Session V

Training Translation/Interpretation Teachers and Researchers
An Exploratory Study of Translation Programs in Hong Kong

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Introduction

Globalization and rapid development in trade and business have brought about considerable expansion of translation and interpretation (T&I) programs at both undergraduate and postgraduate levels the world over. (Gabr 2004) Particularly the last decade has witnessed a surge in the number of research programs offering research degrees in translation studies. Take Hong Kong for example. Among nine of the government funded tertiary institutions, seven offers BA degrees in translation and six offers research degrees leading to MPhils and PhDs in translation studies.

Quality translator training depends heavily on the availability of qualified translation teachers. But how do these research programs, which are supposed to train translation teachers for translator training programs, have been doing in accomplishing their missions? "[U]ntil very recently, the training of translator trainers hardly received any attention. Translator trainers have been self-made practitioners with no formal training based on properly conducted training needs assessment (TNA) or, therefore, clearly defined objectives." (Gabr 2001). We know very little about these programs. Rather, we have many questions. For instance, what are the objectives of such programs? What are the admission and graduation requirements of these programs? How well are students' needs being met in these programs? What are their experiences of writing their theses? What do students hope to do after graduation? Such are the questions that the present study intends to explore.

The Study

Before a discussion of translation teacher education is possible, we need to understand the knowledge structure of teachers in general and translation teachers in particular. There are many ways of characterizing the components that make up an effective teacher (cf. Ball 1988; Connelly & Clandinin 1985; Leinhart & Smith 1985; Johnson and Irujo 2001).Drawing from Shulman (1987) and Day and Conklin's (1992) model of teacher knowledge as well as the works by such translation scholars as Gouadec (2000), Rosa (2004), Gabr (2004), I have come up with a model of the knowledge structure of translation teachers, consisting of :

- Knowledge of Teaching
    - Content knowledge: knowledge of the subject matter (what translation teachers teach);
    - Pedagogic knowledge: knowledge of generic teaching strategies, beliefs and practices;
    - Pedagogic content knowledge.
    - Support knowledge: the knowledge of the various disciplines that inform our approach to the teaching and learning of translation;
- Knowledge of Research: the knowledge to carry out research on translation studies
- Knowledge of the Trade: translating abilities and the knowledge of the profession

It was against this model of translation teachers' knowledge that the present exploration of the translation research degree programs was undertaken. This study was designed mainly as a qualitative case study. The data consisted of interview conversations with four PhD students and one who had recently graduated from PhD programs of five Hong Kong Tertiary Institutions and curricular documents on the PhD programs in examination.

Some of the major findings are:

1. The program objectives and aims are not spelled out as they should be;
2. The current curriculums of PhD programs in translation studies are research-dominated;
3. The development of students' knowledge of teaching is largely overlooked in current PhD programs of translation studies;
4. The development of students' knowledge of the trade (their translating abilities) is virtually excluded form current PhD programs of translation studies;
5. The research topics of current PhD students seem unbalanced, with tremendously more attention given to literary translation and descriptive translation studies than other areas of translation research;
6. Students expressed strong desire for systematic explorations of translation research methodologies.

Summary and Conclusion

Of all the three major components of translation teacher knowledge, the knowledge of research received most attention in the program curriculums. Both the programs and the students directed their focus and resources to the development of students' research abilities. As for the knowledge of teaching, only one aspect of it, i.e. the content knowledge, was perhaps enhanced in these PhD programs through the courses the students took and the readings they did. However, the pedagogic knowledge, the pedagogic content knowledge and the support knowledge were virtually kept out of the program curriculums. So was the knowledge of the trade mainly represented in their abilities of translating. It therefore seems obvious that current PhD programs have been established to train future researchers of translation studies, rather than a translation teacher with fine research abilities, who to me should be the people that PhD translation programs aim to train.

Equally obvious was the positivistic thinking among us in translation program development and teacher education. Many of us still believe that people with good subject matter knowledge will necessarily make good teachers. Good teachers are to transmit knowledge stored up somewhere in their mind to students, empty receptacles ready to be filled. Kiraly (2000) argues convincingly that such conventional teacher-centered classroom alone cannot equip translators-in-training with the wide range of professional and interpersonal skills, knowledge and competencies they will need to meet the requirements of an ever more-demanding language mediation market. Only the development of learner autonomy and their problem-solving abilities will enable them to handle any translation task with appropriate strategies and consequently ample confidence. (Brown 1998; Li 2000; Wakabayashi 2002). This points to a need to reassess the curricula of translation teacher training programs and introduce innovations in order to train quality translation teachers rather than simply translation researchers.

However, we need to be aware that far-reaching curriculum innovation involves fundamental shifts in the values and beliefs of the individuals concerned (Brindley and Hood, 1990; Burns, 1996). If new model of translation research students is to be adopted in a previously research-dominated program, both program administrators, teachers and students must make a conceptual shift as to what translation teacher education means and also how to carry it out. An extensive reconceptulization of the overall translation research program is required by the teachers, students,

administrators and other stakeholders. They must deliberately overturn an enduring stereotypical image of what a "good" translation teacher and researcher should be and change their concepts about what constitutes good education for PhD research students.

Interpreter Training in Japan: Creation of Five-Year Master's Program at the Tokyo University of Foreign Studies

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In this presentation the two presenters will first give an overview of the interpreter training and education in Japan. Japan has a history of interpreter training dating back to Edo Period. However, professional training for conference interpreting in Japan re-started after the WW2, with the United states State Department providing interpreting training for the talented young interpreters recruited in Japan. The Tokyo Olympics in 1964, satellite broadcasts of Apollo moon landing in 1969, and EXPO70 in Osaka served to increase interests and demand in simultaneous interpreting. This led to establishment of a number of training courses by professional conference organizers and language schools in Japan.

Then, major international events such as the Gulf War paved the way for interests in media interpreting, and led to the creation of broadcast interpreting school by NHK Joho Network in 1992. Media interpreting as part of regular TV programming has increased with the advent of 9/11 and the Iraq War, which served to increase popular interest in simultaneous interpreting.

It is against such background that increasing number of universities started to offer interpreting courses in their curricula, starting with Conference Interpreting in Economics at the Graduate School of Economics at Daito Bunka University in 1995. This was followed by Tokoha Gakuen University, Rikkyo University, Aoyama Gakuin University, Meikai University, Mejiro University to name a few. Notable moves include establishment of Graduate School of Intercultural Communication at Rikkyo University in 2002; creation of interpreter training course at Master's level at Tokyo University of Foreign Studies in 2003; and creation of interpreter training course at Master's level at Kobe College in 2004. It is notable that within the past several years, interpreter-training course has come to be an important part of the graduate course curriculum. We are now beginning to see the establishment of graduate courses in Japan dedicated to the study and training of interpreting such as ones found in many countries abroad.

In the second half the two presenters will talk more in detail about the five-year Master's program at TUFS dealing with English-Japanese interpretation starting with the Junior year at the undergraduate level. The notable features of this course include: live forum administered by the students in order to get practical hands-on experience; providing interpreting services to TUFS

professors who hold conferences within TUFS; back ground knowledge classes in political science, economics, and international relations, offered by the TUFS Faculty in addition to training; for E into J, special pronunciation training classes for English pronunciation; lecture on current matters by journalists. The two presenters explain how best the TUFS curriculum can be geared to those who have no experience in the field to provide education/ training to become a professional at a formerly national university.

The emphasis is placed on hands-on training so as to enhance the possibility of the students to work as interpreters upon graduation. The two presenters will also discuss the study conducted at TUFS with a grant from the Ministry of Education and Science on the key elements required to perform successful simultaneous interpretation. In this study, we collaborate with professors of international relations, English language education and Japanese language education which also created five-year Master's programs at TUFS to analyze simultaneous interpretation experiment conducted on 20 TUFS students, including both graduate and undergraduate students. The two presenters will discuss the preliminary results of this study, touching on the necessary skills in the three stages of simultaneous interpretation, namely 1) listening, 2) understanding and 3) production phases.

Key skills in each of these three stages will be discussed, with the implications on what are the necessary requirements to be included in the five-year Master's program. It is our belief that this new program at TUFS can serve to be of reference for interpreter training in Japan, with its emphasis on practical use. After all, interpretation is a communication process. We should not forget that training of interpreters should include overall training to make them successful intercultural communicators. For that purpose, we feel that the study currently underway with collaboration from experts in other areas at TUFS is of great value. Interpreting requires not just language skills but comprehensive skills. Through this project, we aim to extract the essence of what is required of both source and target languages, and knowledge of international relations.

Interpreter Training at the U.S. Department of State: Developing Effective Teaching Materials

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Dr. David B. Sawyer is the diplomatic interpreter and translator for German at the Office of Language Services, U.S. Department of State, where he also leads interpreter training courses. Previously, he was associate professor of interpretation and translation and the head of the German program at the Monterey Institute of International Studies. He was a member of the faculty at the University of Mainz in Germersheim. He is a member of the International Association of Conference Interpreters (AIIC) and the author of Fundamental Aspects of Interpreter Education: Curriculum and Assessment (John Benjamins). In 2005, he received the Meritorious Honor Award of the Department of State for his contribution to meeting the new interpreting needs of the President, Secretary of State and federal government.

The primary mission of the Office of Language Services (LS) of the Department of State (DOS) is to provide interpreting and translation services for the U.S. President and Secretary of State, and other White House and State Department officials. In addition, LS provides language support for the Department's exchange programs, such as the International Visitor Leadership Program run by the Bureau of Educational and Cultural Affairs (ECA), among others. The only language

services office of its kind in Washington D.C., LS also provides conference interpreting and translation services to other Departments and federal agencies on a reimbursed basis.

LS therefore staffs three types of interpreting assignments. Consecutive escort (1) and simultaneous seminar (2) interpreters provide language support for delegations of international visitors. These groups spend between several days and four weeks traveling in the United States. Seminar refers to the fact that interpreters work in small group settings and use portable equipment due to frequently changing venues. Consecutive and simultaneous conference (3) interpreters provide language support for the senior levels of government.

To meet the demand for competent interpreters in language combinations that are taught less frequently in academic settings, LS must provide training. This training is highly customized for each type of interpreting assignment and language combination, because of the differences in the nature of the settings, the principals and their power relationships, and the manner in which topics are discussed both with and without the presence of the media. The teaching objectives of the training seminars are narrowly defined and target the level of skill in demand in the language combination in question.

Between January 2004 and June 2005, LS provided thirteen weeklong courses in sixteen language combinations for eighty-eight invited participants. There are normally between six and ten participants in each course. Training has targeted introduction to consecutive skills for ECA (Uzbek), consecutive and simultaneous for ECA (Bangla, Dari, Farsi, Indonesian, Haitian Creole, Macedonian, Slovenian, Bulgarian, and Pashto), introduction to simultaneous for ECA (Arabic), high-level diplomatic consecutive (Haitian Creole, Latvian, and Turkish), and high-level diplomatic consecutive and simultaneous (Mandarin Chinese). Success rates have been high. In addition to the consolidation of existing skill levels, many participants have passed the test for the next higher rating category upon completing the course.

The reasons for high success rates are multiple. Firstly, LS makes ample use of team-teaching to ensure the highest levels of subdomain experience and pedagogical expertise in the classroom. A course always involves the participation of at least three instructors, who are normally staff interpreters. Sometimes six or seven are involved, depending on the goals of the course.

Secondly, the approach to curriculum design is holistic: it includes all areas of knowledge, skills, and abilities that are required of the interpreter to perform well in LS-staffed settings. Specific skills and abilities are targeted in course segments or modules, which are selected on the basis of the teaching objectives. Modules may include, for example, an introduction to consecutive (active listening, memory and analysis, note taking, presentation skills), review of interpreting fundamentals, introduction to simultaneous, liaison interpreting, working with mobile equipment, formal consecutive, simultaneous, simultaneous with text, relay interpreting, press conference simulations, toasts and other ceremonial occasions, ethics and professional conduct, administrative briefings, guidelines for self-study and practice, vocabulary review and glossary building, and voice management. The selected modules are strictly sequenced, which helps clarify the role of the module and its objectives in relation to the overall goals of the course.

Thirdly, this flexible use of instructional modules is one way in which LS teaching methods are highly adaptive. Methods are adaptive when they lay out a clear plan of action—curriculum as process—that can be altered to reflect evolving instructional situations—curriculum as interaction (Sawyer 2004). Instructors have a range of activities and exercises across and within modules and adapt the instructional sequence and schedule as the course progresses. It is thus possible to achieve maximum results in the shortest amount of time.

Finally, the design of the primary and secondary teaching materials is highly tailored to the course goals, teaching objectives and the interpreting settings. Primary materials deliver the content of instruction and include for example videotapes, audiotapes, transcripts, translations of transcripts, discussion materials, talking points, glossaries, and subject matter background materials like parallel reading. Secondary materials create the framework for a course and include syllabi, lecture handouts, theoretical reading, bibliographies, feedback and assessment forms (course, student, instructor, formative, summative, ipsative), and test administration materials (test specifications, test passages, guidelines for use, guidelines for scoring, scoring forms, etc.).

LS develops its materials empirically, and they are thus demonstrably representative and authentic. Materials are authentic when they reflect real-world tasks (McMillan 1997: 199; Bachman 1990:300; Wiggins 1993: 229-230; Snell-Hornby 1992: 19); in other words, authentic tasks are representative of the work that the interpreter actually does and the settings and conditions in which that work is performed. This match between teaching materials and desired skill levels is also essential if participants' skills and abilities are to be assessed validly and reliably.

The empirical development of training materials requires data collection from multiple sources: interpreting tasks, interpreting needs, and user expectations (see Sawyer, Butler, Turner & Stone 2002). Corresponding sources for courses at LS are program and assigning officers, experienced (staff) interpreters, course participants' needs analyses, and assignment documents (agendas, program books, schedules, transcripts, etc.). These data serve as the basis for the description of real-world needs and real-world tasks at pedagogically appropriate skill levels and thus for the development of materials and classroom activities that simulate future work settings as closely as possible. In an iterative process of refinement, the materials are then used systematically and consistently, performance on classroom tasks is compared with real-world performance, and materials are updated.

In preparation for an interpreting course, LS distributes materials including a needs analysis form, description of the course and the course components, schedule, glossaries, and articles for background reading together with a reading guide. Engaging students in advance of the course serves as a means to alleviate time constraints and thus to extend the classroom. These secondary materials are complemented with additional primary and secondary materials during the course itself (see above list). Given the time constraints of a short course, these well-developed, abundant materials help to strike the right balance between supported learning and independent study before, during, and after class, and thus aid participants in reaching the course goals rapidly, efficiently, and effectively.

EVITA- Pilot Project in Virtual Interpreter Training

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Jennifer Drummond has been working as a Research Assistant at the Ecole de Traduction et d'Interprétation (ETI) in Geneva since September 2004 where she is currently enrolled in a Diplôme d'Etudes Approfondies (pre-doctorate degree). She graduated as a conference interpreter in 2002 and works freelance on the Geneva market. She also holds a Post-graduate Teaching Diploma and her main interest in interpreting research is interpreter training using new technologies.

Manuela Motta has been working as an Assistant at the Ecole de Traduction et d'Interprétation (ETI) in Geneva since October 2001, where she obtained a Diplôme d'Etudes Approfondies (pre-doctorate degree) in 2004. She collaborated with Prof. Robin Setton to produce research on "Syntacrobatics: Quality and reformulation in Simultaneous with Text", which she co-presented at the EST conference in Lisbon in Sept 2004. She is currently working with Prof. Barbara Moser-Mercer and preparing her PhD. Her interest in research focuses on simultaneous with text, the impact of emotions on interpreting and interpreter training using new technologies. She graduated as a translator in 1996 and as a conference interpreter in 1998 and works freelance on the Geneva market.

EVITA stands for the **E**TI **V**irtual **I**nterpreter **T**raining **A**rchives. This project is rooted in constructivist theory which lends itself to a web-based approach to interpreter tutoring. The pillars of our active, learner-centered philosophy are reflective self-assessment through on-line journal-keeping along with personalized on-line feedback from Teaching Assistant (TAs). Expertise Theory also plays a major role in the design of EVITA in promoting the progressively autonomous role of the learner through supervised "deliberate practice" and an environment which fosters motivation and risk-taking. The EVITA space is designed to house an interactive virtual community based on transparency and collaborative learning.

Genesis of the Tutoring Program

In addition to their regular classes, students at the ETI have always been encouraged to devote several hours per week to group practice sessions in which students deliver speeches, interpret them and exchange feedback. These informal groups have had limited success in the past. Unsupervised students often fell into the trap of choosing inappropriate practice material and proved incapable of providing each other with constructive criticism. Without the guidance they needed, students failed to be convinced of the benefits of the group sessions and invariably abandoned them in favour of unstructured individual practice with past exam recordings.

In September 2001, the TAs decided to introduce more structure into these group training sessions. The new Tutoring Program involved regular attendance by TAs in the group sessions in which TAs modeled the type of feedback students should give each other. In addition to verbal feedback, TAs assessed the students using an assessment sheet to track student progress. Thirdly, students no longer had to organize their own groups, but would be assigned to groups at the beginning of the year. Feedback would be in the form of constructive comments, not grades, and would be kept confidential between the students and the TAs. If we conceive of our students as trapeze artists, this program was designed as a "safe place" where our students could train with the benefit of guidance and the security of a net.

EVITA- An E-Complement to the Tutoring Program

In 2004, further efforts were made on the part of the TAs to improve the Tutoring Program. A new streamlined assessment sheet focusing on setting of clear objectives, progress tracking and

constructive feedback as well as self assessment was trialed and found to be an improvement on the previous model. At the same time, a growing majority of students began to request more individualized feedback from the TAs and more use of IT tools in the Tutoring Program. These two trends were ultimately the trigger for the EVITA project.

Meanwhile, new digital technology for interpreter training was emerging at the ETI. The ETI digital speech bank was in the final stages of development and a double-track digital recording software had been purchased. With a view to trialing these new tools, the TAs designed an e-complement to the face-to-face Tutoring Program. EVITA was born. This revolutionary e-project embodied individualized feedback, self-evaluation, peer tutoring and interactive learning. Students fill out a personal on-line "journal" in which they set themselves objectives before an interpreting practice session. At the end of each practice session, they analyze their own performance and upload it so that TAs and peers can provide on-line feedback and suggest exercises to remedy problem areas. EVITA was designed with the same feedback philosophy in mind as the Tutoring Program. Access to EVITA was consequently restricted to TAs so students could experiment with strategies without the fear of failure "in public".

EVITA Pilot Project: Methodology

A one-month pilot project was launched at the ETI in May 2005. It was designed as a simple exploratory research project. An entire team of experts were involved in the preparatory phase: The Head of Interpreting Department, the IT staff, the designer and the administrator of ETI's virtual interpreter learning environment and the ETI librarians. Students were requested to participate in the experiment in exchange for TA feedback on the objectives they set themselves for each uploaded performance. They were requested to upload one consecutive speech (with journal entry), one simultaneous speech (with journal entry), one original improvised speech and one comment on another student's performance. Student participation was recorded quantitatively in terms of the number of uploads. In order to collect qualitative feedback from the participants, the TAs used an online EVITA discussion thread in the virtual learning environment, email, an electronic questionnaire and oral feedback during face-to-face sessions.

Results of EVITA Pilot Study

There was a high percentage of student participation in terms of uploaded performances and across the various feedback modalities described above. All e-participants enjoyed the flexibility of a virtual interface in terms of time-management. Pedagogically, TAs noted a high level of complementarity between face-to-face and virtual EVITA feedback. Time spent giving individual e-feedback served to render oral feedback in the group sessions more efficient. It was also easier to track student learning patterns. TAs also noted that regular on-line journal-keeping encourages students to become more responsible for their own learning (J.Harmer, unpublished) and to take a more proactive stance in the search for solutions to their weaknesses.

Notwithstanding, it must be acknowledged that EVITA has suffered its share of technological glitches. Much of the student feedback in the first two weeks of the pilot was devoted to technical hurdles. There is no doubt that EVITA will need to be fine-tuned and the various IT-tools made more reliable.

Conclusions

Initial results herald a promising future for this ambitious endeavor. The evolution of EVITA reflects the rapid changes in the field of interpreter training. From the trainer perspective, the combination of virtual and face-to-face feedback represents a quantum leap forward in terms of student profiling and progress tracking. From the student perspective, our apprentice trapeze artists enjoy a cyberspace where they can try out new strategies, secure in the knowledge that EVITA will catch them if they fall.

Based on the feedback from the pilot project, TAs have decided to incorporate the following fine-tuning before October 2005: A standardized procedure for students to follow when they encounter technical problems, a more user-friendly double-track software, a more direct link between the sound file database and the Mp3 sound files and finally, a more user-friendly interface for student on-line journals. From October 2005 the ETI Tutoring Program, which now consists of both face-to-face training sessions and EVITA practice, will become a mandatory element of the new Masters in Conference Interpreting.

New Horizons in Community and Medical Interpreter Training

Isabel Pinto-Franco and Rachel Herring

Isabel Pinto-Franco, Senior instructor, Cambridge College Medical Interpreter Program and a staff interpreter and trainer at the Cambridge Health Alliance
Rachel Herring, freelance interpreter

Students of translation and interpretation who undertake a long-term course of study, such as that of the Graduate School of Translation and Interpretation (GSTI), spend their class and practice time preparing to work at technical conferences, diplomatic meetings, or in other high-level international settings. However, many, if not most, interpreters work in quite different settings--state and local government offices, hospitals and medical centers, schools, and community meetings to mention just a few. They work one-on-one with clients and provide a culturally competent interface between individuals with limited English proficiency (LEP) and the services they need. They must respond to the needs of the LEP consumer as well as the (often conflicting) needs of the civil servants, community leaders, or medical personnel whose assistance is being sought.

The challenges faced by community interpreters are different from those confronting conference interpreters, but they are equally imposing. Indeed, the nature of their work often places them in situations that are more emotionally, spiritually, and morally difficult than those faced by conference interpreters. Nevertheless, community interpreters generally receive far less rigorous training than their colleagues who work in other settings. Many interpreters in community settings have had only rudimentary training in the skill of interpreting. Some have gone through short courses, and others have had no training at all.

The situation is improving, however, as increased demand for trained interpreters and greater financial backing have led to a dramatic increase in the number and quality of training programs for community, and especially medical, interpreters. Several recent widely-publicized research articles have made clear the importance of trained interpreters in assuring quality health care and social services. Several states have enacted legislation concerning the provision of competent interpreter services for LEP individuals, although many of these laws lack effective mechanisms for enforcement. Efforts have been made by interpreter associations in various states and at the national level to raise the profile and professional status of the medical interpreter. Most notably, the Massachusetts Medical Interpreter Association (MMIA) has published ethical guidelines and standards of practice for medical interpreters. There are training programs for medical and community interpreters available throughout the country. In Massachusetts there are several

programs offered for medical interpreters, many of which were founded in recent years in response to a Massachusetts law requiring health centers to create interpreter services departments and provide competent interpreters in certain kinds of acute care settings. These courses range from short one- to two-day seminars offered by interpreter agencies to year-long courses offered by colleges and universities. Ms. Pinto-Franco is an instructor at a prominent training course and has been interpreting in Massachusetts for a decade; she is uniquely suited to give an overview of developments in interpreter training and the courses currently being offered.

Traditionally, medical and community interpreter training has focused first on specialized terminology, the workings of the medical and social services fields, ethics, and the role of the interpreter. Students were rarely, if ever, taught theory of translation and interpretation. In some short community interpreter training courses, skills training was limited to brief mentions of simultaneous and consecutive interpreting and a short description of the difference between them. In many cases, interpretation was not understood as a skill that had to be taught; that is, the focus was on the medical or community setting and not on the mechanics of interpretation. This trend is changing, however, and more students are being taught skills and techniques of interpretation as part of their training programs.

There is a growing awareness among community interpreters of the need for training in interpretation skills and theory. As a graduate of the GSTI, Ms. Herring felt that the techniques taught there and at similar schools could be used to good effect in the short-term programs offered to community interpreters. The interpreters in medical and community interpreter training courses, however, are learning in a very different environment than those at the GSTI. Because the
students spend less time in a classroom setting and less time practicing on their own, training materials and classroom exercises must be efficient and tailored to the specific needs of the interpreters-in-training. They must also take into account the trainees' backgrounds and previous interpretation experience. The second half of the presentation will suggest a practical, theory-based methodology for teaching interpreting skills to community interpreters.

Because community interpreters work in settings very different from those in which conference interpreters do, their training must also take into account the demands of the community setting. Apart from basic training in ethics and the role of the interpreter, student interpreters must be taught to manage the flow of the encounter, to handle disturbing or difficult situations, to maintain professional distance, and to overcome barriers to communication between providers and recipients of services.

The community interpreter is called upon to assist people during significant, often life-altering moments. His or her services are indispensable for persons who are unable to navigate unfamiliar, social, medical and community systems alone. Community interpreters, therefore, must be adequately trained to serve the ever-growing population which depends on them. While there has been much progress during the past years, we must continue to work for greater opportunities and improved training programs.