

Monolingual Short Courses for Interpreter Training: A Taiwanese Experience

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ABSTRACT

The sharp rise in migrants from Southeast Asia in Taiwan in recent years is placing significant pressures on translating and interpreting services. Training of interpreters who are multilingual in Mandarin Chinese and Southeast Asian languages seems to be a way of relieving such pressure. This paper describes a short course run for local migrants and Taiwanese speakers proficient in a second language and with varying level of experience in interpreting online and face-to-face, in Taiwan in 2019 and 2021, with an emphasis on ethics and cross-cultural training for interpreters. The course aimed to prepare participants for work in interpreting in the fields of community interpreting and to sit future accreditation exams designed along the lines of Australia's NAATI exams. One of the objectives of the course was to increase new migrants' confidence in their bilingualism so that they can use their mother tongues to help their fellow new migrants in solving transitional issues they face. While the course has been proven to be operationally sound and beneficial for participants, it also showed that short courses on ethics and cross-cultural training needed to be complemented with further practical training in interpreting so that bilingual migrants and Taiwanese nationals can achieve acceptable standards of interpreting. For participants who already have some experience in interpreting, feedback obtained from their day-to-day practice not only validated this short course, but also highlighted the need to involve practice in interpreting training.

Keywords: Monolingual Training Courses, Southeast Asian Languages, Accreditation, Community Interpreting

Introduction

According to statistics from the Immigration Department of the Ministry of the Interior (<https://www.immigration.gov.tw/5385/7344/7350/%E5%A4%96%E5%83%91%E5%B1%85%E7%95%99/?alias=settlement&sdate=201301&edate=202201>), as of the end of December 2021, the total number of foreigners residing in Taiwan such as new residents, foreign migrant workers and other foreigners has reached 752,900, making it an indispensable labour force in Taiwan. However, no appropriate Taiwanese language education and law-related courses are available to help such migrants with their transitional needs. One of the urgent needs is the provision of interpreters in community interpreting.

In 2021, the Department of Immigration New Migrants Development Foundation Grant funded a project named ‘The Training and Mechanism Development of New Resident Interpreters in China - A study based on the National Accreditation Authority for Translators and Interpreters (NAATI) system’ (我國新住民通譯人員培訓與機制發展-以澳洲國際級通譯認證制度 NAATI 為借鑒之研究) 陳嘉怡，張箴 (2021) interviewed 43 practicing interpreters and 8 managers and administrators from interpreting user units. Due to lack of space in this paper, only relevant survey results from interpreting service users would be summarized here. These interpreting service user respondents pointed out that ‘Because there is no system, interpreters would encounter disrespect. Users also hoped that the government websites could provide more complete and open information on interpreters, improve the salaries, and guarantees of interpreters’ quality of service and establish a friendly working environment for them. Users believe that the current interpreting quality from Chinese to other languages is uneven. The standard of Chinese of interpreters is poor. All in all, the user units also expect the government to establish an interpreting talent database, provide competency testing, assessment, planning, so that user units can be confident of interpreters’ quality of service. (陳嘉怡，張箴, 2021, p. 67). Even though limited training services for Legal Interpreting has been in existence from 2016 till now, training for community interpreting is limited. This paper intends to fill this void by first starting a training service in 2019 with assistance from NAATI.

This paper reports on two sessions of a course that was aimed at setting up a model for community interpreter training, by offering a short non-language-specific interpreting training course in Mandarin Chinese online and face-to-face with eligible participants. The principal

research questions for the research were whether such a short course (1) would be appropriate (from a research perspective) and (2) perceived as effective (from participant’s point of view and funder’s operational point of view) in equipping them with the necessary skills to become community interpreters. The first session was funded by the Ministry of Immigration, Taiwan. The second session offered the course to people who are highly proficient in Mandarin Chinese (either as language A or language B) and any other languages.

Background to the short-term program

The interpreting course detailed here is recognized by NAATI as an equivalent qualification for a Recognized Practicing Interpreter. This course was offered online and face to face in a private university in Taiwan in 2019. Given Vietnamese migrants constituted the largest migrant population in 2019, only Vietnamese participants were recruited to participate in Session One of the 40-hour interpreting training course. Two groups participated in Session one. The first group consisted of 14 Vietnamese students who were taking bachelor’s degree courses in a private university in Taiwan, and they were taught in the face-to-face mode.

The second group consisted of experienced practicing interpreters who were taught online. The Mandarin Chinese level of the students in the private university, the target language, was formally assessed through a TOCFL reading test taken before they commenced study at the university. However, for the online group, no formal assessment of the participants was conducted, but they needed either to have university-level education conducted in Chinese or at least high school education level of Chinese. In this study, the level in their first language, their native language, would be designated as language A. The language into which participants interpreted into would be designated as language B, in this case Mandarin Chinese. For Vietnamese native speakers, no formal tests were conducted except the acknowledgment that they were all native speakers of their first language, in this case Vietnamese and they had all successfully gained entry into the Taiwanese tertiary education system. Participants in the face-to-face group had their educational qualifications verified according to verification procedures set out by the Ministry of Education in Taiwan. Vietnamese students in group 1’s language B proficiency were assessed through the external Test of Chinese as a Foreign

Language (TOCFL) upon entry to the Taiwanese university.

Data from Session One was used to make sure the teaching content, interpreting performance scenarios, and the Interpreting Performance Rating scale created for this course are valid and reliable for both face-to-face and online groups.

Participants in Session Two also met all the criteria required of participants in Session One with one significant difference which was that 5 out of 6 participants' first language is Mandarin Chinese (Language A) with the first language of the 6th participant being German (Language A). Participants in this session had English, French, Mandarin Chinese and Vietnamese as their language B. In the next section, a brief review of interpreting training programs in Taiwan would be conducted.

Review of interpreting training programs in Taiwan

So far, only court interpreting has been considered professionalized in Taiwan in that it possesses the following lists of traits for a profession: (1) theoretical knowledge, (2) autonomy, (3) service mission, (4) ethical code, (5) public sanction (legal restrictions on who can practice), (6) professional association, (7) formal training, (8) credentialing, (9) sense of community, and (10) singular occupation choice (practitioners remain in the same occupation throughout their careers)(Carter, Grebner, Seaman, & Foret, 1990). Even today, in court interpreting credentialing is still a problem.

Community interpreting, however, it is far from being recognized as a profession according to the above listed requirements. Session One of this course in 2019 represented a beginning to professionalize community interpreting by first set up an ethical code.

A report from 陳嘉怡&張箴 (2021) on Taiwan's interpreting situation found that Southeast Asian migrants:

they possessed an incomplete understanding of the major institutions and organizations within the Taiwanese society in which they were expected to interpret.

their competence in Chinese and sometimes in their native language could vary which often reflected educational interruptions in the life histories of these migrants.

there was a lack of familiarity with professionalism and the concepts of ethics.

there was a lack of literacy skills in either working language, especially in Chinese.

In recent years, various government agencies offered short training courses to attempt to cater for the training needs of interpreters especially in Southeast Asian languages. For instance, the Taiwan High Court regularly holds training sessions for court appointed interpreters every two years. These training programs are usually held 2 to 3 days a time for a total of 24 hours. After passing the examination in the training course, these interpreters are certified for two years. A sample schedule for such a course is outlined in Table 1.

Table 1: A sample course is provided as follows:

KaoHsiung High Court		Specialized Interpreter education training schedule for 2018	
Taiwan High Court (Gaoxiong Branch)			
Training period: 20/08/2018-22/08/2018 (3 days)			
Date	First day	Second day	Third day
08:10-09:00	Civil law knowledge	Civil law knowledge	Specialized skills in interpreting and associated ethical responsibility
09:10-10:00	Proceedings in a civil trial case	Proceedings in Youth and Domestic affair trial cases	
10:10-11:00			
11:10-12:00			
13:30-14:20	Administrative litigation law knowledge	Criminal Law knowledge	Criminal law trial proceedings
14:30-15:20			
15:30-16:20	Administrative Litigation case proceeding	Introduction to Professional work of the courts	Oral examination
16:30-17:20			

Existing interpreter training courses like the one in Table 1 in Taiwan have attracted suspicions. First, the twenty-odd hours of legal courses was considered inadequate with only four hours devoted to 'specialized skills in interpreting and associated ethical responsibility'. Secondly,

most interpreter training courses abroad are based on practical exercises. For example, the Guidebook Court Interpreting of the American School of Justice: State Court Interpreting Policy and Implementation Guidance (https://www.txcourts.gov/media/907023/Court_Interpretatio)

n Model Guides for Policy and Practice in the State Courts.pdf) requires training workshops to provide practical education, not just theory. Thirdly, in the case of such courses offered by the High Court of Taiwan, it would have been impossible to offer any language-specific interpreting practice. If any practice could have been undertaken, it would often be in the form of asking language pairs to practice in a class and not a bilingual methodology (Hale & Ozolins, 2014). Furthermore, such a course needs to be taught by lecturers who have extensive practical experience in the field and preferably in that minority language and can provide suggestions for different situations. This was not usually the case in workshops organized in Taiwan. From 2013, though ethics has been included as a compulsory element in workshops run by the Taiwan High Court, the failure of interpreting in the Supriyanto case (<https://www.twreporter.org/a/far-sea-fishing-indonesia-fishermen-death>) raised doubts about adequacy of interpreter preparation through a 24-hour course.

In Taiwan, translating and interpreting training into Chinese from Japanese, English, German, French and Russian and vice versa, have traditionally, been provided by universities with initiatives in minority languages such as Vietnamese running concurrently but always requiring additional or specialized funding. This was also the case even in an advanced country such as Australia (Hale & Ozolins, 2014).

Session One of this course, started in 2019, was also funded by the Department of Immigration of Taiwan. However, its aim was to establish a model for community interpreter training based on the NAATI model for Taiwan. The course covered ethical and cross-cultural elements which constituted the compulsory components of any NAATI-approved training programs in Australia. This was the first recognized interpreter training program, recognized by NAATI in Taiwan. Session One was conducted both online and with the face-to-face classes conducted in a privately funded Taiwanese university which offers a range of foreign languages such as English, Japanese, French and German. However, it does not offer any interpreting or translation courses. It does have a Mandarin Chinese Language Center and a Chinese Department but no formal Chinese teacher training program.

In the face-to-face course, participants and one staff member from the university who is a staff member of the Chinese department participated. However, this staff member has no qualification in interpreting nor translating. Her subject had been used to run the interpreting

program which was taught by a Chinese-English bilingual interpreting teacher who is also experienced in the training of teaching Chinese as a Second Language. In the online course, a synchronized class for five weeks online twice a week (40hours) was conducted by the same staff member with interpreting experiences and training who also taught in the face-to-face course at the private university. She had been brought in specially to teach the interpreting course. It was non-language specific and taught totally in Mandarin Chinese. The adapted program with its content and delivery in Chinese was approved by the National Accreditation Authority for Interpreters and Interpreters (NAATI).

With permission from NAATI's CEO, the content of their course on their Learning Management System (LMS), 'Ethical Competency' and 'Intercultural Competency' were translated into Mandarin Chinese before the start of the course. Agreement was also in place with NAATI that upon finishing this course, participants on the online course were awarded a Recognized Practicing Interpreter credential, in the case of Session One participants, from Vietnamese and Mandarin. In the case of Session Two, due to different language combinations, certificates were issued for English to Mandarin, Mandarin to French, German to Mandarin and Mandarin to Vietnamese combinations. Three of the participants in Session Two whose language combination is English to Mandarin received their Recognized Practicing Interpreter certificates while gaining qualification to take the NAATI English to Mandarin Chinese interpreter exam conducted in English within a three-year period.

Setting up interpreter tests that are equivalent to the NAATI Certified Provisional Interpreter level tests is difficult because such tests, currently, do not exist and no language panels for specific languages such as Vietnamese, German and French exist. However, in the assessment of Session One and Two participants, the passing mark was to achieve 70% in their dialogue interpreting tests, which was in line with Lai and Mulayim's program (Lai & Mulayim, 2011), as the standard for accreditation.

In Session One, a team-teaching approach was employed in which qualified Vietnamese language staff from the private university who are near native speakers of Mandarin Chinese and native speakers of Vietnamese, made sure that interpreting scenarios used in testing participants' interpreting ability were constructed appropriately in terms of linguistic and cultural nuance of Vietnamese language and culture. Twenty scenarios (from Mandarin Chinese to

Vietnamese) were created which were used in the Mock NAATI Interpreter Performance test in Session One. In Session Two, the same twenty scenarios had been generated for English, German and French and were also used in the interpreting performance test.

The interpreting courses

The 40-hour interpreting training courses were run online and face to face with recognition from NAATI. The course content, originally in English, was translated into Mandarin Chinese from the online Ethics and Intercultural course on NAATI's learning management system. These materials were taught in class online and in face-to-face mode through a website called 'Schoolology.com'. Participants had the opportunity to explore lecture material on the site in their own time as well. Homework was assigned through the site as well.

The content covered the following components:

- Ethics of the profession.
- Multicultural training for the interpreting profession.
- Basic interpreting skills, concentrating on consecutive interpreting.

Participants were provided with course materials free of charge, which included (1) online PowerPoint presentations covering the above areas including the AUSIT Code of Ethics, devised by Uldis Ozolins and translated into Chinese. (2) Various additional materials were brought to the class such as sample texts for sight consecutive interpreting.

The teaching of ethics concentrated on understanding the AUSIT Code of Ethics (<https://ausit.org/code-of-ethics/>), which was discussed in depth in the course and referred to repeatedly in classes in the 'Ethics' module of the course. In most classes, examples of ethical dilemmas encountered during previous interpreting experiences were contributed voluntarily by participants, especially those regarding personal safety and reputation. Examples, taken from the public domain, included a case of how a female interpreter in a particular company met her death because she was interpreting for a fellow migrant working in the same company. She was killed by her fellow worker who suspected her to be interpreting badly to disadvantage him. Such examples made the participants realize that firstly, it is necessary to separate one's role as a member of a particular ethnic community and that of a professional role as an interpreter. This separation

of roles is essential for personal safety and the reputation of the profession. Secondly, both professional interpreters and institutions employing interpreters need to realize that interpreters are not responsible for what a person says, only for their accurate transfer of information. 陳雅齡 (2018) commented on the failure of the Supriyanto case that in order to prevent such tragedies in future, that 'Judges, prosecutors should also try to understand the nature of the judicial interpreting work and limit of translating 100%, so as to be more cautious when assigning interpreters, to confirm the language spoken by the parties, to prevent the interpretation from being confused, and to save the investigation manpower and time. 'In this vein, issues such as the training of institutions that employ interpreters also came to be highlighted.

Methods employed to teach interpreting skills

Both sessions were taught exclusively in Chinese. The course concentrated on preparing participants for the Mock Interpreter Performance test similar to the Certified Provisional Interpreter test administered by NAATI. For Session One participants, since Mandarin Chinese is language B for these participants, heavy repetition and comprehension exercises were frequently used in teaching. In Session 2, however, as all but one participant were all native speakers of Mandarin Chinese, there was heavy concentration on spontaneous discussions among participants regarding actual examples of difficulties encountered in interpreting situations.

Evaluation of the teaching

The evaluation of the teaching in Session One and the validation process was done using a satisfaction survey and a Mock NAATI Performance Interpreter test, conducted after the final class. In Session Two, a satisfaction survey was first administered. In the satisfaction survey, respondents were asked to rate each item on a Likert scale ranging from 1 (not very good) to 5 (excellent). Then the Mock NAATI Interpreter Performance test, a Written-test, with both fixed-choice and open-ended questions, covering ethics (see Appendix 2), were completed by participants in Session Two at the end of the course. The satisfaction survey and the Written test were adapted from the Written test used in Hale and Ozolins (2014) and translated into Chinese for use in Session Two. The results of Session Two will be reported later in this paper.

The Mock NAATI Interpreter Performance test

The Mock NAATI Interpreter Performance test consists of two dialogues. The minimum pass mark for the test is an overall rating of 70%. Each dialogue is marked out of 20, with a minimum mark of 14 set as the passing mark for each dialogue, and a minimum overall mark requirement of 28. An error-deduction method is used for marking. Please see Appendix 1 for the Interpreting Performance Rating scale. Both sessions of the course used this test to evaluate participants' interpreting skills.

The feasibility and appropriateness of the testing scenarios

The scope of the testing scenarios was community interpreting which is defined as 'Services may include services provided in the legal environment (police stations, courts, prisons, etc.) that facilitate equal access to justice. In some countries, legal interpreting (a wide range of areas, including court interpreting) is not considered part of community interpreting.' (<https://www.iso.org/standard/54082.html>)

Validity and reliability of the test scenarios

Interpreting ratings from 14 test-takers in the face-to-face group in Session One who completed the Mock NAATI Interpreting Performance test and were rated above 14 points (12 pass ratings) on various categories of interpreting scenarios were used to calculate the validity and reliability of the testing scenarios.

The design of the Interpreting Performance Rating scale

The researcher designed the Interpreting Performance Rating Scale based on the following three codes of conduct in AUSIT's Code of conduct for interpreting:

(1) Clear and clear role boundaries

'Interpreters and translators maintain clear boundaries between their task as facilitators of communication through message transfer and any tasks that may be undertaken by other parties involved in the assignment.' (https://ausit.org/wp-content/uploads/2020/02/Code_Of_Ethics_Full.pdf)

In the test scheme, this item was rated in the 'Self-introduction' section.

(2) Impartiality

'Interpreters and translators observe impartiality in all professional contacts. Interpreters remain unbiased throughout the

communication exchanged between the participants in any interpreted encounter. Translators do not show bias towards either the author of the source text or the intended readers of their translation.'

(https://ausit.org/wpcontent/uploads/2020/02/Code_Of_Ethics_Full.pdf)

In the test scheme, this item was marked in the 'first-person usage' section.

(3) Accuracy

'Interpreters and translators use their best professional judgment in remaining faithful at all times to the meaning of texts and messages.' (https://ausit.org/wpcontent/uploads/2020/02/Code_Of_Ethics_Full.pdf)

In the test scheme, ratings on 'content accuracy,' 'oral performance,' and 'overall fluency' all contributed to the conduct of 'accuracy.'

The validity of the Interpreting Performance Rating scale

Apart from validating the scenarios, the Interpreting Performance Rating Scale used to rate participants' interpreting performances was also validated. Validity means that the measure can accurately measure the degree to which something needs to be measured. Analysis of the relationship between the test content and the measurement of the concept (construct) can be relevant to obtain evidence for validity. Given the academic nature of this course, an analytical scoring was employed as this method of scoring gives participants clear feedback when teaching, and at the same time it has a diagnostic function that helps participants understand their strengths and weaknesses and what needs to be improved (Jonsson & Svingby, 2007).

Reliability of the Mock NAATI Interpreting Performance test

In the field of testing, the reliability of a test refers to the overall consistency of a measure. An inter-rater analysis was used to see if consistent results can be obtained when test ratings were rated by different raters.

Factors that affect the reliability of the test include the test itself, the subjects and raters, test scenarios, and the reliability in the assessment method, etc. (陳柏熹, 2011).

Raters

Many educators believe that raters must be trained and familiar with the candidate's level of expertise (e.g., teachers in relevant subject areas) and should understand the mechanism by which

tests are evaluated. Second, raters should familiarize themselves with the rating criteria and understand the competency traits of the test's desired ratings to promote consistency among raters (Fenton, Straugh, Stofflet, & Garrison, 2000).

In Session One, raters of the interpreting tests were two Vietnamese nationals with bachelor's degrees from Vietnamese universities and experience in Vietnamese Chinese interpreting. Both were trained in analytical scale scoring in Session one.

In Session Two, trained raters in Mandarin-Vietnamese, Mandarin-French, Mandarin-German, and Mandarin-English were employed in the rating of test audio recordings.

Participants in the validation process

Two groups of Vietnamese participants were involved. One group of 8 experienced interpreters, 1 male and 7 females, with a background of more than seven years of in-service interpreting experience, aged from 25 to 60 years old. They chose the online interpreting course because their place of residence and work prevented their participation in the traditional face-to-face classes. The other group was 14 participants from a Taiwanese private university consisting of 4 men and 10 women. Most of the 14 participants did not have previous experience in interpreting. Their age ranged from 20 to 28. The interpreting training course for this group of Novice interpreters was also conducted face-to-face at a private Taiwanese university.

The Interpreting Performance testing processes

All participants were assessed separately. Before the test, the researchers explained the test method and procedure, introduced the scenarios to help the participants enter the test situation. The tests simulated Chinese to Vietnamese

interpreting situations in the community. In Session One and Two, Chinese native speakers of the research team acted as Chinese users in the interpreting scenario, whereas native speakers of the minority language of the research team acted as the minority language users in the scenario. Both sides needed the participant to act as an interpreter to communicate. Participants could choose whether they wanted to take notes when listening to both parties. To simulate real-world interpreting situations, notes and cell phones were carried by the participants themselves.

The rating processes

Based on research finding that the testing process should be kept separated from the scoring process (葉舒白 & 劉敏華, 2006), rating began after all participants completed the tests. Raters did not know the participants when rating but listened only to the participants' interpreting recordings. When rating, they were allowed to listen to the interpreting recording repeatedly.

Results of the validation

To validate the appropriateness of the testing scenarios written for Session One, in 2019, final overall assessment marks from 14 test takers from the face-to-face class were used. The test-takers were Novice interpreters who had either no prior interpreting experience or only 1-3 years of interpreting experience. All testers were rated above 14 points (12 pass ratings) on various categories of interpreting scenarios, which was higher than the required rating of 70% indicated by NAATI. Most of the testers in the informal interviews indicated that the scenarios were clear, and they understood the tasks at hand thus providing proof that these testing scenarios were feasible and appropriate. The performance of various categories of scenarios, the rating of interpreting, TOCFL level of the participants and participants' experience of interpreting are shown in Table 2.

Table 2: Scenario categories, interpreting marks gained, Participants' TOCFL test level, and previous interpreting experience

Participant number	Scenario categories	Interpreting marks/20marks	Participants' TOCFL test level	Interpreting experience
1	Legal	16.5	B 1	None
2	Educational 、Migrant Workers	18.5	B 1	None
3	Medical	16	B 2	None
4	Legal	16.5	B 1	None
5	Medical	18.5	B 2	None
6	Legal	17	B1	None
7	Legal	15.5	C1	1-2 years
8	Educational 、Migrant Workers	18.5	B1	1-2 years
9	Educational 、Migrant Workers	19.5	C1	None
10	Educational 、Migrant Workers	18.5	B1	2-3 years
11	Legal	17.5	B2	None
12	Legal	17.5	B2	None

To learn more about whether the tester's interpreting marks is related to the category of the scenarios, the participants' TOCFL level, and the test takers' experience with interpreting, a General Linear Model analysis was conducted. Please see Table 3 below.

Results in table 3 showed that the overall model was as high as 75.9 (R squared=.759), in which the Interpreting Category (Test Type) was significantly correlated with the interpreting rating, and participants' Chinese language proficiency

Table 3: The correlation between the interpreting rating and the category of scenarios, the tester's TOCFL level and the tester's interpreter's experience and interpreting experience were not significantly related to the interpreting rating.

	estimation	Mean Square	F test	p-value	Scheffe Post Hoc analysis
Independent variables	1880.92	1880.92	2386.71	0.000	
Interpreting category (Test Type)	12.40	6.20	9.35	0.014	Educational and migrant>legal
TOCFL level	1.10	0.55	0.83	0.481	
Interpreting experience	1.07	1.07	1.62	0.250	
R ² =0.759 after adjustment R ² =0.558					

This means that after completing the 40-hour interpreting training course, the performance of the participants in this interpreting examination was not related to their levels of Chinese language and the experience of interpreting. However, the significant correlation between the interpreting rating and interpreting Category (Test Type) means that the scenarios are valid for the interpreting test.

Comparisons between educational, medical, and legal interpreting scenarios in pairs found that ratings of participants on judicial-related scenarios were significantly lower than those in education scenarios. Analysis shows that the legal interpreting scenarios were significantly more difficult to interpret than educational scenarios. This finding confirms the original design intention of these scenarios in that the vocabulary of educational and migrant related scenarios falls at the B2 level of TOCFL and was designed simulate the difficulty of the Certified Provisional Interpreter test administered by NAATI, while legal interpreting scenarios required at least C1 level of TOCFL and was designed for the level of Certified Interpreter test administered by NAATI.

Analysis of reliability and validity of the Interpreting Performance Rating scale

Validity

In this study, the convergent validity of this scale was used to understand the correlation between test items and other test items which purports to assess the same ability. In other words, an efficient test should have a high correlation in convergent validity for these items. At the

beginning of the academic year, participants from the private university who participated in the face-to-face session of the course took the TOCFL reading test as proof of their Chinese language ability. This reading test was undertaken at the beginning of the semester as part of their university entrance test. Due to the considerable number of Vietnamese students involved, no oral performance test administered by TOCFL was financially viable to run. They were all Vietnamese nationals with their first language being Vietnamese and Mandarin Chinese as their second language. Their Chinese reading levels were used to correlate with the accuracy of the content of the interpreting scenarios. Correlation analysis of these participants' TOCFL reading test ratings and the content accuracy of their interpreting tests found that these were significantly positively correlated ($r=0.65$, $p=0.01$). Such correlation can be interpreted as the content of interpreting test was appropriate for participants' Chinese language levels. However, their reading levels of TOCFL were not significantly positively correlated in 'oral expression' and 'overall fluency.' As for the 'first-person' item in the scale, conceptual validity was used. Because the use of 'first person' is an essential behavioral aspect of an interpreter, ratings on this item is consistent with the validity of such a rating scale.

Reliability

This study uses the quadratic weighted kappa to measure agreement between ratings of two raters. The overall calculation is a function of Kappa² using the statistical software R. Cohen (1960) suggested the Kappa result be interpreted as follows: values ≤ 0 as indicating no agreement and 0.01–0.20 as none to slight, 0.21–0.40 as fair,

0.41–0.60 as moderate, 0.61–0.80 as substantial, and 0.81–1.00 as almost perfect agreement. The overall assessment rating of the two raters' ratings of Cohen's Kappa is 0.844 ($p<0.01$). The Cohen's Kappa for each item falls between 0.412 and 0.976 (Table 4), thus within the acceptable range according to Cohen's reliability criteria.

Table 4: Cohen's Kappa of the items in the Interpreting Performance Rating Scale

items	Cohen's Kappa	p-value
Content accuracy	0.412	<0.01
First person	0.955	<0.01
Oral expression	0.744	<0.01
Overall fluency	0.615	<0.01
Overall assessment	0.844	<0.01

Analysis in data in Table 4 provided evidence that agreement in every item of the scale between two raters was within the acceptable range, proving that the ratings of the two raters were reliable. It would also be interesting to know which item in the practical oral test would most likely elicit different ratings from experienced and novice participant groups. The group constituted interpreters who engaged with the online version of the course constituted the most experienced group of the two groups in this study. The novice group consisted of participants from the private university in Taiwan.

Table 5: Differences in interpreting items between the novice group and the experienced group in the Interpreter Performance oral test

	Novice n1=14		Experienced n2=8		t-Test	p-value
	Mean	STD	Mean	STD		
Content accuracy	3.07	0.43	3.75	0.27	-4.00	0.001
First person	3.53	0.72	2.81	0.37	2.63	0.016
Oral expression	3.71	0.43	3.87	0.35	-0.90	0.378
Overall fluency	3.00	0.65	3.68	0.37	-2.73	0.013
Total mark	13.32	1.65	14.13	.88	-0.13	0.9

Using the data in Table 5 from Session One of the courses, an independent sample t-test for the different items of the Mock NAATI Interpreting Performance test ratings for experienced and novice interpreters was conducted. The results were as shown in Table 5. The novice interpreter group had a higher rating of 3.53 (SD=.72) in the 'first-person' than the experienced group of interpreters' average rating of 2.81 (SD=.37), with significant differences ($t [20] = 2.63, p<.05$).

In terms of 'content accuracy' and 'overall fluency,' the ratings for the Experienced interpreter group were higher than that of the novice interpreter group. An independent sample t-test analysis was performed, and it was found that the 'content accuracy' rating of the experienced interpreter group (N=8) was 3.75 (SD=.27) was higher than that of the novice interpreter group's 3.07 (SD=.43); $t [20] = -4.00, p=.001, p<.05$. The 'overall fluency' rating of the experienced interpreter group (N=8, mean=3.68, SD=0.37) was almost the same as that of the novice interpreter group (mean=3.00, SD=0.65); $t [20] = -2.73, p=.013, p<.05$. The Experienced interpreter group had a much higher overall fluent performance than the novice interpreter group, and the difference is statistically significant.

In the total marks item, the experienced interpreter group is slightly higher than the novice

interpreter group, and the average mark of the Experienced interpreter group (N=8) is 17.00 (SD=1.16) and the average rating of the Novice interpreter group (N=14) is 16.89 (SD=2.19). An independent sample t-test analysis was performed, and it was found that there was no significant difference in the total mark of the two groups on this interpreting test.

The significantly higher ratings found in the use of 'first person' of the novice interpreter group testifies to the necessity of training interpreters before undertaking any interpreting assignments. Though experienced interpreters possessed experience in the field, unfortunately, they also seemed to have formed habits such as using the 'third' person in interpreting or forgetting to introduce themselves as the interpreter in the Taiwanese context. The use of the first person is particularly important as in Mandarin Chinese, in spoken language, the pronouns 'he/she' are pronounced the same as 'ta1'. Therefore, interpreting in the third person is likely to cause confusion in the gender of the parties involved in the three or more ways conversations. The ethical principle of keeping clear boundaries was repeated frequently in the face-to-face class (the novice group) and seemed to have affected participants' actual interpreting behavior. However, the effect of this principle was less on the behavior of experienced interpreters.

Results of Session Two (2021)

Table 6: Basic information for Session Two participants

Participant number	Gender	language combination	age	Interpreting experience	other languages
EM1	M	Chinese<->English	58	1-3 year	c2
VM1	M	Chinese<->Vietnamese	28	1-3 year	c1
EF1	F	Chinese<->English	56	1-3 year	c2
EF2	F	Chinese<->English	61	1-3 year	b2
FF1	F	Chinese<->French	38	5-10 year	c1
GF1	F	German<-> Chinese	31	1-3 year	c2

Key: <:Language B into A; >: Language A into B.

According to Table 6, there are 2 men (33.3 percent) and 4 women (66.7 percent). In terms of age, the sample represents a large diversity, with participants between 28 and 61 years of age and with an average age of 45 years old. In terms of experience as an interpreter, 5 out of 6 participants (83.33%) had only 1-3 years of experience in interpreting. Only 1 (16.67%) had 5-10 years of experience in France. The participants are all native Chinese speakers (Language A) with levels of other languages (Language B) between B2 to C2 levels.

Evaluation of the course by Session Two participants through the satisfaction survey

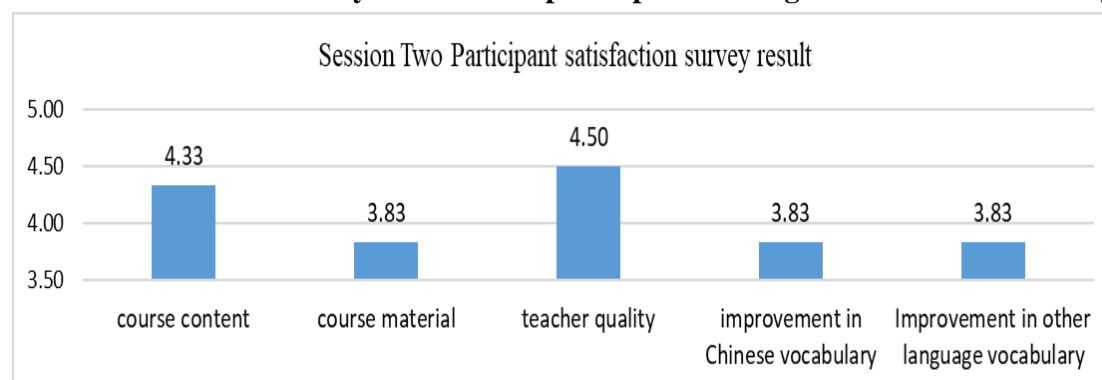


Figure 1: Session Two participants' satisfaction survey result

A satisfaction survey conducted after the final class in Session Two (Please see https://docs.google.com/forms/d/e/1FAIpQLSflmwRIm3DyN5i_S0o57qnF4wfPNTWmbsWPXWJITHclotoQPQ/viewform) so as to assess the teaching they followed. All 6 participants completed the course completed questionnaire. Respondents were asked to rate each item on a Likert scale ranging from 1 (not very good) to 5 (excellent).

The results are shown in Figure 1 above. As can be seen, the results show a very high rating for course content and teaching quality (4.33 and 4.5 out of 5, respectively). However, the ratings for 'improvement in Chinese vocabulary and other language vocabulary were not (3.83 each). This was expected because the participants were all, but one native speaker of Mandarin Chinese and the course was conducted exclusively in Chinese. Despite this limitation, 100% of respondents believed that 'this course has taught [them] enough to enable [them] to start to work as

a community interpreter' (Question 3), and 100% indicated an intention to work as a community interpreter (Question 4).

The Mock NAATI Interpreter Performance test

The Mock NAATI Interpreter Performance test consisted of two dialogues. The minimum pass mark for the exam was an overall 70%. Each dialogue was marked out of 20, with a minimum mark of 14 required for each dialogue, and a minimum overall mark requirement of 28/40 for the dialogue component. An error-deduction method was used for marking. Table 7 shows that all participants pass the test with flying colors with an average of 36 marks.

Table 7: Session Two participants' Mock NAATI Interpreter Performance test results

Participant id	Dialogue 1(20)	Dialogue 2(20)	Overall test (40)	other language levels	Written test ratings
EM1	19	18	37	C2	8
VM1	16	17	33	C1	11
EF1	18	18	36	C2	12
EF2	17	17	34	B2	6
FF1	19	19	38	C2	10
GF1	19	19	38	C2	9
Average	18	18	36		9.33

Raters justified their markings by highlighting the texts within the transcript where errors were made. A close examination of the feedback transcripts suggests that most of the errors were made in content accuracy where participants did not use specialized terminology used in each topic tested. For example, VM1 did not differentiate between a 'rental deposit', 'monthly rent' and 'security deposit' in his Vietnamese interpretation even though vocabulary had been provided to him before the test. This demonstrates that a firm grasp of specialized vocabulary in both languages is essential for a professional and competent interpreter.

The written test

The written test consisted of scaled fixed answer questions and open-ended questions. This test was also adapted from Hale and Ozolins (2014). The maximum mark for this test was 12. The first question asked respondents to highlight three things they had learned in the course. Most participants emphasized the importance of ethics and cross-cultural training. However, the youngest participant, male participant born in Taiwan wrote specifically that:

In some necessary situations, such as cultural or customary differences, you can temporarily break away from the identity of the interpreter (but first inform both parties) to help explain in your capacity to promote the smooth resolution of communication problems (but be careful not to be a cultural expert).

The only non-native German speaker of Mandarin Chinese who has had experience in translation listed that 'the need not use too much written language in interpreting' as one realization. These comments demonstrates that particular participants benefitted from concrete suggestions which can be used to resolve frequently occurring problems associated with community interpreting.

For Question 5, 'Are there any areas you would like more training in? If so, which areas?' drew many responses stressing more practice. Several respondents specifically mentioned more exposure to and practice in the legal setting including visits to courts. These responses are in line with Hale and Ozolins's (2014) conclusions.

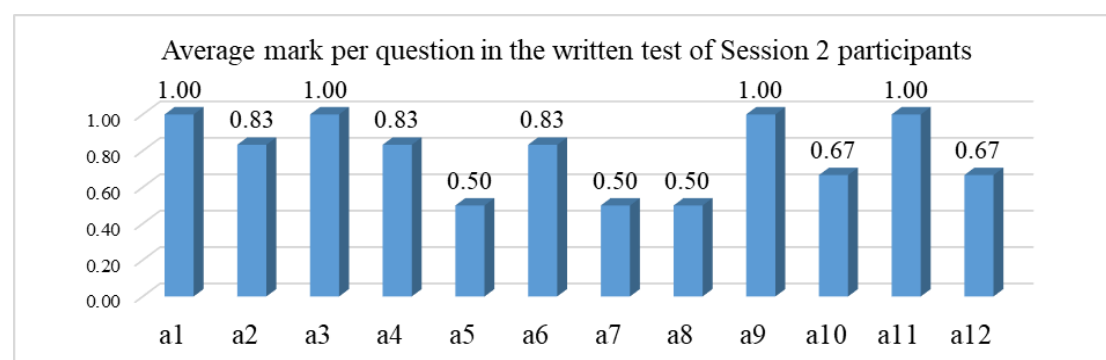


Figure 2: Mark distribution in the written test of session 2 participants

Figure 2 shows a clear division between marks for a5, a7, a8 and other questions. These questions attracted the lowest average mark of 0.5/1 with 50% of the cohort getting these

questions wrong. Questions A1, A3, A5, A7, A8, A9, A11 and A12 were questions related to ethical/role issues in interpreting. For QA2 (accuracy) 5/6 (83%) responded correctly and

for QA12 4/6 students answered correctly. QA4 (simplifying during cross examination), QA6 (vulgar language) and QA10 (impartiality) 4/6 students answered correctly.

Not surprisingly, these questions referred to scenarios that frequently occur in practical interpreting situations. With more experience, marks for these questions would be expected to be higher. The marks for A10 (impartiality) and A12 (impartiality) were better with only 2 out of 6 participants getting them wrong. Uncertainty in these two items might point to students' different interpretations of impartiality in interpreting.

Conclusions

The principal research questions for the research were answered. The results of the validation study conducted in Session One demonstrated that this short course was appropriate in terms of validity and reliability of the Interpreting Performance Rating scale and specially created interpreting scenarios. From the perspective of participants, results of the study demonstrate that non-language-specific courses are of excellent value for whose first language is Mandarin Chinese and second-language speakers of Mandarin and are suitable as face to face or online offerings. For second language speakers of Mandarin, interpreting candidates with B1 level of TOCFL proficiency can begin to engage in community interpreting but will benefit from further practical training. Participants in both Session One and Two expressed the necessity of having targeted face-to-face practical training to raise interpreting skills to an acceptable level.

Data from both sessions provided evidence that components covering issues relating to the ethics and cross-cultural issues of the profession were highly successful. Not only did the 'course content' and 'teacher quality' receive a high level of satisfaction in Session Two, but participants also felt that they were equipped to work as community interpreters. This finding is in line with conclusions in Hale and Ozolins (2014). Furthermore, participants felt a course on ethics and cross-cultural training should be made compulsory in any bilingual Interpreting courses, at least for interpreters who do not have extensive interpreting experience such as the participants in both Session One and Two.

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Appendix 1: Interpreting Performance Rating Scale

Rating	Content accuracy (Meaning)	first-person usage	Overall fluency	Oral performance
4	The content had not been missed or mistranslated from beginning to end	Used the first person from start to finish	1.Moderate volume 2.Moderate speaking speed 3.Chinese pronounced clearly 4. pronunciation in the other language was clear	The overall interpreting process was exceptionally smooth The interpreter could understand the meaning of the non-Chinese person's speech the first time 1. No pause for more than five seconds 2. There was no requirement for both parties to repeat what had been said
3	There were a few omissions	Did not use the first person in a few places	One item/element missing	The overall interpreting process was smooth Most of the interpreters could understand the intention of the parties the first time. On very few occasions was it needed to either looking up the dictionary to clarify the meaning of either party or asking them to repeat sentences 1. Pause for more than five seconds 2. Ask the person concerned to repeat what has been said (1+2 less than 3).
2	Half of the content is missing, incorrect, and affects the interpretation of the context	Did not use the 'first person' 50% of the time	Two fewer items	The overall interpreting process was not smooth. The interpreting process was often paused or repeated 1. Pause for more than five seconds 2. Ask the parties to repeat what has been said (3 times < 1+2 times).
1	Most of the content is mistranslated, but there are still a few correct	Most did not use the first person	Three fewer items	The overall interpreting process often took a lot of time due to pauses and repetitions 1. Pause for more than five seconds 2. Ask the parties to repeat what had been said > 8 times).
0	The right content is not conveyed at all	No first person was used from start to finish	None	The interpreter of each sentence required the person concerned to repeat or pause each sentence

Appendix 2: The Written test (Adapted and translated into Chinese from Hale and Ozolins (2014)).

- A1. Why is the principle of confidentiality important for interpreters?
- A2. A requirement of all interpreters is accuracy in their interpreting. This means:
- a) The interpreter must give a literal, word-for-word interpretation
 - b) The interpreter needs to give the main idea of what is said so the other party understands
 - c) The interpreter needs to give the meaning of what has been said
 - d) The interpreter needs to explain the meaning of what has been said so that the participants understand cultural differences
- A3. In court interpreting, the way in which testimony is presented is as important as the content of it. Interpreters, therefore, must attempt to be faithful to both the content and the manner when interpreting into the target language. Is this statement true or false?
- A4. In court, cross examiners ask very convoluted and difficult questions which may confuse the non-Chinese speaker. The interpreter needs to simplify these questions to ensure communication. Is this statement true or false?
- A5. Patients with a mental illness may be incoherent when they speak. Interpreters must clarify their speech for the psychiatrist to understand. Is this statement true or false?
- A6. Non-Chinese speakers may become angry at times and use bad language. How should interpreters deal with such language?
- a) Tell the non-Chinese speaker to refrain from swearing and omit it in the interpretation
 - b) Interpret the swear words as faithfully as possible
 - c) Tell the Chinese speaker that their client is swearing
 - d) Just ignore it and interpret everything else
- A7. An interpreter hired by the Police to assist in the interview of a non-Chinese speaking suspect is
- a) Temporarily a member of the Police force and bound by Police ethics
 - b) Required to explain cultural differences that might explain the behavior of the suspect
 - c) Required to make a written translation of the suspect's statement into Chinese
 - d) None of the above
- A8. An interpreter hired by a hospital to assist in a non-Chinese speaking patient's appointment is
- a) Expected to show the patient the way around the hospital and ensure they do not get lost
 - b) Required to explain cultural differences that might explain the health behavior and beliefs of the patient
 - c) Required to interpret everything the patient says, even if they do not answer the doctor's questions
 - d) Required to ensure the patient takes their prescribed medicine
- A9. Interpreters must
- a) Behave according to a Code of Ethics when they interpret
 - b) Protect the interests of migrants, especially when a non-Chinese speaking client is being unfairly treated by a Taiwanese institution
 - c) Explain to both Chinese speaking and non-Chinese speaking persons they are interpreting for to be calm and reasonable with each other and not get into arguments that are difficult to interpret
 - d) Get the non-Chinese speaking person to understand the way things are done in Taiwan.
- A10. What does the principle of impartiality mean for interpreters?
- a) that you cannot have your own opinions about the case you are interpreting for.
 - b) that you cannot allow your own opinions to affect your ability to interpret accurately.
 - c) that you should always be on the side of the powerless party to even out the power differences.
- A11. You are interpreting for a domestic violence case. The victim wants a divorce because her husband is abusive to her. You do not believe her because you know her husband and you think he is a good man. What do you do?
- a) Tell her to go back home and make up with her husband
 - b) Tell the solicitor that you do not think she is telling the truth because you know her husband well
 - c) Disqualify yourself because you do not think you can be impartial
 - d) Change the contents of what she is saying to omit the negative comments about her husband
- A12. You are interpreting in court for a victim of domestic violence. She is very nervous and is not sure how to answer the cross-examiner's questions. She asks you: "what should I say?" instead of answering the question directly. What do you do?
- a) Tell her to calm down and answer carefully
 - b) Tell her you cannot tell her what to say
 - c) Ignore her question and wait until she answers to start interpreting
 - d) Interpret the question 'what should I say?' to the court

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