the programme has fluctuated over the years. This is due to several reasons: (1) the transfer of the programme from the Centre of Languages and Translation to the School of Humanities, (2) the programme's publicity among pre-university students, and (3) the changes to the admission requisites by the School of Humanities. These changes can be considered as a positive initial step to control admission not only to TI training but also to TI market as emphasised by Schmitz (1988, p. 272) and Tseng (1992, as cited in Mikkelsen, 1999/2004).

Despite the fact that Malaysia is a multilingual country, that its students come from a variety of mother-tongues, and that they are encouraged to take up foreign languages, the working languages of this programme, since its establishment are Malay and English. The entry requisites are low, with Credits in those two languages. This study disagrees with Mr JPA's statement that there is a lack of students to enroll in a TI programme. Nevertheless, it agrees with his statement that the problem lies in the lack of language combinations that are offered at local training institutions (see Section 8.5.2.2-2b).

### *9.6.2 Profiles of Coordinators and Instructors/Trainers*

The BATI chairperson and I/Ts of interpreting, as well as the ITNMB Coordinator-cum-Trainer are trained in Translation, at doctorate and first degree levels, locally and abroad. All of them have a language combination of Malay and English, and work from and into both languages. Given the number of working years and their field of expertise, this study assumes that they have a lot of experience in Translation. However, none of them are trained specifically in Interpreting, nor are practising interpreters. This is contrary to the criteria that AIIC and interpreting scholars have been emphasising in an interpreter education programme; interpreter I/Ts must be practising interpreters themselves. It is not plausible to produce trained interpreters without trained I/Ts (AIIC Training Committee, 2006a, Camilo, 2004; Luccarelli, 2000b; Reunbrouck, 2001; Weber, 1989, p. 11).

### *9.6.3 Professionalisation from Instructors/Trainers' Perspectives*

According to the respondents, only three characteristics coincide in terms of importance and quality which are advisory body, COE, and specialisation, in that they are quite important and they are of average quality. However, as pointed out in Section 8.6.3.1, there is no advisory body for interpreting in Malaysia. Even though one of ITNMB's objectives is to "carry out the task of a reference centre that establishes standards, provides quality assurance and recognition services that are related to TI field in the country" (see Section 5.3), which is similar to what an advisory body is, it has not achieved this objective (Bell, 2007, p. 113-114). As for the COE for interpreters, be it freelancers or staff interpreters in the Parliament of Malaysia is non-existent. Even though specialisation is sought after in other professions (Houle, 1980, as cited in Underwood & Wallace, 2002; Schmitz, 1988, p. 11), this study finds that for interpreters practising in Malaysia, the ideal is to be a generalist in various subject matters and a specialist in languages (see Section 8.6.3.1). This is also due to the small conference interpreting market in Malaysia (see Section 8.6.4.4).

In the respondents' point of view, other characteristics such as PAs, association membership, continuing education, training institutions, training programmes and theoretical aspects are very important, but in reality, these characteristics are of average quality. This corresponds with the results obtained from the interpreters (see Chapter 8), whereby only 28.6% of the MSIAN interpreters are members of PAs. In terms of interpreter education (continuing education, training institutions, training programmes and theoretical aspects), the MSIAN interpreters also agree that it is problematic (see 8.6.3.2). The void in the interpreter education forces the MSIAN interpreters to self-training method (see 8.6.4.1).

In the I/Ts' opinion, professionalisation characteristics such as public awareness and remuneration are of very bad quality. This study finds that I/Ts and MSIAN interpreters agree that public awareness poses a problem in the profession. As for remuneration, the I/Ts' opinion coincides with that of the MSIAN interpreters. This study shows that the minimum remuneration among the interpreters from Conference Interpreters Asia Pacific (CIAP) is higher than the maximum remuneration among MSIAN interpreters (see Section 8.6.1.6 and Figure 8.17). This problem of public awareness and remuneration corresponds to what Tseng (1992, as cited in Mikkelsen, 1999/2004) calls the 'vicious cycle' in the market; the lack of public awareness creates public ignorance on the importance of hiring trained professional interpreters, there is no job mystification in the occupation which affects remuneration as the users or clients, and not the interpreters have the power to decide how much they are willing to pay and not vice versa.

#### ***9.6.4 Students Profile***

Students fell in the age range between 21 to 25 years old; more than 88% of the sample is female. There is a variation of mother-tongues among the students (see Figure 9.2): Malay, Mandarin, English, Tamil and other dialects that are spoken in this multiracial country. The highest percentage is Malay speakers (73 from 167 participants; 43.7%), followed by Mandarin (48; 28.7%), English (21 participants; 12.6%), and Tamil (8 participants; 4.8%). This implies that certain students have the opportunity and advantage to work into and from their A languages while others who have, for example, Mandarin and Tamil do not.



### ***9.6.5 Students' Interest Level in Becoming Professional Interpreters***

Comparing the interest level among the three groups, this study finds that it declines as the students take up more interpreting courses (see Figure 8.9). This may be due to the fact that sight interpreting is not as challenging as SI. Once they complete all the interpreting courses, they know very well if they can manage the job or otherwise. Because interpreters are not the same as language assistants or the like, students who have potentials in becoming interpreters should be encouraged to enrol in interpreter training programme, while those who are not should be advised otherwise. The students should meet the minimum requirements proposed by AIIC Training Committee (2006b), Luccarelli (2000b, 1994), Jimenez Ivars et al. (2003), Pastor (2005), Sawyer (2001), Seleskovitch (1989), Setton (1994) and Weber (1989).

Nevertheless, this study identifies a significant level of interest in the student group, that is, 40.7% was 'quite interested, 21% is 'interested' and 21% is 'very interested', in taking up interpreting as a profession. This fact must not be overlooked as this can be the first important step in the effort to create a local pool of trained professional interpreters. Combining this interest factor and the age of the students mean that if interpreter training programme at postgraduate level were to be offered, there can be a high success probability especially for those graduates who have the capabilities and interests in pursuing the profession.

### ***9.6.6 General Perception towards Interpreting as a Profession***

The most favourable answers for interest in the profession among the students are: (1) interpreting is a challenging job, (2) it is a well-paid job, and (3) it offers the chance to meet and socialise with important people from all parts of the world. These perceptions towards the profession show that interpreter is seen as a glamorous occupation. Even though entry into this 'glamorous' profession can be considered easy in an unregulated market like Malaysia, students must be reminded that in order to succeed, proper training is the key.

Gordon-Till (2002, p.47) stresses that one important foundation subject that must be taught to students is ethics. When one practices ethics in a profession, professional abuse can be avoided, as has been emphasised by Froehlich (2000, p. 268).

From the disinterested point of view, the three most important reasons are: (1) they are interested in other fields, (2) they do not have adequate level of language proficiency, and (3) interpreting is a tough and stressful job. This shows that the students are well aware that the most important aptitudes in becoming an interpreter are language mastery and the ability to not just work but to perform under pressure.

However, there was a small of group of students who showed a certain level of interest in the profession but from the answers provided, were not very sure what the profession was all about. For example, they viewed interpreting as a profession that served as a means to help them improve their command of languages, whereas language mastery is the principal quality to become an interpreter, not a means to an end (Seleskovitch, 1977, p.30). Students must be exposed to more knowledge about what the profession is about.

#### *9.6.7 Quality of Teaching and Academic Resources at University Science Malaysia*

The participants rate the quality of teaching and academic resources based on four main aspects: (1) study plans and course structure, (2) teaching force, and (3) infrastructure.

##### *9.6.7.1 Study Plans and Course Structure*

Two aspects of study plans are: (1) number of interpreting courses, and (2) the number of units each course carry. As for the I/T group, a percentage of 33.3% agree that the number of interpreting courses offered and the number of units/hours of the courses in BATI are 'excellent' while more than 60% of the students agree that both aspects were 'excellent' and 'good'.

Three aspects of course structure are: (1) overall content, (2) theoretical aspect, and (3) practical aspect. All I/Ts agree that the overall content and theoretical aspect of the interpreting courses imparted are 'good' and 66.7% of them agree that the practical aspect is 'good' and 'excellent'.

More than 66% of the students agree that the overall content, theoretical aspect and theoretical aspect of the interpreting courses are 'excellent' and 'good' (see Figures 8.12, 8.13, and 8.14).

However, in comparison to the criteria interpreter training programme as have been highlighted by AIIC Training Committee (2006a, 2006b), Camilo (2004), Jimenez Ivars et al. (2003, p. 196), Luccarelli (2000a, 2000b), Pöchhacker (2004, p. 179), Sawyer (2004, p. 226) Seleskovitch (1977, p. 30), and Weber (1989, p.11), it may be deduced that the study plans and course structure of BATI is inadequate to be called as an interpreter training programme despite the positive feedback from I/Ts and students of BATI in this study.

#### **9.6.7.2 Teaching Force**

Four aspects of teaching force are: (1) number of I/Ts, (2) number of trained I/Ts, (3) level of professional interpreting exposure, and (4) the level of teaching load.

Take into account that in certain aspects, the students' perception is totally different than that of the I/Ts', for instance, the aspect of the level of workload. For the students, a good level of teaching work load means that the I/Ts impart the lessons sufficiently, in other words, the students do not feel that the course is inadequately managed by the I/Ts. On the other hand, a good level of teaching work load, in the I/Ts' perception means that they have time to conduct research, enhance their TI skills, publish articles, etc., and not only dedicate 100% of their time and effort on teaching the courses.

All I/Ts agree that the number of I/Ts and the level of teaching load are 'very bad' and 'bad'. Furthermore, 66.7% of I/Ts agree that the number of trained I/Ts in interpreting is 'very bad' and 'bad, whereas 33.3% of the I/Ts say that the level of professional interpreting exposure among I/Ts of interpreting in BATI is 'good'.

In comparison, 56% of the student group agrees that the number of I/Ts for the interpreting courses is 'excellent' and 'good' and more than 60% of them rate the number of trained I/Ts, level of professional interpreting exposure among I/Ts and teaching load as 'excellent' and 'good'.

Three aspects that cause utmost concern among the I/Ts are the level of teaching load, number of I/Ts and number of trained I/Ts to teach interpreting courses. However, despite these constraints on the I/T's part, the students do not seem to be affected by them. This shows that I/Ts of interpreting courses in BATI programme put in 100% effort and dedication to the students (Buckley & Caple, 2004, p. 258). Nonetheless, in spite of the I/Ts' undivided commitment to the profession, these constraints must not be overlooked. As university I/Ts, they not only teach but are also required to carry out research, publish articles, attend conferences, and most importantly as interpreter I/Ts, they must 'interpret or perish', as strongly suggested by Weber (1989, p. 11). A total of teaching hours of 20 hours per week and 70 or more students per course as in the BATI's case may hinder or impede their professional progress.

#### **9.6.7.3 Infrastructure**

Five aspects of infrastructure rated are: (1) number of interpreting laboratory, (2) number of computer laboratory, (3) number of classrooms, (4) adequacy of audio visual facilities, and (5) availability of technical support.

More than 66.7% of I/Ts and more than 52% of students agree that the number of interpreting laboratory and the number of classroom were 'excellent' and 'good'. A percentage of 33.3% among the I/Ts agree that the number of computer laboratory and audio-visual facilities are 'excellent', but the availability of technical support is rated 'average'. More than 50% of students agree that the audio visual facilities and the availability of technical support are 'excellent' and 'good'. However, lesser students (43.9%) agree that the number of computer laboratory is 'excellent' and 'good'.

Generally, this study finds that the I/Ts and students are quite satisfied with the infrastructure provided at the School of Humanities for BATI programme, except for the availability of technical support among the I/Ts and number of computer laboratory among students.

Nevertheless, comparing to the new technologies available nowadays in the teaching and learning of interpreters in the field of audio visual such as digital technology in video cameras, satellite TV, recording equipments, etc., and in computing such as multimedia, CD-ROM, DVD, databases, electronic dictionaries, the Internet, virtual interpreting laboratory etc., (Blasco Mayor, 2005; De Manuel Jerez, 2003, p. 27) the infrastructure provided for BATI lags far behind.

#### ***9.6.8 Strengths of Bachelor of Arts in Translation and Interpretation/ Interpreting Courses***

Section 9.5.7.5 demonstrates that the efforts of the I/Ts to improve the skills of the students are compensated as more than 50% of the students agree that in the interpreting courses, they have learnt to improve their language command in grammar, pronunciation and fluency of both Malay and English languages. Moreover, through these courses they also improve their personal skills such as listening skills, communication skills, presentation skills, public speaking skills and self-confidence. On the other hand, this study agrees with Jungwha and Allain (2001, p. 4) that the interpreting courses in BATI may be considered as the fancy versions of language classes, and despite its objectives to teach students interpreting skills (see Section 9.5.2), the level of knowledge and language command of students make these objectives difficult to achieve. Furthermore, interpreting courses only present 16.7% of total courses (see Figure 9.3) which is definitely inadequate to produce professional interpreters compared to other interpreting schools in the Asia Pacific (Jungwha & Allain, 2001, p. 4). This is one of the reasons why out of 653 graduates, only two are freelance interpreters.

### 9.6.9 Weaknesses of Bachelor of Arts in Translation and Interpretation/ Interpreting Courses

Both groups agree on four weak aspects:

1. The limitation of units/hours of interpreting courses. Students highlight that the course duration (14 weeks with a 2-hour lecture, a 1-hour tutorial, and a 1-hour recording session each week) is too short to see progress and improvement. They also mention that the entry requisites into the programme are low and that the whole learning duration of BATI programme (6 semesters of 14 weeks) is too short. The ideal path of becoming an interpreter is a 3-year undergraduate university degree, followed by a 2-year postgraduate university degree in Interpreting (AIIC Training Committee, 2006b).

2. Initial level of language proficiencies is low. Students agree that those who already have good command of Malay and English languages upon enrolment do well compared to those who do not or those students whose A language is other than the languages mentioned earlier. This study finds that 41.8% of student group had other A languages (see Sections 9.23 and 9.24). This contradicts to the criteria of language combinations of an ideal interpreter training programme, whereby the languages offered should reflect market requirements (AIIC Training Committee, 2006b). This study shows that Malay, the language offered at USM, is not a working language at international conferences (see Section 8.6.1.3).

3. Low level of interest among students to improve their language proficiency. Even though some students mention that the practice session (1-hour recording session) is insufficient for them, there are students who think otherwise. In their opinion, the courses' workloads are heavy and the practice sessions are too many. Because the interpreting courses are compulsory to all BATI students, they have no choice but to take up the course even though they are uninterested or even unfit for interpreting, that is, possess very few or none of the requirements proposed by AIIC Training Committee (2006b), Luccarelli (2000b, 1994), Jimenez Ivars et al. (2003), Pastor (2005), Seleskovitch (1989, p. 65), Setton (1994) and Weber (1989, p. 9).

4. A high I/T-student ratio due to insufficient trained I/Ts. Students mention 'lack of guidance' by I/Ts. With such a heavy load on the I/T's part, it is almost impossible to make sure that each and every student was 'guided', especially if their weakness was in language proficiency. Despite the positive comments by the students about how interpreting courses improve their language command, it is indispensable to stress that interpreting courses are not language proficiency courses (Seleskovitch, 1977, p.30).

#### ***9.6.10 Problems and Constraints***

In addition to the weak aspects that are highlighted above, other problematic areas of interpreting courses/BATI are:

1. The interpreting courses are made compulsory to all BATI students but not all of them were apt to interpret, due to weak language command and lack of knowledge and maturity. Thus, some of them find the interpreting courses stressful, difficult and uninteresting.

2. There is a lack of books and references in IS at USM.

3. Students do not any exposure on interpreting, not just the techniques but what actually constitutes the profession; that is, basic knowledge about interpreting. At this initial stage in BATI, they should not yet be introduced to interpreting techniques or practical sessions (Gile, 2006, p. 8; Jimenez et al., 2003, p. 196).

4. Infrastructure needs upgrading. Even though, most I/Ts and students were satisfied with the laboratories, but they were backward technology wise. Nowadays, digital laboratories are fast replacing analogue ones, and USM must take this into serious considerations in order to stay abreast with current development in teaching technology (Blasco Mayor, 2005).

### 9.6.11 Suggestions

#### 9.6.11.1 Steps to Improve Interpreter Training

Both groups agree on two ways to improve interpreter training in Malaysia:

1. To increase the number of trained I/Ts in the area. Instructors/trainers act as an interface between training and the profession (Weber, 1989, p. 11), and therefore, only trained I/Ts are capable of carrying out this responsibility. Malaysian interpreter I/Ts will definitely benefit from interpreter I/T training courses such as those organised by AIIC and ETI.

However, because these courses have very high admission requisites, for example, the I/Ts are required to have a university level diploma in conference interpreting, the curricular and training models can be adapted to the level appropriate to the I/Ts in Malaysia.

2. To encourage involvement of practising interpreters in interpreter training and creating a link between these two components. By sharing their knowledge and experience, practising interpreters are able to open up interest in the profession among students.

They also agree on two ways to improve BATI interpreting courses:

1. Implementation of a stricter language level requirement upon admission to the BATI programme. Currently, the programme accepts students with credit in Malay language and/or English according to the Malaysian Examination Grading System (see Table 9.4) which can be considered very low for TI students.

2. Make interpreting as an optional course, not compulsory for BATI students. Gile (2006, p. 8) has proposed 'basic *professional* translation and interpreting for beginners for beginners in TI-oriented programmes'. This programme of one to two semesters emphasises on basic skills acquisition rather than actual proficiency, focusing on the process, not on high-level interpretations. He adds that the purpose of this programme is to 'sensitise' students. This may act as a filter in selecting students with motivation and talent in interpreting. These students may later on be directed to enrol to established professional interpreter training programmes and pursue their careers as professional interpreters.



3. Instead of limiting these interpreting courses to BATI students, it should be offered to students with optimum language requirements from other Degree programmes. This way, only those who are really interested and capable would enrol in the course.

#### ***9.6.11.2 Steps to Improve Interpreting Field in Malaysia***

The participants see eye to eye on these steps to improve interpreting field in Malaysia:

1. Promote public awareness on the roles of interpreters, the importance of professional interpreters and interpreter training programmes, that is, BATI through seminars, publicity campaigns, and road shows, as emphasised by Tseng (1992, as cited in Mikkelson, 1999/2004).

2. Train more interpreters and interpreters-want-to-be by specialised interpreter training, at postgraduate level or at established interpreting schools abroad.

3. Generate interpreter database in order to create a pool of local trained interpreters. This can be a starting point in establishing Malaysian (Conference) Interpreters Association.

4. Establish an accrediting body in Interpreting, as strongly proposed by Houle (1980, as cited in Underwood & Wallace, 2002) and Tseng (1992, as cited in Mikkelson, 1999/2004).

5. Provide better and more standardised remuneration rate for interpreters.

#### ***9.6.12 Interpreting at the Malaysian National Institute of Translation***

This study manages to collect very little information on the interpreting course offered at ITNMB. The 30-hour course can be considered too short a period to train new interpreters to reach a professional level, especially with the lack of interpreting booths and SI equipment and, most importantly without trained I/Ts.

## CHAPTER 10

### CONCLUSIONS AND RECOMMENDATIONS

*A customer asked a clerk in a five-and-ten-cent store if she had any compasses.*

*“Yes,” she replied brightly, “we have compasses for drawing circles,  
but not for going places.”*

*(Stinnett, 1952, p. 30)*

#### 10.0 Introduction

The primary aim of the study is to provide an exhaustive description of the situation of conference interpreting in Malaysia, from two main perspectives; professional and training. In order to achieve this, three main studies have been carried out in three different areas: (1) in Conventions and Meetings industry, (2) conference interpreting market, and (3) interpreter education and training. From the data that have been collected and scrutinised, the findings are presented in the empirical chapters of this thesis. This chapter discusses the summary and conclusions of the studies mentioned above, followed by recommendations and proposals to relevant players of conference interpreting as well as the training and education engines in Translation and Interpreting in Malaysia. The prospects of future recommendations close this chapter.

#### 10.1 Summary and Conclusions

This section links the theoretical part and the empirical part of the research and provides summaries of the studies that have been carried out. The studies' conclusions follow each summary.

1. Based on Pöchhacker's interpreting typology (2004, pp. 15-21), this section describes the types of interpreting and their inclinations this study has found. Firstly, in terms of settings and constellations, this study finds that in relation to spheres of social interaction, the conference interpreting in Malaysia is located in the transaction group of settings, an

institutionalised inter-social (see Figure 2.1). Interpreting services are sought by institutions in private and public sectors with the aim to establish communications between different social entities with 35.3% of interpreting assignments come from professional conference organisers and the Malaysian National Institute of Translation Berhad. As for constellations of interaction (see Figure 2.2), the Malaysian interpreters work in both international and intra-social/community, with more inclination towards the former with 60% of them who 'often' and 'very often' worked at international conferences and 23.5% who 'often' and 'very often' for community interpreting (see Figure 8.22).

Secondly, in relation to typological parameters, this study finds that in terms of language modality, spoken language dominates the market, even though 70% of Malaysian interpreters are 'often' and 'very often' involved in written translation (see Figure 8.24). As for working mode, simultaneous Interpretation (SI) is the most common with 70% of participants who 'often' and 'very often' worked in this mode (see Table 8.20). Other modes such as simultaneous consecutive and consecutive mode are almost non-existent. It also shows that the modes of interpreting practised in Malaysia are very limited. This may be caused by the lack of knowledge by the users of interpreting. In terms of directionality, Malaysian interpreters work in both one-direction and both directions, with 60% of Malaysian interpreters 'often' and 'very often' worked for conference and dialogue settings. In the Parliament of Malaysia, the interpreters performed broadcast interpreting during the Malaysian Annual Budget session. Interpreting was done with texts which were received fifteen minutes prior to the Budget presentation (Ibrahim, 2005, p. 115). Other forms of interpreting such as remote interpreting, telephone interpreting, videophone interpreting, and remote simultaneous interpreting are very uncommon, which shows that there is limited use of technology in the Malaysian conference interpreting market. This is mainly due to the fact the users of interpreting are still ignorant of how simultaneous interpretation and other forms of interpreting can be utilised to its maximum potential. As for professional status, this study finds that there are more 'natural' interpreters than 'professional' interpreters, with only 5% of the participants were trained in Interpreting (see Table 8.6).

Thirdly, in relation to domains and dimensions (see Figure 2.3), in line with its objectives, this study finds that the dimensions of medium, setting, mode, languages (cultures), discourse, participants, and interpreter are inclined towards conference interpreting compared to community interpreting. As for the problem-oriented dimension, research in this area is recommended as this study does not include this aspect.

2. Houle (1980, as cited in Underwood & Wallace, 2002) has suggested the three groups of professional characteristics: (1) A profession must be able to define its concept, such as its mission and purpose. (2) A profession requires professional knowledge and skills, on theory, practice, problem solving, and self-enhancement. (3) A profession has its structures and systems, namely, formal training, credentialing or standards, professional identity, legal reinforcement, public acceptance, ethical practice, penalties, specialisation, and user relations. Of all these characteristics, this study has found that interpreting in Malaysia is still left behind. With regard to definition of mission and purpose, Malaysian public is still unaware of what interpreters do. In fact, based on the results obtained from the quality of professionalisation characteristics in Malaysia (see Figure 8.33), there are practitioners who are still ignorant about the real situation of their occupation, rating characteristics such as advisory body, continuing education, and professional association as 'excellent', when as a matter of fact, these characteristics do not exist in the interpreting field in Malaysia. Similarly, there is still a lack of professional knowledge and skills among practitioners as only a few of them are professionally trained. In terms of structures and systems, many of these structures are not found in the Malaysian interpreting context, for instance, formal training for interpreters, code of ethics, credentialing and standards, legal reinforcement and penalties. This study concludes that Interpreting has not fulfilled the professionalisation criteria and at the moment cannot be considered as a true profession in Malaysia.

3. Bell (2000, as cited in Ibrahim, 2003, p. 87) has proposed three types of professionals among translators and interpreters: pseudo-professionals, paraprofessionals, and proto-professionals. This study agrees with Bell's conclusions on translators and interpreters in Malaysia. They are pseudo-professionals because they themselves provide the 'interpreter'

job title because they are able to speak more than two languages and claim that they are professionals because they are graduates in other fields. They are paraprofessionals because they lack interpreter training but have good language command, or they may have some form of Translation and Interpreting training, for example, the Bachelor of Arts in Translation and Interpretation graduates but are not fully qualified to be called professional interpreters. Thirdly, they are proto-professionals because they try to organise themselves as a group and aspire themselves to be recognised as professionals. This is clearly seen in the case of code of ethics. This study has pointed out that there is no code of ethics for interpreters in Malaysia, neither for freelancers nor for staff interpreters at the Parliament of Malaysia. However, 56.3% of Malaysian interpreters and 50% of the instructors/trainers rated the quality of ethics as 'good'. This study concludes that interpreters in Malaysia are all of the above but true professionals.

4. Pöchhacker (2004, p.189), Schmitz (1988, p. 271) and Tseng (1992, as cited in Mikkelson, 1999/2004) have argued that quacks enter the market due to clients' ignorance. This study has shown similar findings; the host organisations, professional conference organisers, and local interpreting service providers such as the Malaysian National Institute of Translation Berhad, and Translation and Interpreting agencies recruit interpreters on the basis of language competence alone. This language competence is measured by the individual's nationality, their qualifications, or the length of time they have resided abroad, not by their interpreting capabilities, and much less for their interpreter training qualifications, of which skills they are hired to do.

5. Pöchhacker (2004, p. 189) and Schubert (1988, p. 335) have highlighted the importance of continuing education in professionalisation, not only updating subject-matter or world knowledge and field skills but also language enhancement among practitioners and instructors/trainers. This study has found that in Malaysia, such education does not exist despite the results showing 43.8% of Malaysian interpreters and 50% of the instructors/trainers agreed that the quality of continuing education for interpreters was 'good'. Practitioners and instructors/trainers are responsible for their own improvement,

opting for self-training through their own initiatives such as readings, and on-the-job trials and errors.

6. Greenwood et al. (2002, p. 61), Howard (1998, p. 2), Klingner (2000, p. 3), Schmitz (1988, p. 274) have emphasised the importance of PAs in the professionalisation process. This study has found that this important characteristic is non-existent in Malaysia; in spite of the results showing 43.8% of Malaysian interpreters and 50% of the instructors/trainers agreed that the quality of professional associations for interpreters in Malaysia was good. The absence of a professional association among interpreters in Malaysia further supports the study's conclusion that interpreting in Malaysia has not achieved a professional level. Its absence means that there is no proper channel for training or education in the interpreting field. Unlike the interpreters, Malaysian Translators Association and the Malaysian National Institute of Translation Berhad offer translation training programmes for translators to acquire or improve their translation skills (see Sections 5.4 and 5.5). The absence of a professional association for interpreters also means that there is no regulatory agent in the Malaysian interpreting market, leading to market disorder problems as discussed by Tseng (1992, as cited in Mikkelson 1999/2004). This also indicates that the interests of the interpreters and users of interpreting services in Malaysia are not represented nor protected. There is no code of ethics, nor standards or guidelines such as working conditions and remuneration scale that both parties must comply to.

7. Sawyer (2004, p. 109) has mentioned that testing in conference interpreting can take place in the academic sphere and in the field. This study finds that formal and standardised testing in the field is almost non-existent in Malaysia. It agrees with Sawyer (2004, p. 109) that interpreters' performance in the field is measured by their degree qualifications, professional experience and word-of-mouth.

8. Tseng (1992, as cited in Mikkelson, 1999/2004) has emphasised on publicity and government's recognition as important tools in the professionalisation process. This study agrees with this notion, in that the Conventions and Meetings industry in Malaysia has shown positive growth with more publicity on Malaysia as a Meetings, Incentives, Conventions and

Exhibitions destination at international level. The government's recognition on the importance of its contribution to the country's economy is shown by the increased investment in the industry (see Sections 5.3 and 7.5.12). Because conference interpreting plays a part in the Conventions and Meetings industry, it can hope to benefit from this publicity and government's recognition with a more proactive approach on the part of the interpreting service providers and other relevant players. However, if the pool of local interpreters is not professional, they will not benefit from this because professional conference interpreters and interpreting service providers may look elsewhere for professional interpreting services. A pool of local professional interpreters providing professional interpreting service aids the promotion of international conferences by host organisations and professional conference organisers in the international conferences market. Both Interpreting and Conference industries may benefit from the progress of both industries in Malaysia.

9. This study finds that the interpreter instructors/trainers' field of expertise are in Translation and languages, and none of them are qualified on Interpreting nor are practising interpreters (see Section 9.2.2). This contradicts to Camilo's (2004) and Weber's (1989, p.11) opinions that interpreter instructors/trainers must be practising interpreters. On the other hand, teachers who are practising interpreters most of the time are away on assignments that the students are left in the hands of the substitute teachers. Baigorri-Jalón (2004, p. 129) has mentioned that, "International prestige as an interpreter is no guarantee that this person will be able to transmit pedagogically his skill..." Therefore, this study agrees with Estévez's statement (Camilo, 2004) that a combination of professional interpreters and professional language trainers is the most appropriate for an interpreter training programme.

10. Jimenez Ivars et al. (2003, p. 196) have suggested that an interpreter training programme should consist of two facets: (1) exposure to general practices and fundamental characteristics of interpreting, and (2) methodological principles and interpreting methods of interpreting. Nevertheless, this study finds that students of Bachelor of Arts in Translation and Interpretation are exposed directly to the second phase, and are expected to perform as interpreters without having any basic exposure of the activity (see Section 9.5.2).

11. Jimenez Ivars et al. (2003, p. 196), and Sawyer (2001, p. 76) have agreed on the importance of incorporating the observation of code of ethics into interpreter training syllabus. On the contrary, this study finds that of many subject areas included in the Bachelor of Arts in Translation and Interpretation programme (see Table 9.6), none of it stressed on the awareness of development and implementation of code of ethics in the professional community. This study concludes that code of ethics, neither in its physical form nor its intellectual (Gordon-Till, 2002) is present in the Malaysian interpreting community.

12. Out of the various curricular models of Translation and Interpreting training programmes (AIIC, 1994; Iglesias, 2007, p. 45-46), this study finds that the curricular model of Bachelor of Arts in Translation and Interpretation does not fit any one of the models.

13. According to the International Association of Conference Interpreters Training Committee (2006b), the language combinations offered in a Translation and Interpreting programme should reflect market requirements. However, this study shows that Bachelor of Arts in Translation and Interpretation only offers Malay and English. There is no doubt that English is an important language of international conference since the 1990s (Pöchhacker, 2004, p. 196). This study finds that languages such as Arabic, French and Mandarin (see Figure 8.12) are important languages among Malaysian and the Conference Interpreters Asia Pacific interpreters. This study concludes that the languages offered in Bachelor of Arts in Translation and Interpretation are insufficient to meet the market demands of the Malaysian conference interpreting market.

14. Based on the International Association of Conference Interpreter's criteria of interpreter training programme (Luccarelli, 2000a, 2000b; AIIC Training Committee, 2006a, 2006b) such as admission procedure, types and level of students, faculty and interpreter I/Ts, classroom training, and final examinations, this study concludes that Bachelor of Arts in Translation and Interpretation programme does not meet four out of these criteria (except classroom training) and thus cannot be considered as 'interpreter training programme'. The graduates of Bachelor of Arts in Translation and Interpretation are not fully qualified to



present themselves as 'interpreters', especially not at the same level of interpreters from Conference Interpreters Asia Pacific.

## 10.2 Recommendations

This section discusses the recommendations that this study finds to be useful in improving the situation of conference interpreting in Malaysia. It is divided into three categories: recommendations to professional conference organisers and interpreting service providers, to interpreters, and to training institutions.

### *10.2.1 Recommendations to Professional Conference Organisers and Interpreting Service Providers*

1. Control admission into the market by not recruiting quacks for interpreting assignments, as strongly emphasised by Schmitz (1988, p. 271) and Tseng (1993, cited in Mikkelson, 1999/2004).

2. Professional conference organisers and interpreting service providers must work together to encourage and promote professional interpreting services to the relevant authorities of host organisations, such as the directors, the managers, or the heads of department. This may be carried out by conducting seminars or workshops on professional interpreting practice. Joint publicity campaigns with training institutions and professional associations may function as an effective tool in order to achieve market control necessary for professionalisation process (Tseng, 1992, as cited in Mikkelson, 1999/2004).

3. Proactive involvement of professional conference organisers and interpreting service providers in Meeting, Incentives, Conventions and Exhibitions sector in order to promote conference interpreting as part of the Conventions and Meetings industry. When professional conference organisers bring in more multilingual international conferences to Malaysia, interpreting service providers may provide more job opportunities to local interpreters.

4. Collaborate with local training institutions such as University Science Malaysia and international professional associations of Translation and Interpreting such as the International Association of Conference Interpreters and International Federation of

Translators to provide opportunities of practical training to interpreter students. This will serve as an on-site experience for the students.

5. Promote the use of Malay language at international conferences in Malaysia. This is one way to upgrade and promote the Malay language in international conference and creates more job opportunities for local interpreters.

### ***10.2.2 Recommendations to Interpreters***

1. Collaborate with other players in defining the profession. Similar to National Accreditation Authority for Translators and Interpreters Limited in Australia (NAATI's website, 2008), categories of interpreters based on the expertise progression as proposed by Kiraly (2000) and Moser-Mercer (2000) (as cited in Sawyer, 2001, p. 89) can be created in the Malaysian market. The Bachelor of Arts in Translation and Interpretation graduates who have done well in the interpreting courses may enter the market as 'paraprofessional' or 'apprentice'. These paraprofessionals can go for further training in conference interpreting at accredited interpreter training schools (Reunbrouck, 2001) and enter the market as professional interpreters upon graduation. These categories may serve in creating a systematic pool of interpreters

2. Collaborate in establishing guidelines and code of ethics for the occupation. The categories of interpreters mentioned above serve as a guideline for the interpreting users to choose the interpreters that in their opinion is appropriate for the job. This also serves as a standard remuneration guideline for interpreters. For simpler assignments, the users may hire paraprofessionals and pay accordingly. For more complicated assignments, they may opt to hire professional interpreters, that is, 'journeymen' or 'experts', depending on the complexity of the job (Pöchhacker, 2004, p. 22; Sawyer, 2001, p. 89). Although these experts charge a higher fee, they provide guaranteed quality. Besides protecting the users, these guidelines and code of ethics at the same time protect the practitioners.

3. Respect the code of ethics and guidelines. Paraprofessionals occupying the lower pyramid of the interpreting market must not go higher if they are not professionally qualified, and vice-versa.

4. Acquire proper interpreter training. Formal qualifications mean better remuneration scale, which is definitely a good motivation for the paraprofessional interpreters to enrol in interpreter training programmes.

5. Corroborate in the research field of Translation and Interpreting in order to improve the understanding of the processes, product, working conditions, etc., of the profession.

### ***10.2.3 Recommendations to Training Institutions***

Though most participants have called for more interpreter training programmes and interpreter training institutions to be established in Malaysia, this will not solve the current problem. Instead, it will cause more pandemonium as these institutions will create a much easier entry to the already is unregulated market. The industry lacks trained professionals. In order to produce this pool of local trained professionals there is no other way than to have them trained by trained instructors/trainers in an established training institution equipped with necessary facilities. The following section proposes a few recommendations to University Science Malaysia's Bachelor of Art in Translation and Interpretation programme as the only training institution in Malaysia providing translator and interpreter education, and to the Malaysian National Institute of Translation Berhad.

#### ***10.2.3.1 Recommendations to University Science Malaysia***

1. Introduce a two level interpreting course. The first level course serves as an interpreting introductory course to Bachelor of Art in Translation and Interpretation students, consisting of general practices of interpreting, its fundamental characteristics such as the market, the work processes and ethical practice, and interpreting basic principles and strategy. It can be spread over the whole study period (three years) so that students understand and assimilate the true practice of the profession. In the second level, students may proceed with methodological principles before moving on to interpreting methods of sight, consecutive and, simultaneous. This second level course may be designed and offered at a postgraduate level for graduates of translation or graduates of other fields, including practising translators and interpreters (Jimenez Ivars et al. 2003, p. 196). This master's course

may be taught in a minimum period of one or two years (Pöchhacker, 2004, p. 179), complete with admission procedures, a stringent language requirements and final examinations (AIIC Training Committee, 2006b).

2. Introduce more working languages, especially in Asian languages as there are demands for languages such as Arabic and Mandarin. Besides market demands, there is also adequate supply of students to enrol in the programmes. In an emerging conference market like Malaysia, university students from other fields like Economics, Law, Finance, Engineering, etc., with very good command of English and/or Malay and one of these foreign languages should be given the opportunity to enrol in the interpreting course (Gile, 2006, p. 8).

3. Inculcate ethical work practices among students. They must be warned not to accept jobs that they are not fit to take.

4. Encourage undergraduate students to enhance language command by offering exchange programmes with foreign universities.

5. Improve references and reading materials in teaching and learning Interpreting with current and up-to-date materials and publications.

6. Incorporate teaching and learning infrastructure with new technologies available in the field of audio visual such as digital technology in video cameras, satellite television, recording equipments, etc., and in computing such as multimedia, databases, electronic dictionaries, the Internet, virtual interpreting laboratory etc., (Baigorri-Jalón, 2004, p. 165; Blasco Mayor, 2005; De Manuel Jerez, 2003, p. 27).

7. Conduct studies on the plausibility and feasibility of developing and introducing Computer Assisted and Computer-mediated communication programmes for interpreter education as pointed out by Gran, Carabelli and Merlini (2002, pp. 278-279) and Sandrelli (2003, p. 81). Due to the current high ratio between students and instructors/trainers, multimedia auto evaluation programmes for students to improve, for example, their linguistic skills can be very effective.

8. Encourage more research activities in Translation and Interpreting and promote the training of research skills among instructors/trainers of Translation and Interpreting, as emphasised by Pöchhacker (2004, p. 189).

9. Train more language specific interpreting instructors/trainers, for example, Mandarin-Malay, or Mandarin-English, at accredited interpreter training programmes.

10. Train current instructors/trainers by inviting guest lecturers from established interpreting schools to conduct short courses during semester breaks

11. Provide opportunity to instructors/trainers to practise their interpreting skills at conferences and seminars (Weber, 1989, p. 11). Teaching hours should be reduced so that they have ample time and resources to strike a balance between teaching and professional practise.

12. Collaborate with other Asian universities (Jungwha & Allain, 2001, p. 4), accredited interpreting programmes (Reunbrouck, 2001) and international bodies such as National Accreditation Authority for Translators and Interpreters Limited and the International Association of Conference Interpreters, in establishing an interpreter training programme. However, a thorough study of curricular models must be carried out so that the most suitable model to Malaysian scenario can be chosen.

13. Establish rapport with practising interpreters and their organisations, for example, the staff interpreters at the Malaysian Parliament and Conference Interpreters Asia Pacific. However, this rapport is not at a personal level but at institutional level. This is important so that they may be relieved from their interpreting duties and be invited to conduct workshops to students and instructors/trainers. This way, their valuable experience in the field will not be wasted.

14. Establish contact with international professional associations such as the International Association of Conference Interpreters, Conference Interpreters Asia Pacific, and National Accreditation Authority for Translators and Interpreters Limited, and accredited interpreter schools such as the group of universities of the European Master's in Conference Interpreting, to establish code of ethics and accreditation system in order to promote growth of the profession in Malaysia.

### ***10.2.3.2 Recommendations to the Malaysian National Institute of Translation***

1. Establish institutional rapport with University Science Malaysia so that a standardised Translation and Interpreting programme can be established. Even though each institution is directed towards different communities, University Science Malaysia for academic community and the Malaysian National Institute of Translation Berhad for professional community, a standardised training programme is inevitable especially in achieving market regulation in the Malaysian market.
2. Corroborate with University Science Malaysia and Malaysian Translators Association in the efforts to establish an accreditation system in Translation and Interpreting in Malaysia.
3. Control admission of quacks into the market by not recruiting unqualified interpreters for interpreting assignments as strongly emphasised by Schmitz (1988, p. 271) and Tseng (1993, cited in Mikkelson, 1999/2004).
4. Collaborate with University Science Malaysia, Malaysian Translators Association, and interpreters towards the establishment of Malaysian Interpreters Association and interpreters' code of ethics.
5. Establish rapport with other international Translation and Interpreting institutions such as the International Association of Conference Interpreters, Conference Interpreters Asia Pacific, and National Accreditation Authority for Translators and Interpreters Limited, etc., in order to encourage exchange of professional knowledge and practices in the profession.

### ***10.2.4 Proposals***

#### ***10.2.4.1 Establishment of Malaysian Interpreters Associations and Code of Ethics***

This study calls upon the collaboration of University Science Malaysia, Malaysian Translators Association and the Malaysian National Institute of Translation Berhad to work towards the establishment of Malaysian Interpreters Association or Malaysian Translators and Interpreters Association. From then on, code of ethics and professional standards can be drafted, approved and implemented. These are crucial steps of professionalisation of interpreting (Allain, 2001; Froehlich, 2000, p. 268; Tseng, 1992, as cited in Mikkelson,

1999/2004). In addition to code of ethics, guidelines should also be drafted and implemented for other professionals who work with interpreters, such as professional conference organisers, interpreting service providers and host organisations because many people are still unaware of the interpreters' role (Phelan, 2001, p. 39).

#### ***10.2.4.2 Malaysian Accrediting Body and Accreditation System in Translation and Interpreting***

According to Krathwohl (1978, p. 28), "Accreditation is a two-edged device. On the one hand, it serves to protect education's consumers; on the other, it serves as a means for the profession to improve itself." The importance of accreditation by an accrediting body is therefore undeniable. This study urges the corroboration among USM, MTA and the Malaysian National Institute of Translation Berhad to establish a Malaysian accrediting body and accreditation system in Translation and Interpretation. However, as reiterated by Klingner (2000, p. 3), "Why 'reinvent' wheel when you can learn from others who have successfully (or unsuccessfully) confronted the same issues under similar conditions, as you are facing now," this study proposes that the preliminary steps in establishing an effective and efficient accrediting body in Translation and Interpreting in Malaysia is by studying the established Australian accrediting systems by National Accreditation Authority for Translators and Interpreters Limited, so that it can suit Malaysian context.

#### ***10.2.4.3 Tseng's Professionalisation Model Updated***

This study agrees with the four phases of professionalisation proposed by Tseng (1992, as cited in Mikkelsen, 1999/2004). However, this study adds another factor other than training institutions that may cause market disorder in the occupation of interpreters (Phase i) in Malaysia: the professional conference organisers, interpreting service providers and host organisations. As the findings have demonstrated, interpreting service providers such as the Malaysian National Institute of Translation Berhad are important sources of recruitment among the Malaysian freelance interpreters. If professional conference organisers and interpreting service providers continue their practice in hiring quacks at the expense of

quality, and if host organisations do not want to hire professional interpreters because of budgets, professionalisation of interpreting will not materialise.

#### *10.2.5 Future Research*

This study has laid the necessary structure for the purpose of future research in areas of Interpreting in Malaysia. One particular study that this research did not manage to complete was the roles of professional conference organisers and host organisations. A similar study was conducted by Parra (2003). Therefore, a study on the important roles and functions of professional conference organisers, interpreting service providers and host organisations in conference interpreting and its relationship to successful performance of interpreters is recommended.

Due to the scope of this research, there are many areas that it could not cover. Firstly, an in-depth study on the types of texts, information flow, subject matters, etc., in conference setting can serve as a basis for building glossaries and databases (De Manuel Jerez, 2003) that are useful for practising interpreters and interpreter student is highly recommended. Secondly, studies on working conditions of interpreters, the booths and simultaneous interpreting equipment etc., can also be conducted in the Malaysian interpreting context, which may lead to better understanding and improvement on these areas. Furthermore, feasibility studies on the use of new technology and the introduction of other modes of interpreting, for example remote interpreting, are highly recommended. Other important research areas, such as the quality of interpretation, error analysis, expert-novice paradigm, interpreting strategies, user expectations, etc., must be also be considered.

This study has also laid some foundation for further research in interpreter training in the Malaysian context. This study urgently calls and recommends studies on suitable curricular models and assessment in pedagogical context for interpreter training in Malaysia. Nevertheless, research for teaching purposes such as aptitude testing, mode-specific studies, cognitively oriented or culturally oriented studies, quality assessment, research strategies and the use of technology are also suggested as prospects for future research in Interpreting Studies in Malaysia.



With the recommendations and proposals that this study has provided, it is hoped that they serve as a compass not for drawing circles but for showing directions in achieving professionalisation and growth in the field of conference interpreting in Malaysia. Finally, this study embraces Pöchhacker's idea that:

For a field as small and specialized as the study of interpreting, however, which is at an early stage in its institutional development, growth is first of all a matter of **growing together** rather than growing apart. (Pöchhacker 2004, p. 197)

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## Websites:

International Association of Conference Interpreters:

<http://www.aiic.net>

Conference Interpreters Asia Pacific:

<http://www.ciap.net>

National Accreditation Authority for Translators And Interpreters Limited:

<http://www.naati.com.au>

Malaysia Association of Convention and Exhibition Organiser and Suppliers:

<http://maceos.com.my>

Malaysian National Institute of Translation

<http://www.itnm.com.my>

Tourism Malaysia

<http://www.tourism.gov.my>

Judicial and Legal Training Institute:

<http://www.ilkap.gov.my>

Parliament Malaysia:

<http://www.parlimen.gov.my>

Japanese Graduates' Association of Malaysia:

<http://www.jagam.org.my>

Malaysian Translators Association

<http://www.ppm-mta.org>

International Conventions Section of the Prime Minister's Department:

<http://www.biupa.jpm.my>

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APPENDIX A  
LIST OF TI ASSOCIATIONS

**International Associations of Translation and Interpretation**

*(Asociaciones de Traducción e Interpretación Internacionales)*

AIIC - International Association of Conference Interpreters  
AITC - Asociación Internacional de Traductores de Conferencias  
ATN / APTS - Arab Professional Translators Society  
Avtranslators.org - Association of Audio-visual translators  
Babels (Babels es una red internacional de intérpretes y traductores voluntarios cuyo propósito es cubrir las necesidades en interpretación de los Foros Sociales)  
CIUTI - Conferencia Internacional de Centros Universitarios de Traducción e Interpretación  
CEATL - European Council of Associations of Literary Translators  
CETL - Centre européen de traduction littéraire  
ESIST - European Association for Studies in Screen Translation  
EST - European Society for Translation Studies  
FIT / IFT - Fédération Internationale des Traducteurs / International Federation of Translators  
GALA - Globalization and Localization Association  
IATIS - International Association for Translation & Intercultural Studies  
LISA - Localisation Industry Standards Association  
TLAXCALA - La Red de Traductores por la Diversidad Lingüística  
Traductores sin Fronteras  
Traductores por la Paz  
TREMÉDICA - Asociación Internacional de Traductores y Redactores de Medicina y Ciencias Afines  
WATA - World Arab Translators' Association

*Associations of Translation and Interpretation*

**Associations of Translation and Interpretation in Germany**

*(Asociaciones de Traducción e Interpretación en Alemania)*

ATICOM - Fachverband der Berufsübersetzer und Berufsdolmetscher e.V.  
BDÜ - Bundesverband der Dolmetscher und Übersetzer e.V.  
VKD - Verband der Konferenzdolmetscher im BDÜ e.V.

**Associations of Translation and Interpretation in Argentina**

*(Asociaciones de Traducción e Interpretación en Argentina)*

AATI - Asociación Argentina de Traductores e Intérpretes  
ADICA - Asociación de Intérpretes de Conferencias de la Argentina  
CTPCBA - Colegio de Traductores Públicos de la Ciudad de Buenos Aires

**Associations of Translation and Interpretation in Australia***(Asociaciones de Traducción e Interpretación en Australia)*

AUSIT - Australian Institute of Interpreters and Translators

NAATI - National Accreditation Authority for Translators and Interpreters

**Associations of Translation and Interpretation in Austria***(Asociaciones de Traducción e Interpretación en Austria)*

ACCI - Austrian Association of Certified Court Interpreters

Austrian Interpreters and Translators Association

Austrian Association of Literary and Scientific Translators

**Associations of Translation and Interpretation in Belgium***(Asociaciones de Traducción e Interpretación en Bélgica)*

BQTA - Belgian Quality Translation Association

Belgian Chamber of Translators, Interpreters and Philologist

**Associations of Translation and Interpretation in Brazil***(Asociaciones de Traducción e Interpretación en Brasil)*

ABIT - Associação Brasileira de Tradutores e Intérpretes

ABRATES - Associação Brasileira de Tradutores

APIC - Associação Profissional de Intérpretes de Conferência (Brazil)

ATPRIO - Associação Profissional de Tradutores Públicos e Intérpretes Comerciais, do Estado do Rio de Janeiro

SINTRABrasil - Sindicato Nacional dos Tradutores

**Associations of Translation and Interpretation in Canada***(Asociaciones de Traducción e Interpretación en Canadá)*

ATIA - The Association of Translators and Interpreters of Alberta

ATIM - Association of Translators and Interpreters of Manitoba

ATINS - Association of Translators and Interpreters of Nova Scotia

ATIO - Association of Translators and Interpreters of Ontario

ATIS - The Association of Translators and Interpreters of Saskatchewan

CTTIC - Canadian Translators, Terminologist and Interpreters Council

LTAC Literary Translators' Association of Canada

NTE - Network of Translators in Education

OTTIAQ - Ordre des traducteurs, terminologues et interprètes agréés du Québec

STIBC - Society of Translators and Interpreters of British Columbia

**Associations of Translation and Interpretation in Chile***(Asociaciones de Traducción e Interpretación en Chile)*

AGTS - Asociación Gremial de Traductores de Santiago

**Associations of Translation and Interpretation in China***(Asociaciones de Traducción e Interpretación en China)*

Hong Kong Translation Society  
TAC - Translators Association of China

**Associations of Translation and Interpretation in Colombia***(Asociaciones de Traducción e Interpretación en Colombia)*

ACTI - Asociación Colombiana de Traductores e Intérpretes

**Associations of Translation and Interpretation in Denmark***(Asociaciones de Traducción e Interpretación en Dinamarca)*

Association of Danish Authorized Translators  
The Danish Writers Association

**Associations of Translation and Interpretation in Slovakia***(Asociaciones de Traducción e Interpretación en Eslovaquia)*

JTP - Union of Interpreters and Translators (Czech & Slovak Republics)  
LIC - Literarne Informacne centrum (Slovakia)

**Associations of Translation and Interpretation in Slovenia***(Asociaciones de Traducción e Interpretación en Eslovenia)*

DZTPS - Association of Scientific and Technical Translators of Slovenia

**Associations of Translation and Interpretation in Spain***(Asociaciones de Traducción e Interpretación en España)*

ACEC - Associació Col·legial d'Escriptors de Catalunya - Asociación Colegial de Escritores de Cataluña

ACEtt - Sección Autónoma de Traductores de Libros de la Asociación Colegial de Escritores de España

AELC - Associació d'Escriptors en Llengua Catalana

AGPTI - Asociación Galega de Profesionais da Traducción e da Interpretación

AICE - Asociación de Intérpretes de Conferencia de España

AIETI - Asociación Ibérica de Estudios de Traducción e Interpretación

ASATI - Asociación Aragonesa de Traductores e Intérpretes

ASETRAD - Asociación Española de Traductores, Correctores e Intérpretes

ATIC - Associació de Traductors i Intèrprets de Catalunya

ATG - Asociación de Traductores Galegos

EIZIE - Asociación de Traductores, Correctores e Intérpretes de Lengua Vasca

TRIAC - Traductores e Intérpretes Asociados pro Colegio

**Associations of Translation and Interpretation in the United States of America***(Asociaciones de Traducción e Interpretación en Estados Unidos)*

AAIT - Atlanta Association of Interpreters and Translators  
 AATIA - Austin Area Translators and Interpreters Association  
 ALTA - American Literary Translators Association  
 ATA - American Translators Association  
 ATSA - American Translation Studies Association  
 CAT - Center for Art in Translation  
 CATI - Carolina Association of Translators & Interpreters  
 CCIA - The California Court Interpreters Association  
 CHIA - California Healthcare Interpreting Association  
 CHICATA - Chicago Area Translators and Interpreters Association  
 CTA - Colorado Translators Association  
 DVTA - Delaware Valley Translators Association  
 FATA - Finnish American Translators Association  
 HITA - Hawaii Interpreters & Translators' Association  
 HITA - Houston Interpreters and Translators Association  
 MATI - Midwest Association of Translators & Interpreters  
 MICATA - Mid-America Chapter of ATA  
 MITA - Metroplex Interpreters and Translators Association  
 MMIA - Massachusetts Medical Interpreters Association  
 NAJIT - The National Association of Judiciary Interpreters and Translators  
 NCATA - National Capital Area Chapter of ATA  
 NCTA - Northern California Translators Association  
 NETA - New England Translators Association  
 NMTIA - New Mexico Translators and Interpreters Association  
 NOTIS - Northwest Translators and Interpreters Society  
 Nunavut Interpreter / Translator Society  
 NYCT - New York Circle of Translators  
 OTIAC - Ordre des traducteurs et interprètes agréés du Québec  
 SCATIA - Southern California Area Translators and Interpreters Association  
 TTIG - The Translators & Interpreters Guild  
 WITS - Washington State Court Interpreters and Translators Society

**Associations of Translation and Interpretation in Estonia***(Asociaciones de Traducción e Interpretación en Estonia)*

ETTL - Estonian Association of Interpreters and Translators

**Associations of Translation and Interpretation in Finland***(Asociaciones de Traducción e Interpretación en Finlandia)*

SKTL - Finnish Association of Translators and Interpreters

**Associations of Translation and Interpretation in France***(Asociaciones de Traducción e Interpretación en Francia)*

APROTRAD - Association professionnelle des métiers de la traduction

ATLAS - Assises de la Traduction Littéraire en Arles

ATLF - La Asociación de Traductores Literarios de Francia

FIT - Fédération Internationale des Traducteurs

SFT - The French Association of Translators

UNETICA - Union Nationale des Experts Traducteurs - Interprètes près les Cours d'Appel

**Associations of Translation and Interpretation in Greece***(Asociaciones de Traducción e Interpretación en Grecia)*

PEM - Panhellenic Association of Translators

**Associations of Translation and Interpretation in Guatemala***(Asociaciones de Traducción e Interpretación en Guatemala)*

AGIT - Asociación Guatemalteca de Intérpretes y Traductores

**Associations of Translation and Interpretation in India***(Asociaciones de Traducción e Interpretación en India)*

ITA - Indian Translators Association

**Associations of Translation and Interpretation in Ireland***(Asociaciones de Traducción e Interpretación en Irlanda)*

ITIA - Irish Translators' and Interpreters' Association

**Associations of Translation and Interpretation in Israel***(Asociaciones de Traducción e Interpretación en Israel)*

ITA - Israel Translators' Association

**Associations of Translation and Interpretation in Italy***(Asociaciones de Traducción e Interpretación en Italia)*

AIDAC - Associazione Italiana Dialoghisti Adattatori Cinetelevisivi

AITI - Italian Association of Translators and Interpreters

ANITI - Associazione Nazionale Italiana Traduttori e Interpreti

ANTIMI - Associazione Nazionale dei Traduttori e degli Interpreti del Ministero dell'Interno

ASSOINTERPRETI - Associazione Nazionale Interpreti di Conferenza Professionisti

La sezione traduttori del Sindacato Nazionale Scrittori

**Associations of Translation and Interpretation in Japan***(Asociaciones de Traducción e Interpretación en Japón)*

JAT - Japan Association of Translators



**Associations of Translation and Interpretation in Morocco***(Asociaciones de Traducción e Interpretación en Marruecos)*

ATAJ - Association des Traducteurs Agréés près les Juridictions

**Associations of Translation and Interpretation in Mexico***(Asociaciones de Traducción e Interpretación en México)*

ATIMAC - Asociación de Traductores e Intérpretes de Monterrey

Colegio Mexicano de Intérpretes de Conferencias

NMTIA - New Mexico Translators and Interpreters Association

OMT - Organización Mexicana de Traductores

**Associations of Translation and Interpretation in Norway***(Asociaciones de Traducción e Interpretación en Noruega)*

NAVIO - Asociación noruega de traductores audiovisuales

NFF - The Norwegian Non-fiction Writers and Translators Association

Norwegian Association of Literary Translators

**Associations of Translation and Interpretation in New Zealand***(Asociaciones de Traducción e Interpretación en Nueva Zelanda)*

NZSTI - New Zealand Society of Translators and Interpreters

**Associations of Translation and Interpretation in Netherlands***(Asociaciones de Traducción e Interpretación en los Países Bajos)*

NGTV - Nederlands Genootschap van Tolken en Vertalers

SIGV - Court Interpreters and Legal Translators

**Associations of Translation and Interpretation in Peru***(Asociaciones de Traducción e Interpretación en Perú)*

ATPP - Asociación de Traductores Profesionales del Perú

CTP - Colegio de Traductores del Perú

**Associations of Translation and Interpretation in Poland***(Asociaciones de Traducción e Interpretación en Polonia)*

STP - Stowarzyszenie Tłumaczy Polskich

TEPIS - Towarzystwo Tłumaczy Prawniczych, Ekonomicznych i Sądowych

**Associations of Translation and Interpretation in Portugal***(Asociaciones de Traducción e Interpretación en Portugal)*

ATeLP - Associação de Tradução em Língua Portuguesa

**Associations of Translation and Interpretation in the United Kingdom***(Asociaciones de Traducción e Interpretación en Reino Unido)*

CROESO - The Association of Welsh Translators and Interpreters

IOL - Institute of Linguists

ITI - Institute of Translation &amp; Interpreting

**Associations of Translation and Interpretation in Czech Republic***(Asociaciones de Traducción e Interpretación en la República Checa)*

The Translators's Guild

**Associations of Translation and Interpretation in Romania***(Asociaciones de Traducción e Interpretación en Rumanía)*

ATR - Romanian Translators Association

**Associations of Translation and Interpretation in Russia***(Asociaciones de Traducción e Interpretación en Rusia)*

The National League of Translators (Russia)

Union of Translators of Russia

Volgograd Interpreters and Translators Association

**Associations of Translation and Interpretation in South Africa***(Asociaciones de Traducción e Interpretación en Sudáfrica)*

SATI - South African Translators' Institute

**Associations of Translation and Interpretation in Sweden***(Asociaciones de Traducción e Interpretación en Suecia)*

FAT - Föreningen Auktoriserade Translatorer

SFÖ - The Swedish Association of Professional Translators

**Associations of Translation and Interpretation in Switzerland***(Asociaciones de Traducción e Interpretación en Suiza)*

AETI - Association des Etudiants en Traduction et Interprétation, Genève

AIT - Association d'Interprètes et de Traducteurs, Genève

ASTTI - Swiss Association of Translators, Terminologists and Interpreters

CTL - Centre de Traduction Littéraire de l'Université de Lausanne

**Associations of Translation and Interpretation in Taiwan***(Asociaciones de Traducción e Interpretación en Taiwán)*

TAAT - Translation &amp; Attestation Association of Taipei

**Associations of Translation and Interpretation in Ukraine**

*(Asociaciones de Traducción e Interpretación en Ucrania)*

UTA - Ukrainian Translators Association

**Associations of Translation and Interpretation in Uruguay**

*(Asociaciones de Traducción e Interpretación en Uruguay)*

Colegio de Traductores Públicos del Uruguay

**Associations of Translation and Interpretation in Venezuela**

*(Asociaciones de Traducción e Interpretación en Venezuela)*

CONALTI - Colegio Nacional de Licenciados en Traducción e Interpretación

Source: Aula.int: Biblioteca Digital, Aula Virtual de Traducción - Universidad de Granada

<http://aulaint.ugr.es/index.php?pag=biblio>. Access date: 2008-06-10 23:36:54

## APPENDIX B

### B1. AIIC'S CODE OF ETHICS



ASSOCIATION INTERNATIONALE DES INTERPRÈTES DE CONFÉRENCE  
INTERNATIONAL ASSOCIATION OF CONFERENCE INTERPRETERS

## CODE OF PROFESSIONAL ETHICS

*International Association of Conference Interpreters (AIIC) – 2006 Version*

### I. PURPOSE AND SCOPE

#### Article 1

- a) This Code of Professional Ethics (hereinafter called the "Code") lays down the standards of integrity, professionalism and confidentiality which all members of the Association shall be bound to respect in their work as conference interpreters.
- b) Candidates shall also undertake to adhere to the provisions of this Code.
- c) The Council, acting in accordance with the Regulation on Disciplinary Procedure, shall impose penalties for any breach of the rules of the profession as defined in this Code.

### II. CODE OF HONOUR

#### Article 2

- a) Members of the Association shall be bound by the strictest secrecy, which must be observed towards all persons and with regard to all information disclosed in the course of the practice of the profession at any gathering not open to the public.
- b) Members shall refrain from deriving any personal gain whatsoever from confidential information they may have acquired in the exercise of their duties as conference interpreters.

#### Article 3

- a) Members of the Association shall not accept any assignment for which they are not qualified. Acceptance of an assignment shall imply a moral undertaking on the member's part to work with all due professionalism.
- b) Any member of the Association recruiting other conference interpreters, be they members of the Association or not, shall give the same undertaking.
- c) Members of the Association shall not accept more than one assignment for the same period of time.

#### Article 4

- a) Members of the Association shall not accept any job or situation which might detract from the dignity of the profession.
- They shall refrain from any act which might bring the profession into disrepute.



*Article 5*

For any professional purpose, members may publicise the fact that they are conference interpreters and members of the Association, either as individuals or as part of any grouping or region to which they belong.

*Article 6*

- a) It shall be the duty of members of the Association to afford their colleagues moral assistance and collegiality.
- b) Members shall refrain from any utterance or action prejudicial to the interests of the Association or its members. Any complaint arising out of the conduct of any other member or any disagreement regarding any decision taken by the Association shall be pursued and settled within the Association itself.
- c) Any problem pertaining to the profession which arises between two or more members of the Association, including candidates, may be referred to the Council for arbitration, except for disputes of a commercial nature.

### III. WORKING CONDITIONS

*Article 7*

With a view to ensuring the best quality interpretation, members of the Association:

- a) shall endeavour always to secure satisfactory conditions of sound, visibility and comfort, having particular regard to the Professional Standards as adopted by the Association as well as any technical standards drawn up or approved by it;
- b) shall not, as a general rule, when interpreting simultaneously in a booth, work either alone or without the availability of a colleague to relieve them should the need arise;
- c) shall try to ensure that teams of conference interpreters are formed in such a way as to avoid the systematic use of relay;
- d) shall not agree to undertake either simultaneous interpretation without a booth or whispered interpretation unless the circumstances are exceptional and the quality of interpretation work is not thereby impaired;
- e) shall require a direct view of the speaker and the conference room. They will thus refuse to accept the use of television monitors instead of this direct view, except in the case of videoconferences;
- f) shall require that working documents and texts to be read out at the conference be sent to them in advance;
- g) shall request a briefing session whenever appropriate;
- h) shall not perform any other duties except that of conference interpreter at conferences for which they have been taken on as interpreters.

*Article 8*

Members of the Association shall neither accept nor, a fortiori, offer for themselves or for other conference interpreters recruited through them, be they members of the Association or not, any working conditions contrary to those laid down in this Code or in the Professional Standards.

### IV. AMENDMENT PROCEDURE

*Article 9*

This Code may be modified by a decision of the Assembly taken with a two-thirds majority of votes cast, provided a legal opinion has been sought on the proposals.



## B2. AIIC'S PROFESSIONAL STANDARDS



ASSOCIATION INTERNATIONALE DES INTERPRÈTES DE CONFÉRENCE  
INTERNATIONAL ASSOCIATION OF CONFERENCE INTERPRETERS

## Professional Standards

International Association of Conference Interpreters (AIIC) – Version 2000

In application of Article 18 (b)(2) of the Statutes as well as Articles 7 and 8 of the Code of Professional Ethics, The Assembly of the International Association of Conference Interpreters herewith adopts the following Professional Standards whose purpose is to ensure an optimum quality of work performed with due consideration being given to the physical and mental constraints inherent in the exercise of the profession.

### Article 1

#### PROFESSIONAL ADDRESS

- a) Members of the Association shall declare a single professional address. It shall be published in the Association's list of members and shall be used, inter alia, as a basis for setting up regions.
- b) Members in the permanent employment of an organisation's language department must declare in the list of members that they are employed by that organisation. Their professional address shall be at the place of their registered employment.
- c) Given the Association's regional structure and in order to ensure that members are able to exercise their voting rights at statutory regional meetings and that the rules pertaining to dues are respected, any change in professional address from one region to another shall not be permitted for a period of less than six months. Any such change must be notified to the secretariat at least three months before the intended date in order to ensure that it can be published in the Association's list of members in good time. The secretariat shall inform the members of Council and the Regional Secretaries of the two regions concerned.

### Article 2

#### CONTRACTS FOR RECRUITMENT

- a) In order to avoid any difficulty between the parties, members of the Association shall not accept any contract for recruitment unless they know the precise conditions thereof and are certain that their identity and remuneration are known to the organiser of the conference (in cases where the organiser of the conference is not its initiator particular conditions shall apply as laid down in Annex 2).
- b) The Association shall provide standard forms of contract for those of its members wishing to use them.
- c) Any contract for the employment of a member of the Association must stipulate that the interpretation is intended solely for the immediate audition in the conference room. Its recording, not even by those listening, may be made without the prior consent of the interpreters involved, in accordance with the provisions of international copyright agreements.



*Article 3***CANCELLATION OF CONTRACT****1. Cancellation by the interpreter**

Members of the Association shall not withdraw from a contract unless they are able:

- a) to give sufficient notice;
- b) to give sound reasons, and
- c) to suggest a replacement to the recruiting interpreter or, if there is no recruiting interpreter, directly to the conference organiser, unless the latter prefer to recruit the replacement themselves;
- d) at all events, to secure the conference organiser's approval of the change as quickly as possible.

**2. Cancellation by the organiser**

Contracts should include a clause covering the possible cancellation of an assignment by the organiser, as appropriate.

*Article 4***REMUNERATION**

Except for those cases where the Association has signed an Agreement, members are free to set their level of remuneration.

*Article 5***NON-REMUNERATED WORK**

Whenever members of the Association provide their services free-of-charge for conferences of a charitable or humanitarian nature, they shall respect the conditions laid down in the Code of Professional Ethics and in these Professional Standards.

*Article 6***TEAMS OF INTERPRETERS**

Given the physical and mental fatigue that are caused by sustained concentration, certain constraints will necessarily apply to the composition of teams in order to guarantee that the work done will be of an optimum quality.

The minimum number of interpreters required to make up a team is a function of these constraints as well as the mode of interpretation, the number of languages used, the language classifications of the interpreters making up the team, the nature of the conference, its duration and the procedure.





### 1. Consecutive Interpretation

| Number of languages used:  | Minimum number of interpreters: |
|----------------------------|---------------------------------|
| Two languages into two     | Two                             |
| Three languages into three | Three                           |

Under exceptional circumstances and provided the principles of quality and health are taken into full consideration, it shall be possible to recruit just one interpreter instead of two or two interpreters instead of three.

### 2. Whispered Interpretation

For a conference involving the interpretation of one or two languages into one other language and where there are no more than two listeners, whether or not consecutive interpretation is provided in the other direction, at least two interpreters shall be required.

### 3. Simultaneous Interpretation

Teams of interpreters must be put together in such a way as to avoid the systematic use of relay. However, when there is no alternative to the use of relay for a given language, the team shall comprise at least two interpreters able to provide a relay from that language. In addition, if the relay is provided from a two-way booth, at least three interpreters shall work in that booth.

As a general rule, a team is composed of at least two interpreters per language and per booth. This is to ensure adequate coverage of all language combinations and to guarantee the necessary quality.

The number of interpretation booths is the same as the number of target languages, except for the case of two-language conferences where a single booth may suffice.

See Team Strength Table on page 4.





TEAM STRENGTH TABLE FOR SIMULTANEOUS INTERPRETATION IN BOOTHS

| Number of languages used in the conference room   | Number of booths                | Number of interpreters (1)         |
|---|---------------------------------|------------------------------------|
| <b>One-language conference:</b><br>into one other language<br>into two other languages<br>... (2)   | 1<br>2                          | 2*<br>4                            |
| <b>Two-language conference:</b><br>into one of the languages used<br>into both languages used<br>into three languages (2+1)<br>into four languages (2+2)<br>... (2)   | 1<br>1 ou 2<br>3<br>4           | 2*<br>3**<br>5<br>7                |
| <b>Three-language conference:</b><br>into one of the languages used<br>into two of the languages used<br>into all three languages used<br>into four languages (3+1)<br>into five languages (3+2)<br>... (2)   | 1<br>2<br>3<br>4<br>5           | 2<br>3<br>5***<br>7<br>9           |
| <b>Four-language conference:</b><br>into one of the languages used<br>into two of the languages used<br>into three of the languages used<br>into all four languages<br>into five languages (4+1)<br>into six languages (5+1)<br>... (2)   | 1<br>2<br>3<br>4<br>5<br>6      | 2<br>4<br>6<br>8***<br>10<br>12    |
| <b>Five-language conference</b><br>into one of the languages used<br>into two of the languages used<br>into three of the languages used<br>into four of the languages used<br>into all five languages used<br>into six languages (5+1)<br>into seven languages (5+2)<br>... (2) | 1<br>2<br>3<br>4<br>5<br>6<br>7 | 2<br>4<br>6<br>8<br>10<br>12<br>14 |

Notes on the Team Strength Table - see next page



Notes on the Team Strength Table:

(1) This number shall be increased if:

- the language combinations are such that the minimum number of interpreters shown on the table is insufficient to cover them;
- the working hours are long;
- the conference involves the presentation of a large number of written statements or is of a technical or scientific nature requiring extensive preparation.

(2) And so on: each booth working non-stop must have at least two interpreters. Moreover, in the case of relay via a two-way booth, such booth shall have at least three interpreters.

- \* An interpreter shall not, as a general rule, work alone in a simultaneous interpretation booth, without the availability of a colleague to relieve her or him should the need arise.
- \*\* One of whom must be able to relieve each of the other two. In certain circumstances this number may be reduced to two (particularly for short meetings or meetings of a general nature, provided that each of the two interpreters can work into both languages).
- \*\*\* Under certain circumstances and providing the principles of quality and health are fully respected, this number may be reduced by one (short meetings or meetings of a general nature).

#### 4. Videoconferences

The Association shall adopt special rules covering interpreters' work for videoconferences.

##### *Article 7*

### INTERPRETER'S WORKING DAY

Given the constraints related to quality and health, the normal duration of an interpreter's working day shall not exceed two sessions of between two-and-a-half and three hours each.

##### *Article 8*

### NON-WORKING DAYS

Contracts should include a clause covering non-working days as well as travel days, days permitted for adaptation following a long journey and briefing days, as appropriate.

##### *Article 9*

### TRAVEL

Contracts should include a clause covering travel arrangements, as appropriate.



*Article 10***REST DAYS**

Travel conditions should be such that they do not impair either the interpreter's health or the quality of her/his work following a journey.

After a long journey, or after a journey involving a major shift in time zones, scheduling of rest days should be considered.

*Article 11***ACCOMMODATION AND SUBSISTENCE**

Contracts should include a clause covering accommodation and subsistence arrangements, as appropriate.

The secretariat shall maintain a list of hotel prices practised throughout the world and a list of hotels granting reductions to members and shall make them available to members upon request.

*Article 12***AGREEMENTS**

Members shall be unconditionally bound by the conditions applicable to freelance members working for organisations that have signed an agreement with the Association and which are contained in said agreements that are the result of negotiations dealing, in particular, with working conditions, remuneration, team strength and social security.

*Article 13***INTERGOVERNMENTAL CONFERENCES  
OUTSIDE THE AGREEMENT SECTOR**

A number of particular conditions may apply to the work done by members for certain intergovernmental conferences that are not covered by an agreement signed with the Association.

*Article 14***STAFF INTERPRETERS**

The Association shall adopt recommendations concerning the working conditions of staff interpreters (Staff Interpreters' Charter).

*Article 15***AMENDMENT PROCEDURE**

These Professional Standards may be modified by a decision of the Assembly taken with a two-thirds majority of votes cast, provided a legal opinion has been sought in the proposals.



APPENDIX C  
C1. AIIC'S DIRECTORY OF INTERPRETATION SCHOOLS IN ASIA

## AIIC Directory of Interpretation Schools

Our database returned 4 interpretation schools in the ASIA-PACIFIC region

| School   | Programme   | University                                    |
|--|---|---|
| 1. <a href="#">GITIS Fu Jen Catholic University</a>          | GITIS (Graduate Institute of Translation and Interpretation Studies)                      | Fu Jen Catholic University                    |
| 2. <a href="#">National Taiwan Normal University (NTNU)</a>  | Graduate Institute of Translation & Interpretation  | National Taiwan Normal University             |
| 3. <a href="#">Shanghai International Studies University</a> | Graduate Institute of Interpretation and Translation (GIIT), Department of Interpretation | Shanghai International Studies University     |
| 4. <a href="#">University of Queensland</a>                  | Master of Arts in Japanese Interpreting and Translation (MAJIT)                           | University of Queensland, Brisbane, Australia |

Every three years AIIC conducts a worldwide survey of Conference Interpreter (CI) Training Courses. In the spring of 2004, 178 schools worldwide were invited to complete a questionnaire on this website. This [online directory](#) is based on the 48 completed questionnaires submitted

[http://www.aiic.net/schools/?fuseaction=InRegion&region\\_id=3&name=ASIA%2DPACIFIC](http://www.aiic.net/schools/?fuseaction=InRegion&region_id=3&name=ASIA%2DPACIFIC)


access date: 15 July 2008



## C2. GITIS FU JEN CATHOLIC UNIVERSITY

AIIC Directory of Interpretation Schools zotero://attachment/4490/

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## AIIC Directory of Interpretation Schools

### GITIS Fu Jen Catholic University

*Meeting most AIIC criteria*

|   |   |  |  |
|---|---|--|--|
| Postal address                            | GITIS, College of Foreign Languages and Literatures<br>Fu Jen Catholic University<br>510 Chongcheng Rd<br>TW-242 Taipei, Taiwan |  |  |
| Tel:                                      | +886-2-29 05 24 15  |  |  |
| Tel (2):                                  | +886-2-29 05 25 67  |  |  |
| Fax:                                      | +886-2-29 02 96 23  |  |  |
| Website                                   | <a href="http://www.gitis.fju.edu.tw/eng/index.htm">www.gitis.fju.edu.tw/eng/index.htm</a>                                      |  |  |
| Name of programme                         | GITIS (Graduate Institute of Translation and Interpretation Studies)  |  |  |
| Type of degree awarded                    | Professional Diploma in Conference Interpretation with Translation  |  |  |
| Duration in months                        | 22  |  |  |
| Affiliation                               | Fu Jen Catholic University  |  |  |
| Courses taught by conference interpreters | 92%   |  |  |
| Stay abroad required                      | during their interpretation training  |  |  |
| Interpretation aptitude test              | Yes   |  |  |

Every three years AIIC conducts a worldwide survey of Conference Interpreter (CI) Training Courses. In the spring of 2004, 178 schools worldwide were invited to complete a questionnaire on this website. This **online directory** is based on the 48 completed questionnaires submitted

[More](#)

**Advanced Search**

Some Masters courses and some language combinations are offered only in response to demand (i.e. not necessarily every year)


These entries are based on data supplied by schools themselves. AIIC is not responsible for its accuracy.

**Background information:**

- Advice to Students Wishing to Become Conference Interpreters
- VEGA - Journeys to the World of Conference Interpretation
- Practical Guide for Professional Conference Interpreters
- Setting up a Conference Interpreting Training Programme
- Training the trainers
- Training courses

#### Language combinations on offer

|                    |   |    |                    |   |
|--------------------|---|----|--------------------|---|
| Mandarin (Chinese) | A | >> | English            | A |
| Mandarin (Chinese) | A | >> | Japanese           | A |
| English            | A | >> | Mandarin (Chinese) | A |
| Japanese           | A | >> | Mandarin (Chinese) | A |
| Mandarin (Chinese) | B | >> | English            | A |
| Mandarin (Chinese) | B | >> | Japanese           | A |
| English            | B | >> | Mandarin (Chinese) | A |
| Japanese           | B | >> | Mandarin (Chinese) | A |
| Mandarin (Chinese) | A | >> | English            | B |
| Mandarin (Chinese) | A | >> | Japanese           | B |
| English            | A | >> | Mandarin (Chinese) | B |
| Japanese           | A | >> | Mandarin (Chinese) | B |




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Access date: 2008-07-18 03:25:13

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## C3. SHANGHAI INTERNATIONAL STUDIES UNIVERSITY

Directory of Interpretation Schools zotero://attachment/4155/



EN | FR

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Training Committee

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## AIIC Directory of Interpretation Schools

### Shanghai International Studies University

*Meeting all or most AIIC criteria*

|   |  |
|---|--|
| Postal address                            | Graduate Institute of Interpretation and Translation<br>550 Dalian Xilu<br>CN-200083 Shanghai, China |
| Tel:                                      | +86-21-65 61 00 46   |
| Website                                   | <a href="http://www.shisu.edu.cn">www.shisu.edu.cn</a>   |
| Name of programme                         | Graduate Institute of Interpretation and Translation (GIIT), Department of Interpretation            |
| Type of degree awarded                    | Professional Diploma in Conference Interpreting  |
| <i>Programme started in 2003</i>          |  |
| Duration in months                        | 22   |
| Affiliation                               | Shanghai International Studies University  |
| Courses taught by conference interpreters | 100%   |
| Stay abroad required                      | No   |
| Interpretation aptitude test              | Yes  |

#### Language combinations on offer

|                    |   |    |                    |   |
|--------------------|---|----|--------------------|---|
| English            | A | >> | Mandarin (Chinese) | A |
| Mandarin (Chinese) | A | >> | English            | B |

Every three years AIIC conducts a worldwide survey of Conference Interpreter (CI) Training Courses. In the spring of 2004, 178 schools worldwide were invited to complete a questionnaire on this website. This **online directory** is based on the 48 completed questionnaires submitted

[More](#)

**Advanced Search**

Some Masters courses and some language combinations are offered only in response to demand (i.e. not necessarily every year)


These entries are based on data supplied by schools themselves. AIIC is not responsible for its accuracy.

**Background information:**

- Advice to Students Wishing to Become Conference Interpreters
- VEGA - Journeys to the World of Conference Interpretation
- Practical Guide for Professional Conference Interpreters
- Setting up a Conference Interpreting Training Programme
- Training the trainers
- Training courses

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http://www.aiic.net/schools/shisu/interpreting/2008/07/19/ Access date: 2008-07-18 03:26:03




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C4. NATIONAL TAIWAN NORMAL UNIVERSITY (NTNU)

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Directory of Interpretation Schools
zotero://attachment/6029/



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## AIIC Directory of Interpretation Schools

### National Taiwan Normal University (NTNU)

*Meeting most AIIC criteria*

|   |  |
|---|--|
| Postal address                            | 162 East Heping Road, Sec. 1<br>TW-106 Taipei, Taiwan  |
| Tel:                                      | +886-2-23 94 89 01   |
| Website                                   | <a href="http://www.ntnu.edu.tw/tran/list3/e3-01.htm">www.ntnu.edu.tw/tran/list3/e3-01.htm</a> |
| Name of programme                         | Graduate Institute of Translation & Interpretation   |
| Type of degree awarded                    | Master degree  |
| Duration in months                        | 24   |
| Affiliation                               | National Taiwan Normal University  |
| Courses taught by conference interpreters | 100%   |
| Stay abroad required                      | during their interpretation training   |
| Interpretation aptitude test              | Yes  |

#### Language combinations on offer

|                      |    |                      |   |
|----------------------|----|----------------------|---|
| Mandarin (Chinese) A | >> | English              | A |
| English              | >> | Mandarin (Chinese) A | A |
| Mandarin (Chinese) B | >> | English              | A |
| English              | >> | Mandarin (Chinese) A | A |
| Mandarin (Chinese) A | >> | English              | B |
| English              | >> | Mandarin (Chinese) B | B |

**Advanced Search**

Some Masters courses and some language combinations are offered only in response to demand (i.e. not necessarily every year)

These entries are based on data supplied by schools themselves. AIIC is not responsible for its accuracy.

**Background information:**

- Advice to Students Wishing to Become Conference Interpreters
- VEGA - Journeys to the World of Conference Interpretation
- Practical Guide for Professional Conference Interpreters
- Setting up a Conference Interpreting Training Programme
- Training the trainers
- Training courses

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[http://www.aiic.net/schools/?reaction=Dsp&School\\_id=102](http://www.aiic.net/schools/?reaction=Dsp&School_id=102)  
 Access date: 2008-07-18 03:25:36

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Go to GITI>About GITI zotero://attachment/880/



**Graduate Institute of Translation and Interpretation, NTNU**

What's New | Downloads | About GITI | Curriculum | Resources | Admission | Bulletin Board | PRO

Location: About GITI /

### Our Inception

Translation and interpretation have played important roles in China as early as the Han and Tang dynasties, when China opened her doors to the outside world. At the end of the Qing dynasty and the beginning of the Republic, intellectuals in China acknowledged the importance of borrowing and learning from the West in order to modernize the nation. Many people dedicated themselves to the translation of Western texts into Chinese. This greatly impacted Chinese society, culture and politics. Today, the world has become a global village. Governments of the world have acknowledged the importance of translation and interpretation, and the roles that they play in promoting cultural and technological exchange. Through translation and interpretation, a nation learns from the outside world. Translation and interpretation also enables a nation to introduce and connect itself to the international community.

**GITI** is the first such institute to be founded in a national university. It was established in August 1996, after four years of planning and preparation. GITI has two missions: first, to train professional interpreters and translators to serve the society, and second, to encourage academic research in translation and interpretation studies.

### Faculty and Students

**GITI** has a team of outstanding and dedicated faculty members who are renowned in their fields of expertise. They include scholars in translation studies, linguistics and comparative literature, as well as practicing translators and conference interpreters. Faculty members from other departments are invited to give lectures on a wide array of topics, including literature and the arts, science and technology, law and politics, economics and finance, etc. Students at GITI are exposed to a smorgasbord of courses to enhance their skills in translating and interpreting, increase their breadth of knowledge, and explore the theoretical aspects of translation and interpretation.

When GITI was first established, approximately 500 candidates took the entrance examinations, hoping to become one of the ten lucky students to be admitted. In order to qualify as a candidate, applicants need to have TOEFL or IELTS scores that meet the institute's basic requirements. GITI students come from diverse educational backgrounds, including literature, education, journalism, business management, engineering, law and medicine, etc. Given the stringent entrance requirements, all GITI students are very fluent in Mandarin and English. Needless to say, the eclectic and outstanding student body is GITI's greatest asset.

The dedicated and experienced faculty members join with the exceptional student body to create synergy in a highly stimulating learning environment.



電子書訂閱



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Introduction to GITI>About GITI zotero://attachment/880/

### The Curriculum

**D**uring the first year, students in both the translation track and the conference interpretation track have to attend to required courses. Students in both tracks need to take the History of Translation in China, Translation Theory, and Basic Translation Exercises in both language directions. The required courses for the translation students include: Comparative Rhetorics, Research in Translation, and Advanced Translation Exercises. The required courses for the conference interpretation students include: Research in Interpretation, Sight Translation, Consecutive Interpretation and Simultaneous Interpretation.

**A**part from the required courses, all students have to attend special lectures geared towards increasing their breadth of knowledge. The lectures cover extensive topics ranging from music and the arts to physics and economics 101. Professional translators and interpreters needed to be equipped with encyclopedic knowledge and excellent research skills in order to survive in the highly competitive market. GITI acknowledges this fact and does its best to provide its students with the training they need.

**A**t the end of the first year, students in both tracks need to pass their qualification exams before they can enroll in second year courses.

**F**rom the second year onwards, students can choose to take the research track or the practicum track. Upon completing the required courses in each track, they need to pass their graduation exams and defend their theses successfully in order to graduate. Students in the research track need to pass exams in "The Theory of Translation and Interpretation" and "The History of Translation." Students in the practicum track need to pass professional exams in conference interpretation or translation. As for the thesis requirement, students in the research track need to present an academic thesis of more than 30,000 words, while students in the practicum track can work on a substantial translation project or interpret at a specified number of international conferences and write up a self-critique or commentary of more than 10,000 words to serve as their theses.

**S**ince translators and interpreters need to be highly bilingual and bicultural, GITI encourages its students to study and live in countries where their B languages are spoken. All students are expected to study abroad for three to six months. National Taiwan Normal University has exchange programs with many internationally renowned institutes of higher learning. Of the exchange students from NTNU that are sent abroad every year, 50% are from GITI.

### In Pursuit of Excellence

**S**ince its inception, GITI has attracted the best students from all over the country. The low acceptance rate and strenuous training have given GITI a reputation. Translation students in the research and practicum tracks need to complete 37 credits. Conference interpretation students in the research track need to complete 52 credits, and those in the practicum track need to complete a total of 69 credits. The credit requirement at GITI is unparalleled in comparison to other graduate institutes. The teachers and students at GITI, however, agree that it was necessary for them to set high standards in order to excel. GITI aims to cultivate the best scholars in translation and interpretation studies as well as the most professional translators and interpreters to serve the society.



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Source: <http://www.ntnu.edu.tw/tran/list3/e3-01.htm>. Access date: 18 July 2008

C5. UNIVERSITY OF QUEENSLAND

Directory of Interpretation Schools zotero://attachment/2020/

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Training Committee

## AIIC Directory of Interpretation Schools

### University of Queensland

*Meeting all or most AIIC criteria*

|   |  |
|---|--|
| Postal address                            | School of Languages & Comparative Cultural Studies<br>University of Queensland<br>Brisbane, QL 4072, Australie |
| Tel:                                      | +61-7-33 65 63 11  |
| Website                                   | <a href="http://www.arts.uq.edu.au/slccs">www.arts.uq.edu.au/slccs</a>   |
| Name of programme                         | Master of Arts in Japanese Interpreting and Translation (MAJIT)  |
| Type of degree awarded                    | Master of Arts   |
| Duration in months                        | 21   |
| Affiliation                               | University of Queensland, Brisbane, Australia  |
| Courses taught by conference interpreters | 100%   |
| Stay abroad required                      | No   |
| Interpretation aptitude test              | Yes  |

**Language combinations on offer**

|            |    |            |
|------------|----|------------|
| Japanese A | >> | English A  |
| English A  | >> | Japanese A |
| Japanese B | >> | English A  |
| English B  | >> | Japanese A |
| Japanese A | >> | English B  |
| English A  | >> | Japanese B |

Every three years AIIC conducts a worldwide survey of Conference Interpreter (CI) Training Courses. In the spring of 2004, 178 schools worldwide were invited to complete a questionnaire on this website. This **online directory** is based on the 48 completed questionnaires submitted

More

**Advanced Search**

Some Masters courses and some language combinations are offered only in response to demand (i.e. not necessarily every year)

These entries are based on data supplied by schools themselves. AIIC is not responsible for its accuracy.

**Background information:**

- Advice to Students Wishing to Become Conference Interpreters
- VEGA - Journeys to the World of Conference Interpretation
- Practical Guide for Professional Conference Interpreters
- Setting up a Conference Interpreting Training Programme
- Training the trainers
- Training courses

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<http://www.aiic.net/schools?function=Profile&Schoolid=9>  
Access date: 2008-07-18 03:28:18

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Master of Arts in Japanese Interpreting and Translation - T... zotero://attachment/912/

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Select a quick link:

Home » Student Information » Postgraduate Coursework Programs » MAJIT - Master of Arts in Japanese Interpreting and Translation

## MAJIT - Master of Arts in Japanese Interpreting and Translation

Print version

**The Program**

The **Master of Arts** degree in Japanese Interpreting and Translation (MAJIT) offered by the School of Languages and Comparative Cultural Studies at The University of Queensland is a two-year, full-time coursework program.

It is the leading Japanese interpreting and translation program in Australia — the only program accredited by the National Accreditation Authority for Translators and Interpreters (NAATI) at Conference Interpreter and Advanced Translator levels.

**The program is only one of two in the world, and the only one in the southern hemisphere**, ranked by the Swiss-based AIIC (International Association of Conference Interpreters) Survey of Conference Interpreter Training Courses as meeting all or most AIIC criteria.

In 2007 the project team of Ms Yuki Sayeg and Ms Akiko Uchiyama have been rewarded with an Award for the Enhancement of Student Learning in category 4, Flexible learning and teaching.

The MAJIT Program offers intensive training in both interpreting and translation, covering practical skills in addition to the theoretical and professional aspects of the profession. Students are required to study both interpreting and translation as the skills learned in one complement the other translation into their A (or native) language (English or Japanese) only, and interpreting (consecutive and simultaneous) in both directions. Topics covered include business, politics, science, technology, legal and medical. There is also a weekly live interpreting forum at which final year students interpret for a guest speaker on a wide variety of topics.

Although formal language training per se is not provided, students will see a marked improvement in both B (second) and A language skills as they progress through the program. During the summer vacation from late November to February students are also encouraged to undertake study at leading interpreting schools in Japan, where special arrangements are in place for MAJIT students.

Other options in Japanese translating and interpreting are:

- Graduate Diploma in Arts in Japanese Interpreting and Translation (1 year or half of the MAJIT program)
- Graduate Certificate in Arts in Japanese Translation (1 year part time)
- Graduate Certificate in Arts in Japanese Interpreting (1 year part time)

**Related links for: MAJIT - Master of Arts in Japanese Interpreting and Translation**

Program Structure - MAJIT or GradDip  
MAJIT is a 2 year full time program, comprising of Part A (year 1) and Part B (year 2).

Program structure - Graduate Certificate in Arts in Japanese Interpreting  
This is a one year part time program

Program structure - Graduate Certificate in Arts in Japanese Translation  
This is a one year part time program.

Course Details  
4 courses (#8 units) per semester.

Entry Requirements  
A Bachelor's degree and an aptitude test.

Qualifications

1 of 2

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... of Arts in Japanese Interpreting and Translation - T... zotero://attachment/912/

Accreditation from NAATI at Conference Interpreter and/or Advanced Translator level is available to students who complete the 2 year program. Students who pass the first year of the program are awarded a Graduate Diploma in Arts in Japanese.

**Facilities**  
Facilities include a conference room constructed to United Nations specifications and a language laboratory.

**Graduates**  
MAJIT graduates are working around the world as freelance or in-house interpreters and translators.


**Teaching staff**  
Teaching staff are highly qualified professional translators and practising conference interpreters.

**Fees**  
Domestic and International students are required to pay tuition fees.

**MAJIT staff**  
List of teachers in the MAJIT program.


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 Authorised by: School Manager  
 Maintained by: webservices@uq.edu.au  
 Last Updated - 06 December 2007

<http://www.arts.uq.edu.au/slccs/index.html?page=38833&pid=19622>  
 Access date: 2008-07-18 03:29:12



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Master of Arts in Chinese Translation and Interpreting - T... zotero://attachment/8888/



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Select a quick link:

Home » Student Information » Postgraduate Coursework Programs » MACTI - Master of Arts in Chinese Translation and Interpreting

## MACTI - Master of Arts in Chinese Translation and Interpreting

Print version

The Master of Arts in Chinese Translation and Interpreting (MACTI) offered by the School of Languages and Comparative Cultural Studies at the University of Queensland is a 1.5-year full-time coursework program. The Program provides three exits: Graduate Certificate, Graduate Diploma and Master of Arts. Both the Graduate Diploma and Master of Arts are approved by the National Accreditation Authority for Translators and Interpreters (NAATI) for accreditation at Translator and Interpreter levels (formerly known as Level Three).

**The Program**

The MACTI Program offers intensive training in translation from English into Chinese and vice versa, as well as interpreting between English and Mandarin. Topics for translation and interpreting practice include health and medical care, business and trade, law, science and technology, tourism, politics and international relations. The major areas of study in the program include:

- Translation
- Interpreting
- Language Consolidation
- Theoretical and Professional Studies
- Contextual Studies
- Translation and Interpreting Practicum
- Thesis
- Research Methods

Apart from practical training in translation and interpreting, the MACTI Program also provides students with research training to prepare them for the thesis writing component of the Program. These skills will assist students should they seek to undertake further study towards a higher degree. Not all components are included in the Graduate Certificate and Graduate Diploma programs.


**Applications**

Domestic Students  
Domestic students can download the coursework application form. The closing date of applications for Semester 1 2009 entry is 31 August 2008. The closing date of applications for Semester 2 2009 is 28 February 2009. An aptitude test has been arranged to take place for 20 May 2008 and also in early September 2008. As places in Semester 2 2009 will be limited, it is advisable to submit an application and sit the aptitude test at the end of 2008.

International Students  
International students should visit the website of the University of Queensland at <http://www.uq.edu.au/> under the section of "UQ International" for the application instructions for application. The closing date for international students is 31 August 2008. Arrangements for sitting the aptitude test outside Brisbane will be made as necessary once the application form has been received. As offers will be made in October 2008, it is important that arrangements to sit the aptitude test be made before the end of September.

**For further information contact**

School of Languages and Comparative Cultural Studies  
The University of Queensland  
Brisbane QLD 4072 Australia  
Telephone 07 3365 6311  
(International) + 61 7 3365 6311  
Facsimile 07 3365 6799  
(International) + 61 7 3369 6799



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APPENDIX D  
D1. CORRESPONDENCES WITH ITNMB

Page 1 of 2

The screenshot shows a Yahoo! Mail interface. The email being viewed is from "shah@itnm.com.my" to "noni" (mailto:noni\_is@yahoo.com) on Monday, April 10, 2006 at 9:34:23 AM. The subject is "RE: Let me try this".

The email body contains the following text:

Dear noraini,

Under no circumstances ITNM out sources it translation work to incompetent translators. Over the last decade, this model has been proven successful. I certainly don't feel that it is 'dirty laundry' at all, in any sense of the word.

ITNM registers only translators that have either have proven track record or have undergone our internal programmes and exams. In turn, ITNM only use them, not anyone else. In that regard, there is nothing to fear. We don't have untrained people as you imputed - we are in the business and we know the needs of our clients. Further, we have internal language editors to do the bulk of our daily work. In line with our continuous improvement programme, we are looking at various options to increase the level of their competency - note the word 'increase'. They are already competent as per our requirement, but we wish them to be even more capable and efficient.

Revealing names of our translators may appear to be a harmless but our potential clients may access them direct, and this is a worldwide concern, not just for ITNM. It is, therefore only prudent that we exercise great care in dealing with our database of translators

ITNM can give you the assessment criteria, the class of people we adopt as our associate translators, but we cannot give details of them. This is not at all unique to ITNM. Hundreds of companies worldwide use this outsourcing model too, with their own selection methods and trade secrets to protect.

Shaharudin

-----Original Message-----  
**From:** noni [mailto:noni\_is@yahoo.com]  
**Sent:** 07 April 2006 15:59  
**To:** shah@itnm.com.my  
**Cc:** Siti Rafiah; Noraniza  
**Subject:** Re: Let me try this

En Shaharudin,

At the bottom of the email client, there is a calendar notification: "TODAY: 9/19 No events. Click the plus sign to add an event."

The screenshot shows a Yahoo! Mail interface with the following elements:

- Header:** "noni\_is Offline", "Sign Out: My Account, Mail Classic", "Yahoo! | My Yahoo!", and a search bar.
- Navigation:** "Check Mail", "New", "Home", "Conference Interpreting", "Search: 'noraniza 2007'", "Re: una preguntilla", "RE: 2004 interview note", "Mobile | Options | Help".
- Toolbar:** "Delete", "Reply", "Forward", "Spam", "Move", "Print", "More Actions".
- Left Sidebar:**
  - Inbox (9)
  - Drafts (13)
  - Sent
  - Spam (1612) Empty
  - Trash (4) Empty
  - Contacts Add
  - Calendar
  - Notepad
  - All Feeds Add
  - My Folders Add
    - ATIC
    - anecdotes (+4)
    - ANGELA
    - cartas
    - FACULTY (108)
    - FAMILY
    - FRIENDS
    - MISC (9)
    - PAYPAL (23)
    - RESEARCH (2)
    - skype (85)
    - USM
- Right Sidebar:** "Watch new movie trailers.", "Miami, Florida Top hotel deals!", "Las Vegas Find deals now!".
- Email Content:**

**RE: 2004 interview notes**  
**noraniza <noraniza@itnm.com.my>**  
 To: noni <noni\_is@yahoo.com>  
 Friday, July 20, 2007 2:50:51 AM

Dear Noni,  
 I have to hold your report of our interviews as it was dated in year 2004. I cannot remember all infos given to you at that particular time. I will come back to you asap.

Regards,  
 Noraniza

---

**From:** noni [mailto:noni\_is@yahoo.com]  
**Sent:** Thursday, July 19, 2007 8:05 PM  
**To:** noraniza  
**Subject:** Re: 2004 interview notes

Dear Aniza,  
 I'm attaching the document and sending the same one to Pn Siti and En. Razin.

Thank you so much!

Looking forward to hearing from you.

Regards,  
 Noni

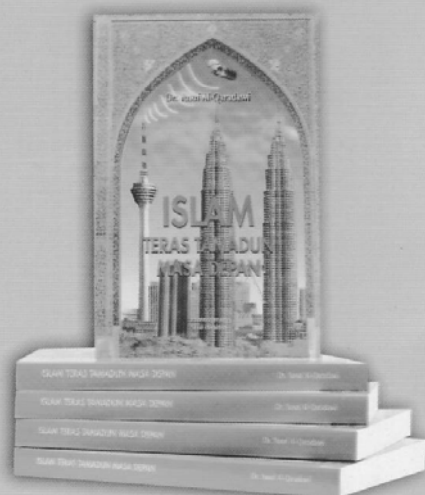
----- Original Message -----  
**From:** noraniza <noraniza@itnm.com.my>  
**To:** noni <noni\_is@yahoo.com>  
**Sent:** Tuesday, July 10, 2007 9:50:56 AM  
**Subject:** RE: 2004 interview notes

I will come back to you ASAP
- Footer:** "TODAY: 9/19 No events. Click the plus sign to add an event.", "Internet | Modo protegido: activado", "100%".

## D2. ITNMB'S BROCHURES

### Malaysia's Foremost Translation Centre

Before the Malaysian National Institute of Translation Berhad (ITNMB) came into the picture, translation and language services available in the country were dependent on small organisations that were not recognised by any official body. The services offered were often inadequate, unable to satisfy the comprehensive and strategic needs of the market, specifically with global consciousness seeping into everyday activity. ITNMB was established on September 14, 1993 in response to the call for an official translation centre in the country and the region.



### Pusat Terjemahan Terunggul di Malaysia

Sebelum Institut Terjemahan Negara Malaysia Berhad (ITNMB) ditubuhkan, khidmat terjemahan dan bahasa yang ada dalam negara bergantung pada syarikat kecil yang tidak diiktiraf secara rasmi oleh mana-mana pihak. Khidmat yang ditawarkan selalunya tidak mencukupi, tidak mampu memenuhi kehendak pasaran yang menyeluruh dan strategik terutamanya dengan meningkatkan kesedaran global dalam apa jua aktiviti. Dengan itu pada 14 September 1993, ITNMB telah ditubuhkan sebagai memenuhi keperluan untuk mewujudkan sebuah pusat terjemahan rasmi di negara dan rantau ini.



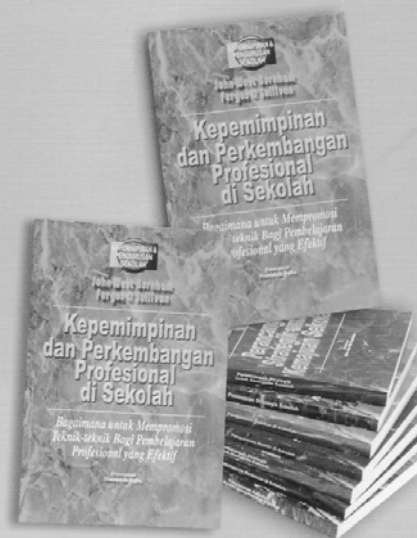


### Dusat Rujukan Terjemahan yang Diiktiraf

ITNMB berperanan meningkatkan khidmat terjemahan dan bahasa dalam negara dengan menjadi pusat rujukan yang diiktiraf dan diakui oleh pelbagai organisasi. Sejak penubuhannya, ITNMB telah diberi kepercayaan oleh pelbagai pihak dalam sektor awam dan korporat untuk melakukan kerja terjemahan, kejurubahasaan serta pemindahan maklumat di peringkat kebangsaan dan antarabangsa.

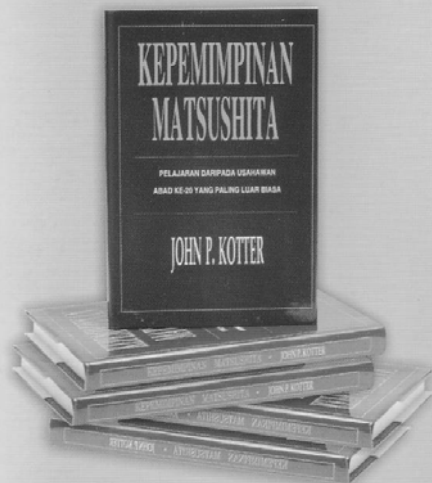
### The Definitive Translation Resource Centre

Playing several roles in enhancing the nation's translation and language services, ITNMB's contribution in this sector as the definitive resource centre is recognised by numerous organisations. Throughout the years ITNMB has been entrusted by various sectors, corporate and governmental, to undertake translation, interpreting and information exchange work at national and international levels.



## Maintaining Professionalism and Good Practice

As an authority on translation in the country, ITNMB is constantly striving to reduce all language barriers through its services. It has been its vision since the beginning to become the leading professional translation centre in the country and the region. ITNMB pledges itself to provide services which are both extensive and of the highest quality.



## Mengekalkan Profesionalisme dan Khidmat Terbaik

Sebagai badan berwibawa dalam bidang terjemahan, ITNMB sentiasa berusaha untuk mengatasi halangan bahasa melalui khidmatnya. Memang telah menjadi wawasannya sejak dari mula lagi untuk menjadi pusat terjemahan profesional yang terunggul di negara dan rantau ini. Oleh itu, ITNMB akan sentiasa memberikan khidmat yang bermutu tinggi dan menyeluruh.



## Pernyataan Korporat

### Wawasan

Menjadi sebuah badan penterjemahan profesional yang terunggul di Malaysia.

### Misi

Berusaha mengatasi halangan bahasa dalam penyebaran ilmu pengetahuan melalui terjemahan bermutu untuk masyarakat yang lebih maju, dinamis dan beradab.

Memperkaya bahasa Melayu sebagai wahana pemikiran budaya, sains dan teknologi melalui terjemahan.

### Objektif

- Menyediakan perkhidmatan kejurubahasaan dan pemindahan maklumat di peringkat kebangsaan dan antarabangsa.
- Menterjemah bahan pengetahuan terutamanya daripada karya yang bermutu ke dalam bahasa Melayu.
- Menterjemahkan karya-karya penting tempatan ke bahasa lain untuk kepentingan kemanusiaan dan imej nasional.
- Menyediakan latihan dan bimbingan dalam bidang penterjemahan.

## Corporate Statement

### Vision

To become the leading professional translation body in Malaysia.

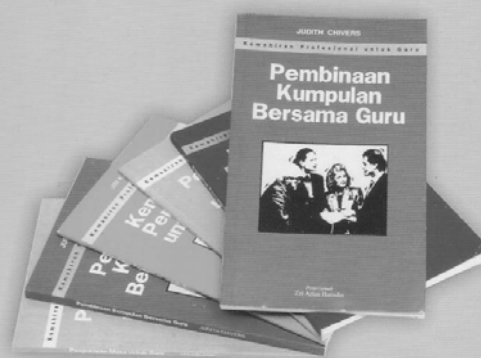
### Mission

Striving to eliminate language barriers in the dissemination of knowledge through quality translation to build a more progressive, dynamic and cultured society.

To enhance the Malay language as a medium of thought in culture, science and technology through translation.

### Objectives

- Providing translation, interpreting and information exchange services at national and international levels;
- Providing access to up-to-date knowledge by means of translation into the Malay language;
- Translating important local works into other languages to enhance the country's image;
- Offering training and guidance in the translation field.



## A Wide Range of Services

ITNMB offers the following services:

- translation: books, manuals, reports, certificates;
- interpreting: conference, public service, liaison;
- translation of audio visual materials: videos, cassettes, films, web sites;
- supporting services: editing, translation and language courses, voice overs, foreign language typesetting and printing.

## Une Large Gamme des Services

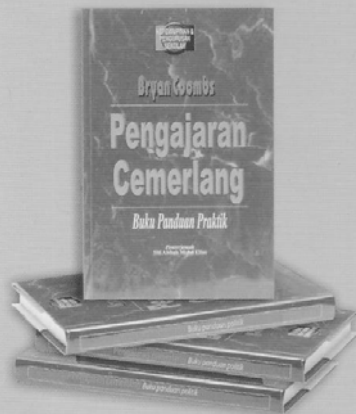
Les services proposés par ITNMB sont:

- Traduction : livres, manuels, rapports, certificats;
- Interprétation: conférence, service public, liaison;
- traduction des matériaux audiovisuels: vidéocassettes, cassettes, films, sites internet;
- autres services : édition, cours de traduction et cours de langues, commentaire en voix off, composition et tirage des langues étrangères.

## Rangkaian Khidmat yang Luas

Khidmat yang ditawarkan oleh ITNMB termasuk:

- khidmat terjemahan: buku, manual, laporan, sijil;
- khidmat kejurubahasaan (interpretasi) persidangan, seminar, lawatan ke luar negara;
- khidmat terjemahan bahan pandang dengar: video, pita kaset, filem, laman web;
- khidmat sokongan: suntingan, kursus terjemahan dan bahasa, alih suara, atur huruf bahasa asing dan cetak.



### 広範囲な業務展開

ITNMB 提供の特定業務は次の通りです:

- 翻訳サービス: 書籍、技術マニュアル、報告書、証明書等;
- 通訳サービス: 会議、セミナー、海外訪問等;
- 視聴覚資料の翻訳サービス: ビデオテープ、カセットテープ、映画、ホームページ等;
- 補助サービス: 翻訳及び語学講座、編集、ナレーション、外国語の植字及び印刷。

### مساحة خدمات واسعة

يوفر المعهد العالي الوطني للترجمة بما يلي من الخدمات التالية:

- خدمة الترجمة: كتب، كتيبات، تقارير، شهادات وغيرها.
- خدمة الترجمة الشفهية: مؤتمرات، سبيليات، رحلات إلى خارج البلد وغير ذلك.
- خدمة ترجمة مواد السمعيات والمرئيات: فيديو، أشرطة، أفلام، مواقع إنترنت وغيرها.
- خدمات جانبية: دورة الترجمة واللغة، الصوت الخلفي، مراجعة، تنضيد وطباعة اللغات الأجنبية.

### 广泛的服务种类

马来西亚国家翻译学院有限公司提供的服务种类如下:

- 翻译服务: 书本、手册、报告、证书及其他;
- 通译服务: 会议、研讨会、海外访问及其他;
- 翻译服务尚包括视听材料、录影带、录音卡带、电影、网页及其他;
- 支援服务: 翻译及语文课程、编辑、语音、外文排字及印刷。

# KURSUS PENTERJEMAHAN TRANSLATION COURSE



Duration of Course  
Intensive (60 hours / 10 days)  
Part Time (60 hours / 19 days)

### COURSE CONTENT

- Theory : consists of basic concept, translation principles and theories, methods and translation process, semantic aspect, translation and interpretation, translation techniques, word formations and two sessions on theories of Bahasa Melayu.
- Practical : course participants will be guided and trained to do translation work from various fields.

### COURSE METHOD

- Lectures, talks, workshops, practical trainings and seminars.

### CERTIFICATE AWARDED:

- CERTIFICATE IN TRANSLATION

Examination: Participants are required to take a written examination (4 hours) to qualify for the above certificate.

### FEES

- RM1,000.00 per person (Special packages for bodies/ organizations are available subject to negotiation).

### SPECIALISED /PROFESSIONAL

#### TRANSLATION COURSE

- Law
- Finance and Banking
- Medicine
- Architecture / Design
- Science and Technology
- World Civilization and Philosophy

### COURSE VENUE

- ITNMB Training Rooms 1 and 2 or other training centres.

### LECTURERS AND TUTORS


- Qualified and experienced lecturers.
- Part time and contract lecturers and tutors from institutions of higher learning.

#Note : SUBJECT TO CHANGE WITHOUT PRIOR NOTICE



**ITNMB**

**INSTITUT TERJEMAHAN NEGARA MALAYSIA BERHAD** 776006-D  
Wisma ITNMB, No.2, Jalan 2/27E, Seksyen 10,  
Wangsa Maju, 53300 Kuala Lumpur.  
Tel: 603 4149 7210 Faks: 603 4149 1535  
E-mel: info@itnm.com.my  
Laman Web: www.itnm.com.my



**Tempoh Kursus**  
Intensif (60 jam / 10 hari)  
Sambilan (60 jam / 12 hari)

**KANDUNGAN KURSUS**

- Teori : meliputi konsep asas, prinsip dan teori penterjemahan, kaedah dan proses penterjemahan, aspek semantik, penterjemahan dan interpretasi, teknik menterjemah, kaedah menterjemah dan membentuk istilah serta dua sesi teori Bahasa Melayu.
- Praktikal : peserta kursus akan dibimbing dan dilatih untuk membuat kerja terjemahan dalam pelbagai bidang.

**KAEDAH KURSUS**  
Kuliah, ceramah, bengkel atau latihan amali serta seminar.

**SIJIL YANG DIANUGERAHKAN:**

- SIJIL PENTERJEMAHAN AM  
Peperiksaan: Peserta perlu mengambil peperiksaan bertulis (4 jam) untuk melayakkan diri mendapat sijil di atas.

**YURAN**

- RM1,000.00 setiap individu (Pakej khas bagi organisasi/badan tertentu juga boleh diadakan tertakluk kepada perundingan).

**KURSUS PENTERJEMAHAN KHAS/PROFESIONAL**

- Bidang Undang-Undang
- Bidang Kewangan dan Perbankan
- Bidang Perubatan
- Bidang Seni Bina / Seni Reka
- Bidang Sains dan Teknologi
- Bidang Tamadun dan Falakafit Dunia

**TEMPAT KURSUS**  
Bilik Latihan 1 dan 2 di Institut Terjemahan Negara Malaysia Berhad (atau pusat-pusat latihan lain).

**TENAGA PENYARAH DAN PEMBIMBING**

- Penyarah yang berkelayakan dan berpengalaman.
- Tenaga pakar (kontrak dan sambilan) dari pusat-pusat pengajian tinggi.

# Nota: TERTAKLUK KEPADA PERUBAHAN TANPA PERLU DIAMUKLUNKAN TERLEBIH DAHULU

**MATLAMAT**

- Memperkenalkan konsep, teori dan prinsip penterjemahan.
- Melatih peserta menggunakan kaedah dan pendekatan selain daripada teknik yang sesuai untuk menghasilkan terjemahan yang bermutu.
- Memastikan peserta peka tentang perbezaan budaya dan bahasa yang wujud dalam teks yang akan diterjemahkan.
- Mewujudkan penterjemah dan penyunting yang mahir dalam pelbagai bidang kepakaran.

**PESERTA SASARAN**

- Penulis dan penterjemah yang belum terlatih dan individu lepasan kolej serta pusat pengajian tinggi.
- Ahli profesional, guru, atau penyarah, mereka yang berkecimpung dalam bidang komunikasi, pengkaji/penyidik bahasa dan mereka yang berminat mendalami ilmu bahasa.
- Pengurus dan pegawai latihan, keluc-ketua jabatan dan bahagian serta penyelia.



**KURSUS YANG DITAWARKAN**

- Kursus Penterjemahan Am (Intensif / Sambilan)
- Kursus Penterjemahan Khas/Profesional
- Kursus juga boleh diadakan dalam mana-mana bahasa khusus (seperti bahasa Inggeris, bahasa Arab, dll.)

**KURSUS PENTERJEMAHAN AM**

**Syarat Kemasukan**

- Lulus peperiksaan SPM dengan mendapat Keputusan dalam mata pelajaran bahasa Malaysia dan bahasa Inggeris.
- Cekap dalam kedua-dua bahasa tersebut.

#### OBJECTIVES

- To introduce concepts, theories and principles of translation.
- To train participants in the use of suitable methods, approaches and techniques in producing quality translation.
- To make participants aware of the differences existing between different cultures and languages.
- To produce skilled translators and editors for diverse fields.

#### TARGET PARTICIPANTS

- Writers and translators without formal training and graduates from colleges and institutes of higher learning.
- Professionals, teachers or lecturers, those involved in communications, language researchers and those interested in languages.
- Managers and training officers, heads of department and division, and supervisors.

#### COURSES OFFERED

- General Translation Course (Intensive / Part Time)
- Specialized / Professional Translation Course
- The course can be conducted in any specific language (i.e. English, Arabic etc.).

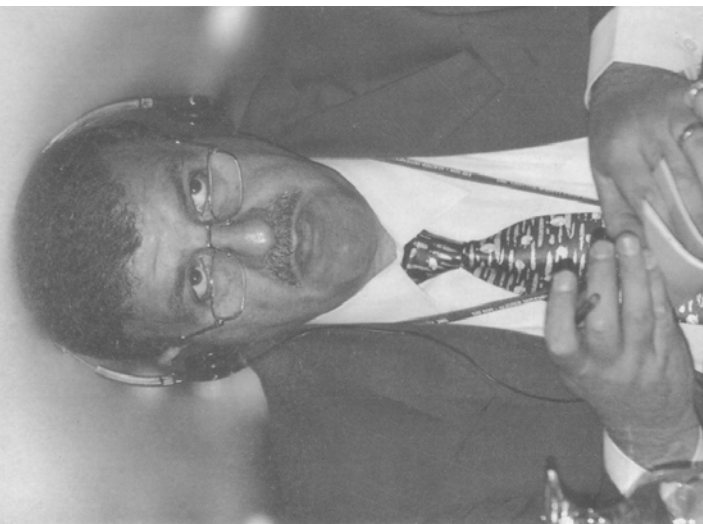
#### GENERAL TRANSLATION COURSE

##### Entry Requirements

- SPM with credits in Bahasa Malaysia and English.
- Reassessable competence in these languages.



# KHIDMAT KEJURUBAHASAAN INTERPRETING SERVICES



**INSTITUT TERJEMAHAN NEGARA MALAYSIA BERHAD** 276206-D  
Wisma ITNMB, No. 2, Jalan 2/27E, Seksyen 10,  
Wangsa Maju, 53300 Kuala Lumpur.  
Tel: 603 4149 7210 Faks: 603 4149 1535  
E-mel: [info@itnm.com.my](mailto:info@itnm.com.my)  
Laman Web: [www.itnm.com.my](http://www.itnm.com.my)

9. Other Events  
Any other event e.g. business agreements, cultural ceremonies  
etc.

Interpreting services are not only available in Malay and  
English but also include a range of European, Asian, African  
and Middle Eastern languages.

#### SERVICE RATE

The service rate depends on the languages involved and the type  
of event.

#### INTERPRETERS

ITNMB's interpreters are Degree or Diploma holders, proficient and  
experienced.



## PENGENALAN

Khidmat Kejurubahasaan merupakan salah satu khidmat profesional yang ditawarkan oleh Institut Terjemahan Negara Malaysia Berhad (ITNMB) kepada sektor awam dan swasta yang memerlukan khidmat ini.

## MATLAMAT

Ke arah meningkatkan pemindahan maklumat di peringkat kebangsaan dan antarabangsa melalui khidmat Kejurubahasaan yang profesional.

## KHIDMAT YANG DITAWARKAN

Khidmat yang ditawarkan ialah khidmat interpretasi serentak dan berturut untuk acara yang berikut:

- 1. Persidangan**  
Persidangan yang memerlukan jurubahasa serentak dan berturut.
- 2. Seminar**  
Seminar dan pembentangan kertas kerja.
- 3. Mesyuarat**  
Mesyuarat atau perbincangan yang menggunakan dua jenis bahasa atau lebih.
- 4. Perbicaraan Mahkamah**  
Perbicaraan di mahkamah yang memerlukan jurubahasa.
- 5. Persidangan Parlimen**  
Khidmat interpretasi serentak yang menggunakan bahasa selain daripada bahasa rasmi semasa persidangan.



## 6. Lawatan Rasmi

Lawatan ke luar negara yang melibatkan orang kenamaan yang memerlukan khidmat jurubahasa.

Lawatan para delegasi dari luar negara yang memerlukan khidmat jurubahasa.

## 7. Acara Sukan Peringkat Antarabangsa

Menyediakan jurubahasa untuk semua acara sukan.

## 8. Pelancongan

Menyediakan jurubahasa untuk para pelancong yang memerlukan khidmat jurubahasa.

## 9. Acara Lain

Semua acara misalnya majlis perantaraan, majlis kebudayaan dan sebagainya.

Khidmat kejurubahasaan ini bukan hanya terhad kepada bahasa Malaysia dan bahasa Inggeris tetapi juga pelbagai bahasa lain seperti bahasa negara-negara Eropah, Asia, Afrika dan Timur Tengah.

## KADAR KHIDMAT

Kadar bayaran yang dikenakan terakluk kepada jenis bahasa dan acara yang terlibat.

## JURUBAHASA

Jurubahasa ITNMB berkelulusan Ijazah atau Diploma, mahir dan berpengalaman.

## INTRODUCTION

Interpreting services are part of the professional services available from the Malaysian National Institute of Translation (ITNMB) to the public and private sectors that require them.

## OBJECTIVE

To enhance information transfer at national and international levels through professional interpreting service.

## SERVICES AVAILABLE

These include simultaneous and consecutive interpreting services for the following events:

- 1. Conferences**  
Conferences that require simultaneous and consecutive interpreters.
- 2. Seminars**  
Seminars and the presentation of working papers.



## 3. Meetings

Meetings or discussions that require two or more languages.

## 4. Court Trials

Proceedings that require interpreters.

## 5. Parliamentary Proceedings

Simultaneous interpreting services in foreign languages other than the official language of the proceedings.

## 6. Official Visit

Visits to foreign countries by VIPs who require interpreters.

Visit of delegates from foreign countries that require interpreters.

## 7. International Sport Events

Interpreters for all events.

## 8. Tourism

Interpreters for tourists in need of interpreting services.



APPENDIX E  
E1. COVER LETTER AND QUESTIONNAIRE FOR ILKAP'S COORDINATOR

Page 1 of 6

Noraini Ibrahim  
Department of Translation and Interpretation  
University of Granada  
Calle Buensuceso 11  
18002 Granada  
Spain

Date

To Whom It May Concern

Dear Sir/Madam,

**RESEARCH QUESTIONNAIRE**

The above matter referred. I am currently doing a doctoral research at the Department of Translation and Interpretation, University of Granada, Spain under the supervision of Dra. Ángela Collados Aís. The title of the project is "Conference Interpreting in Malaysia: A Preliminary Study".

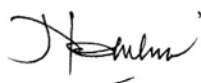
I would be very grateful if you could spare some time to fill in the attached questionnaire on the Translation and Interpretation programme, specifically the interpreting course offered at the *Institut Latihan Kehakiman dan Perundangan* (ILKAP), Malaysia.

Your cooperation is extremely valuable in order to complete this study.

Your contribution to this research project is greatly appreciated.

Thanking you in advance.

Yours faithfully,



Tel.: 0060 16 910 2375 (Kuala Lumpur)  
0034 662 047 801 (Granada)  
Email: noni\_is@yahoo.com



**QUESTIONNAIRE FOR COORDINATORS OF TRAINING CENTRES**

**A. GENERAL BACKGROUND**

Name of training center:  
 Address:  
 Year of establishment:  
 Coordinator's tasks and functions:

Date of appointment:

**B. THE PROGRAMME**

1. Model of T&I training offered :

|                                      |                          |                          |
|--------------------------------------|--------------------------|--------------------------|
|                                      | Translation              | Interpreting             |
| Certificate                          | <input type="checkbox"/> | <input type="checkbox"/> |
| Diploma                              | <input type="checkbox"/> | <input type="checkbox"/> |
| Bachelor's degree major              | <input type="checkbox"/> | <input type="checkbox"/> |
| Bachelor's degree minor              | <input type="checkbox"/> | <input type="checkbox"/> |
| Master's degree                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Others that have not been mentioned: |                          |                          |

2. Students Enrollment:

|                    |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|
| Year               |  |  |  |  |  |  |
| Number of students |  |  |  |  |  |  |
| Year               |  |  |  |  |  |  |
| Number of students |  |  |  |  |  |  |

3. Working languages of the centre:

A language:  
 B language/s:  
 C language/s:  
 Others:

4. In your opinion, are the language combinations offered at the centre sufficient to meet the market demand?

In your opinion, what other languages should be offered as B language?

In your opinion, what other languages should be offered as C language?



5. Integration programmes:

Does the centre offer:

a. Industria/practical training No  Yes  State:

Is it compulsory to all students? No  Yes

What is the response from the students and companies/organisations towards the programmes?

|  | Very good                | Good                     | Quite Good               | Bad                      | Very Bad                 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Students participation                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Companies/organisations participation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students feedback after the programme  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Companies feedback after the programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

b. Exchange programmes No  Yes  State:

c. Other programmes that have not been mentioned:

**C. THE CENTRE'S FACILITES**

|                           | No                       | Yes                      | Number                        |
|---------------------------|--------------------------|--------------------------|-------------------------------|
| Language laboratories     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| Computer laboratories     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| Interpreting laboratories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| ISO standard              | <input type="checkbox"/> | <input type="checkbox"/> | ISO: <input type="checkbox"/> |
| Interpreting booth        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| ISO standard              | <input type="checkbox"/> | <input type="checkbox"/> | ISO: <input type="checkbox"/> |
| Technical assistance      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |

Others facilities that have not been mentioned:



**D. TEACHING OF T&I AND ACADEMIC RESOURCES**

In your opinion, what are the weaknesses of the T&I program?

|                 |                                    | Yes                      | No                       | Don't Know               |
|-----------------|------------------------------------|--------------------------|--------------------------|--------------------------|
| Study plans     | Courses offered                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Number of credits/hours            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Type of degree/diploma/certificate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Others                             |                          |                          |                          |
| Teaching force: | Lack of teachers                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Lack of specialised teachers       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Pedagogical insufficiency          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Others                             |                          |                          |                          |
| Students:       | Too many students                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Level of language command          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Lack of maturity                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Others                             |                          |                          |                          |
| Infrastructure: | Lack of specific laboratories      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Lack of audiovisual facilities     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Lack of technical support          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Others                             |                          |                          |                          |

Other aspects that have not been mentioned:



What are the strengths of the T&I program?

|                |                                   | Yes                      | No                       | Don't Know               |
|----------------|-----------------------------------|--------------------------|--------------------------|--------------------------|
| Study plans    | Courses offered                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Number of credits/hours           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Type of degree                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                            |                          |                          |                          |
| Teaching force | Specialized teachers              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient number of teachers     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient pedagogical training   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                            |                          |                          |                          |
| Students       | Sufficient number of students     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Adequate language command         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Maturity                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                            |                          |                          |                          |
| Infrastructure | Sufficient number of laboratories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient audiovisual facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient technical support      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                            |                          |                          |                          |

Other aspects that have not been mentioned:

**F. PROFESSIONALISATION OF INTERPRETING**

1. In your opinion, are these aspects important in the interpreting profession?

|                          | Very important           | Important                | Quite important          | Unimportant              | Very unimportant         | Don't know               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:



2. How would you rate these aspects the interpreting profession in Malaysia?

|                          | Excellent                | Good                     | Average                  | Bad                      | Very bad                 | Don't know               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

**G. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the problems and constraints that you face as a coordinator?

**H. SUGGESTIONS**

1. In your opinion, how could interpreter training be improved in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



## E2. COVER LETTER AND QUESTIONNAIRE FOR ILKAP'S I/T

Noraini Ibrahim  
Department of Translation and Interpretation  
University of Granada  
Calle Buensuceso 11  
18002 Granada  
Spain

Date

To Whom It May Concern

Dear Sir/Madam,

**RESEARCH QUESTIONNAIRES**

The above matter referred. I am currently doing a doctoral research at the Department of Translation and Interpretation, University of Granada, Spain under the supervision of Dra. Ángela Collados Afs (angela@ugr.es). The title of the project is "Conference Interpreting in Malaysia: A Preliminary Study".

At this moment, I am at the data collection stage of my study. I would be very grateful if you could spare some time to fill in the attached questionnaire based on your teaching experience of the interpretation courses at the *Institut Latihan Kehakiman dan Perundangan-ILKAP*. Your cooperation is greatly needed in order to complete this study.

Your contribution to this research project is greatly appreciated.

Thanking you in advance.

Yours faithfully,



Tel.: 0060 16 910 2375 (Kuala Lumpur)  
0034 662 047 801 (Granada)  
Email: noni\_is@yahoo.com



**QUESTIONNAIRE FOR INSTRUCTORS/TRAINERS**

**A. GENERAL BACKGROUND**

1. Gender: Male  Female

2. Age: Below 25   
 25- 29   
 30-34   
 35-39   
 40-44   
 45-50   
 Above 50

3. Employer:

4. Nationality:  
 If non-Malaysian: Number of years residing in Malaysia:  
 If Malaysian: Number of years residing in other country/s:  
 State name of country/s:

5. Languages: (A language) :  
 (B language) :  
 (C language) :

**B. ACADEMIC BACKGROUND**

1. Qualifications:

|                       | Field | University/Institute | Year |
|-----------------------|-------|----------------------|------|
| Certificate           |       |                      |      |
| Diploma               |       |                      |      |
| Degree                |       |                      |      |
| Master's Degree       |       |                      |      |
| PhD                   |       |                      |      |
| Others (Please state) |       |                      |      |
|                       |       |                      |      |
|                       |       |                      |      |
|                       |       |                      |      |

2. Working language combination/s: i.  
 ii.  
 iii.  
 iv.

3. The most frequent language combination that you work in:

4. Specialisation: No  Yes  Please state:





**C. TASKS AND RESPONSIBILITIES**

1. What are the interpreting courses that you teach?

|                              | Yes                      | No                       |
|------------------------------|--------------------------|--------------------------|
| i. Simultaneous interpreting | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Consecutive interpreting | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Bilateral interpreting  | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Sight interpreting       | <input type="checkbox"/> | <input type="checkbox"/> |

Other interpreting courses that have not been mentioned:

2. Other courses that you teach:

3. Are you an interpreter? No  (Go to Question 4) Yes  (Go to Question 3a and 3b)

3a. How often do you do these types of interpreting?

|                              | Very often               | Often                    | Sometime                 | Rarely                   | Never                    |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Simultaneous interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Consecutive interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Bilateral interpreting  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Sight interpreting       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Whispered interpreting    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

3b. How often do you interpret in these type of settings?

|                            | Very often               | Often                    | Sometime                 | Rarely                   | Never                    |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Conference interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Social interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Medical interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Court interpreting      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi. Tour guide             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii. Business meetings     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| viii. Seminars             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| xi. Official visits        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

4. Do you perform these tasks as well?

|                         | Very often               | Often                    | Sometime                 | Rarely                   | Never                    |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Written translation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Subtitling          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Dubbing/Voice-over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:



5. You are a member of  AIIIC  
 Persatuan Penterjemah Malaysia  
 None  
 Other Translation and Interpreting Association  
 Year:  Please state:
6. You are registered to Malaysian National Institute of Translation. No  Yes

**D. PROFESSIONALISATION OF INTERPRETING**

1. In your opinion, are these aspects important in the interpreting profession?

|                          | Very important           | Important                | Quite important          | Unimportant              | Very unimportant         | Don't know               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

2. How would you rate these aspects the interpreting profession in Malaysia?

|                          | Excellent                | Good                     | Average                  | Bad                      | Very bad                 | Don't know               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:



**E. TEACHING OF T&I AND ACADEMIC RESOURCES**

In your opinion, what are the weaknesses of the T&I program?

|                        |                                    | Yes                      | No                       | Don't Know               |
|------------------------|------------------------------------|--------------------------|--------------------------|--------------------------|
| Study plans            | Courses offered                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Number of credits                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Type of degree/diploma/certificate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Others                             |                          |                          |                          |
| Teaching force:        | Lack of teachers                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Lack of specialised teachers       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Pedagogical insufficiency          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Others                             |                          |                          |                          |
| Students:              | Too many students                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Level of language command          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Lack of maturity                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Others                             |                          |                          |                          |
| Professional practice: | Insufficient                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Lack of infrastructure             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Others                             |                          |                          |                          |
| Infrastructure:        | Lack of specific laboratories      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Lack of audiovisual facilities     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Lack of technical support          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | Others                             |                          |                          |                          |

Other aspects that have not been mentioned:

What are the strengths of the T&I program?

|                |                                    | Yes                      | No                       | Don't Know               |
|----------------|------------------------------------|--------------------------|--------------------------|--------------------------|
| Study plans    | Courses offered                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Number of credits                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Type of degree/diploma/certificate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                             |                          |                          |                          |
| Teaching force | Specialised teachers               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient number of teachers      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient pedagogical training    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                             |                          |                          |                          |



|   |  | Yes                      | No                       | Don't Know               |
|---|--|--------------------------|--------------------------|--------------------------|
| Students                                    | Sufficient number of students              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | The level of language command is adequate  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Maturity                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Others                                     |                          |                          |                          |
| Professional practice                       | Sufficient                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Optimum infrastructure                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Others                                     |                          |                          |                          |
| Infrastructure                              | Sufficient number of specific laboratories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Sufficient audiovisual facilities          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Sufficient technical support               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Others                                     |                          |                          |                          |
| Other aspects that have not been mentioned: |  |                          |                          |                          |

**F. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the problems and constraints that you face as a teacher of interpreting?

**G. SUGGESTIONS**

1. In your opinion, what are the improvements that could be made in interpreter training in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



### E.3 COVER LETTER AND QUESTIONNAIRE FOR COURT INTERPRETER/ILKAP'S STUDENTS

Page 1 of 5

Noraini Ibrahim  
Department of Translation and Interpretation  
University of Granada  
Spain

17 July 2006

To Whom It May Concern

Dear Sir/Madam,

#### RESEARCH QUESTIONNAIRES

The above matter referred. I am currently doing a doctorate research at the Department of Translation and Interpretation, University of Granada, Spain under the supervision of Dra. Ángela Collados Aís (angela@ugr.es). The title of the project is "Professionalisation of Conference Interpreting in Malaysia: A Preliminary Study".

At this moment, I am at the data collection stage of my study. I would be very grateful if you could spare some time to fill in these questionnaires based on your court interpreting experience and training in Malaysia. Your cooperation is greatly needed in order to complete the study.

Attached are two sets of questionnaires:

- i) Questionnaire for Interpreters, and What do you think of the questionnaire
- ii) Questionnaire for Course Participants (if you have undergone ILKAP's Interpreter Course) and What do you think of the questionnaire

Your contribution to this study is greatly appreciated. It would definitely be of great benefit to the interpreting field in Malaysia.

Thanking you in advance.

Yours faithfully,

Tel.: 016 910 23 75



**QUESTIONNAIRE FOR INTERPRETERS**

**A. GENERAL BACKGROUND**

1. Gender:                      Male     Female

2. Age:                              Below 25      
    25-29         
    30-34         
    35-39         
    40-44         
    45-50         
    Above 50   

3. Location:

4. Nationality:  
 If non-Malaysian: Number of years residing in Malaysia:  
 If Malaysian: Number of years residing in other country/s:  
 State name of country/s:

5. Languages:                      (A language) :  
    (B language) :  
    (C language) :  
    Others:

**B. ACADEMIC BACKGROUND**

1. Qualifications:

|                       | Field | University/Institute | Year |
|-----------------------|-------|----------------------|------|
| Certificate           |       |                      |      |
| Diploma               |       |                      |      |
| Degree                |       |                      |      |
| Master's Degree       |       |                      |      |
| PhD                   |       |                      |      |
| Others (Please state) |       |                      |      |
|                       |       |                      |      |
|                       |       |                      |      |
|                       |       |                      |      |

2. Have you enrolled in any translation courses?  
 No     Yes     Year: \_\_\_\_\_  
 Name of training centre: \_\_\_\_\_

3. Have you enrolled in any interpreting courses ?  
 No     Yes     Year: \_\_\_\_\_  
 Name of training centre: \_\_\_\_\_



12. How often do you interpret in these type of settings?

|                            | Very often               | Often                    | Sometime                 | Rarely                   | Never                    |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Conference interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Social interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Medical interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Court interpreting      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi. Tour guide             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii. Business meetings     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| viii. Seminars             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| xi. Official visits        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

13. Do you perform these tasks as well?

|                         | Very often               | Often                    | Sometime                 | Rarely                   | Never                    |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Written translation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Subtitling          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Dubbing/Voice-over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

**D. INTERPRETING ASSIGNMENTS**

1. Interpreting jobs are assigned to you by :

|                                    |                          |
|------------------------------------|--------------------------|
| Employer                           | <input type="checkbox"/> |
| ITNM                               | <input type="checkbox"/> |
| Court                              | <input type="checkbox"/> |
| Government offices                 | <input type="checkbox"/> |
| Professional Conference Organisers | <input type="checkbox"/> |
| Translation/Interpreting agencies  | <input type="checkbox"/> |
| Training centres                   | <input type="checkbox"/> |
| Language centres                   | <input type="checkbox"/> |
| Embassies                          | <input type="checkbox"/> |
| Companies                          | <input type="checkbox"/> |
| Others, please state:              | <input type="checkbox"/> |

3. In your opinion, what is the general satisfaction of interpreting assignments in Malaysia?

|                                      | Very satisfied           | Satisfied                | Quite satisfied          | Unsatisfied              | Very Unsatisfied         |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Document preparation and briefing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Interpreting equipment           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Interpreting booths/facilities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Conference organisation skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Payment                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:



**E. PROFESSIONALISATION OF INTERPRETING**

1. In your opinion, are these aspects important in the interpreting profession?

|                          | Very important           | Important                | Quite important          | Unimportant              | Very unimportant         | Don't know               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

2. How would you rate these aspects the interpreting profession in Malaysia?

|                          | Excellent                | Good                     | Average                  | Bad                      | Very bad                 | Don't know               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

**F. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the main problems and constraints that you face as an interpreter in Malaysia?





**G. SUGGESTIONS**

1. In your opinion, what are the main strengths or positive points of the interpreting profession in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



**QUESTIONNAIRE FOR STUDENTS**

**A. GENERAL BACKGROUND**

1. Gender: Male  Female

2. Age: Below 25   
 25-29   
 30-34   
 35-39   
 40-44   
 45-50   
 Above 50

3. Name of training centre:

4. Nationality:  
 If non-Malaysian: Number of years residing in Malaysia:  
 If Malaysian: Number of years residing in other country/s:  
 State name of country/s:

5. Languages: (A language) :  
 (B language) :  
 (C language) :

**B. ACADEMIC BACKGROUND**

1. Qualifications:

|                       | Field | University/Institute | Year |
|-----------------------|-------|----------------------|------|
| Certificate           |       |                      |      |
| Diploma               |       |                      |      |
| Degree                |       |                      |      |
| Master's Degree       |       |                      |      |
| PhD                   |       |                      |      |
| Others (Please state) |       |                      |      |
|                       |       |                      |      |
|                       |       |                      |      |

2. Have you enrolled in other translation courses?  
 No  Yes  Year: \_\_\_\_\_  
 Name of training centre: \_\_\_\_\_

3. Have you enrolled in other interpreting courses ?  
 No  Yes  Year: \_\_\_\_\_  
 Name of training centre: \_\_\_\_\_



4. Are you interested in becoming a professional interpreter?

|                   |                          |
|-------------------|--------------------------|
| Very interested   | <input type="checkbox"/> |
| Interested        | <input type="checkbox"/> |
| Quite interested  | <input type="checkbox"/> |
| Uninterested      | <input type="checkbox"/> |
| Very uninterested | <input type="checkbox"/> |

**C. TEACHING OF T&I AND ACADEMIC RESOURCES**

1. In your opinion, what are the weaknesses of the T&I program?

|                 |                                    | Yes                      | No                       | Don't Know               |
|-----------------|------------------------------------|--------------------------|--------------------------|--------------------------|
| Study plans     | Courses offered                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Number of credits/hours            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Type of degree/diploma/certificate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Others                             |                          |                          |                          |
| Teaching force: | Lack of teachers                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Lack of specialised teachers       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Pedagogical insufficiency          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Others                             |                          |                          |                          |
| Infrastructure: | Lack of specific laboratories      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Lack of audiovisual facilities     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Lack of technical support          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | Others                             |                          |                          |                          |

Other aspects that have not been mentioned:

2. In your opinion, what are the strengths of the T&I program?

|                |  | Yes                      | No                       | Don't Know               |
|----------------|--|--------------------------|--------------------------|--------------------------|
| Study plans    | Courses offered                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Number of credits/hours                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Type of degree/diploma/certificate         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching force | Specialized teachers                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient number of teachers              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient pedagogical training            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                                     |                          |                          |                          |
| Infrastructure | Sufficient number of specific laboratories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient audiovisual facilities          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Sufficient technical support               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | Others                                     |                          |                          |                          |

Other aspects that have not been mentioned:



**D. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the problems and constraints that you face as a student of interpreting?

**E. SUGGESTIONS**

1. In your opinion, how could interpreter training be improved in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



## E4. FEEDBACK FORM FOR PILOT QUESTIONNAIRE

Page 1 of 3

**FEEDBACK FOR PILOT QUESTIONNAIRE**

1. You filled in the questionnaire for:

|             |                          |
|-------------|--------------------------|
| Interpreter | <input type="checkbox"/> |
| Coordinator | <input type="checkbox"/> |
| Teacher     | <input type="checkbox"/> |
| Student     | <input type="checkbox"/> |

2. I would be interested to know what is your opinion about this questionnaire.  
Listed below are some aspects that in my opinion might be important in a questionnaire.  
Please add your comments where necessary.

2.1 Questions in the questionnaire  
(Example: Are there questions that are hard to understand?  
Are there questions that are misleading?  
Are there questions that are ambiguous?) PLEASE SPECIFY.

2.2 Format of the questionnaire  
(Example: Are the font type and size suitable? Is the space provided sufficient?  
Is the position between questions and answer appropriate?) PLEASE SPECIFY.

2.3 Structure of the questionnaire  
(Example: Are the sections in the questionnaire is in an appropriate order?  
Are the questions in each section is in an appropriate order?  
Are there questions that are not suitably located? ) PLEASE SPECIFY.



#### 2.4 Style of the questions

(Example: Is the style of the questions appropriate? Are there questions that are too direct? Are there questions that are not suitably phrased? ) PLEASE SPECIFY.

#### 2.5 Relevancy of the questions

(Example: Are there any sections in the questionnaire that are not relevant to elicit the correct information? Are there any questions that are not relevant to a particular section in the questionnaire? Are there questions that are not relevant to the research? ) PLEASE SPECIFY.

#### 2.6 Length of the questionnaire

(Example: Are the questions too long? Are the questions too short? What do you think of the total length of the questionnaire? ) PLEASE SPECIFY.

#### 2.7 Language of the questions

(Example: Is the language of the questionnaire appropriate? Is the language confusing or ambiguous? Are the questions well written?) PLEASE SPECIFY.




Page 3 of 3


2.8 Other aspects that are not mentioned:  
PLEASE SPECIFY.

3. In your opinion, what could be done to improve the questionnaire in general?




E5. ILKAP'S COURSE LIST 2004





**KURSUS JURUBAHASA  
(PENTERJEMAHAN DOKUMEN)**

8 - 11 MAC 2004



**BILIK PERLEMBAGAAN**


INSTITUT LATIHAN  
KEHAKIMAN DAN PERUNDANGAN ( ILKAP )  
JABATAN PERDANA MENTERI  
LAMAM WEB : <http://www.ilkap.gov.my>  
Institut bertaraf MS ISO 9001 : 2000

**OBJEKTIF KURSUS**

- ❖ Memberi kefahaman kepada peserta mengenai penterjemahan dokumen
- ❖ Memberi kemahiran kepada peserta dalam penterjemahan dokumen melalui latihan amali
- ❖ Melahirkan Jurubahasa Mahkamah yang dapat menjalankan tugas dengan lebih berkesan, tepat dan penuh keyakinan demi menepatkan keadilan

**AHAD  
7 MAC 2004**

| MASA              | TAJUK  | PENCERAMAH |
|-------------------|--|------------|
| 3.00 – 6.00 ptg   | Pendaftaran Masuk Asrama<br>Pendaftaran Kursus | Urusetia   |
| 4.30 – 5.00 ptg   | <i>Minum Petang</i>                            |            |
| 7.00 – 8.00 mlm   | <i>Makan Malam</i>                             |            |
| 10.00 – 10.30 mlm | <i>Minum Malam</i>                             |            |



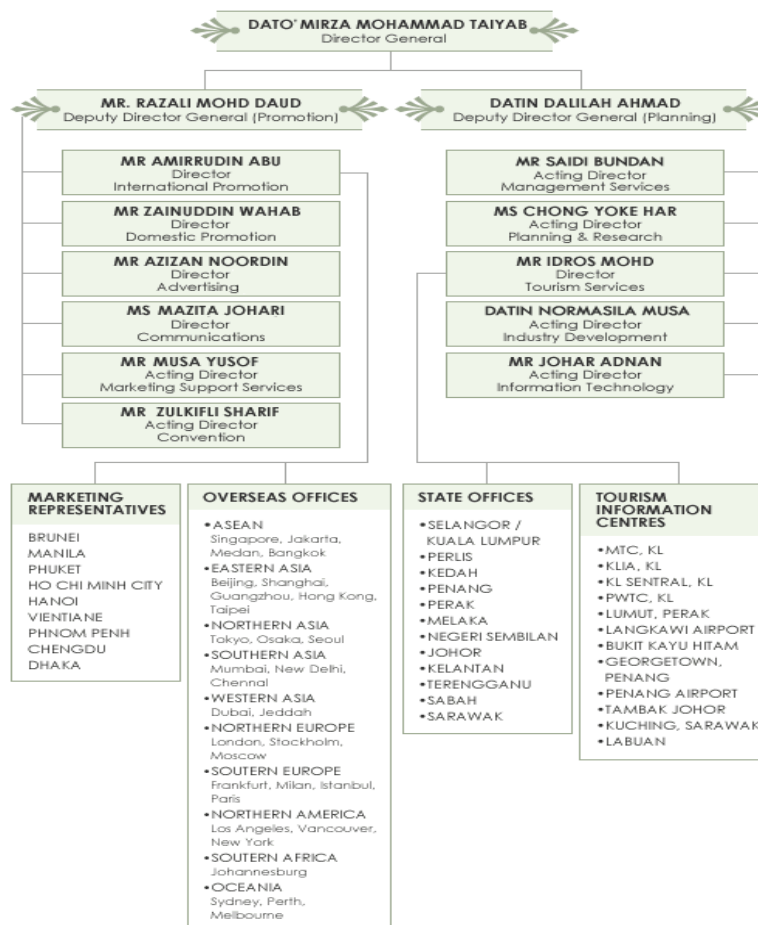
DR. HAZI BILAL MID  
Institusi Latihan Kehakiman dan Perundangan (ILKAP)  
Jabatan Perdana Menteri  
Email : [hr@ilkap.gov.my](mailto:hr@ilkap.gov.my)



| ISNIN<br>8 MAC 2004 |                             |                               | SELASA<br>9 MAC 2004 |   |                               |
|---------------------|-----------------------------|-------------------------------|----------------------|---|-------------------------------|
| MASA                | TAJUK                       | PENCERAMAH                    | MASA                 | TAJUK   | PENCERAMAH                    |
| 7.00 – 8.00 pg      | Sarapan pagi                |                               | 7.00 – 8.00 pg       | Sarapan pagi                                      |                               |
| 8.00 – 8.10 pg      | Taklimat kursus             | Penyelaras                    | 8.30 – 10.30 pg      | Teknik Penterjemahan dan Laras Bahasa             | Hazidah bt Mohamed Jamil ITNM |
| 8.10 – 8.30 pg      | Ujian 'Pre-Test'            | Penyelaras                    | 10.30 – 11.00 pg     | Minum pagi  |                               |
| 8.30 – 10.30 pg     | Sistem Perundangan Malaysia | Has Zanah Bt Mehat ILKAP      | 11.00 – 1.00 tgh     | Teknik Penterjemahan dan Laras Bahasa (sambungan) | Hazidah bt Mohamed Jamil ITNM |
| 10.30 – 11.00 pg    | Sesi fotografi/Minum pagi   |                               | 1.00 – 2.30 ptg      | Makan tengah hari                                 |                               |
| 11.00 – 1.00 tgh    | Teknik interpretasi         | Hazidah bt Mohamed Jamil ITNM | 2.30 – 4.30 ptg      | Teknik Penterjemahan dan Laras Bahasa (sambungan) | Hazidah bt Mohamed Jamil ITNM |
| 1.00 – 2.30 ptg     | Makan tengah hari           |                               | 4.30 – 5.00 ptg      | Minum petang                                      |                               |
| 2.30 – 4.30 ptg     | Teknik Interpretasi         | Hazidah bt Mohamed Jamil ITNM | 7.00 – 8.00 mlm      | Makan malam                                       |                               |
| 4.30 – 5.00 ptg     | Makan malam                 |                               | 10.00 – 10.30 mlm    | Minum Malam                                       |                               |
| 7.00 – 8.00 mlm     | Makan malam                 |                               |                      |   |                               |
| 10.00 – 10.30 mlm   | Minum Malam                 |                               |                      |   |                               |

| RABU<br>10 MAC 2004 |                                      |                  | KHAMIS<br>11 MAC 2004 |                                  |  |
|---------------------|--------------------------------------|------------------|-----------------------|----------------------------------|--|
| MASA                | TAJUK                                | PENCERAMAH       | MASA                  | TAJUK                            | PENCERAMAH                                       |
| 7.00 – 8.00 pg      | Sarapan pagi                         |                  | 7.00 – 8.00 pg        | Sarapan pagi                     |  |
| 8.30 – 10.30 pg     | Teknik Penterjemahan (Sesi Mahkamah) | K.P.Ramachandran | 8.30 – 10.30 pg       | Teknik Penterjemahan (Penulisan) | Tuan Kechik Tuan Hussein Mahkamah Sesyen         |
| 10.30 – 11.00 pg    | Minum pagi                           |                  | 10.30 – 11.00 pg      | Minum pagi                       |  |
| 11.00 – 1.00 tgh    | Teknik Penterjemahan (Sesi Mahkamah) | K.P.Ramachandran | 11.00 – 1.00 tgh      | Teknik Penterjemahan (Latihan)   | Tuan Kechik Tuan Hussein Mahkamah Sesyen         |
| 1.00 – 2.30 ptg     | Makan tengah hari                    |                  | 1.00 – 2.30 ptg       | Makan tengah hari                |  |
| 2.30 – 4.30 ptg     | Teknik Penterjemahan (Sesi Mahkamah) | K.P.Ramachandran | 2.30 – 4.30 ptg       | Penterjemahan (Gubalan)          | Cik Norizan bt Hj. Zakaria Bahagian Gubalan, JPN |
| 4.30 – 5.00 ptg     | Minum petang                         |                  | 4.30 – 5.00 ptg       | Minum petang                     |  |
| 7.00 – 8.00 mlm     | Makan malam                          |                  | 7.00 – 8.00 mlm       | Makan malam                      |  |
| 10.00 – 10.30 mlm   | Minum Malam                          |                  | 10.00 – 10.30 mlm     | Minum Malam                      |  |

## APPENDIX F TOURISM MALAYSIA'S ORGANISATION CHART



Source: [http://www.tourismmalaysia.gov.my/tourismbiz/about\\_tm/structure.asp](http://www.tourismmalaysia.gov.my/tourismbiz/about_tm/structure.asp)  
Retrieved 17 September 2007

APPENDIX G  
G1. MACEOS'S ORGANISATION CHART

Office Bearers (2006/2008)

|                    |  |
|--------------------|--|
| President          | : Anthony Wong<br>(AOS Conventions & Events Sdn Bhd)     |
| Vice President     | : Ian Roberts<br>(Malaysian Exhibition Services Sdn Bhd) |
| Treasurer          | : Albert Leong<br>(CD Associates (M) Sdn. Bhd)           |
| Hon. Secretary     | : Wilson Wong<br>(Allied Trans-Link Express Sdn Bhd)     |
| Executive Director | : Hj. Mohd Rais bin Mohd Saman                           |

\* Source: Tourism Malaysia & Immigration Department of Malaysia



Source: <http://www.micedirectory.com.my/editorial/maceos.htm>  
Access date: 17 September 2007

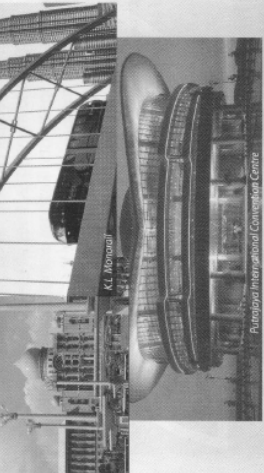

G2. MACEOS'S BROCHURE

Page 1 of 2

**MACEOS**  
MALAYSIA ASSOCIATION OF CONVENTION AND EXHIBITION ORGANISERS AND SUPPLIERS

**your global partner in convention & exhibition**

**MALAYSIA ASSOCIATION OF CONVENTION AND EXHIBITION ORGANISERS AND SUPPLIERS (MACEOS)**  
Membership Application Form

**Category of Membership:-**  Ordinary  Associate

Name of Organisation: \_\_\_\_\_

Type of Company:  Sole Proprietor  Partnership  Sdn Bhd  Bhd  
 Association  Cooperative  Others

Mailing Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_  
Email: \_\_\_\_\_ Website: \_\_\_\_\_

Date of Registration / Incorporation: \_\_\_\_\_  
Authorised Capital: \_\_\_\_\_ Paid Up Capital: \_\_\_\_\_  
Turnover (previous year): \_\_\_\_\_ No. of Employees: \_\_\_\_\_  
No. of years company involved/ associated with MICE industry: \_\_\_\_\_

**Please indicate the type of services you belong to:-**

Association  Exhibition Contractor  
 Event Organisers & Managers  Suppliers  
 Exhibition Organisers & Managers  Venue Operators / Owners  
 Convention Organisers & Managers  Others

**Please provide us with the following:-**

- Copy of Registration of Business / Certificate of Incorporation.
- Copy of Memorandum of Articles of Association.
- Printed matter of previous exhibition and / or convention.

**Particulars of your representative in MACEOS:-**

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Mobile: \_\_\_\_\_ Email: \_\_\_\_\_ Fax: \_\_\_\_\_  
Tel: \_\_\_\_\_

**Proposed by:-**

Company: \_\_\_\_\_  
Name of Representative: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Declaration:**  
I certify that all information made in this application form are true and accurate and will abide by all the provisions of the MACEOS Constitution and the Association's Code of Ethics.


Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_ Company Stamp \_\_\_\_\_  
**For Official User-**  
Application received on: \_\_\_\_\_ Signature: \_\_\_\_\_  
Approved  Not approved   
Approved by: \_\_\_\_\_


Please send completed application form to:  
**MACEOS Secretariat**  
c/o Allied Trans-Link Express Sdn. Bhd.  
No. 12, Wisma Allied, Lorong 51A/27B, 41600 Putrajaya, Selangor Darul Ehsan.  
Note: Application form to be submitted together with payment. Cheque to made payable to MACEOS  
Tel: +603 7957 8888 Fax: +603 7957 4100

**MACEOS's vision**  
Creating opportunities for the Malaysian convention, exhibition, events and incentive organisers and managers to work together in the interest of the industry.

**OBJECTIVES OF MACEOS**

- To promote and encourage an orderly growth of the industry of convention and exhibition organizing;
- To encourage and maintain high ethical standard of business conduct and professionalism generally by those directly or indirectly so engaged in convention and exhibition organizing and supplies;
- To promote and advance the interests of members of the Association;
- To promote and encourage fair and equitable trading, conduct and conditions within the convention and exhibition organizing and supplying industry and cooperation of members in all matters of mutual interest;
- To represent the industry generally in relation to or dealings with any governmental or quasi-governmental bodies or association, federation or agency; press or other media or communication and others, having dealing with or interest in the convention and exhibition industry;
- To provide information and professional advice to members and others free of cost or on such terms as may be thought fit regarding matters relating to conduct and rights and obligation of all kinds;
- To collect information and statistics on subjects of the industry which is likely to prove useful to members of the Association in the conduct of its affairs and to develop within the industry means of technical education.



**Supported by**  
TOURISM MALAYSIA   

### Introduction of Malaysia Association of Convention and Exhibition Organisers and Suppliers

The Malaysia Association of Convention and Exhibition Organisers and Suppliers (MACEOS) was established with a view to provide a platform for discussion amongst the exhibition and convention organisers. It was officially registered with the Registrar of Societies on 17 December 1990. The then Minister of Culture, Arts and Tourism, YB Dato' Sabbaruddin Chik was the first patron of the Association. During its initial stage, the members of the Association were confined mainly to the exhibition stand designers and builders, convention organisers and managers, venue providers, freight forwarders and suppliers. MACEOS has come of age and a new Executive Board headed by Anthony Wong, was appointed by the AGM in June 2005. The AGM also approved the Constitution amendments to meet the industry's needs and expand the Association membership base. The amendment was necessary to encourage the industry members such as venue providers, hotels with convention and meeting facilities, airlines, theme parks, shopping centres, and specialists like those dealing with stage lighting and audio visual companies to become members with full voting rights. To further strengthen the Association, a full-time Executive Director was appointed in July 2005 to attend to the management of the Association and implement its policies and programme of activities.

### Planned Activities

MACEOS has identified some of its priority projects in the year 2006. This includes the establishment of **permanent secretariat, increasing membership base, conduct of professional training workshops and creating more opportunities for business networking.**

To plan and organise these projects, Working Sub Committees have been established. A high-end magazine on M.I.C.E. activities in Malaysia is also in the pipeline. The inaugural issue of the magazine is expected to be ready for circulation by mid 2006. It will be distributed free of charge to all industry practitioners, travel and hospitality industry members, National Tourist Offices, airlines, foreign missions in Malaysia, overseas offices of Tourism Malaysia, MAS, MATRADE and Malaysian missions abroad as well as selected government agencies. The year 2006 is MACEOS election year. This year's **AGM** is scheduled for May 2006.

### Future Direction

MACEOS is in the process of repositioning itself to be more effective and to better serve its members and the industry players. One of its priorities to consolidate its strength and develop strategic alliances with the public and private sector to make Malaysia a premier M.I.C.E. destination. Efforts will be directed to enhance professionalism through training workshops, increase in membership and forging comradeship amongst its members.

### Memberships

MACEOS consists of two (2) categories of membership namely:

- Ordinary Member
- Associate Member

### Criteria of membership

- Have been in the industry for at least one year continuously;
- Have previously organized or collaborated in the organisation of at least three (3) conferences and/or exhibitions or events;
- Have more than one conference and/or exhibition scheduled for the next twelve months;
- The Management team shall have creditable track records in the MICE industry.

### Membership fees

RM 1,200.00 entrance fee  
RM 600.00 annual subscription

Application for membership shall be made in the prescribed form and submitted to MACEOS secretariat together with payment.

### Board members

**Peter Brokenshire**  
Kuala Lumpur Convention Centre

**Philip Riley**  
Crowne Plaza Mutiara KL

**Hj. Azmie b. Hj. Harun**  
R.E Rogers (M) Sdn Bhd

**Mazlan b. Che Soh**  
Kompleks Sukan Negara

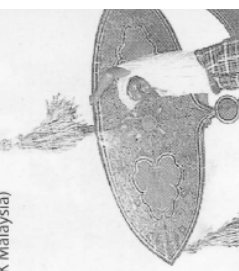
**Terence Swampillai**  
Malaysia Airlines

**Joyce Yap**  
Malaysian Association for Shopping & Highrise Complex Management (PPK Malaysia)

### Ex-Officio:

**Shahrin Mokhtar**  
Tourism Malaysia

**Nurdiana Abdullah**  
Matrade



### Benefits of Membership

MACEOS is an Association by the members and for the members. So ask not what the Association can do for you but rather what you can do for the Association. The benefits of joining the Association is unlimited and wide-ranging and highly dependent on each individual needs. However, the common benefits for all members can best be summarised as follows:

- Enhancement of professionalism
- Increase exposure and opportunities for business networking
- Access to market information and MACEOS data base
- Free listing in MACEOS website and magazine
- Opportunities for advertisement in MACEOS own publication
- Participation in MACEOS social activities
- Updates on Government policies and regulations relating to the exhibition and convention industry
- Provide channel of communication between the industry and the government
- Touch base with private sector and government in the event, exhibition and meeting industry

### The Present Office Bearers of MACEOS for the term 2004 / 2006:

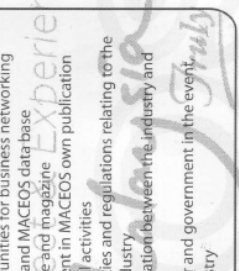
President : **ANTHONY WONG**  
(AOS Conventions & Events Sdn Bhd)

Vice President: **IAN ROBERTS**  
(Malaysian Exhibition Services Sdn. Bhd)

Treasurer : **PETER TEH**  
(PICO International (M) Sdn Bhd)

Hon. Secretary: **WILSON WONG**  
(Allied Trans-Link Express Sdn Bhd).

Executive Director: **HJ. MOHD RAIS B. MOHD SAMAN**



G3. MACEOS'S DIRECTORY

## Your One-Stop MICE Source Book of Malaysia



The Official Directory of MACEOS  
(Malaysia Association of Convention  
and Exhibition Organisers and Suppliers)

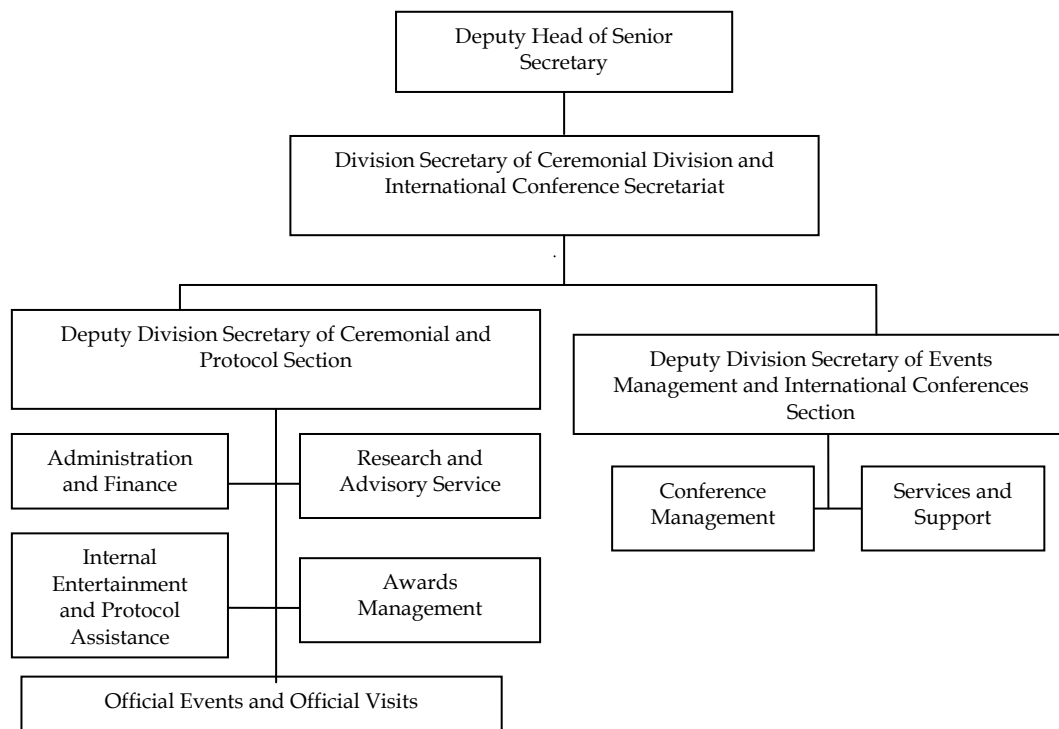


[Launching of MICEDM 1st Edition at The Fifth  
Global Meet Malaysia 2007](#)



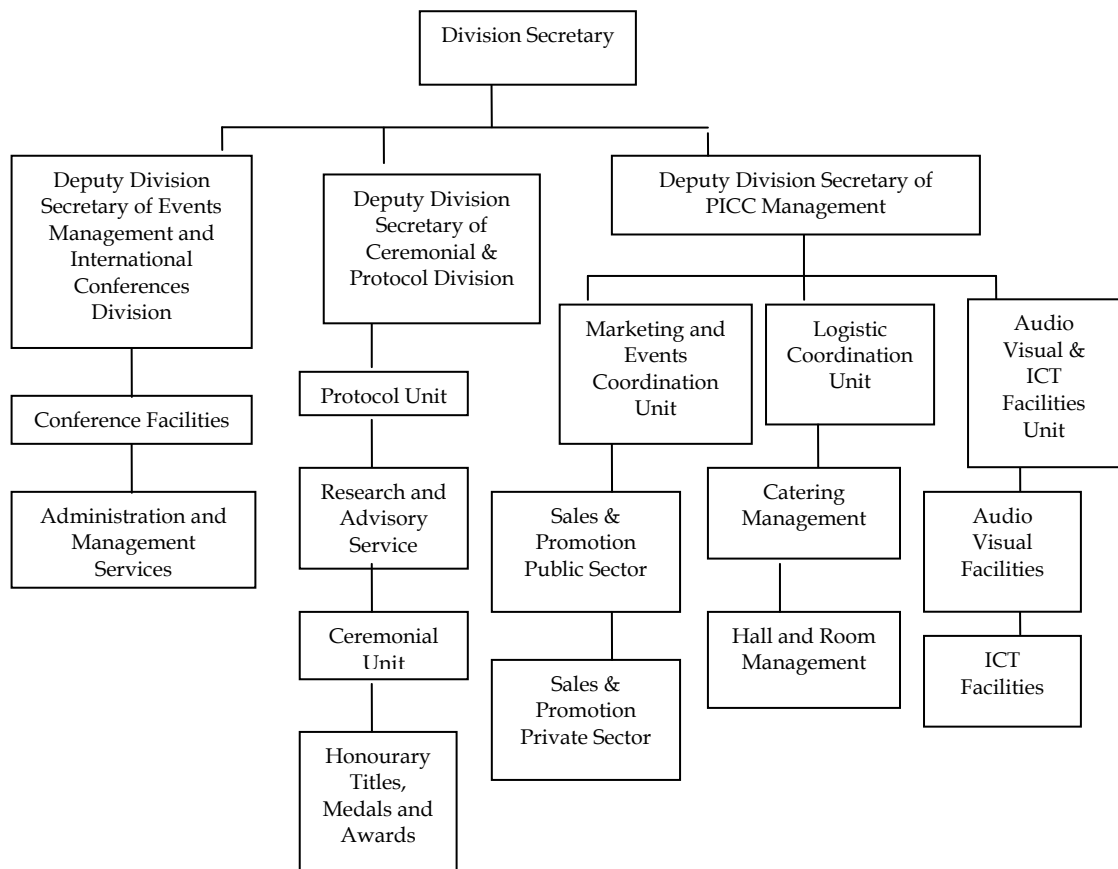
Source: <http://www.micedirectory.com.my>. Retrieved 19 May 2008

APPENDIX H  
H1. CEREMONIAL DIVISION AND INTERNATIONAL CONFERENCE SECRETARIAT  
ORGANISATION CHART 2004



Source: ICS Website 2004. URL is no longer active. Access date: September 2004

H2. CEREMONIAL DIVISION AND INTERNATIONAL CONFERENCE SECRETARIAT  
ORGANISATION CHART 2007



Source: <http://www.pmo.gov.my/carta/istiadat2.html>. Retrieved March 2007



### H3. GENERAL CIRCULAR 1981 (SURAT PEKELILING AM BIL. 1 TAHUN 1981)

Ketua Setiausaha Kementerian  
Ketua Pengarah Jabatan Persekutuan

Penubuhan Urusetia Persidangan Antarabangsa (UPA)

Adalah dimaklumkan bahawa Jabatan Perdana Menteri telahpun menubuhkan satu unit Urusetia Persidangan Antarabangsa (UPA). Unit ini adalah dilengkapi dengan kakitangan dan alat-alat yang sesuai bagi mengelola dan membantu sebarang persidangan/seminar/bengkel di peringkat antarabangsa anjuran Kerajaan yang diadakan di Malaysia. Urusetia ini akan merancang, menyelaras dan melaksanakan persidangan/seminar/bengkel tersebut melainkan persidangan yang dikelolakan oleh Urusetia ASEAN (Wisma Putra)

2. UPA juga akan menolong Kementerian/Jabatan berkenaan menyediakan anggaran belanjawan persidangan; walau bagaimanapun tanggungjawab bagi mendapatkan peruntukan dan kelulusannya dar Perbendaharaan dan penjelasan pembayaran hendaklah dilaksanakan oleh Kementerian/Jabatan itu sendiri

3. Kementerian/jabatan yang menganjurkan sesuatu persidangan/seminar/bengkel di peringkat antarabangsa, sebagai penganjur persidangan adalah diminta terlebih dahulu berhubung dengan UPA sebelum tindakan untuk mengelolakan persidangan tersebut dilakukan.

4. Penganjur persidangan diminta membut rujukan kepada sesuatu keputusan Jemaah menteri mengenai persidangan yang hendak dikelolakan dalam suratnya yang diarahkan kepada UPA melalui TKSU, JPM

5. Adalah disyorkan bahawa penganjur persidangan memohon UPA menghadiri mesyuarat jawatankuasa pusat di mana pembahagian tugas akan dibincangkan, dan mandat diberi kepada UPA untuk menyelaraskan tugas dan tindakan kementerian/jabatan lain yang terlibat

6. Setelah menerima butir-butir persidangan/seminar/bengkel dan arahan dari penganjur persidangan, UPA akan menubuhkan Jawatankuasa Kecil Penyelarasan Persidangan yang bertanggungjawab sepenuhnya terhadap pengurusan persidangan/seminar/bengkel yang berkenaan. Penganjur persidangan hendaklah menghantar seorang wakilnya kepada tiap-tiap mesyuarat jawatankuasa kecil penyelarasan persidangan untuk memberi maklumat terakhir dan terusan di antara penganjur persidangan dan UPA. UPA akan melapor tindakan-tindakan jawatankuasa kecil penyelarasan persidangan ini kepada jawatankuasa pusat dari semasa ke semasa.

7. Adalah bertanggungjawab Penganjur persidangan menentukan keseringan jawatankuasa pusat bermesyuarat.

8. Penganjur persidangan yang memerlukan bantuan/kerjasama UPA diminta memaklumkan hasratnya bagi mengadakan sesuatu persidangan/seminar/bengkel di peringkat antarabangsa kepada UPA seberapa awal yang boleh untuk memudahkan pihak UPA membuat susunan jadual dan persiapan lain yang diperlukan, Tarikh persidangan itu boleh juga dimaklumkan sebagai panduan walaupun perkara tersebut belum dikemukakan kepada pihak jemaah menteri. Walau bagaimanapun adalah diharap bahawa tempoh yang memadai seelok-eloknya ialah tidak kurang daripada 5 atau 6 bulan sebelum persidangan diadakan.

'BERKHIDMAT UNTUK NEGARA'

Tanda tangan

(TAN SRI HASHIM BIN AMAN)

Ketua Setiausaha Negara

JPM

KL

22 Januari 1981

APPENDIX I  
MICE DIRECTORY OF PCOS

1. List of PCO

From the phone interviews with the professional conference organisers from the MICE listing, conducted from 27 March 2006 to 3 April 2006, only 3 companies provided conference interpreting services, which are listed below (see Appendix %):

- a. Asia Strategy & Leadership Institute Incorporated KHAZANAH ASLI
- b. AOS Conventions And Events Sdn Bhd
- c. AsiaCongress Events (M) Sdn Bhd (Thailand-based)

2. These companies do not offer conference interpreting services; their focus was on seminars, trainings, seminars, and exhibitions:

Conference Consultant Asia, Inc.  
F&R Exhibition and Conference Sdn Bhd  
Interexpo (M) Sdn Bhd (Miller Freeman Sdn Bhd)  
Rayma Management Consultants (M) Sdn Bhd  
Reed Exhibitions Sdn. Bhd.  
Pacific World Destination East Sdn Bhd  
Asutra Convex Sdn Bhd

3. These companies could not be contacted by telephone:

Console Communications Sdn Bhd  
DSA Exhibition and Conference Sdn Bhd  
Malaysia Exhibition Services Sdn. Bhd.  
Trade-Link Exhibition Services Sdn Bhd.  
Trans-Event Sdn. Bhd.  
Uni-Link Smart Venture Sdn Bhd  
Fairs & Events Management Sdn Bhd

4. One company had terminated its services:

Meditech Media (M) Sdn. Bhd

APPENDIX J  
PCOS IN MALAYSIA

J1. Asia Strategy & Leadership Institute Incorporated (ASLI)

The ASLI Foundation, created ASLI Asian Strategy & Leadership Institute in September 1993, the first conference organiser in Malaysia. Over the past decade, it has grown into Malaysia's leading conference organiser, and is the major controlling shareholder of ASLI. ASLI's net proceeds are donated to this non-profit ASLI Foundation managed by a Board of Trustees.

ASLI's vision is to create a better society. Its mission is to help organisations enhance competitiveness, leadership and strategic capabilities through the interchange of ideas, information and knowledge. Towards this end, ASLI is continuously engaged in the research and implementation of strategic programmes, conferences, publications, CEO membership programmes, bilateral business councils and policy studies. ASLI's Event Management Unit has organised several conferences, seminars, forums and roundtables, at national and international levels. As Malaysia's premier conference organiser, has developed an event management methodology that allows ASLI to provide professional conference management services ranging from pre-event planning, programme and intellectual content research and development, marketing and sponsorship, speaker and delegate administration, event logistics, post-event administration. ASLI's Event Management Unit has managed the World Islamic Economic Forum, the Annual Asia Oil and Gas Conference, the Perdana Global Peace Forum, the World Ports and Harbour Conference, the World Women Entrepreneur Convention, the Asia Pacific Real Estate Convention, the Asia Global Leadership Forum and the Global Public Policy Conference (ASLI's website 2007).

## J2. AOS Conventions and Events Sdn. Bhd.

Asianoverland Conventions and Events is a private limited company has been operating as a conference organiser since 1990. It was set up under the wings of a tour operator, the Asian and Overland Tours and Travel which was established in 1976. It has managed events ranging from 50 to 15,000 delegates with a staff of 30 and has the support from its leisure unit, comprising 150 staff. The company has its own fleet of vehicles and four branch offices located in various parts of Malaysia. For three consecutive years from 1998 to 2000, AOS was voted as the Best Destination Management Company (MICE) in the Asia Pacific region. Amongst the numerous conferences that had been organised by AOS Conventions and Events were XVI Kuala Lumpur Commonwealth Games in 1998, Asian Oceania Tax Consultants Association Conference and 5th International Congress on AIDS in Asia and the Pacific in 1999, International Union of Forestry Research Organisations in 2000, International Paralympic Committee Strategic Planning Congress in 2001, 7th World Leisure Congress in 2002 and Publish Asia in 2003. The latest one was the XVIII FIGO World Congress of Gynaecology and Obstetrics in November 2006 and the next one is the International Congress on Infectious Diseases in June 2008 which will also be held in the capital of Malaysia.

An interesting note worth mentioning is that being linked to a parent company that is a tour operator that had won several prestigious awards, it also promotes city tours and eco-tourism in its conference packages for the delegates.

APPENDIX K  
PROFESSIONAL CONFERENCE ORGANISERS (PCO)

Professional Conference Organisers (PCOs), also known as Conference Advisors are private companies who provide services to the clients in organising conferences. Their services ensure that the conferences are held effectively and efficiently, from pre-conference to post-conference details. They not only provide creative and imaginative event management solutions for international conferences, but also for conventions, meetings, road shows, incentives, special events or functions. With this minimum-fuss approach, PCOs are in-charge of assuring that every event's detail is well-planned and smoothly executed to make sure that their clients accomplish their corporate objectives.

They ensure this by offering the services that are listed below:

1. Management of venue and audiovisual facilities.

They conduct site inspections and make comparison analysis in order to find the best and the most suitable conference venue for the clients. They also arrange the set up of the plenary and syndicate rooms for parallel sessions as well as food and beverage services to participants. They determine the conference's audiovisual requirements for speakers and participants; find suppliers and provide quotations as well as ensure the smooth running of the event.

2. Preparation of budget and cash flow.

The PCO sets the financial objectives, develop conference budget, manage bank accounts, and receipt of registration fees.

3. Website

They are responsible for the creation and management of the conference website.

4. Arrangement of programmes, abstracts and speakers.

They are in-charge of developing business and social programmes for the conference or event participants, including online abstract management, call for papers, theme and speaker liaison

#### 5. Marketing and public relations.

They prepare plan and identify target markets, as well as production, promotion and distribution of necessary conference materials.

#### 6. Sponsorship.

The PCO determines the policy, prepare prospectus, recruit necessary personnel for the conference or event, prepare package inclusions, confirm contracts and tax invoice, prepare logos and satchel inclusions.

#### 7. Trade exhibition.

They are responsible for the sale of exhibition space, distribution of brochures and floor plans, and supervision of booth construction from set up to break down.

#### 8. Printing and publication.

They also develop identity and logo for the conference materials such as graphics, database mailing lists, on-line preliminary advice, letterhead design, programme, proceedings, tickets, badges and satchels.

#### 9. Registration.

They oversee online registration, receipt of registration forms, confirmation letters and receipts, accommodation for participants, delegate management, banking and reports, on-site management and registration desk at conference venue.

#### 10. Insurance and licenses.

They obtain quotes, make comparisons and propose them to the HOs.

#### 11. Travel, tours and transfers.

The PCO also arrange tour selections for the participants; pre and post touring, partners programme, technical tours and inter-venue transfers.

#### 12. On-site conference management.

They provide staff and client briefing, deliveries, running sheet, resolve bump schedules and pack conference satchels.

13. Production and supplier management.

The PCO provide conference accessories and sources out for external event suppliers, if necessary.

14. Event's secretariat.

They make sure that fully equipped office suites and help desk are available and functioning.

15. Post conference.

They reconcile budget, send out thank-you letters to relevant parties, carry out client debrief, distribute and collect evaluation forms as well as prepare conference report to client.

## APPENDIX L HOST ORGANISATION (HO)

Host organisations are the organising bodies of conferences. They can be associations, organisations, companies, government bodies, or non-governmental bodies at international or national level.

In this study, we have managed to meet three HOs which sought SI services from ICS for their international conferences. They were (1) Central Bank of Malaysia, (2) Malaysian Olympic Council, and (3) International Basketball Federation. Below, we briefly describe the nature of the conference such as the working languages, and number of participants.

### 1. Central Bank of Malaysia (*Bank Negara Malaysia*)

The Islamic Banking and Takaful Development Department of Central Bank of Malaysia organised a closed session of International Shariah Scholars Dialogue on 8 November 2006. This conference was held at the PJ Marriot Hotel in Putrajaya, Malaysia. The working languages were English and Arabic. SI was provided by two freelance local simultaneous interpreters. There were 206 delegates from various countries and a few hundred invited guests including the press.

### 2. Malaysian Olympic Council (*Majlis Olimpik Malaysia*)

On 8 November 2006, Malaysian Olympic Council Meeting of International Council of Arbitration for Sport held a meeting at the Istana Hotel, Kuala Lumpur. The Council was comprised of 24 different countries. There were two bilingual in-house or staff simultaneous interpreters of the Council, both of Swiss citizenships. The working languages were French and English.

### 3. International Basketball Federation (*Fédération Internationale de Basketball Amateur - FIBA*)

The International Basketball Federation (FIBA) Central Board Meeting was held at the Sunway Hotel, Kuala Lumpur, on 4th and 5th December 2004. It marked the first on-line SI ever performed in Malaysia. There were 20 member boards from 17 countries from different world continents such as Africa, Americas, Asia, Europe and Oceania. The working languages were English, French, German and Spanish, provided in three portable booths. Most interpreters were AIIC members but there were also several local freelance interpreters.



APPENDIX M  
EQUIPMENTS AND FACILITIES OF ICS

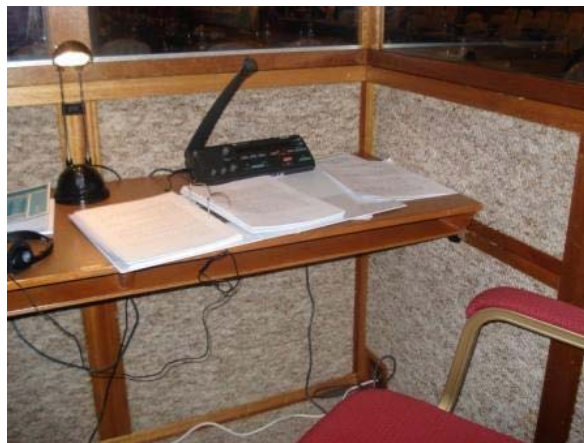
1. SI Systems and Equipments



## 2. Portable Headsets for Participants



3. Interpreter's Booth (Interior)



4. Interpreter's Booth (Exterior)





5. View of Conference Hall from the Booth



APPENDIX N  
CORRESPONDENCES WITH CDTM

Page 1 of 2

The screenshot shows a Yahoo! Mail interface. The user is logged in as 'noni\_is' and is viewing an email titled 'FW: PhD Research' from Raja Normala Raja Shamsudin. The email content discusses a phone conversation about research on conference interpreting in Malaysia and lists five specific questions regarding the Conventions Section. The sender offers an interview and expresses gratitude for cooperation.

**YAHOO! MAIL** noni\_is Offline  
Sign Out, My Account, Mail Classic

Home | My Yahoo! | Search the Web... WEB SEARCH

Check Mail | New | Home | Inbox 1511 messages | Search: "zulkefli" | cap08 | FW: PhD Research | Mobile | Options | Help

Q: zulkefli | Go

New York City Find deals now

**FW: PhD Research** Standard Header  
Tuesday, January 24, 2006 4:42:14 AM

Raja Normala Raja Shamsudin <normala@tourism.gov.my> | View  
To: noni\_is@yahoo.com  
Cc: Zulkefli Haji Sharif <zulkefli@tourism.gov.my>; Shahrin bin Mokhtar <shahrin@tourism.gov.my>

**From:** noni [mailto:noni\_is@yahoo.com]  
**Sent:** Thursday, January 12, 2006 12:00 PM  
**To:** Zulkefli Haji Sharif  
**Subject:** PhD Research

Assalamualakum En. Zulkefli,

We spoke yesterday over the phone regarding my research on conference interpreting in Malaysia. I would like very much to get more information on the conference field in Malaysia, as much as Tourism Malaysia's Convention Section is concerned.

Basically, I have a few questions in mind:

1. the roles and functions of Conventions Section
2. procedures of organising conferences in Malaysia (where Conventions Section is concerned)
3. other departments or organisations that are involved in this field (for example when interpreting services are required)
4. the roles of professional conference organisers in the field and how are they related to the Conventions Section
5. Statistics (number of conferences, types of conferences, conferences that required interpreting services, etc.)

I am available to conduct an interview with the Conventions Section at anytime convenient to you and/or your personnel. For your information, I would be returning to Spain in February 2006.

I am very grateful for your cooperation and I am looking forward to receiving your reply.

Regards,  
Noraini Ibrahim

TODAY: 9/19 No events. Click the plus sign to add an event.

Internet | Modo protegido: activado | 100%

**YAHOO! MAIL** noni\_is Offline  
Sign Out: My Account, Mail Classic

Home | Inbox: 1511 messages | Search: "zulkefli" | cap08 | FW: PhD Research | Mobile | Options | Help

Check Mail | New | Search: zulkefli | Go

New York City Find deals now!

Inbox (9) | Drafts (13) | Sent | Spam (1622) Empty | Trash (4) Empty | Contacts Add | Calendar | Notepad | All Feeds Add | My Folders Add

- AIIC
- anecdotes (44)
- ANGELA
- cartas
- FACULTY (108)
- FAMILY
- FRIENDS
- MISC (9)
- PAYPAL (23)
- RESEARCH (2)
- skype (85)
- USM

Watch new movie trailers. | Try Fashion Show game for free. | Watch Videos On Yahoo! Music.

Today: 9/19 No events. Click the plus sign to add an event.

Internet | Modo protegido: activado | 100%

---

**FW: PhD Research** Standard Header

**Raja Normala Raja Shamsudin** <normala@tourism.gov.my> [View](#)

To: noni\_is@yahoo.com  
Cc: Zulkefli Haji Sharif <zulkefli@tourism.gov.my>; Shahrin bin Mokhtar <shahrin@tourism.gov.my>

Tuesday, January 24, 2006 4:42:14 AM

Dear Noraini,

Thank you for your e-mail that was sent to En. Zulkefli.

As per our conversation this morning, we would be pleased to assist you with your research. We'll provide the necessary materials when you visit us tomorrow afternoon. The Convention Division is on the 25th floor at Menara Dato' Onn, PWTC.

Best regards,

*Raja Normala R. Shamsudin*  
Convention Division  
Tourism Malaysia  
Tel : (603) 2615-8188 / 2615-8441  
E-mail : [normala@tourism.gov.my](mailto:normala@tourism.gov.my)  
Website : [www.tourismmalaysia.gov.my](http://www.tourismmalaysia.gov.my)

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**From:** noni [mailto:noni\_is@yahoo.com]  
**Sent:** Thursday, January 12, 2006 12:00 PM  
**To:** Zulkefli Haji Sharif  
**Subject:** PhD Research

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Basically, I have a few questions in mind:

APPENDIX O  
O1. COVER LETTER AND QUESTIONNAIRE FOR MSIAN INTERPRETERS

Page 1 of 7

Noraini Ibrahim  
Department of Translation and Interpretation  
University of Granada  
Calle Buensuceso 11  
18002 Granada  
Spain

Date

To Whom It May Concern

Dear Sir/Madam,

**RESEARCH QUESTIONNAIRE**


The above matter referred. I am currently doing a doctoral research at the Department of Translation and Interpretation, University of Granada, Spain under the supervision of Dra. Ángela Collados Aís. The title of the project is "Conference Interpreting in Malaysia: A Preliminary Study".

I would be very grateful if you could spare some time to fill in the attached questionnaire based on your professional conference interpreting experience in Malaysia. Your cooperation is extremely valuable in order to complete this study.

Your contribution to this research project is greatly appreciated.

Thanking you in advance.

Yours faithfully,



Tel.: 0060 16 910 2375 (Kuala Lumpur)  
0034 662 047 801 (Granada)  
Email: noni\_is@yahoo.com







3. Have you enrolled in any interpreting courses ?

No  Yes  Year: .....

Name of training centre: .....

**C.PROFESSIONAL BACKGROUND**

1. You are a freelance interpreter  permanent interpreter

Name of employer: .....

2. Occupation (if you are a freelance interpreter): .....

3. Years of interpreting experience: .....

4. Number of interpreting jobs (annually):

|              |                          |
|--------------|--------------------------|
| Less than 5  | <input type="checkbox"/> |
| 6 to 9       | <input type="checkbox"/> |
| 10 to 15     | <input type="checkbox"/> |
| 16 to 20     | <input type="checkbox"/> |
| More than 20 | <input type="checkbox"/> |

5. For permanent interpreters: Are you satisfied with the remuneration?

|                  |                          |
|------------------|--------------------------|
| Very satisfied   | <input type="checkbox"/> |
| Satisfied        | <input type="checkbox"/> |
| Quite satisfied  | <input type="checkbox"/> |
| Unsatisfied      | <input type="checkbox"/> |
| Very unsatisfied | <input type="checkbox"/> |

6. For freelance interpreters : Are you satisfied with the interpreting assignments payment rate?

|                  |                          |
|------------------|--------------------------|
| Very satisfied   | <input type="checkbox"/> |
| Satisfied        | <input type="checkbox"/> |
| Quite satisfied  | <input type="checkbox"/> |
| Unsatisfied      | <input type="checkbox"/> |
| Very unsatisfied | <input type="checkbox"/> |

Approximate rate: RM..... /hour

7. You are a member of

|  |                          |
|--|--------------------------|
| AIIC   | <input type="checkbox"/> |
| Persatuan Penterjemah Malaysia                 | <input type="checkbox"/> |
| None   | <input type="checkbox"/> |
| Other Translation and Interpreting Association | <input type="checkbox"/> |

Please state: .....

8. You are registered to Malaysian National Institute of Translation (ITNM) No

Year: .....

9. Working language combination(s) e.g. Malay-English, English-Malay:



10. The most frequent language combination that you work in: .....

11. Do you have a specialisation e.g. Economics, Political Science, Legal, International Relations etc.?

No  Yes

Please state: .....

12. How often do you do these modes of interpreting? Please refer attachment for definitions.

|                              | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Simultaneous interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Consecutive interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Sight interpreting      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Whispered interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Signing                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

.....  
 .....

13. How often do you interpret in these type of settings?

|                              | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Conference interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Dialogue interpreting    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Diplomatic interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Court interpreting       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Community interpreting    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi. Discussions              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii. Seminars                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| viii. Official visits        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

.....  
 .....

14. Do you perform these tasks as well?

|                         | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Written translation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Subtitling          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Dubbing/Voice-over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

.....  
 .....



**D. INTERPRETING ASSIGNMENTS**

1. Interpreting jobs are assigned to you by :

|                                    |                          |
|------------------------------------|--------------------------|
| Employer                           | <input type="checkbox"/> |
| ITNM                               | <input type="checkbox"/> |
| Court                              | <input type="checkbox"/> |
| Government offices                 | <input type="checkbox"/> |
| Professional Conference Organisers | <input type="checkbox"/> |
| Translation/Interpreting agencies  | <input type="checkbox"/> |
| Training centres                   | <input type="checkbox"/> |
| Language centres                   | <input type="checkbox"/> |
| Embassies                          | <input type="checkbox"/> |
| Companies                          | <input type="checkbox"/> |
| Others, please state:              | <input type="checkbox"/> |

2. In your opinion, what is the general satisfaction of conference interpreting assignments in Malaysia?

|                                      | Very satisfied           | Satisfied                | Quite satisfied          | Unsatisfied              | Very unsatisfied         | Irrelevant               |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Document preparation and briefing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Interpreting equipment           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Interpreting booths/facilities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Conference organisation skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Payment                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:  
 .....  
 .....

**E. PROFESSIONALISATION OF INTERPRETING**

1. In your opinion, are these aspects important in the interpreting profession?  
 Please refer attachment for definitions.

|                          | Very important           | Important                | Quite important          | Unimportant              | Very unimportant         |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Remuneration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:  
 .....  
 .....



2. How would you rate these aspects the interpreting profession in Malaysia?

|                          | Excellent                | Good                     | Average                  | Bad                      | Very bad                 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Remuneration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

.....

.....

.....

**F. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the main problems and constraints that you face as an interpreter in Malaysia?



**G. SUGGESTIONS**

1. In your opinion, what are the main strengths or positive points of the interpreting profession in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



## O2. COVER LETTER AND QUESTIONNAIRE FOR CIAP INTERPRETERS

Page 1 of 5

**YAHOO! MAIL** noni\_is Offline  
Sign Out, My Account, Mail Classic

Yahoo! | My Yahoo! Search the Web... WEB SEARCH

Home Conference Interpreting x Search: "luigi" x Re: una preguntilla x Mobile | Options | Help

Check Mail New  
Q: luigi Go

Movie trailers, photos & more.

Inbox (9)  
Drafts (13)  
Sent  
Spam (1612) Empty  
Trash (4) Empty  
Calendar  
Contacts Add  
Notepad  
All Feeds Add  
My Folders Add  
AIIC  
anecdotes (44)  
ANGELA  
cartas  
FACULTY (108)  
FAMILY  
FRIENDS  
MISC (9)  
PAYPAL (23)  
RESEARCH (2)  
skype (85)  
USM

Las Vegas Find deals now!  
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Conference Interpreting Research Questionnaire  
Standard Header  
Monday, July 23, 2007 12:20:50 AM

noni <noni\_is@yahoo.com> View  
To: Ibarua@bigpond.com  
QUESTIONNAIRE FOR INTERPRETERS - aic.doc (26 KB)

Dear colleague,

*I am a researcher and translator, graduated from Universiti Sains Malaysia and University of Granada, Spain. I am currently pursuing post-graduate research at the University of Granada, under the supervision of Dra. Angela Collados Ais ([angela@ugr.es](mailto:angela@ugr.es)).*

*My PhD thesis will cover the evolution of conference interpretation in Malaysia. I have discussed my plans with Mr Jean-Pierre Allain who was kind enough to suggest that I might send you the questionnaire I have prepared for Malaysian interpreters. Since you have no doubt at some time worked at a conference in Malaysia, your opinions would be most useful for my research.*

*I hope you will take a few moments to complete those parts of the attached questionnaire which are applicable to you or on which you have an opinion, and ask you to kindly return it to me by email as early as possible.*

Thank you so much and best regards,

Noraini Ibrahim  
Granada  
+34 662 047 801

[Pinpoint customers](#) who are looking for what you sell.

TODAY: 9/19 No events. Click the plus sign to add an event.

Internet | Modo protegido: activado 100%





**C. PROFESSIONAL BACKGROUND**

1. You are a  freelance interpreter  staff interpreter   
 Name of employer:

2. Other occupation(s) (if you are a freelance interpreter):

3. Years of interpreting experience:

4. Number of interpreting jobs (annually):

- Less than 5
- 5 to 9
- 10 to 15
- 16 to 20
- More than 20

5. i. For freelance interpreters: Are you satisfied with the level of fees you receive?

- Very satisfied
- Satisfied
- Quite satisfied
- Unsatisfied
- Very unsatisfied

5. i. For permanent interpreters: Are you satisfied with the remuneration?

- Very satisfied
- Satisfied
- Quite satisfied
- Unsatisfied
- Very unsatisfied

ii. Approximate rate: USD /day

ii. Approximate income: USD /month

6. You are a member of

- AIIC
- Persatuan Penterjemah Malaysia
- Other Translation and Interpreting Association  Please state:
- None

7. You are registered to Malaysian National Institute of Translation (ITNM). No  Yes  Year:

8. The most frequent language combination that you work in:

9. Do you have a specialisation e.g. Economics, Political Science, Legal, International Relations etc.? Yes  Please state:  
 No

10. How often do you do these modes of interpreting? Please refer attachment for definitions.

|                              | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Simultaneous interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Consecutive interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Sight interpreting      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Whispered interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Signing                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

11. How often do you interpret in these types of settings?

|                              | Very often               | Often                    | Sometimes                |
|------------------------------|--------------------------|--------------------------|--------------------------|
| i. Conference interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Dialogue interpreting    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Diplomatic interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Court interpreting       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Community interpreting    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi. Escort interpreting      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:



12. Do you perform these tasks as well?

|                        | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Written translation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Dubbing/Voice-over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Subtitling        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

**D. INTERPRETING ASSIGNMENTS**

1. Interpreting jobs are assigned to you by :

|                                    |                          |                                   |                          |
|------------------------------------|--------------------------|-----------------------------------|--------------------------|
| Employer                           | <input type="checkbox"/> | Translation/Interpreting agencies | <input type="checkbox"/> |
| ITNM                               | <input type="checkbox"/> | Training centres                  | <input type="checkbox"/> |
| Court                              | <input type="checkbox"/> | Language centres                  | <input type="checkbox"/> |
| Government offices                 | <input type="checkbox"/> | Embassies                         | <input type="checkbox"/> |
| Professional Conference Organisers | <input type="checkbox"/> | Companies                         | <input type="checkbox"/> |

Others, please state:

2. In your opinion, what is the general satisfaction of conference interpreting assignments in Malaysia?

|                                      | Very satisfied           | Satisfied                | Quite satisfied          | Least satisfied          |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Document preparation and briefing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Interpreting equipment           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Interpreting booths/facilities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Conference organisation skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Remuneration                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:



**E. PROFESSIONALISATION OF INTERPRETING**

1. In your opinion, are these aspects important in the interpreting profession? Please refer attachment for definitions.

|                          | Very important           | Important                | Quite important          | Unimportant              | Very unimportant         |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training institutions    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Remuneration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

2. How would you rate these aspects in the interpreting profession in Malaysia?

|                          | Excellent                | Good                     | Average                  | Bad                      |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Remuneration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:



**F. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the main problems and constraints that you face as an interpreter in Malaysia?

**G. SUGGESTIONS**

1. In your opinion, what are the main strengths or positive points of the interpreting profession in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



| DEFINITIONS   |   |
|---|---|
| i. Simultaneous interpreting                        | interpreting is performed at the same time as the source-language text is being presented with the use of simultaneous interpreting equipment in a sound-proof booth.   |
| ii. Consecutive interpreting                        | interpretation is rendered after the source-language utterance with or without note-taking.   |
| iii. Sight interpreting                             | where a written text is rendered 'at sight' and is simultaneous with the interpreter's real-time (visual) reception of the written source text, not with the delivery of the source text.   |
| iv. Whispered interpreting                          | where the interpreter works right next to one or no more than a couple of listeners by speaking in a low voice, which could be performed simultaneously with portable transmission equipment.   |
| v. Signing  | where voice-to-sign, sign-to-sign or text-to-sign interpreting is carried out.  |
| i. Conference interpreting                          | takes place in multilateral communication, the clients consist of delegates and representatives of various nations and institutions taking place within a particular format of interaction (a conference setting).  |
| ii. Dialogue interpreting                           | is performed in bilateral communication. A bilingual interpreter acts as a mediator for two monolingual clients.  |
| iii. Diplomatic interpreting                        | is carried out when representatives of different linguistic and cultural communities meet with an objective to establish and develop political relations.   |
| iv. Court interpreting                              | is done in the enforcement of laws and the administration of justice.   |
| v. Community interpreting                           | consists of medical interpreting, hospital interpreting, legal interpreting.  |
| vi. Escort interpreting                             | is when an interpreter accompanies a person or a delegation on a tour, on a visit, or to a meeting or interview   |
| Training institution                                | An academic institution specialised in interpreter training and acquainted with the developments in the profession as well as with the latest trends in science and methodology. Carries the task of coordinating all the efforts in the field of further education in order to raise the professional standards of the individual and the interpreting community as a whole. |
| Interpreter training                                | The formal processes for the transmission of the explanatory theories, doctrines (systems of value), applied theories, and practice theories.   |
| Continuing education                                | Courses that focus on working languages or subject areas such as law and medicine, as well as technological support especially for documentation and terminology for practising interpreters.   |
| Specialisation                                      | Specialisation in fields such as Economics, Political Science, Medicine, Law, etc. A high degree of specialisation or a broad general knowledge enable interpreters settle in with much ease to his or her work which in turn improve the quality of work that they produce.  |
| Theoretical knowledge                               | Theoretical knowledge is useful in providing guidelines to describe and understand the problems and circumstances of the world as they apply to a particular occupational area.   |
| Professional association/<br>Association membership | The use of the professional organization as a major referent refers to the practitioner's identification with the formal organization and the informal association of colleagues. As such, membership in the status and the subsequent associations provide the major source of reference for ideas, judgments and values.  |
| Advisory body                                       | A body that coordinates all integration efforts and provides courses of its own based on approved training programmes designed for the whole interpreting community and to be attended by all groups of interpreters.   |
| Code of ethics                                      | A professional code of ethics essentially describes the terms of relations to the client, other professionals, and the society. A code should be a broad summary of the moral behaviour that is expected of every practitioner.   |
| Public awareness                                    | Users and clients have to be informed about the nature and constraints of interpreter's job. Clients think they know what interpreters do but they do not, and they view interpreter's work as simple but in actual fact it is not. This mindset among the clients causes the devaluation of the occupation.  |
| Remuneration  | The payment or salary received by the interpreters in return for services rendered.   |



### 03. CORRESPONDENCE WITH CIAP INTERPRETER

The screenshot shows a Yahoo! Mail interface. The user is logged in as 'noni\_is' and is viewing an email titled 'Re: una preguntilla' from 'noni <noni\_is@yahoo.com>' sent on Tuesday, August 28, 2007 at 6:52:21 AM. The email content is as follows:

Noni,

¿Me puedes explicar que tiene que ver la nacionalidad con un sondeo sobre las condiciones en Malasia? ¿Vas a desglosar las respuestas por nacionalidad?

Puedo comprender un interés en lenguas de trabajo que pudieran significar algo (un interprete con lenguas europeas podría trabajar en un mercado muy distinto al de un interprete con solamente lenguas locales). ¿Pero nacionalidad? ¿Qué tiene que ver?

Perdóname pero en un mmdo de demasiados nacionalismos prefiero no contestar sin entender el motivo de la pregunta.

Un saludo,

[Redacted]

----- Original Message -----  
From: noni  
Sent: Tuesday, August 28, 2007 1:06 AM  
Subject: una preguntilla

[Redacted]

Muchas gracias por su colaboración en la investigación. Disculpa por molestarle de nuevo.  
Es que se le olvidó decirme en el cuestionario cual es su nacionalidad.  
Se lo agradecería de ante mano.

Saludos cordiales,  
Noni

----- Original Message -----  
From: [Redacted]

At the bottom of the page, there is a calendar for 'TODAY: 9/19' with no events listed. The browser status bar at the bottom shows 'Internet | Modo protegido: activado' and '100%' zoom.

## APPENDIX P INTERVIEW NOTES

### **Interview with AB January 2007**

He specifically mentioned that remuneration is a problem. The job is tough but not fairly paid. There are other interpreters who offer less and therefore get the job. Remuneration should be brought up to make it a dignified profession.

There are no set standards, and there are many interpreters (e.g. Korean, Mandarin, Spanish) are unfit to do the job.

There is no code of ethics.

There is no accrediting body. He suggested that a single accrediting body with no particular leanings or commercial interests.

He used to do more interpreting jobs a few years ago, but now no more.

### **Interview with GYJ January 2007**

(Note: The interview was okay but I get the impression that he thought I do not know the subject matter well)

He mentioned that clients are not demanding and are quite lenient in terms of interpreters' performance. This provides a margin for interpreters to improve

As interpreters, they have to read a lot, need to have a vast general knowledge.

Internet serves as a precious tool in terms of preparation for the interpreting job

Voice is very important.

There are no experts here in interpreting. Therefore we need to bring in those experts, with real-time interpreting experience.

Offer a 6 month course for example. A 5-6 weekend course is insufficient.

Market is limited here.

### **Interview with Lorraine Boutreau Wednesday 17 Jan 2007**

Infrastructure in Malaysia is good but no professionals to provide services, thus courses/training is important

Interpreter training course by a trained professional and experienced interpreter

Kuala Lumpur has the attractions, thus should be the HUB. Hospitality of the people should be taken advantage of. Compared to other countries, it is cheaper to organise international conferences in Malaysia, hotels and transportation are cheap, ecotourism for the delegates and their families. Therefore service providers must be educated.

There is an urgent need to create and structure the training of local interpreters

"You can't regulate if the regulating body is in a mess" (off records)

There are bilinguals with potentials. With training they could become trained professional interpreters

Local trained interpreters would mean less cost than bringing in interpreters from abroad.

She suggested an Interpreter Association of Malaysia, or a branch of AIIC or CIAP to promote and monitor the profession. These bodies can set up and market training courses, privately or affiliation with other bodies such as the universities. With this, good quality interpreting service can be provided.

Along with this, logistics in the training sector must also be considered. For example, interpreter booths and interpreting equipments are important components.

University Science Malaysia offers Bachelor of Arts in Translation and Interpretation but why are these graduates not found in the market? Why is USM not producing interpreters?

It is important to teach students to talk. Organise workshops to help them in this aspect as Malaysian Education system emphasises heavily on written aspect, not oral. It is also essential to train them on memory which is essential in interpreting.

She calls on three aspects in order to improve the situation of interpreting in Malaysia: regulate (e.g. the charges of the services, prerequisites of admission into the profession), manage (through training) and maintain.

#### INTERVIEW WITH MS NAA

ITNMB

SEPT 2004

#### 1. Brief description of the interpreting industry scenario in Malaysia.

Public is not willing to pay, they opt for a less qualified, less experienced interpreters at a much lower rate.

From 2003 to 2004, there was a significant increase in ITNMB's participation in international conferences. There are more quotations made for interpreting services for 2004 compared with 2003. Factors that could lead to this increase are:

- i. ITNMB is getting to be well-known
- ii. it offers 'guaranteed service terms' - reimbursement of payment if customers are dissatisfied with the service rendered by the interpreters
- iii. more business/traders in Malaysia
- iv. people are more confident with ITNMB services

#### 2. How is the demand for interpreting service, compared with translation?

To compare the demand for translation against interpretation is something that is difficult to quantify or measure, it is almost incomparable because translation can be measured by each job that comes in - number of words or pages in the documents and books etc. However, interpretation work involves different sets of tasks. Unlike translation, there are no walk-in customers for interpreting services. Most tasks are performed outside of ITNMB - conference organisers, conference patrons etc. But the income from one conference can equate with several translation projects.

#### 3. Recruitment of interpreters.

ITNMB always seek the services of 'professional' interpreters.

If interpreter doesn't perform as per the customer's expectation, ITNMB cuts their payment. There were cases of no-turn-ups in other companies when they paid the interpreters in full before the conferences. Therefore the interpreter didn't care about his or her performance because he or she had received the full payment. This happened because there was no coordinator to overlook this matter. But this does not happen with ITNMB for the 'guaranteed service terms' it provides as stated in the contract, and it has a coordinator who monitors all the movements.

With ITNMB, only 50% of the agreed amount is paid before the conference\*. The rest is paid after the conference when the customer is satisfied with the service provided by ITNMB. Should there arise any dissatisfaction, ITNMB will reimburse the client, after it has paid its interpreters. This provides customers confidence in ITNMB.

\*With certain big companies e.g. CELCOM, or government offices or departments, where trust is not an issue, payment is made only after the job is completed.

The interpreters are not allowed to have direct contact with the clients; they are not allowed to give out their contact details. There is a clause in the contract between ITNMB and the interpreters that are to keep their contact details confidential. All matters or correspondence regarding the interpreting services are done via/by ITNMB. If there is a breach of contract on the part of the interpreters, ITNMB will take action by cancelling the particular interpreter from its pool of interpreters.

ITNMB has more than 200 registered freelance interpreters - for consecutive, simultaneous interpreting. There are no in-house interpreters as it is more cost-effective because unlike translation, the demand for interpreting service is inconsistent.

Most interpreters are foreigners but are Malaysian residents; they are not trained in interpreting, neither registered with AIIC. Usually clients do not have budgets for 'true professional interpreters' like those of AIIC.

Payment for the interpreters: RM 1000 per day

#### 4. Problems that ITNMB faces in promoting its interpreting services.

One of the problems that ITNMB face is lack of publicity. Thus one of the strategies to introduce/highlight the existence of ITNMB is to do a product presentation to its potential clients e.g. hotels, tourism agencies

Another problem is lack of personnel (in interpreting section) as there is only 1 coordinator in charge, who handles all the necessary processes, from A to Z, after receiving the client's purchase order.

#### 5. Coordinator's Job Scope:

1. identify the interpreters with the language combinations required for the conferences
2. call the interpreters
3. appoint the interpreters once they agree
4. liaise with conference organisers
5. prepare relevant glossaries of subject matter or conference topic for the interpreters
6. attend the event(conference) with the interpreters
7. monitor the interpreters' work
8. procure speech texts/documents from speakers
9. provide speech texts/documents to the interpreters
10. check the interpreter's performance is up to clients' expectations
11. prepare report of the event to ITNMB management

#### 6. Procurement of conference documents.

In terms of speech text or relevant documents procurement, it is much easier to get them from foreign speakers as they are used to attending international conferences, therefore they are willing to cooperate and understand the importance of such documents for interpreters. With the aid of those documents, the interpreters can be better prepared. Good preparation on the subject matter or conference topic such as correct and consistent terminologies, understanding of certain concepts helps the interpreter render a quality interpretation while performing the job.

The coordinator obtains these documents from the speakers themselves or from the conference organisers; especially when the speakers are not willing to give it directly to the coordinator.

Documents received before the conference will be scanned and sent to interpreters by e-mail. Sometimes information about the conference topic is obtained from the websites.

#### 7. Languages in demand.

Demand for number of interpreters and their working language combinations depend on the participants of the conference. (In 2004) Japanese, Korean, Arabic, French and Spanish are in demand.

#### 8. Interpreter training.

In terms of training, ITNMB conducted a training course in interpreting in 2003 in preparation for the OIC 2003 because it was a very big event. Dr. Zubaidah and Dr. Roger Bell were invited to impart the course. After that, it does not offer any other interpreting course due to time constraint.

There is definitely a need for training for interpreters but organising training sessions is not easy, e.g. scheduling of training sessions as not all interpreters are available at the same time.

There is no SI booth for the purpose of training.

#### 9. ITNMB charges its interpreting services according to:

1. The types or services offered; simultaneous interpreting has different charges compared with consecutive interpreting.
2. The working language; certain languages are more expensive than others e.g. Spanish as there is a limited number of Spanish interpreters, so they can demand a higher pay

#### 10. Quality of interpretation.

Quality of interpretation is monitored by the coordinator, though very subjectively;

1. By comparing the intonation in the interpretation and the source text
2. By asking the delegates if they had problems understanding the interpretation rendered by the interpreter, i.e. in their opinion, has he/she did a good job.

From this feedback, coordinator can later give a justification to the clients should the delegates complain or should there be any problems that arise after that.

Grading system for interpreters is underway.

Ms ZA  
ICS

Sept 2006

The demands of interpreters are there but it is very difficult to find professional interpreters.

Due to budget, the organizers prefer/had no choice but to seek untrained bilinguals to do the job.

ITNMB has its pool of interpreters but the cost is very high. Some people may not afford it.

These untrained bilinguals are usually students from Islamic University Malaysia, for Arabic.

In one conference, due to costs, the organizers hired an untrained bilingual, with experience of being master of ceremony but absolutely failed to perform the interpreting task. In the end, they had to call ITNMB, last minute, to come up with another interpreter.

In terms of equipment, UPA has been providing it SI system to government offices and other bodies who require it. Technical support is available.

Even though some conference centres have built-in booths, but there are still demands for the portable booths, due to parallel sessions and smaller halls, as only the main hall is provided with the built-in SI booths.

Some organizers called in to get the interpreters, but UPA will direct them to ITNMB, as they only provide SI equipment.

Mr MRMS  
Shah Alam Library  
11am  
02 March 2007

This is one area that we have not tapped, as people are not aware...only when their services are required (baru kita cari) whereas it is global, their services are global, if you got a proper platform then you network with the association perhaps in Bahamas, in LA, when they become host in cape town for example when they become host of international conferences. The services of these people are required. You got a lot of potentials there.

May be now in Spain, try and source all the information that you can get, you try and build as much database as you can on the interpreters there or keep a profile on all of them. When you come back you already have got one country's information (as a guideline) and from there you can build your own directory of interpreters, international interpreters, on contacts, who to get, what languages, like a databank.

I want to build a databank, my membership base, I ask people, I look at yellow pages, I make phone calls, the best source is to go back to the registrar of companies, I said I'm an association, we are non-profit making but we want to complement government's efforts to promote Malaysia as a convention destination, I wrote to them, can I get information pertaining to who are the companies involved in exhibition, organisation, events management, they said we have the information, can I come and get the information, they said yes but you have to write in. A lot of bureaucracy, I wrote letters, went to deliver personally by-hand, I made phone calls, at the end I went to see them and in the end, they said no, they said they don't give this information, we only give it to government department but this information is more useful to us than the government department. That's the kind of mentality, they have the information but they keep it until the information becomes obsolete. So this is a kind of work culture. When you talk about knowledge economy, all this information is meant for the well-being of the country, for the economy of the country but they don't see that.

We can't have confrontations with these people, they are the authorities. We hope that they have better understanding of our intentions. Our mentalities are still backward. It's difficult to share information, stingy with the information.

Our membership... we have 40 companies. We have a few sectors: PCOs, PEO (professional exhibition organiser), venue providers such KLCC, PWTC, logistic companies, suppliers and hotels and convention facilities.

Notes:

In Malaysia there is no specific body which organises the conventions sector. In Australia, there is a convention bureau. Malaysia intends to study the model by appointing consultants etc.

Interview with Ms HJ and her assistant  
ITNMB  
Sept 2004



### 1. Courses at ITNMB

Courses are offered as on schedule (provided) but the courses are only carried out when there are demands for them. Usually ITNMB will try to fulfil its customers' demands such as offering language courses as the customers requested including carrying out those courses at their premises.

### 2. Interpreting Course

In 2003, ITNMB conducts its first project of interpreter training for the interpreters who will work for the OIC conference. This is to ensure the quality of performance of the interpreters as the event is very important and it is necessary to avoid any incompetence in the interpreting services provided by ITNMB. The course consists of theoretical and practical parts; classes on theories are imparted at ITNMB while the practice sessions are conducted at the end of the course at the Parliament of Malaysia. The participants are asked to do a mock interpreting and this is evaluated by the course instructors, Dr Zubaidah and Professor Roger Bell from Universiti Malaya.

### 3. Response for interpreting course

In terms of response for interpreting course, there are no problems as many are interested to enrol. However in 2004, no interpreting course was offered due to plans of upgrading the course modules.

### 4. Future plans for interpreting course

There are plans to provide interpreting courses according to levels of language command and level of interpreting knowledge, e.g. a class for those with zero knowledge, a class for those with some basic knowledge, a class for those with some interpreting experience.

### 5. Training facilities at ITNMB

ITNMB has 2 classrooms, no interpreting lab, no computer labs and no language labs.

Interview with JPA

29 Nov 2006

Penang, Malaysia

### 1. The evolution of conference interpreting in Malaysia and Asia Pacific.

... Es una profesión de muy poca gente y muy poco comprendida, la gran mayoría de las personas no saben cómo funciona lo de la interpretación y eso confunden muchas, muchas personas. Yo diría la gran mayoría de las personas confunden traducción e interpretación que son ambos procesos de transponer un idioma a otro idioma pero son practicas, técnicas distintas.

En la época, en los años 50, 60 no existía doctorado en interpretación, ahora existe pero solo, *que yo sepa*, en la Universidad de Paris (Sorbonne) en Ginebra, no se si en Granada existe, para interpretes, es decir hacer un doctorado en interpretación pero en los primeros años no existía. No podía ver un intérprete con título de profesor en interpretación aunque muchos sí excelentes profesores sabían los que me enseñaron a mi todos en general eran muy, muy buenos y después yo también durante dos años enseñe en la Universidad de Ginebra. Unos cursos nada más porque los cursos son dirigidos por idiomas y por combinaciones de idiomas. En Ginebra cuando yo *me formé* había 24 idiomas en la Universidad, enseñaba la interpretación en 24 idiomas incluso en vietnamita, chino, japonés, ruso, iraní, francés, español, italiano, alemán, inglés, griego etc., pero después de varios años, no era factible mantener esos cursos porque muchos de ellos habían dos estudiantes, a veces un estudiante para un semestre y tener un profesor para uno dos o cinco estudiantes es muy extremadamente caro y además como la Universidad pertenecía al estado no podía cobrar lo que cuestan los profesores, cobraban una (tasa) mínima tasa de inscripción pero de alguna manera podía costear los costos y muchos años después transformaron la escuela en una facultad de la universidad, sigue llamándose *ETI* pero quien es el estado, el status de facultad y con eso podía ser costeada con el estado etc., etc., etc., pero decidieron también que en ese momento se limita a 6 idiomas, es decir que todas las combinaciones posible en esos 6 idiomas. Esa transformación se hizo 20 años y para un país como Malasia es difícil tener como cualquier país

un curso de nivel universitario que realmente capacite interpretes que es una profesión extremadamente difícil, con la combinación de idioma que *primero* no existen los profesores, *segundo* el número de estudiantes es pequeñísimo.

En general en Asia, como muchos países en Asia, más que otras parte, el segundo idioma es el inglés y si uno no tiene inglés en la combinación *es condenarse a no tener* trabajo, no se puede trabajar sin inglés y he conocido a interpretes chino-español, chino-ruso, chino-alemán lo mismo japonés y casi nunca trabajan *porque aún* cuando haya conferencias digamos, en Chino una conferencia que tenga inglés, chino, francés, alemán y ruso no van a poner interpretes chinos para ruso, alemán y español digamos, porque todos esos idiomas *necesitan ser interpretados* al inglés que es el idioma dominante entonces toman interpretes que hacen alemán-inglés, otros *que hacen* español e inglés, otros días en francés-inglés y chino-inglés de modos que chinos van a interpretar inglés-chino y esos que tienen idiomas alemán, francés y inglés no van a trabajar.

No hay demanda de Malayo-francés, malayo-español, yo pienso que debería haber una mayor demanda de malayo-chino y malayo-japonés porque son dos idiomas asiáticos muy importantes, mucho contacto comercial, *industrial* y también diplomático entre Malasia, y China y Japón. La realidad es cuando los asiáticos se encuentran hablan inglés incluso en conferencias que se celebran aquí en Malasia, un ministro que sea Malayo habla inglés. Es únicamente cuando se dirige a un público puramente malasio que hablan malayo. Y aun así muchas veces cuando oyes en la televisión por ejemplo, cuando un ministro que está hablando muchas veces va mezclando frases de inglés palabras o frases de inglés.

Como se da cuenta el gobierno que el malayo está perdiendo en uso, está penetrando más y más el inglés porque todo lo que es comercio y tecnología y ciencia, están en inglés ahora han decidido en escuelas que van a usar inglés para matemáticas y ciencias. Malasia no existe, desde 1964, antes no había Malasia entonces no hay bagaje histórico de creación, de formación en malayo no existe literatura prácticamente, es muy poca la literatura que hay en malayo y la literatura que existe se concentra en cosas de la vida, en novelas y esos tipos de cosas pero no en ciencias. Entonces enseñar la ciencia es sumamente difícil. Resultado como hoy estamos en el mundo que está cada vez mas *dominado por* tecnología, precisamente todo pasa al inglés y poco a poco los malayos van perdiendo su idioma, es decir no van creando terminología en malayo y el anterior primer ministro, Mahathir, se dio cuenta y ahora el primer ministro actual lo mismo se da cuenta, es una lástima pero es una realidad de la cual uno no puede escapar. Digamos es el problema que tienen muchos país pequeños en población y que tiene su idioma único.

CIAP es una red de interpretes profesionales que viven y trabajan en Asia, y que son todos miembros de AIIC. Somos 11 ahora pero somos lo que llamamos 'consultant interpreters', en español es como un intérprete consultor pero no es muy conocido en España todavía esa expresión. A consultant interpreter is an interpreter who in addition to interpreting conferences also organises teams of interpreters. She or he doesn't have to become the chief interpreter. For each conference where interpretation is needed you don't need one interpreter, you need a team of interpreters. First of all, the standard is 2 interpreters per language or per booth if you like. And if you have conferences with, let's say, Chinese, English, French and Spanish, that's four languages. Assuming that all the meetings are held in one room only so there's no concurrent meetings, you need a team of 8 interpreters so a consultant interpreter will do the

job of finding the 8 interpreters and agreeing with them on the conditions of work, and the pay, travel and accommodation and so forth and providing a quotation to a client for the whole team of interpreters, and manage the team and liaise with the client. That was essential here because most people wouldn't know how, not only here but particularly here where interpretation has not had a long history, it wouldn't have a clue as to where do I find interpreters but interpreters know other interpreters as they go on working, they get to know other interpreters too. The members of CIAP are all members of AIIC, that's one of the conditions to the CIAP. AIIC is the only international association professional association that provides some form of recognition, accreditation of interpreters, because no government has a scheme to accredit interpreters except Australia. Now, Australia has a scheme called NAATI with four different levels of interpreters but since, in all these years, they have never accredited conference interpreters because they don't have a necessary infrastructure and necessary people to do it and sufficient numbers, to make it possible to finance such a system so in actual fact they accredit community interpreters at level 1, 2 and 3.

Community interpreters at level 1 and 2, court interpreters at level 3 and they have accepted interpreters from outside to work and live in Australia and who are already professional interpreters they have to accept them as level 4 so conference interpreters but they haven't actually accredited conference interpreters. To accredit you need a whole system, you need to set up a system of exams, you need to have examiners and people who are vetting, it's a kind of guarantee of quality. So in actual fact, the only one in the world that exists is AIIC.

AIIC does not have that many members, worldwide it is under 3000 about 2800, 2900 members of AIIC because to become member of AIIC is quite difficult and precisely that's the point, the association aims at accepting those who are truly qualified as conference interpreters. That doesn't mean that there aren't other interpreters for instance court interpreters although in actual fact court interpreters do a very a difficult job and they should be better qualified but the fact is that in most countries the courts which are part of the government structure, they just refuse to pay for a truly professional interpreter except, the only court cases which are famous where there will be interpretations are where the defendants or plaintiffs are paid for the interpretations.

Because of the needs of the market in Asia where there was no pack of organisation of interpreters and where AIIC was totally unknown, now it's better known but when I came here almost 35 years ago it was totally unknown. AIIC was fathered in France, based in Geneva and was strongly francophone for a long, long time. Mainly because its main most active members were French speaking members, of course virtually most of us speak English but most of the meetings and most of the documents were in French. And still now I would say that majority of the documents, now probably half and half but it's gradually been going over to English. In fact when I was president of AIIC, I was a president for a term and I pushed very strongly despite the fact that I'm French but my mother tongue is English but I pushed English to be more prominent because our association has spread worldwide and in Europe it's okay because a lot of people speak French and so if you have French documents many people can access it but in Asia French is hardly known. Very few people are able to access. Anyhow there were 20 years ago very, very few AIIC members in the whole region of Asia and we were not getting a lot of work as interpreters. So we decided to do something to make ourselves more visible. AIIC is a professional association and cannot act as a commercial entity so

AIIC would not allow us to advertise in magazines, or on TV or whatever as providers of services. So we decided to create a separate body which we called CIAP, Conference Interpreters Asia Pacific which makes it possible for us to,, it was basically to create a corporate image also because many people here, more so than in Europe, but in the world in general, many people deal with corporate image, an entity rather than an individual, they have more trust in a corporate entity than a single individual so we created this entity, this corporate entity CIAP and we have members in various countries of Asia and each of those members when approached when asked, will provide interpreters, and they provide a quotation for interpretation and then follow-up and so forth.

There are 2 types of conferences that take place in Asia. One, are the international conferences which come from abroad and those such as those of the UN system and occasionally other bodies like OECD or Interpol and international trade union and most of those, all of those organisations are based in Europe and all of them have a regular set of interpreters that they use. So 25 years ago and 20 years ago whenever they had a meeting here, they would bring all the interpreters from Europe so all of the interpreters who are members of AIIC at that time, 20 years ago, were Europeans based here and all of us had been members, well not all, sorry, there were a few from Australia who were never been members but even in Australia even as they are were originally based in Europe and they became members of AIIC when they were in Europe and that was my case and so I felt isn't that strange, this organisation with who I work in Geneva for many years, or in Paris or Rome now that they have a meeting here they don't ask whether I'm available to work for them. They just bring all their interpreters from Europe so we felt the need to make ourselves known, to make ourselves more visible and that's why we set up CIAP. But CIAP is, if you like, it is a marketing front for AIIC interpreters, only in Asia Pacific and this is because, imagine there are consultant interpreters, I'm sure there are many consultant interpreters in other parts of the world.

There are what we called the private market sector, in other words not government entities, for instance the Malaysian industry federation, tin mining association so on and so forth and all the international or regional bodies of professions and of businesses and there are a lot business meetings, many large companies have meetings, you name it, SONY, IBM, Herbalife, they have meetings which are very often regional meetings so they regroup countries of Asia and they also require interpretation. And they have the same difficulty with clients who are organising, where do I find interpreters and very often they stumble on translators. If you look in the yellow pages nowadays we don't use them so much but the internet because there is a confusion between translators and interpreters and many times they would get what actually were translators or even sometimes were not even translators but people who spoke languages and they realise the quality of the interpretation is no good. And we felt that we need to do something to get ourselves known.

We created CIAP, now 14 years ago. Since then also Asia has developed very fast, particularly Southeast Asia and East Asia and that has meant also that more and more meetings are taking place here and in particular countries of this region are inviting international organizations, international professional bodies, international commercial and industrial to meet here. Before, I mean, Malaysia would send their delegates to Europe, America, regularly, but

rarely would invite, in fact I've talked about this to the Malaysian government more than once, Malaysia has made a great effort to attract conferences but they still don't do enough, they still don't do enough, not a quarter of what Thailand does. It's something Malaysia is doing but not enough, there's the old convention centre in Kuala Lumpur, there's Sunway convention centre, there's KLCC convention centre, now there's a new Putrajaya convention centre, you can ask for the statistics, how many times are their rooms used, not that many times. Because you need to attract conferences, you need to actually go out and market it. That means you need to have a government institution or even private market institution who actually brings together hotels, convention organisers, convention centres, transport companies, etc., event companies to be able to put together packages and pull and then go out together. You'll find out that the international dental federation, they have a system, many federations have this, okay, this year we have made in Asia, next in Africa, Europe, etc., etc., so you'll find out that 3 years down the road, it's going to be the turn of Asia, now, all those organizations, like international organizations, they will wait until they get an invitation from one of their member countries and if Malaysia wants to attract more conferences what they need to do is to have somebody who's actually looking at these various conference calendars and, aha! here's an opportunity. There's no use of going offering for something next year because very rarely with any organization, wait until the year before until it is decided. Most organizations say at least 3 years, sometimes 5 years before where they are going to meet. So that's what Malaysia needs to do more to be able to attract more conferences. Now the other thing is that in Malaysia most things happen in Kuala Lumpur and the government is always strongly involved but the government didn't and still doesn't have a clear idea, the people who are actually in the ministries, particularly ministry of foreign affairs on what is interpretation, they send representatives to international conferences, the UN and what not, they sit there and they hear the Russian delegate talking about Iran which is interesting of course and they can understand perfectly in English and then they organize a conference in Kuala Lumpur and they want to try to find local interpreters. Unfortunately, the guys who do that kind of work are not walking around the street, there are not many of them, there are very, very few and if you want interpretation from English to Russian, from English to Spanish, French and vice-versa, you need to get professional interpreters. You can't get Malaysians, whether they are Malay or Chinese or Indian or whatever who have studied languages at school, at the university or even ITNMB or whatever and who are translators, at the most, working between, say, French and English. Their level of language and their level of understanding are not enough. Quite apart from the fact that they don't have training to do simultaneous interpretation. Well, there are also a few Europeans or of Europeans descendents living in Kuala Lumpur or Malaysia, and have a good command of languages but again are not trained as interpreters. Some of them can do a pretty good job especially in business meetings which are one to one meetings, okay, you get the president of a French company visiting the subsidiary in Malaysia, speaks very little English and he prefers to speak French, okay, you need somebody who can do French-English, English-French in a conversation. He says a sentence or two and the interpreter says a sentence or two in another language and that passes. But it's not the same in simultaneous interpretation... With drafting especially it becomes very critical because otherwise you can go on for hours and hours discussing because delegates do not understand what you are saying.

The fact is that you have to recognise, in Malaysia, you recognise that if you want to build Putrajaya, you need to put in the money and what you do, you get the money, you want to do twin towers, you don't have to build twin towers, you don't have to build them 101 storeys high but still you want to for whatever reason, and you get the money. You need a new stadium, you get the money but you just have to understand that if you want interpretation, you pay. It's the same, you need an operation, of course, I keep on giving this example, you don't ask somebody who has some knowledge of medicine who studied some 20 years ago, or is a nurse to operate you on a kitchen table with a kitchen knife! He'll charge you RM50 but you will not be healed most likely. It's the same thing with interpretation you can get local and cheap, relatively, interpreters. Although in fact the fee they pay, they have paid them in the past, it's not that cheap, in my opinion too much for what they give, but they don't have the cost of transportation and flying them from somewhere, their accommodation, and their DSA and so forth, that makes a lot of difference. But unfortunately the only way to provide real conference interpretation is by using professionals. It has been proven again and again. There are the exceptions, the occasional exceptions of a person who is particularly gifted, who never interpreted before, speaks 2 or 3 languages fluently, somebody who has knowledge, experience and understanding of the subject, who sits down in the booth and sounds okay. He stumbles may be once or twice but nothing serious. But that's really exceptional, really exceptional. Most people who are interpreters, first of all, have known the languages that they are going to use before they train as interpreters. They don't learn language at the university, they've learnt them before, and I'd say the better ones have learnt them from their childhood. And they have grown up in the countries where those languages are spoken. Because one thing is learning a language, at a language school, or language lessons, in a country where the language is not spoken, and the other is living in the country where the language is spoken and learning the language. Completely different. If you had only studied Spanish in books, will you be able to speak Spanish the way you do now? Seguro que no.

El problema de la interpretación de conferencia es que primero necesitan en general muchos interpretes, segundo que es muy caro y tercero la gran mayor de la gente no entiende cómo funciona, entonces no entiende por qué tiene que ser caro.

Mira, educaran público, público en general no es factible me parece sobre el tema. Lo que sí se puede es educar a los potenciales usuarios y particularmente aquí en Malasia y los demás países de Asia a personal funcionarios del gobierno, especialmente los del ministerio de relaciones interiores, se puede organizar un seminario sobre interpretación, un día, se puede enviarlos a conferencias para que escuchen con interpretación, con verdadera interpretación y lo mismo con otros ministerios por ejemplo ministerio de agricultura, ministerio de industria. Eso es una actividad que hay que hacer y que la hacemos en CIAP muy poco porque no tenemos medios para hacerlo mas, lo hacemos en general junto con, en todos los países existe en general un organismo que agrupa a entidades, compañías, empresas de lo que se llama la industria de conferencias y exposiciones, existía aquí en Malasia, MACEOS, que se sí existen en papel, antes recibía su boletín, tria semestralmente, sí se puede organizar una cosa de este tipo.

En el pasado, hace 15 años, junto con MACEOS, tuvimos un seminario de un día en Kuala Lumpur en que explicamos cómo funciona una reunión multilingüe, una conferencia multilingüe e incluso pusimos una cabina, mostramos como es interpretación simultánea, explicamos los entrenamientos de la interpretación, lo que son los intérpretes, cómo han sido formados, etc. Lo mismo hicimos creo que 3 veces en Singapur, lo hicimos 2 o 3 veces en Bangkok, en Hong Kong y eso ha servido pero es una actividad que habría que continuar porque los funcionarios van cambiando y van creando nuevos. Como digo, si los gobiernos tuviesen una definición y reconocimiento de la profesión de intérpretes de conferencia sería más fácil porque estaría escrito eso en manuales.

El mercado de interpretación en Malasia es muy limitado. Lo interesante es que hace unos 20 años incluso unos 15 años el mayor mercado se mostraba en Singapur pero hoy día mucho menos. Hay muy pocas conferencias internacionales con interpretación que se hacen en Singapur. Y creo que se debe al hecho de que Singapur ha llegado a ser un país, una ciudad muy cara porque es un país del primer mundo. Tiene un nivel de ingreso, un estándar de vida como en España, como en Francia prácticamente. Entonces ya no es comparable. Entonces cuando una organización o una compañía decide hacer una conferencia pues miran los precios de los hoteles, de la sala de conferencia, de los equipos, de los transportes locales etc., y Singapur es bastante caro. Entonces prefieran otros países, por eso digo, Malasia, a mi juicio, Malasia tiene mucha potencial pero necesita promoverse mas como los demás. El segundo después de Singapur, es Tailandia. Y luego probablemente Hong Kong, y después Malasia, y después Indonesia y por ultimo Filipinas. Antes había muchas conferencias en Filipinas pero la situación económica no es muy positiva y sobre todo la situación política y militar, así que muy pocos países o entidades escogen o hacen reuniones en Filipina. En la época de Marcos había desarrollado Manila y todo el frente del mar de Manila con el famoso PICC, Philippine International Convention Centre, de lujo pero ya está muy decaído, y todo eso poco a poco no se mantuvo la inversión para el mantenimiento, el PICC llegó a ser inutilizado.

Mientras que en Kuala Lumpur hay el antiguo Putra World Trade Centre que está un poco viejo pero está bien, no está mal, hay muchos hoteles alrededor y ahora está el KLCC que es bonito, que es lindo, que tiene instalaciones modernas, de gran lujo y que está muy bien situado desde el punto de vista de hoteles, hay muchos hoteles en la cercanía. La situación de seguridad en Malasia es perfecta. Y luego Malasia tiene, no es que tenga mucho de punto de vista cultural o histórico pero punto de vista naturaleza, es muy bueno, hay muchísimas cosas lindas para ver, hay lugares lindos para visitar, los malasios son muy simpáticos y abiertos, hay un problema que es un problema político actual y es que como Malasia se consideran un país islámico y como este gobierno, digamos, trata dar un imagen más islámica, hay organizaciones y o empresas que dicen mejor que no nos reunamos en Malasia porque es muy islámico y no están informados, comparan esto a un país como Afganistán, o otro por ahí un fundamentalismo, está cerrado, que no es el caso.

APPENDIX Q  
RESULTS FOR CONFERENCE INTERPRETING IN MALAYSIA

## 8.1 Gender

| Gender MSIAN |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|--------|-----------|---------|---------------|--------------------|
| Valid        | Female | 7         | 35.0    | 35.0          | 35.0               |
|              | Male   | 13        | 65.0    | 65.0          | 100.0              |
|              | Total  | 20        | 100.0   | 100.0         |                    |

| Gender CIAP |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|--------|-----------|---------|---------------|--------------------|
| Valid       | Female | 4         | 44.4    | 44.4          | 44.4               |
|             | Male   | 5         | 55.6    | 55.6          | 100.0              |
|             | Total  | 9         | 100.0   | 100.0         |                    |

## 8.2 Age Group

| Age group MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-------|-----------|---------|---------------|--------------------|
| Valid           | 25-29 | 2         | 10.0    | 10.0          | 10.0               |
|                 | 25<   | 2         | 10.0    | 10.0          | 20.0               |
|                 | 30-34 | 2         | 10.0    | 10.0          | 30.0               |
|                 | 35-39 | 3         | 15.0    | 15.0          | 45.0               |
|                 | 40-44 | 6         | 30.0    | 30.0          | 75.0               |
|                 | 45-50 | 4         | 20.0    | 20.0          | 95.0               |
|                 | 50>   | 1         | 5.0     | 5.0           | 100.0              |
|                 | Total | 20        | 100.0   | 100.0         |                    |

| Age group CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-------|-----------|---------|---------------|--------------------|
| Valid          | <50   | 7         | 77.8    | 77.8          | 77.8               |
|                | 45-50 | 2         | 22.2    | 22.2          | 100.0              |
|                | Total | 9         | 100.0   | 100.0         |                    |

## 8.3 Years in Malaysia

## Statistics

## MSIAN

|                |         |       |
|----------------|---------|-------|
| N              | Valid   | 14    |
|                | Missing | 6     |
| Mean           |         | 11.14 |
| Median         |         | 9.00  |
| Std. Deviation |         | 5.216 |
| Minimum        |         | 5     |
| Maximum        |         | 20    |



| Years in Malaysia |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-------|-----------|---------|---------------|--------------------|
| Valid             | 5     | 1         | 5.0     | 7.1           | 7.1                |
|                   | 6     | 2         | 10.0    | 14.3          | 21.4               |
|                   | 8     | 4         | 20.0    | 28.6          | 50.0               |
|                   | 10    | 2         | 10.0    | 14.3          | 64.3               |
|                   | 15    | 2         | 10.0    | 14.3          | 78.6               |
|                   | 17    | 1         | 5.0     | 7.1           | 85.7               |
|                   | 20    | 2         | 10.0    | 14.3          | 100.0              |
|                   | Total | 14        | 70.0    | 100.0         |                    |
| Missing           | 0     | 6         | 30.0    |               |                    |
| Total             |       | 20        | 100.0   |               |                    |

## 8.4 Working Language Combinations (A and B Languages) Among Malaysian and CIAP Interpreters

| A Languages MSIAN/CIAP |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|------------------|-----------|---------|---------------|--------------------|
| Valid                  | ARABIC           | 7         | 24.1    | 24.1          | 24.1               |
|                        | ENGLISH          | 5         | 17.2    | 17.2          | 41.4               |
|                        | ENGLISH/JAPANESE | 1         | 3.4     | 3.4           | 44.8               |
|                        | FRENCH           | 4         | 13.8    | 13.8          | 58.6               |
|                        | GERMAN           | 1         | 3.4     | 3.4           | 62.1               |
|                        | MALAY            | 2         | 6.9     | 6.9           | 69.0               |
|                        | MALAY/ENG        | 1         | 3.4     | 3.4           | 72.4               |
|                        | MANDARIN         | 3         | 10.3    | 10.3          | 82.8               |
|                        | SPANISH          | 2         | 6.9     | 6.9           | 89.7               |
|                        | SPANISH/ENGLISH  | 1         | 3.4     | 3.4           | 93.1               |
|                        | THAI             | 2         | 6.9     | 6.9           | 100.0              |
|                        | Total            | 29        | 100.0   | 100.0         |                    |

| B Languages MSIAN/CIAP |          | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|----------|-----------|---------|---------------|--------------------|
| Valid                  | ARABIC   | 3         | 10.3    | 10.7          | 10.7               |
|                        | ENGLISH  | 20        | 69.0    | 71.4          | 82.1               |
|                        | FRENCH   | 2         | 6.9     | 7.1           | 89.3               |
|                        | GERMAN   | 1         | 3.4     | 3.6           | 92.9               |
|                        | MANDARIN | 1         | 3.4     | 3.6           | 96.4               |
|                        | SPANISH  | 1         | 3.4     | 3.6           | 100.0              |
|                        | Total    | 28        | 96.6    | 100.0         |                    |
| Missing                |          | 1         | 3.4     |               |                    |
| Total                  |          | 29        | 100.0   |               |                    |

8.5: Freelance

| Freelance MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-------|-----------|---------|---------------|--------------------|
| Valid           | No    | 4         | 20.0    | 20.0          | 20.0               |
|                 | yes   | 16        | 80.0    | 80.0          | 100.0              |
|                 | Total | 20        | 100.0   | 100.0         |                    |

| Freelance CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-------|-----------|---------|---------------|--------------------|
| Valid          | No    | 1         | 11.1    | 11.1          | 11.1               |
|                | Yes   | 8         | 88.9    | 88.9          | 100.0              |
|                | Total | 9         | 100.0   | 100.0         |                    |

8.6: Interpreting Experience

Statistics

Interpreting Years MSIAN

|                |         |       |
|----------------|---------|-------|
| N              | Valid   | 19    |
|                | Missing | 1     |
| Mean           |         | 7.11  |
| Median         |         | 5.00  |
| Std. Deviation |         | 5.435 |
| Minimum        |         | 1     |
| Maximum        |         | 20    |

| Interpreting Years MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-------|-----------|---------|---------------|--------------------|
| Valid                    | 1     | 1         | 5.0     | 5.3           | 5.3                |
|                          | 3     | 2         | 10.0    | 10.5          | 15.8               |
|                          | 4     | 4         | 20.0    | 21.1          | 36.8               |
|                          | 5     | 4         | 20.0    | 21.1          | 57.9               |
|                          | 6     | 1         | 5.0     | 5.3           | 63.2               |
|                          | 7     | 3         | 15.0    | 15.8          | 78.9               |
|                          | 10    | 1         | 5.0     | 5.3           | 84.2               |
|                          | 15    | 1         | 5.0     | 5.3           | 89.5               |
|                          | 20    | 2         | 10.0    | 10.5          | 100.0              |
|                          | Total | 19        | 95.0    | 100.0         |                    |
| Missing                  | 0     | 1         | 5.0     |               |                    |
| Total                    |       | 20        | 100.0   |               |                    |

Statistics  
Interpreting Years CIAP

|                |         |       |
|----------------|---------|-------|
| N              | Valid   | 9     |
|                | Missing | 0     |
| Mean           |         | 26.33 |
| Median         |         | 27.00 |
| Std. Deviation |         | 9.421 |
| Minimum        |         | 11    |
| Maximum        |         | 40    |

| Interpreting Years CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid 11                | 1         | 11.1    | 11.1          | 11.1               |
| 16                      | 1         | 11.1    | 11.1          | 22.2               |
| 20                      | 1         | 11.1    | 11.1          | 33.3               |
| 26                      | 1         | 11.1    | 11.1          | 44.4               |
| 27                      | 1         | 11.1    | 11.1          | 55.6               |
| 28                      | 1         | 11.1    | 11.1          | 66.7               |
| 33                      | 1         | 11.1    | 11.1          | 77.8               |
| 36                      | 1         | 11.1    | 11.1          | 88.9               |
| 40                      | 1         | 11.1    | 11.1          | 100.0              |
| Total                   | 9         | 100.0   | 100.0         |                    |

8.7: Interpreting Jobs per Year

Statistics  
Job Number MSIAN

|                |         |       |
|----------------|---------|-------|
| N              | Valid   | 20    |
|                | Missing | 0     |
| Mean           |         | 2.90  |
| Median         |         | 2.50  |
| Std. Deviation |         | 1.518 |
| Minimum        |         | 1     |
| Maximum        |         | 5     |

| Job Number MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid 1          | 4         | 20.0    | 20.0          | 20.0               |
| 2                | 6         | 30.0    | 30.0          | 50.0               |
| 3                | 3         | 15.0    | 15.0          | 65.0               |
| 4                | 2         | 10.0    | 10.0          | 75.0               |
| 5                | 5         | 25.0    | 25.0          | 100.0              |
| Total            | 20        | 100.0   | 100.0         |                    |

Statistics  
Job Number CIAP

|                |         |       |
|----------------|---------|-------|
| N              | Valid   | 9     |
|                | Missing | 0     |
| Mean           |         | 3.89  |
| Median         |         | 5.00  |
| Std. Deviation |         | 1.537 |
| Minimum        |         | 1     |
| Maximum        |         | 5     |

| Job Number CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| Valid 1         | 1         | 11.1    | 11.1          | 11.1               |
| 2               | 1         | 11.1    | 11.1          | 22.2               |
| 3               | 1         | 11.1    | 11.1          | 33.3               |
| 4               | 1         | 11.1    | 11.1          | 44.4               |
| 5               | 5         | 55.6    | 55.6          | 100.0              |
| Total           | 9         | 100.0   | 100.0         |                    |

8.8: Remuneration - Rates

Statistics  
RM/hour MSIAN

|                |         |          |
|----------------|---------|----------|
| N              | Valid   | 9        |
|                | Missing | 11       |
| Mean           |         | RM144.89 |
| Median         |         | RM150.00 |
| Std. Deviation |         | RM50.635 |
| Minimum        |         | RM40     |
| Maximum        |         | RM214    |

| RM/hour MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid RM40    | 1         | 5.0     | 11.1          | 11.1               |
| RM105         | 1         | 5.0     | 11.1          | 22.2               |
| RM145         | 1         | 5.0     | 11.1          | 33.3               |
| RM150         | 4         | 20.0    | 44.4          | 77.8               |
| RM200         | 1         | 5.0     | 11.1          | 88.9               |
| RM214         | 1         | 5.0     | 11.1          | 100.0              |
| Total         | 9         | 45.0    | 100.0         |                    |
| Missing 0     | 11        | 55.0    |               |                    |
| Total         | 20        | 100.0   |               |                    |

Statistics  
USD/day CIAP

|                |         |           |
|----------------|---------|-----------|
| N              | Valid   | 7         |
|                | Missing | 2         |
| Mean           |         | USD745.71 |
| Median         |         | USD770.00 |
| Std. Deviation |         | USD89.230 |
| Minimum        |         | USD600    |
| Maximum        |         | USD850    |

| USD/day CIAP |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|--------|-----------|---------|---------------|--------------------|
| Valid        | USD600 | 1         | 11.1    | 14.3          | 14.3               |
|              | USD650 | 1         | 11.1    | 14.3          | 28.6               |
|              | USD750 | 1         | 11.1    | 14.3          | 42.9               |
|              | USD770 | 1         | 11.1    | 14.3          | 57.1               |
|              | USD800 | 2         | 22.2    | 28.6          | 85.7               |
|              | USD850 | 1         | 11.1    | 14.3          | 100.0              |
|              | Total  | 7         | 77.8    | 100.0         |                    |
| Missing      | 0      | 2         | 22.2    |               |                    |
| Total        |        | 9         | 100.0   |               |                    |

8.9: Remuneration - Level of Satisfaction

Statistics  
Remuneration Satisfaction MSIAN

|                |         |      |
|----------------|---------|------|
| N              | Valid   | 19   |
|                | Missing | 1    |
| Mean           |         | 3.11 |
| Median         |         | 3.00 |
| Std. Deviation |         | .994 |

| Remuneration Satisfaction MSIAN |    | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------------|----|-----------|---------|---------------|--------------------|
| Valid                           | 1  | 1         | 5.0     | 5.3           | 5.3                |
|                                 | 2  | 4         | 20.0    | 21.1          | 26.3               |
|                                 | 3  | 7         | 35.0    | 36.8          | 63.2               |
|                                 | 4  | 6         | 30.0    | 31.6          | 94.7               |
|                                 | 5  | 1         | 5.0     | 5.3           | 100.0              |
| Total                           | 19 | 95.0      | 100.0   |               |                    |
| Missing                         | 0  | 1         | 5.0     |               |                    |
| Total                           |    | 20        | 100.0   |               |                    |

## Statistics

## Remuneration Satisfaction CIAP

|                |         |      |
|----------------|---------|------|
| N              | Valid   | 9    |
|                | Missing | 0    |
| Mean           |         | 4.00 |
| Median         |         | 4.00 |
| Std. Deviation |         | .500 |

| Remuneration Satisfaction CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------------|-----------|---------|---------------|--------------------|
| Valid 3                        | 1         | 11.1    | 11.1          | 11.1               |
| 4                              | 7         | 77.8    | 77.8          | 88.9               |
| 5                              | 1         | 11.1    | 11.1          | 100.0              |
| Total                          | 9         | 100.0   | 100.0         |                    |

## 8.10: Association Membership

| Association Membership MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-----------|---------|---------------|--------------------|
| Valid No                     | 10        | 50.0    | 71.4          | 71.4               |
| Yes                          | 4         | 20.0    | 28.6          | 100.0              |
| Total                        | 14        | 70.0    | 100.0         |                    |
| Missing x                    | 6         | 30.0    |               |                    |
| Total                        | 20        | 100.0   |               |                    |

## 8.11: Specialisation

| Specialisation MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid No             | 14        | 70.0    | 70.0          | 70.0               |
| Yes                  | 6         | 30.0    | 30.0          | 100.0              |
| Total                | 20        | 100.0   | 100.0         |                    |

| Specialisation CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid No            | 6         | 66.7    | 75.0          | 75.0               |
| Yes                 | 2         | 22.2    | 25.0          | 100.0              |
| Total               | 8         | 88.9    | 100.0         |                    |
| Missing x           | 1         | 11.1    |               |                    |
| Total               | 9         | 100.0   |               |                    |

## 8.12 Interpreting Modes Frequency

| Simultaneous MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid 2            | 1         | 5.0     | 5.0           | 5.0                |
| 3                  | 5         | 25.0    | 25.0          | 30.0               |
| 4                  | 7         | 35.0    | 35.0          | 65.0               |
| 5                  | 7         | 35.0    | 35.0          | 100.0              |
| Total              | 20        | 100.0   | 100.0         |                    |

| Consecutive MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid 3           | 8         | 40.0    | 40.0          | 40.0               |
| 4                 | 9         | 45.0    | 45.0          | 85.0               |
| 5                 | 3         | 15.0    | 15.0          | 100.0              |
| Total             | 20        | 100.0   | 100.0         |                    |

| Sight MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 1     | 2         | 10.0    | 11.8          | 11.8               |
| 2           | 5         | 25.0    | 29.4          | 41.2               |
| 3           | 6         | 30.0    | 35.3          | 76.5               |
| 4           | 1         | 5.0     | 5.9           | 82.4               |
| 5           | 3         | 15.0    | 17.6          | 100.0              |
| Total       | 17        | 85.0    | 100.0         |                    |
| Missing 0   | 3         | 15.0    |               |                    |
| Total       | 20        | 100.0   |               |                    |

| Whispered MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| Valid 1         | 3         | 15.0    | 16.7          | 16.7               |
| 2               | 6         | 30.0    | 33.3          | 50.0               |
| 3               | 6         | 30.0    | 33.3          | 83.3               |
| 4               | 3         | 15.0    | 16.7          | 100.0              |
| Total           | 18        | 90.0    | 100.0         |                    |
| Missing 0       | 2         | 10.0    |               |                    |
| Total           | 20        | 100.0   |               |                    |

| Signing MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid 1       | 7         | 35.0    | 46.7          | 46.7               |
| 2             | 4         | 20.0    | 26.7          | 73.3               |
| 3             | 2         | 10.0    | 13.3          | 86.7               |
| 4             | 2         | 10.0    | 13.3          | 100.0              |
| Total         | 15        | 75.0    | 100.0         |                    |
| Missing 0     | 5         | 25.0    |               |                    |
| Total         | 20        | 100.0   |               |                    |

| Simultaneous CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid 4           | 2         | 22.2    | 22.2          | 22.2               |
| 5                 | 7         | 77.8    | 77.8          | 100.0              |
| Total             | 9         | 100.0   | 100.0         |                    |

| Consecutive CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid 2          | 4         | 44.4    | 44.4          | 44.4               |
| 3                | 2         | 22.2    | 22.2          | 66.7               |
| 4                | 2         | 22.2    | 22.2          | 88.9               |
| 5                | 1         | 11.1    | 11.1          | 100.0              |
| Total            | 9         | 100.0   | 100.0         |                    |

| Sight CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1    | 1         | 11.1    | 11.1          | 11.1               |
| 2          | 1         | 11.1    | 11.1          | 22.2               |
| 3          | 5         | 55.6    | 55.6          | 77.8               |
| 4          | 1         | 11.1    | 11.1          | 88.9               |
| 5          | 1         | 11.1    | 11.1          | 100.0              |
| Total      | 9         | 100.0   | 100.0         |                    |

| Whispered CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 2        | 3         | 33.3    | 33.3          | 33.3               |
| 3              | 6         | 66.7    | 66.7          | 100.0              |
| Total          | 9         | 100.0   | 100.0         |                    |

| Signing CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid 1      | 7         | 77.8    | 100.0         | 100.0              |
| Missing 0    | 2         | 22.2    |               |                    |
| Total        | 9         | 100.0   |               |                    |



## 8.13 Interpreting Settings Frequency

| Conference MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid 1          | 1         | 5.0     | 5.0           | 5.0                |
| 2                | 1         | 5.0     | 5.0           | 10.0               |
| 3                | 6         | 30.0    | 30.0          | 40.0               |
| 4                | 4         | 20.0    | 20.0          | 60.0               |
| 5                | 8         | 40.0    | 40.0          | 100.0              |
| Total            | 20        | 100.0   | 100.0         |                    |

| Dialogue MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 3        | 8         | 40.0    | 40.0          | 40.0               |
| 4              | 9         | 45.0    | 45.0          | 85.0               |
| 5              | 3         | 15.0    | 15.0          | 100.0              |
| Total          | 20        | 100.0   | 100.0         |                    |

| Diplomatic MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid 1          | 3         | 15.0    | 16.7          | 16.7               |
| 3                | 7         | 35.0    | 38.9          | 55.6               |
| 4                | 4         | 20.0    | 22.2          | 77.8               |
| 5                | 4         | 20.0    | 22.2          | 100.0              |
| Total            | 18        | 90.0    | 100.0         |                    |
| Missing 0        | 2         | 10.0    |               |                    |
| Total            | 20        | 100.0   |               |                    |

| Court MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 1     | 10        | 50.0    | 62.5          | 62.5               |
| 2           | 2         | 10.0    | 12.5          | 75.0               |
| 3           | 4         | 20.0    | 25.0          | 100.0              |
| Total       | 16        | 80.0    | 100.0         |                    |
| Missing 0   | 4         | 20.0    |               |                    |
| Total       | 20        | 100.0   |               |                    |

| Community MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| Valid 1         | 6         | 30.0    | 35.3          | 35.3               |
| 2               | 4         | 20.0    | 23.5          | 58.8               |
| 3               | 3         | 15.0    | 17.6          | 76.5               |
| 4               | 1         | 5.0     | 5.9           | 82.4               |
| 5               | 3         | 15.0    | 17.6          | 100.0              |
| Total           | 17        | 85.0    | 100.0         |                    |
| Missing 0       | 3         | 15.0    |               |                    |
| Total           | 20        | 100.0   |               |                    |

| Discussions MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-------|-----------|---------|---------------|--------------------|
| Valid             | 2     | 3         | 15.0    | 15.8          | 15.8               |
|                   | 3     | 9         | 45.0    | 47.4          | 63.2               |
|                   | 4     | 6         | 30.0    | 31.6          | 94.7               |
|                   | 5     | 1         | 5.0     | 5.3           | 100.0              |
|                   | Total | 19        | 95.0    | 100.0         |                    |
| Missing           | 0     | 1         | 5.0     |               |                    |
| Total             |       | 20        | 100.0   |               |                    |

| Seminars MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-------|-----------|---------|---------------|--------------------|
| Valid          | 1     | 1         | 5.0     | 5.6           | 5.6                |
|                | 2     | 1         | 5.0     | 5.6           | 11.1               |
|                | 3     | 7         | 35.0    | 38.9          | 50.0               |
|                | 4     | 7         | 35.0    | 38.9          | 88.9               |
|                | 5     | 2         | 10.0    | 11.1          | 100.0              |
|                | Total | 18        | 90.0    | 100.0         |                    |
| Missing        | 0     | 2         | 10.0    |               |                    |
| Total          |       | 20        | 100.0   |               |                    |

| Official visits MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-------|-----------|---------|---------------|--------------------|
| Valid                 | 1     | 3         | 15.0    | 15.8          | 15.8               |
|                       | 2     | 4         | 20.0    | 21.1          | 36.8               |
|                       | 3     | 6         | 30.0    | 31.6          | 68.4               |
|                       | 4     | 4         | 20.0    | 21.1          | 89.5               |
|                       | 5     | 2         | 10.0    | 10.5          | 100.0              |
|                       | Total | 19        | 95.0    | 100.0         |                    |
| Missing               | 0     | 1         | 5.0     |               |                    |
| Total                 |       | 20        | 100.0   |               |                    |

| Conference CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-------|-----------|---------|---------------|--------------------|
| Valid           | 4     | 1         | 11.1    | 11.1          | 11.1               |
|                 | 5     | 8         | 88.9    | 88.9          | 100.0              |
|                 | Total | 9         | 100.0   | 100.0         |                    |

| Dialogue CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-------|-----------|---------|---------------|--------------------|
| Valid         | 1     | 2         | 22.2    | 28.6          | 28.6               |
|               | 2     | 1         | 11.1    | 14.3          | 42.9               |
|               | 3     | 3         | 33.3    | 42.9          | 85.7               |
|               | 4     | 1         | 11.1    | 14.3          | 100.0              |
|               | Total | 7         | 77.8    | 100.0         |                    |
| Missing       | 0     | 2         | 22.2    |               |                    |
| Total         |       | 9         | 100.0   |               |                    |

| Diplomatic CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-------|-----------|---------|---------------|--------------------|
| Valid           | 1     | 2         | 22.2    | 25.0          | 25.0               |
|                 | 2     | 1         | 11.1    | 12.5          | 37.5               |
|                 | 3     | 4         | 44.4    | 50.0          | 87.5               |
|                 | 4     | 1         | 11.1    | 12.5          | 100.0              |
|                 | Total | 8         | 88.9    | 100.0         |                    |
| Missing         | 0     | 1         | 11.1    |               |                    |
| Total           |       | 9         | 100.0   |               |                    |

| Court CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-------|-----------|---------|---------------|--------------------|
| Valid      | 1     | 4         | 44.4    | 50.0          | 50.0               |
|            | 2     | 2         | 22.2    | 25.0          | 75.0               |
|            | 3     | 2         | 22.2    | 25.0          | 100.0              |
|            | Total | 8         | 88.9    | 100.0         |                    |
| Missing    | 0     | 1         | 11.1    |               |                    |
| Total      |       | 9         | 100.0   |               |                    |

| Community CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-------|-----------|---------|---------------|--------------------|
| Valid          | 1     | 6         | 66.7    | 75.0          | 75.0               |
|                | 3     | 2         | 22.2    | 25.0          | 100.0              |
|                | Total | 8         | 88.9    | 100.0         |                    |
| Missing        | 0     | 1         | 11.1    |               |                    |
| Total          |       | 9         | 100.0   |               |                    |

| Escort CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-------|-----------|---------|---------------|--------------------|
| Valid       | 1     | 3         | 33.3    | 37.5          | 37.5               |
|             | 2     | 3         | 33.3    | 37.5          | 75.0               |
|             | 3     | 2         | 22.2    | 25.0          | 100.0              |
|             | Total | 8         | 88.9    | 100.0         |                    |
| Missing     | 0     | 1         | 11.1    |               |                    |
| Total       |       | 9         | 100.0   |               |                    |

## 8.14: Other Translation Activities

| Written MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-------|-----------|---------|---------------|--------------------|
| Valid         | 2     | 2         | 10.0    | 10.0          | 10.0               |
|               | 3     | 4         | 20.0    | 20.0          | 30.0               |
|               | 4     | 2         | 10.0    | 10.0          | 40.0               |
|               | 5     | 12        | 60.0    | 60.0          | 100.0              |
|               | Total | 20        | 100.0   | 100.0         |                    |

| Subtitling MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-------|-----------|---------|---------------|--------------------|
| Valid            | 1     | 5         | 25.0    | 29.4          | 29.4               |
|                  | 2     | 7         | 35.0    | 41.2          | 70.6               |
|                  | 3     | 2         | 10.0    | 11.8          | 82.4               |
|                  | 4     | 2         | 10.0    | 11.8          | 94.1               |
|                  | 5     | 1         | 5.0     | 5.9           | 100.0              |
|                  | Total | 17        | 85.0    | 100.0         |                    |
| Missing          | 0     | 3         | 15.0    |               |                    |
|                  | Total | 20        | 100.0   |               |                    |

| Voice-over MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-------|-----------|---------|---------------|--------------------|
| Valid            | 1     | 8         | 40.0    | 47.1          | 47.1               |
|                  | 2     | 3         | 15.0    | 17.6          | 64.7               |
|                  | 3     | 4         | 20.0    | 23.5          | 88.2               |
|                  | 5     | 2         | 10.0    | 11.8          | 100.0              |
|                  | Total | 17        | 85.0    | 100.0         |                    |
| Missing          | 0     | 3         | 15.0    |               |                    |
|                  | Total | 20        | 100.0   |               |                    |

| Written CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-------|-----------|---------|---------------|--------------------|
| Valid        | 1     | 1         | 11.1    | 11.1          | 11.1               |
|              | 2     | 1         | 11.1    | 11.1          | 22.2               |
|              | 3     | 2         | 22.2    | 22.2          | 44.4               |
|              | 4     | 1         | 11.1    | 11.1          | 55.6               |
|              | 5     | 4         | 44.4    | 44.4          | 100.0              |
|              | Total | 9         | 100.0   | 100.0         |                    |

| Subtitling CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-------|-----------|---------|---------------|--------------------|
| Valid           | 1     | 6         | 66.7    | 66.7          | 66.7               |
|                 | 2     | 2         | 22.2    | 22.2          | 88.9               |
|                 | 3     | 1         | 11.1    | 11.1          | 100.0              |
|                 | Total | 9         | 100.0   | 100.0         |                    |

| Voice-over CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| Valid 1         | 4         | 44.4    | 44.4          | 44.4               |
| 2               | 2         | 22.2    | 22.2          | 66.7               |
| 3               | 2         | 22.2    | 22.2          | 88.9               |
| 5               | 1         | 11.1    | 11.1          | 100.0              |
| Total           | 9         | 100.0   | 100.0         |                    |

#### 8.15: Sources of Recruitment

| Sources of Recruitment MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-----------|---------|---------------|--------------------|
| Valid PCO                    | 12        | 18.4    | 18.4          | 18.4               |
| Company                      | 10        | 15.4    | 15.4          | 33.8               |
| TI Agency                    | 11        | 16.9    | 16.9          | 50.7               |
| Embassy                      | 6         | 9.2     | 9.2           | 59.9               |
| Government                   | 4         | 6.2     | 6.2           | 66.1               |
| Employer                     | 2         | 3.1     | 3.1           | 69.2               |
| ITNMB                        | 11        | 16.9    | 16.9          | 86.1               |
| Language Centre              | 4         | 6.2     | 6.2           | 92.3               |
| Training Centre              | 4         | 6.2     | 6.2           | 98.5               |
| Court                        | 1         | 1.5     | 1.5           | 100.0              |
| Total                        | 65        | 100.0   | 100.0         |                    |

| Sources of Recruitment CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------|-----------|---------|---------------|--------------------|
| Valid PCO                   | 7         | 25.0    | 25.0          | 25.0               |
| Company                     | 5         | 17.9    | 17.9          | 42.9               |
| TI Agency                   | 5         | 17.9    | 17.9          | 60.8               |
| Embassy                     | 5         | 17.9    | 17.9          | 78.7               |
| Government                  | 4         | 14.2    | 14.2          | 92.9               |
| Employer                    | 2         | 7.1     | 7.1           | 100.0              |
| Total                       | 54        | 100.0   | 100.0         |                    |

#### 8.16: Conference Aspects Satisfaction Level

##### Statistics

##### Conference Aspects MSIAN

| Conference Aspects MSIAN | Document prep & briefing | Equipment | Booths | Organising skills | Payment |
|--------------------------|--------------------------|-----------|--------|-------------------|---------|
| N Valid                  | 18                       | 19        | 18     | 18                | 17      |
| Missing                  | 2                        | 1         | 2      | 2                 | 3       |
| Mean                     | 3.39                     | 3.84      | 3.83   | 3.56              | 3.18    |
| Median                   | 3.00                     | 4.00      | 4.00   | 3.00              | 3.00    |
| Std. Deviation           | 1.037                    | .898      | .618   | .705              | .809    |

| Document preparation & briefing MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------------------|-------|-----------|---------|---------------|--------------------|
| Valid                                 | 2     | 4         | 20.0    | 22.2          | 22.2               |
|                                       | 3     | 6         | 30.0    | 33.3          | 55.6               |
|                                       | 4     | 5         | 25.0    | 27.8          | 83.3               |
|                                       | 5     | 3         | 15.0    | 16.7          | 100.0              |
|                                       | Total | 18        | 90.0    | 100.0         |                    |
| Missing                               | 0     | 2         | 10.0    |               |                    |
| Total                                 |       | 20        | 100.0   |               |                    |

| Equipment MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-------|-----------|---------|---------------|--------------------|
| Valid           | 2     | 1         | 5.0     | 5.3           | 5.3                |
|                 | 3     | 6         | 30.0    | 31.6          | 36.8               |
|                 | 4     | 7         | 35.0    | 36.8          | 73.7               |
|                 | 5     | 5         | 25.0    | 26.3          | 100.0              |
|                 | Total | 19        | 95.0    | 100.0         |                    |
| Missing         | 0     | 1         | 5.0     |               |                    |
| Total           |       | 20        | 100.0   |               |                    |

| Booths MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-------|-----------|---------|---------------|--------------------|
| Valid        | 3     | 5         | 25.0    | 27.8          | 27.8               |
|              | 4     | 11        | 55.0    | 61.1          | 88.9               |
|              | 5     | 2         | 10.0    | 11.1          | 100.0              |
|              | Total | 18        | 90.0    | 100.0         |                    |
| Missing      | 0     | 2         | 10.0    |               |                    |
| Total        |       | 20        | 100.0   |               |                    |

| Organising Skills MSIAN |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|--------|-----------|---------|---------------|--------------------|
| Valid                   | 3      | 10        | 50.0    | 55.6          | 55.6               |
|                         | 4      | 6         | 30.0    | 33.3          | 88.9               |
|                         | 5      | 2         | 10.0    | 11.1          | 100.0              |
|                         | Total  | 18        | 90.0    | 100.0         |                    |
| Missing                 | 0      | 1         | 5.0     |               |                    |
|                         | System | 1         | 5.0     |               |                    |
|                         | Total  | 2         | 10.0    |               |                    |
| Total                   |        | 20        | 100.0   |               |                    |

| Remuneration<br>MSIAN | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-----------------------|-----------|---------|---------------|-----------------------|
| Valid 2               | 4         | 20.0    | 23.5          | 23.5                  |
| 3                     | 6         | 30.0    | 35.3          | 58.8                  |
| 4                     | 7         | 35.0    | 41.2          | 100.0                 |
| Total                 | 17        | 85.0    | 100.0         |                       |
| Missing 0             | 3         | 15.0    |               |                       |
| Total                 | 20        | 100.0   |               |                       |

## Statistics

## Conference Aspects CIAP

| Conference Aspects CIAP | Document<br>preparation<br>& briefing | Equipment | Booths | Organising<br>skills | Payment |
|-------------------------|---------------------------------------|-----------|--------|----------------------|---------|
| N Valid                 | 6                                     | 7         | 7      | 7                    | 6       |
| Missing                 | 3                                     | 2         | 2      | 2                    | 3       |
| Mean                    | 3.33                                  | 3.71      | 3.71   | 3.43                 | 4.00    |
| Median                  | 3.50                                  | 4.00      | 4.00   | 3.00                 | 4.00    |
| Std. Deviation          | .816                                  | .756      | .951   | 1.272                | .894    |

| Document<br>preparation &<br>briefing CIAP | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|--|-----------|---------|---------------|-----------------------|
| Valid 2                                    | 1         | 11.1    | 16.7          | 16.7                  |
| 3  | 2         | 22.2    | 33.3          | 50.0                  |
| 4  | 3         | 33.3    | 50.0          | 100.0                 |
| Total                                      | 6         | 66.7    | 100.0         |                       |
| Missing 0                                  | 3         | 33.3    |               |                       |
| Total                                      | 9         | 100.0   |               |                       |

| Equipment<br>CIAP | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------------------|-----------|---------|---------------|-----------------------|
| Valid 3           | 3         | 33.3    | 42.9          | 42.9                  |
| 4                 | 3         | 33.3    | 42.9          | 85.7                  |
| 5                 | 1         | 11.1    | 14.3          | 100.0                 |
| Total             | 7         | 77.8    | 100.0         |                       |
| Missing 0         | 2         | 22.2    |               |                       |
| Total             | 9         | 100.0   |               |                       |

| Booths CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 2     | 1         | 11.1    | 14.3          | 14.3               |
| 3           | 1         | 11.1    | 14.3          | 28.6               |
| 4           | 4         | 44.4    | 57.1          | 85.7               |
| 5           | 1         | 11.1    | 14.3          | 100.0              |
| Total       | 7         | 77.8    | 100.0         |                    |
| Missing 0   | 2         | 22.2    |               |                    |
| Total       | 9         | 100.0   |               |                    |

| Organising skills CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|-----------|---------|---------------|--------------------|
| Valid 2                | 2         | 22.2    | 28.6          | 28.6               |
| 3                      | 2         | 22.2    | 28.6          | 57.1               |
| 4                      | 1         | 11.1    | 14.3          | 71.4               |
| 5                      | 2         | 22.2    | 28.6          | 100.0              |
| Total                  | 7         | 77.8    | 100.0         |                    |
| Missing 0              | 2         | 22.2    |               |                    |
| Total                  | 9         | 100.0   |               |                    |

| Remuneration CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid 3           | 2         | 22.2    | 33.3          | 33.3               |
| 4                 | 2         | 22.2    | 33.3          | 66.7               |
| 5                 | 2         | 22.2    | 33.3          | 100.0              |
| Total             | 6         | 66.7    | 100.0         |                    |
| Missing 0         | 3         | 33.3    |               |                    |
| Total             | 9         | 100.0   |               |                    |

## 8.17 Importance of Professionalisation Characteristics

## Statistics

## Importance of Professionalisation Characteristics MSIAN

|                | institution | program me | continuing | speciali sation | theory | association |
|----------------|-------------|------------|------------|-----------------|--------|-------------|
| N Valid        | 18          | 19         | 18         | 18              | 18     | 18          |
| Missing        | 2           | 1          | 2          | 2               | 2      | 2           |
| Mean           | 4.56        | 4.58       | 4.17       | 3.89            | 3.50   | 3.83        |
| Median         | 5.00        | 5.00       | 4.00       | 4.00            | 3.00   | 4.00        |
| Std. Deviation | .616        | .692       | .618       | .583            | .618   | .707        |



|                | membership | advisory | ethics | public | remuneration |
|----------------|------------|----------|--------|--------|--------------|
| N Valid        | 17         | 17       | 19     | 18     | 17           |
| Missing        | 3          | 3        | 1      | 2      | 3            |
| Mean           | 3.59       | 3.82     | 4.26   | 4.22   | 4.35         |
| Median         | 4.00       | 4.00     | 4.00   | 4.00   | 4.00         |
| Std. Deviation | .795       | .883     | .653   | .732   | .786         |

| Training institution MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|--------------------|
| Valid 3                    | 1         | 5.0     | 5.6           | 5.6                |
| 4                          | 6         | 30.0    | 33.3          | 38.9               |
| 5                          | 11        | 55.0    | 61.1          | 100.0              |
| Total                      | 18        | 90.0    | 100.0         |                    |
| Missing 0                  | 2         | 10.0    |               |                    |
| Total                      | 20        | 100.0   |               |                    |

| Training programme MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Valid 3                  | 2         | 10.0    | 10.5          | 10.5               |
| 4                        | 4         | 20.0    | 21.1          | 31.6               |
| 5                        | 13        | 65.0    | 68.4          | 100.0              |
| Total                    | 19        | 95.0    | 100.0         |                    |
| Missing 0                | 1         | 5.0     |               |                    |
| Total                    | 20        | 100.0   |               |                    |

| Continuing education MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|--------------------|
| Valid 3                    | 2         | 10.0    | 11.1          | 11.1               |
| 4                          | 11        | 55.0    | 61.1          | 72.2               |
| 5                          | 5         | 25.0    | 27.8          | 100.0              |
| Total                      | 18        | 90.0    | 100.0         |                    |
| Missing 0                  | 2         | 10.0    |               |                    |
| Total                      | 20        | 100.0   |               |                    |

| Specialisation MSIAN | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 3              | 4         | 20.0    | 22.2          | 22.2               |
| 4                    | 12        | 60.0    | 66.7          | 88.9               |
| 5                    | 2         | 10.0    | 11.1          | 100.0              |
| Total                | 18        | 90.0    | 100.0         |                    |
| Missing 0            | 2         | 10.0    |               |                    |
| Total                | 20        | 100.0   |               |                    |

| Theory MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-------|-----------|---------|---------------|--------------------|
| Valid        | 3     | 10        | 50.0    | 55.6          | 55.6               |
|              | 4     | 7         | 35.0    | 38.9          | 94.4               |
|              | 5     | 1         | 5.0     | 5.6           | 100.0              |
|              | Total | 18        | 90.0    | 100.0         |                    |
| Missing      | 0     | 2         | 10.0    |               |                    |
| Total        |       | 20        | 100.0   |               |                    |

| Association MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-------|-----------|---------|---------------|--------------------|
| Valid             | 3     | 6         | 30.0    | 33.3          | 33.3               |
|                   | 4     | 9         | 45.0    | 50.0          | 83.3               |
|                   | 5     | 3         | 15.0    | 16.7          | 100.0              |
|                   | Total | 18        | 90.0    | 100.0         |                    |
| Missing           | 0     | 2         | 10.0    |               |                    |
| Total             |       | 20        | 100.0   |               |                    |

| Association membership MSIAN |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-------|-----------|---------|---------------|--------------------|
| Valid                        | 2     | 1         | 5.0     | 5.9           | 5.9                |
|                              | 3     | 7         | 35.0    | 41.2          | 47.1               |
|                              | 4     | 7         | 35.0    | 41.2          | 88.2               |
|                              | 5     | 2         | 10.0    | 11.8          | 100.0              |
|                              | Total | 17        | 85.0    | 100.0         |                    |
| Missing                      | 0     | 3         | 15.0    |               |                    |
| Total                        |       | 20        | 100.0   |               |                    |

| Advisory body<br>MSIAN | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|------------------------|-----------|---------|---------------|-----------------------|
| Valid 2                | 2         | 10.0    | 11.8          | 11.8                  |
| 3                      | 2         | 10.0    | 11.8          | 23.5                  |
| 4                      | 10        | 50.0    | 58.8          | 82.4                  |
| 5                      | 3         | 15.0    | 17.6          | 100.0                 |
| Total                  | 17        | 85.0    | 100.0         |                       |
| Missing 0              | 3         | 15.0    |               |                       |
| Total                  | 20        | 100.0   |               |                       |

| Ethics MSIAN | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|--------------|-----------|---------|---------------|-----------------------|
| Valid 3      | 2         | 10.0    | 10.5          | 10.5                  |
| 4            | 10        | 50.0    | 52.6          | 63.2                  |
| 5            | 7         | 35.0    | 36.8          | 100.0                 |
| Total        | 19        | 95.0    | 100.0         |                       |
| Missing 0    | 1         | 5.0     |               |                       |
| Total        | 20        | 100.0   |               |                       |

| Public awareness<br>MSIAN | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|---------------------------|-----------|---------|---------------|-----------------------|
| Valid 3                   | 3         | 15.0    | 16.7          | 16.7                  |
| 4                         | 8         | 40.0    | 44.4          | 61.1                  |
| 5                         | 7         | 35.0    | 38.9          | 100.0                 |
| Total                     | 18        | 90.0    | 100.0         |                       |
| Missing 0                 | 2         | 10.0    |               |                       |
| Total                     | 20        | 100.0   |               |                       |

| Remuneration<br>MSIAN | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-----------------------|-----------|---------|---------------|-----------------------|
| Valid 2               | 1         | 5.0     | 5.9           | 5.9                   |
| 4                     | 8         | 40.0    | 47.1          | 52.9                  |
| 5                     | 8         | 40.0    | 47.1          | 100.0                 |
| Total                 | 17        | 85.0    | 100.0         |                       |
| Missing 0             | 3         | 15.0    |               |                       |
| Total                 | 20        | 100.0   |               |                       |

Statistics  
Importance Level of Professionalisation Characteristics CIAP

|                |         | institution | program<br>me | continuing | specialisation | theory |
|----------------|---------|-------------|---------------|------------|----------------|--------|
| N              | Valid   | 8           | 9             | 9          | 9              | 8      |
|                | Missing | 1           | 0             | 0          | 0              | 1      |
| Mean           |         | 4.00        | 4.67          | 3.78       | 3.11           | 3.13   |
| Median         |         | 4.00        | 5.00          | 4.00       | 3.00           | 3.50   |
| Std. Deviation |         | .535        | .500          | 1.202      | 1.269          | 1.356  |

|                |         | association | member<br>ship | advisory<br>body | ethics | public | remuneration |
|----------------|---------|-------------|----------------|------------------|--------|--------|--------------|
| N              | Valid   | 9           | 8              | 8                | 9      | 9      | 9            |
|                | Missing | 0           | 1              | 1                | 0      | 0      | 0            |
| Mean           |         | 4.33        | 3.88           | 2.63             | 4.78   | 4.44   | 4.56         |
| Median         |         | 4.00        | 4.00           | 2.50             | 5.00   | 4.00   | 5.00         |
| Std. Deviation |         | .500        | .641           | .744             | .441   | .527   | .527         |

| Training institution<br>CIAP |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|------------------------------|-------|-----------|---------|---------------|-----------------------|
| Valid                        | 3     | 1         | 11.1    | 12.5          | 12.5                  |
|                              | 4     | 6         | 66.7    | 75.0          | 87.5                  |
|                              | 5     | 1         | 11.1    | 12.5          | 100.0                 |
|                              | Total | 8         | 88.9    | 100.0         |                       |
| Missing                      | 0     | 1         | 11.1    |               |                       |
| Total                        |       | 9         | 100.0   |               |                       |

| Training CIAP |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|---------------|-------|-----------|---------|---------------|-----------------------|
| Valid         | 4     | 3         | 33.3    | 33.3          | 33.3                  |
|               | 5     | 6         | 66.7    | 66.7          | 100.0                 |
|               | Total | 9         | 100.0   | 100.0         |                       |

| Continuing<br>education CIAP |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|------------------------------|-------|-----------|---------|---------------|-----------------------|
| Valid                        | 2     | 2         | 22.2    | 22.2          | 22.2                  |
|                              | 3     | 1         | 11.1    | 11.1          | 33.3                  |
|                              | 4     | 3         | 33.3    | 33.3          | 66.7                  |
|                              | 5     | 3         | 33.3    | 33.3          | 100.0                 |
|                              | Total | 9         | 100.0   | 100.0         |                       |

| Specialisation<br>CIAP |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|------------------------|-------|-----------|---------|---------------|-----------------------|
| Valid                  | 2     | 4         | 44.4    | 44.4          | 44.4                  |
|                        | 3     | 2         | 22.2    | 22.2          | 66.7                  |
|                        | 4     | 1         | 11.1    | 11.1          | 77.8                  |
|                        | 5     | 2         | 22.2    | 22.2          | 100.0                 |
|                        | Total | 9         | 100.0   | 100.0         |                       |

| Theory CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-------|-----------|---------|---------------|--------------------|
| Valid       | 1     | 1         | 11.1    | 12.5          | 12.5               |
|             | 2     | 2         | 22.2    | 25.0          | 37.5               |
|             | 3     | 1         | 11.1    | 12.5          | 50.0               |
|             | 4     | 3         | 33.3    | 37.5          | 87.5               |
|             | 5     | 1         | 11.1    | 12.5          | 100.0              |
|             | Total | 8         | 88.9    | 100.0         |                    |
| Missing     | 0     | 1         | 11.1    |               |                    |
| Total       |       | 9         | 100.0   |               |                    |

| Association CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-------|-----------|---------|---------------|--------------------|
| Valid            | 4     | 6         | 66.7    | 66.7          | 66.7               |
|                  | 5     | 3         | 33.3    | 33.3          | 100.0              |
|                  | Total | 9         | 100.0   | 100.0         |                    |

| Association membership CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------|-------|-----------|---------|---------------|--------------------|
| Valid                       | 3     | 2         | 22.2    | 25.0          | 25.0               |
|                             | 4     | 5         | 55.6    | 62.5          | 87.5               |
|                             | 5     | 1         | 11.1    | 12.5          | 100.0              |
|                             | Total | 8         | 88.9    | 100.0         |                    |
| Missing                     | 0     | 1         | 11.1    |               |                    |
| Total                       |       | 9         | 100.0   |               |                    |

| Advisory body CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-------|-----------|---------|---------------|--------------------|
| Valid              | 2     | 4         | 44.4    | 50.0          | 50.0               |
|                    | 3     | 3         | 33.3    | 37.5          | 87.5               |
|                    | 4     | 1         | 11.1    | 12.5          | 100.0              |
|                    | Total | 8         | 88.9    | 100.0         |                    |
| Missing            | 0     | 1         | 11.1    |               |                    |
| Total              |       | 9         | 100.0   |               |                    |

| Ethics CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-------|-----------|---------|---------------|--------------------|
| Valid       | 4     | 2         | 22.2    | 22.2          | 22.2               |
|             | 5     | 7         | 77.8    | 77.8          | 100.0              |
|             | Total | 9         | 100.0   | 100.0         |                    |

| Public awareness CIAP |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-------|-----------|---------|---------------|--------------------|
| Valid                 | 4     | 5         | 55.6    | 55.6          | 55.6               |
|                       | 5     | 4         | 44.4    | 44.4          | 100.0              |
|                       | Total | 9         | 100.0   | 100.0         |                    |

| Remuneration CIAP | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid 4           | 4         | 44.4    | 44.4          | 44.4               |
| 5                 | 5         | 55.6    | 55.6          | 100.0              |
| Total             | 9         | 100.0   | 100.0         |                    |

## 8.18 Quality of Professionalisation Characteristics MSIAN Interpreters

## Statistics

## Quality of Professionalisation Characteristics MSIAN

| Training institution | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 2              | 4         | 20.0    | 23.5          | 23.5               |
| 3                    | 8         | 40.0    | 47.1          | 70.6               |
| 4                    | 5         | 25.0    | 29.4          | 100.0              |
| Total                | 17        | 85.0    | 100.0         |                    |
| Missing 0            | 3         | 15.0    |               |                    |
| Total                | 20        | 100.0   |               |                    |

| Training programme | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid 1            | 1         | 5.0     | 5.9           | 5.9                |
| 2                  | 6         | 30.0    | 35.3          | 41.2               |
| 3                  | 6         | 30.0    | 35.3          | 76.5               |
| 4                  | 4         | 20.0    | 23.5          | 100.0              |
| Total              | 17        | 85.0    | 100.0         |                    |
| Missing 0          | 3         | 15.0    |               |                    |
| Total              | 20        | 100.0   |               |                    |

| Continuing education | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 2              | 2         | 10.0    | 12.5          | 12.5               |
| 3                    | 6         | 30.0    | 37.5          | 50.0               |
| 4                    | 7         | 35.0    | 43.8          | 93.8               |
| 5                    | 1         | 5.0     | 6.3           | 100.0              |
| Total                | 16        | 80.0    | 100.0         |                    |
| Missing 0            | 4         | 20.0    |               |                    |
| Total                | 20        | 100.0   |               |                    |

| Specialisation | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 2        | 3         | 15.0    | 18.8          | 18.8               |
| 3              | 6         | 30.0    | 37.5          | 56.3               |
| 4              | 6         | 30.0    | 37.5          | 93.8               |
| 5              | 1         | 5.0     | 6.3           | 100.0              |
| Total          | 16        | 80.0    | 100.0         |                    |
| Missing 0      | 4         | 20.0    |               |                    |
| Total          | 20        | 100.0   |               |                    |

| Theory    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 2   | 3         | 15.0    | 18.8          | 18.8               |
| 3         | 6         | 30.0    | 37.5          | 56.3               |
| 4         | 6         | 30.0    | 37.5          | 93.8               |
| 5         | 1         | 5.0     | 6.3           | 100.0              |
| Total     | 16        | 80.0    | 100.0         |                    |
| Missing 0 | 4         | 20.0    |               |                    |
| Total     | 20        | 100.0   |               |                    |

| Association | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 1     | 2         | 10.0    | 12.5          | 12.5               |
| 2           | 1         | 5.0     | 6.3           | 18.8               |
| 3           | 6         | 30.0    | 37.5          | 56.3               |
| 4           | 5         | 25.0    | 31.3          | 87.5               |
| 5           | 2         | 10.0    | 12.5          | 100.0              |
| Total       | 16        | 80.0    | 100.0         |                    |
| Missing 0   | 4         | 20.0    |               |                    |
| Total       | 20        | 100.0   |               |                    |

| Association membership | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|-----------|---------|---------------|--------------------|
| Valid 1                | 2         | 10.0    | 13.3          | 13.3               |
| 2                      | 1         | 5.0     | 6.7           | 20.0               |
| 3                      | 5         | 25.0    | 33.3          | 53.3               |
| 4                      | 7         | 35.0    | 46.7          | 100.0              |
| Total                  | 15        | 75.0    | 100.0         |                    |
| Missing 0              | 5         | 25.0    |               |                    |
| Total                  | 20        | 100.0   |               |                    |

| Advisory body | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid 1       | 2         | 10.0    | 13.3          | 13.3               |
| 2             | 1         | 5.0     | 6.7           | 20.0               |
| 3             | 5         | 25.0    | 33.3          | 53.3               |
| 4             | 6         | 30.0    | 40.0          | 93.3               |
| 5             | 1         | 5.0     | 6.7           | 100.0              |
| Total         | 15        | 75.0    | 100.0         |                    |
| Missing 0     | 5         | 25.0    |               |                    |
| Total         | 20        | 100.0   |               |                    |

| Ethics    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 1   | 2         | 10.0    | 12.5          | 12.5               |
| 2         | 1         | 5.0     | 6.3           | 18.8               |
| 3         | 4         | 20.0    | 25.0          | 43.8               |
| 4         | 9         | 45.0    | 56.3          | 100.0              |
| Total     | 16        | 80.0    | 100.0         |                    |
| Missing 0 | 4         | 20.0    |               |                    |
| Total     | 20        | 100.0   |               |                    |

| Public    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 1   | 1         | 5.0     | 5.9           | 5.9                |
| 2         | 5         | 25.0    | 29.4          | 35.3               |
| 3         | 6         | 30.0    | 35.3          | 70.6               |
| 4         | 5         | 25.0    | 29.4          | 100.0              |
| Total     | 17        | 85.0    | 100.0         |                    |
| Missing 0 | 3         | 15.0    |               |                    |
| Total     | 20        | 100.0   |               |                    |

| Remuneration | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid 2      | 1         | 5.0     | 5.9           | 5.9                |
| 3            | 9         | 45.0    | 52.9          | 58.8               |
| 4            | 7         | 35.0    | 41.2          | 100.0              |
| Total        | 17        | 85.0    | 100.0         |                    |
| Missing 0    | 3         | 15.0    |               |                    |
| Total        | 20        | 100.0   |               |                    |



## APPENDIX R

## R1. COVER LETTER AND QUESTIONNAIRE FOR COORDINATOR

Page 1 of 6

Noraini Ibrahim  
Department of Translation and Interpretation  
University of Granada  
Calle Buensuceso 11  
18002 Granada  
Spain

Date

To Whom It May Concern

Dear Sir/Madam,

**RESEARCH QUESTIONNAIRE**

The above matter referred. I am currently doing a doctoral research at the Department of Translation and Interpretation, University of Granada, Spain under the supervision of Dra. Ángela Collados Aís. The title of the project is "Conference Interpreting in Malaysia: A Preliminary Study".

I would be very grateful if you could spare some time to fill in the attached questionnaire on the Translation and Interpretation programme, specifically the interpreting courses offered at School of Humanities, Universiti Sains Malaysia.

Besides the questionnaire, I hope that you could provide the following information:

1. Number of enrollments since the T&I programme was established.
2. Programme/Student guide books from previous years to current date.

Your cooperation is extremely valuable in order to complete this study.

Your contribution to this research project is greatly appreciated.

Thanking you in advance.

Yours faithfully,



Tel.: 0060 16 910 2375 (Kuala Lumpur)  
0034 662 047 801 (Granada)  
Email: noni\_is@yahoo.com



**QUESTIONNAIRE FOR PROGRAMME COORDINATORS**

Please fill in the blanks and tick  the appropriate boxes.

**A. GENERAL BACKGROUND**

1. Name of coordinator: .....
2. Period of appointment: .....
3. Coordinator's tasks and functions:  
.....  
.....  
.....
4. Name of centre: .....
5. Address: .....
6. Year of programme establishment: .....

**B. ACADEMIC BACKGROUND**

1. Qualifications:

|                       | Field | University/Institute | Year |
|-----------------------|-------|----------------------|------|
| Certificate           |       |                      |      |
| Diploma               |       |                      |      |
| Degree                |       |                      |      |
| Master's Degree       |       |                      |      |
| PhD                   |       |                      |      |
| Others (Please state) |       |                      |      |
|                       |       |                      |      |
|                       |       |                      |      |

**B. THE PROGRAMME**

1. The centre offers:
- Certificate in Translation
  - Certificate in Interpreting
  - Diploma in Translation
  - Diploma in Interpreting
  - Bachelor's degree major in Translation
  - Bachelor's degree minor in Translation
  - Bachelor's degree major in Interpreting
  - Bachelor's degree minor in Interpreting
  - Master's degree in Translation
  - Master's degree in Interpreting
  - Other programmes or courses have not been mentioned: .....



2. Working languages of the centre:

A language: .....  
 B language: .....  
 C language: .....  
 Others: .....

3. In your opinion, are the language combinations offered at the centre sufficient to meet the market demand?

.....  
 .....

4. In your opinion, what other languages should be offered as B language?

.....  
 .....

5. In your opinion, what other languages should be offered as C language?

.....  
 .....

6. Integration programmes:

Does the centre offer:

a. Industrial training/practical? No  Yes  State:.....

i. Is it compulsory to all students? No  Yes

ii. What is the response from the students and companies/organisations to participate in the programmes?

|  | Excellent                | Good                     | Average                  | Bad                      | Very Bad                 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Students participation                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Companies/organisations participation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students feedback after the programme  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Companies feedback after the programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

.....  
 .....

b. Exchange programmes No  Yes  State: .....

c. Other programmes that have not been mentioned:

.....  
 .....



**C. THE CENTRE'S FACILITIES**

1. Is the centre equipped with the following?

|   | No                       | Yes                      | Number of labs    |
|---|--------------------------|--------------------------|-------------------|
| Language laboratories                     | <input type="checkbox"/> | <input type="checkbox"/> | .....             |
| Computer laboratories                     | <input type="checkbox"/> | <input type="checkbox"/> | .....             |
| Interpreting laboratories<br>ISO standard | <input type="checkbox"/> | <input type="checkbox"/> | .....<br>ISO..... |
| Interpreting booths<br>ISO standard       | <input type="checkbox"/> | <input type="checkbox"/> | .....<br>ISO..... |
| Technical assistance                      | <input type="checkbox"/> | <input type="checkbox"/> |                   |

Others facilities that have not been mentioned:

.....  
 .....  
 .....

**D. TEACHING AND ACADEMIC RESOURCES**

1. How would you rate these aspects in relation to the interpreting programme(s) or course(s) offered at the centre?

|  | Excellent                | Good                     | Average                  | Bad                      | Very Bad                 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>i. Study plans:</b>                         |                          |                          |                          |                          |                          |
| Number of interpreting courses offered         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of credits/hours                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects:.....                            |                          |                          |                          |                          |                          |
| <b>ii. Course syllabus:</b>                    |                          |                          |                          |                          |                          |
| Overall content                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical aspect (e.g. interpreting models)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Practical aspect (e.g. interpreting exercises) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects:.....                            |                          |                          |                          |                          |                          |
| <b>iii. Teaching force:</b>                    |                          |                          |                          |                          |                          |
| Number of instructors                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of trained instructors                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Level of professional exposure                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Level of workload                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects:.....                            |                          |                          |                          |                          |                          |
| <b>iv. Infrastructure:</b>                     |                          |                          |                          |                          |                          |
| Number of interpreting laboratories            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of computer laboratories                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of classrooms                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequacy of audiovisual facilities             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Availability of technical support              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects:.....                            |                          |                          |                          |                          |                          |



2. In your opinion, what are the two strongest aspects of the programme(s) or course(s)?

.....  
 .....

3. In your opinion, what are the two weakest aspects of the programme(s) or course(s)?

.....  
 .....

**F. PROFESSIONALISATION OF INTERPRETING**

1. In your opinion, are these aspects important in the interpreting profession?  
 Please refer attachment for definitions.

|                          | Very important           | Important                | Quite important          | Unimportant              | Very unimportant         |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         |                          |                          |                          |                          |                          |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Remuneration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:  
 .....  
 .....

2. How would you rate these aspects the interpreting profession in Malaysia?

|                          | Excellent                | Good                     | Average                  | Bad                      | Very Bad                 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         |                          |                          |                          |                          |                          |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Remuneration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:  
 .....  
 .....



**G. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the problems and constraints that you face as the interpreting programme coordinator?

**H. SUGGESTIONS**

1. In your opinion, how could interpreter training be improved in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



## R2. COVER LETTER AND QUESTIONNAIRE FOR I/T

Noraini Ibrahim  
Department of Translation and Interpretation  
University of Granada  
Calle Buensuceso 11  
18002 Granada  
Spain

Date

To Whom It May Concern

Dear Sir/Madam,

**RESEARCH QUESTIONNAIRE**

The above matter referred. I am currently doing a doctoral research at the Department of Translation and Interpretation, University of Granada, Spain under the supervision of Dra. Ángela Collados Aís. The title of the project is "Conference Interpreting in Malaysia: A Preliminary Study".

I would be very grateful if you could spare some time to fill in the attached questionnaire based on your teaching experience in Interpretation. Your cooperation is extremely valuable in order to complete this study.

Your contribution to this research project is greatly appreciated.

Thanking you in advance.

Yours faithfully,



Tel.: 0060 16 910 2375 (Kuala Lumpur)  
0034 662 047 801 (Granada)  
Email: noni\_is@yahoo.com



**QUESTIONNAIRE FOR INSTRUCTORS/TRAINERS OF INTERPRETING**

Please fill in the blanks and tick  the appropriate boxes.

**A. GENERAL BACKGROUND**

1. Gender: Male  Female

2. Age: Below 25   
 25- 29   
 30-34   
 35-39   
 40-44   
 45-50   
 Above 50

4. Languages: (A language) : .....  
 (B language) : .....  
 (C language) : .....

5. Name of employer: .....

6. Year of appointment: .....

**B. ACADEMIC BACKGROUND**

1. Qualifications:

|                       | Field | University/Institute | Year |
|-----------------------|-------|----------------------|------|
| Certificate           |       |                      |      |
| Diploma               |       |                      |      |
| Degree                |       |                      |      |
| Master's Degree       |       |                      |      |
| PhD                   |       |                      |      |
| Others (Please state) |       |                      |      |
|                       |       |                      |      |
|                       |       |                      |      |

2. Working language combination(s):  
 e.g. Malay-English, English-Malay

i. ....  
 ii. ....  
 iii. ....  
 iv. ....





3. The most frequent language combination that you work in: .....

4. Field of expertise: .....

4. You are a member of AIC   
 Persatuan Penterjemah Malaysia   
 None   
 Other Translation and Interpreting Association  Please state: .....

5. You are registered to Malaysian National Institute of Translation. No  Yes   
 Year:.....

**C. TASKS AND RESPONSIBILITIES**

1. What are the interpreting courses that you teach?

|                              | Yes                      | No                       |
|------------------------------|--------------------------|--------------------------|
| i. Simultaneous interpreting | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Consecutive interpreting | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Sight interpreting      | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Signing                  | <input type="checkbox"/> | <input type="checkbox"/> |

Other interpreting courses that have not been mentioned:  
 .....  
 .....

2. Other courses that you teach:  
 .....  
 .....

3. Are you an interpreter? No  (Go to 4) Yes  (Go to 3a & 3b)

3a. How often do you do these modes of interpreting? Please refer attachment for definitions.

|                              | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Simultaneous interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Consecutive interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Sight interpreting      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Whispered interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Signing                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:  
 .....  
 .....



3b. How often do you interpret in these type of settings?

|                              | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Conference interpreting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Dialogue interpreting    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Diplomatic interpreting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Court interpreting       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Community interpreting    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi. Discussions              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii. Seminars                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| viii. Official visits        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

.....

.....

.....

4. Do you perform these tasks as well?

|                         | Very often               | Often                    | Sometimes                | Rarely                   | Never                    |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Written translation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Subtitling          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Dubbing/Voice-over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other types that have not been mentioned:

.....

.....

.....

**D. PROFESSIONALISATION OF INTERPRETING**

1. In your opinion, are these aspects important in the interpreting profession?  
(Refer Attachment for definitions)

|                          | Very important           | Important                | Quite important          | Unimportant              | Very unimportant         |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

.....

.....

.....



2. How would you rate these aspects in the interpreting profession in Malaysia?

|                          | Excellent                | Good                     | Average                  | Bad                      | Very bad                 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training centres         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interpreter training     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing education     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialisation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional association | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Association membership   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advisory body            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Code of ethics           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public awareness         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Remuneration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects that have not been mentioned:

.....

.....

.....

**E. TEACHING AND ACADEMIC RESOURCES**

1. How would you rate these aspects in relation to the interpreting programme(s) or course(s) offered at the centre?

|  | Excellent                | Good                     | Average                  | Bad                      | Very Bad                 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Study plans:                        |                          |                          |                          |                          |                          |
| Number of interpreting courses offered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of credits/hours                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects: .....

.....

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ii. Course syllabus:                           |                          |                          |                          |                          |                          |
| Overall content                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical aspect (e.g. interpreting models)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Practical aspect (e.g. interpreting exercises) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects: .....

.....

|                                |                          |                          |                          |                          |                          |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| iii. Teaching force:           |                          |                          |                          |                          |                          |
| Number of instructors          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of trained instructors  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Level of professional exposure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Level of workload              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects: .....

.....



|                                     |                          |                          |                          |                          |                          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| vi. Infrastructure:                 |                          |                          |                          |                          |                          |
| Number of interpreting laboratories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of computer laboratories     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of classrooms                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequacy of audiovisual facilities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Availability of technical support   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other aspects: .....

.....

2. In your opinion, what are the two strongest aspects of the programme(s) or course(s)?

.....

.....

3. In your opinion, what are the two weakest aspects of the programme(s) or course(s)?

.....

.....

**F. PROBLEMS AND CONSTRAINTS**

In your opinion, what are the problems and constraints that you face as a teacher of interpreting?



**G. SUGGESTIONS**

1. In your opinion, what are the possible improvements that could be made in interpreter training in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



## R3. COVER LETTER AND QUESTIONNAIRE FOR STUDENT

Page 1 of 4

Noraini Ibrahim  
Department of Translation and Interpretation  
University of Granada  
Calle Buensuceso 11  
18002 Granada  
Spain

Date

To Whom It May Concern

Dear Sir/Madam,

**RESEARCH QUESTIONNAIRES**

The above matter referred. I am currently doing a doctoral research at the Department of Translation and Interpretation, University of Granada, Spain under the supervision of Dra. Ángela Collados Aís (angela@ugr.es). The title of the project is "Conference Interpreting in Malaysia: A Preliminary Study".

At this moment, I am at the data collection stage of my study. I would be very grateful if you could spare some time to fill in the attached questionnaire based on your learning experience in the interpreting courses of the BATI programme taught at the School of Humanities, Universiti Sains Malaysia. Your cooperation is greatly needed in order to complete this study.

Your contribution to this research project is greatly appreciated.

Thanking you in advance.

Yours faithfully,



Tel.: 0060 16 910 2375 (Kuala Lumpur)  
0034 662 047 801 (Granada)  
Email: noni\_is@yahoo.com



**QUESTIONNAIRE FOR INTERPRETING STUDENTS**

Please fill in the blanks and tick  the appropriate boxes.

**A. GENERAL BACKGROUND**

1. Gender: Male  Female  Email : .....

2. Age: .....

3. Languages: (A language) : .....  
(B language) : .....  
(C language) : .....  
Other : .....

4. Are you interested in becoming a professional interpreter?

Very interested   
Interested   
Quite interested   
Uninterested   
Very uninterested

5. Why are you interested/not interested in becoming a professional interpreter?

.....  
.....  
.....



**B. TEACHING AND ACADEMIC RESOURCES**

1. How would you rate these aspects in relation to the interpreting courses offered at the university?

|  | Excellent                | Good                     | Average                  | Bad                      | Very Bad                 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i. Study plans:                                |                          |                          |                          |                          |                          |
| Number of interpreting courses offered         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of credits/units/hours                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects: .....                           |                          |                          |                          |                          |                          |
| .....  |                          |                          |                          |                          |                          |
| ii. Course syllabus:                           |                          |                          |                          |                          |                          |
| Overall content                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical aspect (e.g. Interpreting models)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Practical aspect (e.g. interpreting exercises) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects: .....                           |                          |                          |                          |                          |                          |
| .....  |                          |                          |                          |                          |                          |
| iii. Teaching force:                           |                          |                          |                          |                          |                          |
| Number of instructors                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of trained instructors                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Level of professional interpreting exposure    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Level of teaching load                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects: .....                           |                          |                          |                          |                          |                          |
| .....  |                          |                          |                          |                          |                          |
| iv. Infrastructure:                            |                          |                          |                          |                          |                          |
| Number of interpreting laboratories            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of computer laboratories                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of classrooms                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequacy of audiovisual facilities             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Availability of technical support              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other aspects: .....                           |                          |                          |                          |                          |                          |
| .....  |                          |                          |                          |                          |                          |

2. In your opinion, what are the two strongest aspects of the interpreting courses?

.....

.....

3. In your opinion, what are the two weakest aspects of the interpreting courses?

.....

.....





**C. PROBLEMS AND CONSTRAINTS**

1. In your opinion, what are the problems and constraints that you face in the interpreting courses?

**E. SUGGESTIONS**

1. In your opinion, how could interpreter training be improved in Malaysia?

2. In your opinion, what can be done to improve the situation of interpreting in Malaysia?



## APPENDIX S

## S1. BATI'S SIGHT INTERPRETATION COURSE SYNOPSIS

Page 1 of 3



UNIVERSITI SAINS MALAYSIA

Pusat Pengajian Ilmu Kemanusiaan  
Bahagian Linguistik Bahasa Malaysia, Terjemahan dan Interpretasi  
Sidang Akademik 2005/2006  
Semester 2

## HBT 214/3 Interpretasi Spontan

|                   |  |   |
|-------------------|--|---|
| <b>Pensyarah:</b> | Dr. Leelany Ayob<br>C24-204<br>samb. tel: 2849<br>emel: leelany@usm.my | Dr Tg Sepora Tg Mahadi<br>D10-116<br>3149<br>tsepora@usm.my |
|-------------------|--|---|

**Waktu Pertemuan/Tempat:**

Kuliah: Isnin 12-1pm  
Selasa 9-10am

Tempat: DKI  
DKP

Tutorial: Isnin 9-10am/10-11pm/4-5pm  
Selasa 11-12pm/12-1pm

Tempat: Makmal Interpretasi (C24)  
Tempat: Makmal Interpretasi (C24)

Rakaman: Isnin 2-3pm  
Selasa 2-3pm  
Rabu 2-3pm

Makmal Pandang Dengar (C24)  
Makmal Pandang Dengar (C24)  
Makmal Pandang Dengar (C24)

Rakaman tambahan: Jumaat 11-1pm

Makmal Pandang Dengar (C24)

**Pertemuan Pelajar:**

Dr Leelany ▶ Jumaat 9-12am  
Dr Tg Sepora ▶ Rabu 10-12pm

Makmal Pandang Dengar (C24)  
D10-116

**SINOPSIS KURSUS**

Pelajar diperkenalkan kepada teknik, prinsip dan masalah menterjemah teks-teks teknikal dan bukan teknikal secara lisan dan spontan. Pelajar juga didedahkan kepada latihan dan analisis perkara-perkara yang diutamakan dalam kursus ini ialah analisis penggunaan istilah yang betul, analisis keepatan makna, cara penggunaan gaya bahasa yang sesuai, kaedah penyampaian yang fasih dan gramatis, penguasaan nada dan suara yang baik dan analisis gaya menginterpretasi yang betul. Sebelum latihan menginterpretasi dalam sesuatu bidang dibuat, pelajar dikehendaki membuat penyelidikan mereka sendiri dan kemudian mengadakan seminar pelajar untuk membincangkan pengertian konsep, masalah menginterpretasi dengan tepat dan dengan gaya yang baik dan bahasa yang betul.



**BAHAN RUJUKAN**

Beeby, A. & Ensinger, D. (eds.), 1998, *Investigating Translation*, Amsterdam: John Benjamins.

Carter, R., Goddard, A., Reah, D., Sanger, K. and Bowring, M., 2001, *Working with Texts: A Core Book for Language Analysis*, London: Routledge.

Garzone, G. & Viezzi, M. (eds), 2002, *Interpreting in the 21st Century*, Amsterdam: John Benjamins.

Gregory, M. & Carrol, S., 1978, *Language and Situation: Language Varieties and Their Social Contexts*, London: Routledge and Kegan Paul Ltd.

Hatim, B. & Mason, I., 1997, *The Translator as Communicator*, London: Routledge.

**PENILAIAN KURSUS**

Penilaian kursus ini akan dibahagikan seperti berikut:

Kerja kursus:

|                           |  |
|---------------------------|--|
| Tugasan                   | 25% (latihan tutorial mingguan)                  |
| Esei                      | 25% (transkripsi: 10%; sarikata 10%; jurnal: 5%) |
| Lisan                     | 25% (rakaman mingguan 15%; seminar 10%)          |
| Ujian                     | 25% (ujian 1: 10%; ujian akhir: 15%)             |
| <b>Jumlah keseluruhan</b> | <b>100%</b>                                      |

**Penting:**

Pelajar perlu membawa kamus dwibahasa untuk tutorial dan sesi rakaman.

Pelajar dikehendaki membawa 2 kaset kosong untuk setiap sesi rakaman.

Kehadiran: Pelajar yang tidak hadir kuliah, tutorial atau rakaman tiga kali (kecuali mempunyai alasan yang kukuh) akan dihalang.



## PERANCANGAN KULIAH

| Minggu/Tarikh   | Tajuk Kuliah/Pensyarah                       | Catatan   |
|-----------------|--|---|
| 1<br>27 Dis 05  | Pengenalan kursus HBT 214                    |   |
| 2<br>2 Jan 06   | Masalah dan etika dalam interpretasi spontan |   |
| 3<br>9 Jan 06   | Interpreting Scientific Texts                |   |
| 4<br>16 Jan 06  | Interpreting Legal Texts                     |   |
| 5<br>23 Jan 06  | Interpreting Religious Texts                 |   |
| 6<br>30 Jan 06  | Interpreting Reports                         | - Tarikh serah transkripsi : 2 Feb 06                     |
| 7<br>6 Feb 06   | Interpreting Narratives                      | - Ujian 1<br>- Tarikh serah jurnal (pertama) : 6 Feb 06   |
| 8<br>13 Feb 06  | Cuti Pertengahan Semester                    |   |
| 9<br>22 Feb 06  | Audio-visual Interpreting & subtitling       |   |
| 10<br>27 Feb 06 | Interpreting Speeches                        |   |
| 11<br>6 Mac 06  | Seminar                                      |   |
| 12<br>13 Mac 06 | Seminar                                      |   |
| 13<br>20 Mac 06 | Seminar                                      | - Tarikh serah sarikata: 13 Mac 06                        |
| 14<br>27 Mac 06 | Seminar                                      | - Ujian akhir<br>- Tarikh serah jurnal (akhir): 31 Mac 06 |
| 15<br>3 Apr 06  | Rumusan kursus                               |   |

Esei:

(Projek Berkumpulan – 5 orang- 20%)

1. Siapkan transkripsi teks/dialog asal yang diberikan (10%).
2. Sediakan terjemahan dalam bentuk sarikata (10%).

(Projek Individu 5%)


3. Bincang masalah yang dihadapi atau pengalaman yang diperolehi dalam proses penulisan transkripsi, pensarikataan dan lain interpretasi spontan mingguan dan kaitkan dengan kaedah-kaedah atau teori-teori terjemahan yang telah dipelajari. Perbincangan disediakan dalam bentuk masukan mingguan (weekly journal entry). Sekurang-kurangnya satu muka surat setiap masukan. Setiap jurnal seharusnya mengandungi sekurang-kurangnya 10 masukan.

SELAMAT MENGIKUT KURSUS.




## S2. BATI'S CONSECUTIVE INTERPRETING COURSE SYNOPSIS

Page 1 of 3

  
 UNIVERSITI SAINS MALAYSIA  
 Pusat Pengajian Ilmu Kemanusiaan  
 Bahagian Linguistik Bahasa Malaysia, Terjemahan dan Interpretasi  
 Sidang Akademik 2006/2007  
 Semester 1

| HBT 304/4 Interpretasi Berturutan Teks Teknikal dan Bukan Teknikal   |  |  |  |
|--|--|--|--|
| <b>Pensyarah:</b>  | Dr. Leelany Ayob<br>C24-204<br>samb. tel: 2849<br>emel: <a href="mailto:leelany@usm.my">leelany@usm.my</a> | Dr Hasuria Che Omar<br>C11-107<br>3332<br><a href="mailto:hasuria@usm.my">hasuria@usm.my</a> |  |
| <b>Waktu Pertemuan/Tempat:</b>   |  |  |  |
| <b>Kuliah:</b>   | Rabu 8-9am<br>Khamis 2-3pm   | <b>Tempat:</b> DKZ<br>DKR  |  |
| <b>Tutorial:</b>   | Isnin 8-10 am<br>Isnin 10-12pm<br>Selasa 10-12pm<br>Rabu 9-11pm<br>Khamis 9-11pm                           | <b>Tempat:</b> Makmal Interpretasi (C24)   |  |
| <b>Rakaman:</b>  | Isnin 2.00-3.30pm<br>Isnin 3.30-5.00pm<br>Selasa 8.30-10.00am<br>Khamis 4.00-5.00 pm (rakaman tambahan)    | <b>Tempat:</b> Makmal Pandang Dengar (C24)   |  |
| <b>Pertemuan Pelajar:</b>  | Khamis 4-5pm<br>Jumaat 9-12pm  | <b>Tempat:</b> Makmal Pandang Dengar (C24)<br>Tempat: C24-204                                |  |
| <b>SINOPSIS KURSUS</b>   |  |  |  |
| <p>Kursus ini mengajar pelajar memberikan interpretasi berturutan (konsekutif) bagi teks lisan. Segala pengetahuan yang telah dipelajari setakat ini dalam interpretasi spontan akan diterangkan dalam kursus ini. Terjemahan secara lisan ini meliputi penekanan dalam pengamatan maklumat, pemahaman kecekapan mengambil nota, strategi menginterpretasi dan menterjemah secara spontan, dan strategi memberikan interpretasi secara konsekutif. Pada akhir kursus ini pelajar dapat menginterpretasi secara konsekutif teks-teks sastera, teknikal dan saintifik dengan tepat dan baik.</p> |  |  |  |



**BAHAN RUJUKAN**

Barsky, R., 1996, *The Interpreter as Intercultural Agent in Convention Refugee Hearings*, in *The Translator*, vol.2, no.1, pp 45-63, Manchester: St Jerome Publishing.

Carr, S.E., Abraham, D. & Dufour, A. (eds), 2000, *The Critical Link 2: Interpreters in the Community*, Amsterdam: John Benjamins.

Garzone, G. & Viezzi, M. (eds), 2002, *Interpreting in the 21st Century*, Amsterdam: John Benjamins.

Gregory, M & Carrol, S., 1978, *Language and Situation: Language Varieties and Their Social Contexts*, London: Routledge and Kegan Paul Ltd.

Hale, S., 1995, *The Interpreter on Trial: Pragmatics in Court Interpreting*, in Carr, S.E. (ed), *The Critical Link: Interpreters in the Community*, pp.201-211, Manchester: St Jerome Publishing.

Hale, S., 1997., *The Treatment of Register Variation in Court Interpreting*, in *The Translator*, vol.3, no. 1, pp 39-54, Manchester: St Jerome Publishing.

Hatim, B. & Mason, I., 1997, *The Translator as Communicator*, London: Routledge.

**PENILAIAN KURSUS**

Penilaian kursus ini akan dibahagikan seperti berikut:

Kerja kursus:

|                    |                                      |
|--------------------|--------------------------------------|
| Tugasan            | 25% (latihan tutorial mingguan)      |
| Esei               | 25% (tarikh serah: 14 Sep 06)        |
| Lisan              | 25% (rakaman mingguan)               |
| Ujian              | 25% (ujian 1: 10%; ujian akhir: 15%) |
| Jumlah keseluruhan | 100%                                 |

Penting:

Pelajar perlu membawa kamus dwibahasa untuk tutorial dan sesi rakaman.

Pelajar dikehendaki membawa 2 kaset kosong untuk setiap sesi rakaman.

Kehadiran: Pelajar yang tidak hadir kuliah, tutorial atau rakaman tiga kali (kecuali mempunyai alasan yang kukuh) akan dihalang.



## PERANCANGAN KULIAH

| Minggu/Tarikh   | Tajuk Kuliah/Pensyarah   | Catatan  |
|-----------------|--|--|
| 1<br>10 Jul 06  | - Pengenalan kursus HBT 304<br>- Jenis-jenis interpretasi konsekutif   |  |
| 2<br>17 Jul 06  | Penampilan diri dalam interpretasi<br>konsekutif (profesionalisme)     | Sabtu 22/7- Seminar Budaya Pemasaran:<br>Etika Profesional |
| 3<br>24 Jul 06  | Pengambilan Nota   |  |
| 4<br>31 Jul 06  | <i>Summarizing</i><br>Interpretasi Komuniti dan<br>Interpretasi Budaya |  |
| 5<br>7 Ogos 06  | <i>Short and Long Term Memory</i><br>Interpretasi Khidmat Awam         |  |
| 6<br>14 Ogos 06 | <i>Code of Professional Conduct</i><br>Interpretasi Undang-undang      |  |
| 7<br>21 Ogos 06 | <i>Text-linguistics in Interpreting</i><br>Interpretasi Perubatan      | Ujian 1 – 10%  |
| 8<br>28 Ogos 06 | Cuti Pertengahan Semester  |  |
| 9<br>4 Sep 06   | Interpretasi Diplomatik  |  |
| 10<br>11 Sep 06 | Interpretasi Bahasa Isyarat  | - Tarikh serah esei: 14 Sep 06                             |
| 11<br>18 Sep 06 | Seminar  |  |
| 12<br>25 Sep 06 | Seminar  |  |
| 13<br>2 Okt 06  | Seminar  |  |
| 14<br>9 Okt 06  | Seminar  | Ujian akhir – 15%  |
| 15<br>19 Okt 06 | Rumusan kursus   |  |

Tajuk Esei:

(Projek Berkumpulan-5 orang)

Pilih seorang jurubahasa profesional (tempatan atau antarabangsa) dalam mana-mana bidang. Bincang masalah-masalah dan sediakan nasihat menjadi seorang jurubahasa profesional. Kaitkan dapatan anda dengan kaedah-kaedah atau teori-teori terjemahan yang telah dipelajari dalam perancangan anda [minimum 10 halaman, tidak termasuk transkripsi dialog (jika ada) dan rujukan perantara rujukan]. Pelajar perlu membentangkan hasil kajian mereka.


SELAMAT MENGIKUT KURSUS.





## S3. BATI SIMULTANEOUS INTERPRETING COURSE SYNOPSIS

Page 1 of 4

  
 UNIVERSITI SAINS MALAYSIA  
 Pusat Pengajian Ilmu Kemanusiaan  
 Bahagian Linguistik Bahasa Malaysia, Terjemahan dan Interpretasi  
 Sidang Akademik 2004/2005  
 Semester 2

|   |  |  |  |
|---|--|--|--|
| <b>HBT 307/4 Interpretasi Serentak Teks Teknikal dan Bukan Teknikal</b> |  |  |  |
|---|--|--|--|


**Pensyarah:** Dr. Leelany Ayob  
 C24-204  
 samb. tel: 2849  
 emel: leelany@usm.my

**Waktu Pertemuan/Tempat:**

|                           |        |   |                                     |
|---------------------------|--------|---|-------------------------------------|
| <b>Kuliah:</b>            | Rabu   | 8-9am   | Tempat: DKM                         |
|                           | Khamis | 2-3pm   | DKO                                 |
| <b>Tutorial:</b>          | Khamis | 8-9am<br>9-10am<br>10-11am<br>11-12pm<br>12-1pm | Tempat: Makmal Interpretasi (C24)   |
| <b>Rakaman:</b>           | Rabu   | 9-11am<br>11-1pm<br>3-5pm                       | Tempat: Makmal Pandang Dengar (C24) |
| <b>Pertemuan Pelajar:</b> | Jumaat | 9-12pm  | Tempat: Makmal Pandang Dengar (C24) |

**SINOPSIS KURSUS**

Kursus ini memberikan interpretasi serentak bagi teks lisan. Pelajar diberi penekanan turutan makna, kosa kata yang tepat, kefasihan dan personaliti dalam teks lisan. Kursus ini juga menumpukan pada teks teks teknikal, saintifik dan bukan teknikal. Pelajar juga didedahkan kepada perbincangan mengenai perbezaan stilistik dan isu-isu peristilahan dalam teks lisan. Penekanan maklumat yang tepat dan jelas serta kajian tentang sebab-sebab terdapat kehilangan makna dalam sesuatu interpretasi serentak dan cara mengatasi masalah ini. Mekanisme mencari persamaan pada masa menterjemah secara lisan. Penyesuaian penyesuaian sintaksis dalam keadaan-keadaan tertentu pada masa menginterpretasi masalah kehilangan/kekurangan makna dan cara mengatasi masalah ini.





**BAHAN RUJUKAN**

Beeby, A. & Ensinger, D. (eds.), 1998, *Investigating Translation*, Amsterdam: John Benjamins.

Dimitrova, B. E. & Hyltenstam, K. (eds), 2000, *Language Processing and Simultaneous Interpreting*, Amsterdam: John Benjamins.

Dollerup, C. & Appel, V. (eds), 1996, *Teaching Translation and Interpreting 3*, Amsterdam: John Benjamins.

Gambier, Y., Gile, D. & Taylor, C. (eds), 1994, *Conference Interpreting: Current Trends in Research*, Amsterdam: John Benjamins.

Garzone, G. & Viezzi, M. (eds), 2002, *Interpreting in the 21st Century*, Amsterdam: John Benjamins.

**PENILAIAN KURSUS**

Penilaian kursus ini akan dibahagikan seperti berikut:

Kerja kursus:

|                    |                                      |
|--------------------|--------------------------------------|
| Tugasan            | 25% (latihan tutorial mingguan)      |
| Esei               | 25% (tarikh serah: 27 Feb 2006)      |
| Lisan              | 25% (rakaman mingguan)               |
| Ujian              | 25% (ujian 1: 10%; ujian akhir: 15%) |
| Jumlah keseluruhan | 100%                                 |

**Penting:**

Pelajar perlu membawa kamus dwibahasa untuk tutorial dan sesi rakaman.

Pelajar dikehendaki membawa 2 kaset kosong untuk setiap sesi rakaman.

Kehadiran: Pelajar yang tidak hadir kuliah, tutorial atau rakaman tiga kali (kecuali mempunyai alasan yang kukuh) akan dihalang.



## PERANCANGAN KULIAH

| Minggu/Tarikh   | Tajuk Kuliah/Pensyarah                           | Catatan  |
|-----------------|--|--|
| 1<br>27 Dis 05  | Pengenalan kursus HBT 307                        |  |
| 2<br>2 Jan 06   | Types of simultaneous interpreting               | (R) shadow<br>(T) voice practice   |
| 3<br>9 Jan 06   | Professionalism & ethiques                       | (T) booth practice   |
| 4<br>16 Jan 06  | Whisper interpreting                             |  |
| 5<br>23 Jan 06  | Conference Interpreting                          | (R) interpreting practice<br>(T) whisper int: Human abuse  |
| 6<br>30 Jan 06  | NIL  |  |
| 7<br>6 Feb 06   | Interpreting speeches                            | (R) interpreting speeches<br>(T) whisper int: Environment  |
| 8<br>13 Feb 06  | <b>Cuti Pertengahan Semester</b>                 |  |
| 9<br>22 Feb 06  | Audio-visual Interpreting:<br>Voice-over/dubbing | <b>- Ujian 1</b><br>(T) booth int: Being individuals in a society.                                       |
| 10<br>27 Feb 06 | Seminar  | <b>- tarikh serah esei: 27 Feb 06</b><br>(R) voice-over/dubbing<br>(T) booth int: Entertainment industry |
| 11<br>6 Mac 06  | Seminar  | (R) voice/over dubbing<br>(T) booth int: Crime today   |
| 12<br>13 Mac 06 | Seminar  | (R) interpreting documentary<br>(T) booth int: World peace   |
| 13<br>20 Mac 06 | Seminar  | (R) interpreting news<br>(T) booth int: What's next? The future  |
| 14<br>27 Mac 06 | Seminar  | <b>- Ujian akhir</b>   |
| 15<br>3 Apr 06  | Rumusan kursus                                   |  |

## Tajuk Esei:

(Projek Berkumpulan-5 orang)

Pilih dan kaji peranan jurubahasa/penterjemah di sektor pekerjaan yang telah disenaraikan. Buat laporan tentang tugas-tugas, dan pengalaman penterjemah/jurubahasa profesional. Bincang masalah-masalah atau panduan sebagai penterjemah/jurubahasa yang diberi dan kaitkan dengan kaedah-kaedah atau teori-teori terjemahan yang telah dipelajari dalam perancangan anda (minimum 10 halaman, tidak termasuk transkripsi dialog (jika ada), lampiran dan senarai rujukan). Pelajar perlu membentangkan hasil kajian mereka.



**1. Tugas (25%)**

Tugas yang diberikan adalah dalam bentuk latihan tutorial setiap minggu. Setiap pelajar akan dinilai mengikut prestasi mereka dalam menjawab soalan, perbincangan dan latihan interpretasi serentak.

**2. Esei (25%)**

Pelajar dikehendaki membuat analisis dan persembahan mengenai tugas-tugas, pengalaman dan masalah-masalah yang dihadapi oleh seseorang penterjemah/jurubahasa profesional di sector yang bertalian mengaitkan dapatan dengan kaedah penterjemahan dan interpretasi yang telah dipelajari. Pelajar seterusnya perlu membentangkan hasil kajian mereka. Permarkahan adalah berdasarkan isi, tatabahasa dan gaya (intonasi, kepelbagaian dalam persembahan).

**3. Latihan (25%)**

Latihan diberikan adalah dalam bentuk latihan interpretasi serentak di makmal bahasa yang mana teks-teks yang digunakan adalah dalam bentuk ucapan, berita radio dan tv, dokumentari, dialog dsb. Latihan ini diadakan setiap minggu dan markah akan diberikan untuk setiap latihan.

**4. Ujian (25%)**

Ujian diberikan sebanyak dua kali: ujian 1 (10%); ujian 2 (15%). Ujian 1 akan diadakan pada pertengahan semester pada minggu 9, manakala ujian akhir diadakan pada minggu 14. Kedua-dua ujian ini akan diadakan dalam bentuk rakaman dimakmal.

**SELAMAT MENGIKUT KURSUS.**





KANDUNGAN KURSUS PENTERJEMAHAN AM  
(PROGRAM SEPENUH MASA/SAMBILAN)

| TOPIC   | CATATAN |
|---|---------|
| Pengenalan Kursus/Pendekatan Penterjemahan: Teori | Teori   |
| Kaedah & Proses Penterjemahan                     | Teori   |
| Linguistik & Penterjemahan                        | Teori   |
| Laras & Peristilahan                              | Teori   |
| Pendekatan Penterjemahan : Amali                  | Amali   |
| Penterjemahan Teks Umum                           | Amali   |
| Penterjemahan Teks Sastera Kreatif                | Amali   |
| Penterjemahan Teks Sains Sosial                   | Amali   |
| Penterjemahan Teks Undang-Undang                  | Amali   |
| Penterjemahan Teks Sains & Teknologi              | Amali   |
| Penterjemahan Teks Komunikasi Massa               | Amali   |
| Ulangkaji   | -       |
| PEPERIKSAAN                                       | -       |

**1. KURSUS PENTERJEMAHAN**

| A               |   | B                                    |
|-----------------|---|--------------------------------------|
| Jenis           |   | Kursus / Bengkel                     |
| Standard        | 1 | Penterjemahan Am (Intensif)          |
|                 | 2 | Penterjemahan Am (Sambilan)          |
|                 | 3 | Penterjemahan Dokumen (ILKAP)        |
|                 | 4 | Penterjemahan Lisan (ILKAP)          |
| Aktifkan Semula | 5 | Peningkatan Penterjemahan            |
|                 | 6 | Bengkel Penyuntingan                 |
| Baru            | 7 | Pengenalan Penterjemahan Bhs Arab    |
|                 | 8 | Pengenalan Penterjemahan Bhs Ing'ris |

AMAUN

**2. KURSUS KEJURUBAHASAAN**

| A        |    | B   |
|----------|----|---|
| Jenis    |    | Kursus / Bengkel                                    |
| Standard | 9  | Intensive Course for Practising Interpreters (ICPI) |
| Baru     | 10 | Etika Jurubahasa                                    |
|          | 11 | Prinsip & Teknik Kejurubahasaan                     |
|          | 12 | Bahasa Arab (Pemandu Pelancong)                     |
|          | 13 | Jurubahasa Mahkamah (Dok. Undg2)                    |

AMAUN

**3. KURSUS KEMAHIRAN KHUSUS**

| A     |    | B                               |
|-------|----|---------------------------------|
| Jenis |    | Kursus / Bengkel                |
| Baru  | 14 | English for Negotiations        |
|       | 15 | English for Presentations       |
|       | 16 | English for Simple Conversation |
|       | 17 | Effective Report Writing        |

AMAUN

## 4. KURSUS BAHASA ASING

| A               |                | B                 |
|-----------------|----------------|-------------------|
| Jenis           |                | Kursus / Bengkel  |
| Aktifkan Semula | 18             | Bahasa Asing      |
|                 |                | - Bahasa Arab     |
|                 |                | - Bahasa Jepun    |
|                 |                | - Bahasa Sepanyol |
|                 |                | - Bahasa Itali    |
|                 |                | - Bahasa Rusia    |
|                 |                | - Bahasa Mandarin |
|                 |                | - Bahasa Perancis |
|                 |                | - Bahasa Jerman   |
|                 | - Bahasa Korea |                   |

AMAUN

## UNIT KURSUS DAN LATHIAN - TAHUN 2005

|   | Kursus                  |
|---|-------------------------|
| 1 | Kursus Penterjemahan    |
| 2 | Kursus Kejurubahasaan   |
| 3 | Kursus Kemahiran Khusus |
| 4 | Kursus Bahasa Asing     |

AMAUN



APPENDIX U  
FACILITIES AT USM

Photo 1a: Interpreting Laboratory



Photo 1b: Simultaneous Interpreting System





Photo 2a: Interpreting Booth 1



Photo 2b: Interpreting Booth 2



Photo 3: Interpreting Laboratory



Photo 4a: Audio-Visual Laboratory



Photo 4b: Audio-Visual Laboratory



Photo 4c: Recording Machine



Photo 5: Instructor's Control Unit



APPENDIX V  
RESULTS FOR INTERPRETER TRAINING IN MALAYSIA

## 9.1: Interest Level among Students

| Interest level SG |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|---|-----------|---------|---------------|--------------------|
| Valid             | 1 | 1         | 2.8     | 2.8           | 2.8                |
|                   | 2 | 8         | 22.2    | 22.2          | 25.0               |
|                   | 3 | 18        | 50.0    | 50.0          | 75.0               |
|                   | 4 | 4         | 11.1    | 11.1          | 86.1               |
|                   | 5 | 5         | 13.9    | 13.9          | 100.0              |
| Total             |   | 36        | 100.0   | 100.0         |                    |

| Interest level S06 |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-------|-----------|---------|---------------|--------------------|
| Valid              | 2     | 15        | 21.7    | 21.7          | 21.7               |
|                    | 3     | 30        | 43.5    | 43.5          | 65.2               |
|                    | 4     | 13        | 18.8    | 18.8          | 84.1               |
|                    | 5     | 11        | 15.9    | 15.9          | 100.0              |
|                    | Total |           | 69      | 100.0         | 100.0              |

| Interest level S04 |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|---|-----------|---------|---------------|--------------------|
| Valid              | 1 | 1         | 1.6     | 1.6           | 1.6                |
|                    | 2 | 4         | 6.5     | 6.5           | 8.1                |
|                    | 3 | 20        | 32.3    | 32.3          | 40.3               |
|                    | 4 | 18        | 29.0    | 29.0          | 69.4               |
|                    | 5 | 19        | 30.6    | 30.6          | 100.0              |
| Total              |   | 62        | 100.0   | 100.0         |                    |

| Interest Level All Students |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------|---|-----------|---------|---------------|--------------------|
| Valid                       | 1 | 2         | 1.2     | 1.2           | 1.2                |
|                             | 2 | 27        | 16.2    | 16.2          | 17.4               |
|                             | 3 | 68        | 40.7    | 40.7          | 58.1               |
|                             | 4 | 35        | 21.0    | 21.0          | 79.0               |
|                             | 5 | 35        | 21.0    | 21.0          | 100.0              |
| Total                       |   | 167       | 100.0   | 100.0         |                    |

| Interest Level All Students |                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------|---------------------------|-----------|---------|---------------|--------------------|
| Valid                       | Uninterested              | 29        | 17.4    | 19.1          | 19.1               |
|                             | Inappropriate / Ambiguous | 18        | 10.7    | 11.8          | 35.5               |
|                             | Interested                | 105       | 62.9    | 69.1          | 100.0              |
|                             | Total                     | 152       | 91.0    | 100.0         |                    |
| Missing                     | x                         | 15        | 9.0     |               |                    |
| Total                       |                           | 167       | 100.0   |               |                    |

9.2: Quality of Teaching and Academic Resources at USM among Students

a. Study Plans

Number of Courses

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 2     | 7         | 4.2     | 4.2           | 4.2                |
|         | 3     | 49        | 29.3    | 29.5          | 33.7               |
|         | 4     | 95        | 56.9    | 57.2          | 91.0               |
|         | 5     | 15        | 9.0     | 9.0           | 100.0              |
|         | Total | 166       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

Number of Units/Hours

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 2     | 3         | 1.8     | 1.8           | 1.8                |
|         | 3     | 56        | 33.5    | 34.4          | 36.2               |
|         | 4     | 94        | 56.3    | 57.7          | 93.9               |
|         | 5     | 10        | 6.0     | 6.1           | 100.0              |
|         | Total | 163       | 97.6    | 100.0         |                    |
| Missing | 0     | 4         | 2.4     |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

b. Course Structure

Overall Content

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 2     | 1         | .6      | .6            | .6                 |
|         | 3     | 36        | 21.6    | 22.1          | 22.7               |
|         | 4     | 107       | 64.1    | 65.6          | 88.3               |
|         | 5     | 19        | 11.4    | 11.7          | 100.0              |
|         | Total | 163       | 97.6    | 100.0         |                    |
| Missing | 0     | 4         | 2.4     |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

## Theoretical Aspect

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 2     | 1         | .6      | .6            | .6                 |
|         | 3     | 54        | 32.3    | 32.5          | 33.1               |
|         | 4     | 97        | 58.1    | 58.4          | 91.6               |
|         | 5     | 14        | 8.4     | 8.4           | 100.0              |
|         | Total | 166       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

## Practical Aspect

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 2     | 5         | 3.0     | 3.0           | 3.0                |
|         | 3     | 48        | 28.7    | 28.9          | 31.9               |
|         | 4     | 87        | 52.1    | 52.4          | 84.3               |
|         | 5     | 26        | 15.6    | 15.7          | 100.0              |
|         | Total | 166       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

## c. Teaching Force

## Number of I/Ts

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 2     | 7         | 4.2     | 4.2           | 4.2                |
|         | 3     | 66        | 39.5    | 39.8          | 44.0               |
|         | 4     | 75        | 44.9    | 45.2          | 89.2               |
|         | 5     | 18        | 10.8    | 10.8          | 100.0              |
|         | Total | 167       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 168       |         |               |                    |

## Number of Trained I/Ts

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 2     | 10        | 6.0     | 6.0           | 6.0                |
|         | 3     | 56        | 33.5    | 33.7          | 39.8               |
|         | 4     | 76        | 45.5    | 45.8          | 85.5               |
|         | 5     | 24        | 14.4    | 14.5          | 100.0              |
|         | Total | 166       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

## Professional Interpreting Exposure

|           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 2   | 8         | 4.8     | 4.8           | 4.8                |
| 3         | 53        | 31.7    | 31.9          | 36.7               |
| 4         | 82        | 49.1    | 49.4          | 86.1               |
| 5         | 23        | 13.8    | 13.9          | 100.0              |
| Total     | 166       | 99.4    | 100.0         |                    |
| Missing 0 | 1         | .6      |               |                    |
| Total     | 167       | 100.0   |               |                    |

## Work Load

|           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 1   | 1         | .6      | .6            | .6                 |
| 2         | 3         | 1.8     | 1.8           | 2.4                |
| 3         | 48        | 28.7    | 29.3          | 31.7               |
| 4         | 97        | 58.1    | 59.1          | 90.9               |
| 5         | 15        | 9.0     | 9.1           | 100.0              |
| Total     | 164       | 98.2    | 100.0         |                    |
| Missing 0 | 3         | 1.8     |               |                    |
| Total     | 167       | 100.0   |               |                    |

## d. Infrastructure

## Number of Interpreting Lab

|           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 1   | 1         | .6      | .6            | .6                 |
| 2         | 10        | 6.0     | 6.1           | 6.7                |
| 3         | 67        | 40.1    | 40.6          | 47.3               |
| 4         | 71        | 42.5    | 43.6          | 90.9               |
| 5         | 15        | 9.0     | 9.1           | 100.0              |
| Total     | 165       | 98.8    | 100.0         |                    |
| Missing 0 | 2         | 1.2     |               |                    |
| Total     | 167       | 100.0   |               |                    |

## Number of Computer Lab

|           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 1   | 1         | .6      | .6            | .6                 |
| 2         | 26        | 15.6    | 15.7          | 16.3               |
| 3         | 67        | 40.1    | 40.4          | 56.6               |
| 4         | 60        | 35.9    | 36.1          | 92.8               |
| 5         | 12        | 7.2     | 7.2           | 100.0              |
| Total     | 166       | 99.4    | 100.0         |                    |
| Missing 0 | 1         | .6      |               |                    |
| Total     | 167       | 100.0   |               |                    |

Number of Classroom

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 1     | 1         | .6      | .6            | .6                 |
|         | 2     | 6         | 3.6     | 3.6           | 4.2                |
|         | 3     | 65        | 38.9    | 39.2          | 43.4               |
|         | 4     | 85        | 50.9    | 51.2          | 94.6               |
|         | 5     | 9         | 5.4     | 5.4           | 100.0              |
|         | Total | 166       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

Audio visual Facilities

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 1     | 1         | .6      | .6            | .6                 |
|         | 2     | 7         | 4.2     | 4.2           | 4.8                |
|         | 3     | 71        | 42.5    | 42.8          | 47.6               |
|         | 4     | 73        | 43.7    | 44.0          | 91.6               |
|         | 5     | 14        | 8.4     | 8.4           | 100.0              |
|         | Total | 166       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

Availability of Technical Support

|         |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------|-----------|---------|---------------|--------------------|
| Valid   | 1     | 1         | .6      | .6            | .6                 |
|         | 2     | 7         | 4.2     | 4.2           | 4.8                |
|         | 3     | 76        | 45.5    | 45.8          | 50.6               |
|         | 4     | 67        | 40.1    | 40.4          | 91.0               |
|         | 5     | 15        | 9.0     | 9.0           | 100.0              |
|         | Total | 166       | 99.4    | 100.0         |                    |
| Missing | 0     | 1         | .6      |               |                    |
| Total   |       | 167       | 100.0   |               |                    |

## 10.2: Quality of Teaching and Academic Resources at USM among I/Ts

## a. Study Plans

Number of Courses

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 2         | 66.7    | 66.7          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |



## Number of Units/Hours

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 1         | 33.3    | 33.3          | 33.3               |
|       | 3     | 1         | 33.3    | 33.3          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## b. Course Structure

## Overall Content

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 4 | 3         | 100.0   | 100.0         | 100.0              |

## Theoretical Aspect

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 4 | 3         | 100.0   | 100.0         | 100.0              |

## Practical Aspect

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 33.3    | 33.3          | 33.3               |
|       | 4     | 1         | 33.3    | 33.3          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## c. Teaching Force

## Number of I/Ts

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 66.7    | 66.7          | 66.7               |
|       | 3     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Number of Trained I/Ts

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 1         | 33.3    | 33.3          | 33.3               |
|       | 2     | 1         | 33.3    | 33.3          | 66.7               |
|       | 3     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Professional Interpreting Exposure

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 2         | 66.7    | 66.7          | 66.7               |
|       | 4     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Work Load

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 2         | 66.7    | 66.7          | 66.7               |
|       | 2     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## vi. Infrastructure

## Number of Interpreting Lab

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 33.3    | 33.3          | 33.3               |
|       | 4     | 1         | 33.3    | 33.3          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Number of Computer Lab

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 2         | 66.7    | 66.7          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Number of Classroom

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 33.3    | 33.3          | 33.3               |
|       | 4     | 1         | 33.3    | 33.3          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Audio visual Facilities

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 1         | 33.3    | 33.3          | 33.3               |
|       | 3     | 1         | 33.3    | 33.3          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Availability of Technical Support

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 1         | 33.3    | 33.3          | 33.3               |
| 3       | 2         | 66.7    | 66.7          | 100.0              |
| Total   | 3         | 100.0   | 100.0         |                    |

## 9.3 Professionalisation among I/Ts

## a. Importance of Professionalisation Characteristics

## Training Centre

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 5 | 3         | 100.0   | 100.0         | 100.0              |

## Interpreter Training Programme

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 5 | 3         | 100.0   | 100.0         | 100.0              |

## Continuing Education

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 4 | 2         | 66.7    | 66.7          | 66.7               |
| 5       | 1         | 33.3    | 33.3          | 100.0              |
| Total   | 3         | 100.0   | 100.0         |                    |

## Specialisation

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 3 | 1         | 33.3    | 33.3          | 33.3               |
| 4       | 1         | 33.3    | 33.3          | 66.7               |
| 5       | 1         | 33.3    | 33.3          | 100.0              |
| Total   | 3         | 100.0   | 100.0         |                    |

## Theoretical Knowledge

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 4 | 2         | 66.7    | 66.7          | 66.7               |
| 5       | 1         | 33.3    | 33.3          | 100.0              |
| Total   | 3         | 100.0   | 100.0         |                    |

## Professional Association

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 4 | 1         | 33.3    | 33.3          | 33.3               |
| 5       | 2         | 66.7    | 66.7          | 100.0              |
| Total   | 3         | 100.0   | 100.0         |                    |

## Association Membership

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 4     | 1         | 33.3    | 33.3          | 33.3               |
|       | 5     | 2         | 66.7    | 66.7          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Advisory Body

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 33.3    | 33.3          | 33.3               |
|       | 5     | 2         | 66.7    | 66.7          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Code of Ethics

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 33.3    | 33.3          | 33.3               |
|       | 5     | 2         | 66.7    | 66.7          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Public Awareness

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 33.3    | 33.3          | 33.3               |
|       | 4     | 1         | 33.3    | 33.3          | 66.7               |
|       | 5     | 1         | 33.3    | 33.3          | 100.0              |
|       | Total | 3         | 100.0   | 100.0         |                    |

## Remuneration

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 5 | 3         | 100.0   | 100.0         | 100.0              |

## b. Professionalisation Quality in Malaysia

## Training Centre

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Interpreter Training Programme

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Continuing Education

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Specialisation

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Theoretical Knowledge

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Professional Association

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Association Membership

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Advisory Body

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Code of Ethics

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 1         | 50.0    | 50.0          | 50.0               |
|       | 4     | 1         | 50.0    | 50.0          | 100.0              |
|       | Total | 2         | 100.0   | 100.0         |                    |

## Public Awareness

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 3 | 2         | 100.0   | 100.0         | 100.0              |

## Remuneration

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 3 | 2         | 100.0   | 100.0         | 100.0              |