



Abstract

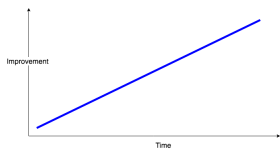
Conference interpreters have traditionally been trained using the apprenticeship model, which nurtures progression from the level of apprentice to the level of journeyman. Conference interpretation has hitherto necessitated a certain specific skillset, including a solid knowledge of the working languages and related cultures, sound procedural know-how, a wide general cultural awareness, and a steadily developed competence in a series of specific tasks and skills inherent in consecutive and simultaneous interpreting. Training programmes have consequently tried to teach these competencies and skills and attempted to adapt curricula to the relevant markets. In this changing world, however, these competencies and skills may not be enough. The presenters will analyse the competencies that are taught by interpretation schools and those increasingly being required by the market. The presenters will then explore the needs stemming from the challenges that confront interpreters nowadays, driven by a more globalised world with an exponentially-increasing technological capacity and by the existence of the information society. The goal will be to determine if the competencies being taught and the skills being inculcated are still robust enough to meet the new demands. It will be argued that the continuation of a 'business as usual' approach denies the obvious, and that there is a crucial need to confront the gap between what is taught and the new imperatives of the interpreting market. It will be demonstrated that not only the apprentices must adapt, but that the change should be led first and foremost by the trainers.



New realities	New challenges
Increasing use of speeches written to be read and texts in meetings	SI with text
Less speaking time	Increase in delivery rate
Increasing use of ELF in international fora	Accents
Speakers coming from different parts of the world	Decreasing use of CI
Use of <i>bidule</i> equipment instead of booths	Need to master interpreting with <i>bidule</i>
Better understanding by interpreting users of common languages (i.e., EN)	Excellence in interpreting
Willingness to save in travelling costs	Increase in videoconferences
Limited time to travel	Increase in remote interpreting
Need for interpreters with rare languages	Applying technologies to conference interpreting
Willingness to save costs	More competition
Existence of new technologies that could be applied to conference interpreting	More demanding testing criteria
More interpreter training programmes	Low pass rates
Increasing supply of interpreters	Same profile of graduated interpreters
Major language combinations taught at interpreting schools	No diversification
Similar curriculum	Rethinking preparation and documentation
Going paperless	

Introduction

- ❖ Interpreting has traditionally been taught using the so-called 'apprenticeship model'.
 - Cognitive – associative – autonomous stage.
- ❖ Interpreter training curricula based on:
 - Sequential organization of tasks;
 - Monitoring by experienced interpreters, scaffolding;
 - Provision of feedback;
 - Deliberate practice.
 - Linear progression from CI to SI.



- ❖ But limited amount of time to train interpreters; and
- ❖ New realities and challenges

Competencies taught

- EMCI core curriculum:
- ❖ Theory of interpretation.
 - ❖ Practice of interpretation: communication skills, conference preparation techniques; professional ethics; conference procedures; working practices and conditions.
 - ❖ International organisations.
 - ❖ Consecutive interpreting.
 - ❖ Simultaneous interpreting.



Assessment:

- ❖ CI and SI.
- ❖ Speeches on variety of subjects in different registers.
- ❖ Prepared to a standard commonly encountered by professional interpreters and delivered as if impromptu by practised speakers.

Conclusions

- ❖ Are training institutions and trainers aware of new challenges and realities?
- ❖ Do training programmes respond to the new challenges?
- ❖ Are trainers well equipped to train new generations of interpreters how to cope with the new challenges?

