AUSIT 2012

AUSIT 2012:
Proceedings of the "JubilaTIon 25" Biennial Conference of the Australian Institute of Interpreters and Translators

Edited by

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CAMBRIDGE
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INTRODUCTION

ADOLFO GENTILE

"JubilaTIon" may seem at once a rather quaint and grandiose title to give a conference on Translation and Interpreting (T&I). It embodies the elements of joy, relief and celebration and the clever capitalisation of the letters referring to translation and interpreting reveals its origins in a professional body. The locals can also discern within it the semantic element of 'jubilee': twenty five years of existence for the Australian Institute of Interpreters and Translators.

In order to place in their historical and professional context the papers in these proceedings, it is instructive to retrace some of the history of the organisation, especially on its 25th anniversary. It is by now well known that the Australian national accreditation system for translators and interpreters was set up in 1977 and the body charged with that task, the National Accreditation Authority for Translators and Interpreters (NAATI), was a body set up by the federal government and administered by it for some five years after which it became a company limited by guarantee, owned by the Federal government and all the governments of the Australian states and Territories. It is important to note that the restructured body, responsible for accreditation, courses and registration was one of two which were planned to emerge from the restructure, the other being a professional association.

The landscape of professional associations in Australia before the setting up of AUSIT in 1987 was that, in most States, there was at least one interpreter or translator association; in some States more than one, and there were also some specific associations relating to single areas of work, for example, the hospital interpreters in Victoria had organised themselves into an association.

The transition to one Australia-wide association, set up essentially as a system of federated chapters, was not an easy one. Much time was spent arguing the pros and cons of having a single association; in the end almost

all the existing associations decided to dissolve and become the association we have today. The association was born through the work and financial support of NAATI which facilitated a conference in Canberra where the constitution was agreed to and the institute set up.

In 1990 AUSIT became a member of FIT (the Fédération Internationale des Traducteurs) and in 1996 it hosted FIT's XV World Congress in Melbourne. The latter event was less than a year after the first international conference on what has come to be called 'community interpreting' was held in Canada, where Australia was able to showcase its work of the previous two decades in this field, which most of the rest of the world was only beginning to grapple with. The legacy of this history is evident in the papers included in these proceedings.

The conference was held over 3 days at Macquarie University in Sydney from 1 to 3 December 2012. Over 300 people from all parts of Australia and the rest of the world attended. A total of 46 sessions were presented of which 9 were plenaries and 8 were workshops. The participants were able to interact with a number of translation agencies, publishers and other relevant organisations by visiting the stands set up in the atrium of the conference venue.

The papers in this volume of proceedings are organised around three broad themes, Innovative Practices and Pedagogies in T&I Training; Interpreting in the Community: international experiences; Translation: challenges, opportunities and needs.

These sections are preceded by this introduction and a paper by John Beever, CEO of NAATI which discusses the status of the first phase of the INT (Improvements to NAATI Testing) project. The latter is a major undertaking by NAATI, it is a funded piece of research designed to provide the Authority with recommendations as to the future directions of the testing program and concomitant operations. The first phase was to produce a conceptual overview for NAATI's standards, testing and assessment and to develop recommendations on how the system might be improved. The report on this first phase was delivered just before this conference. Beever also discusses a number of relevant recent initiatives by NAATI, namely, the start of a revalidation system for accreditations, the renewal of NAATI's work with Indigenous interpreting and the internationalisation of credentialing.

The six papers concerned with the first theme of pedagogies explore the classroom techniques, exemplified by Norini Ibrahim Gonzales, where in a pre-interpreting undergraduate program, the group work inherent in the consideration of liaison interpreting principles, helps to break down what appear to be culturally derived attitudes to interaction and therefore facilitate the preparation of people who intend to practise as interpreters where the ability to relate to the interlocutors who do not share a language is axiomatic.

In a similar vein, but using peer-tutoring as the pedagogical tool, Evelyn Chang's paper seeks to test whether this type of methodology enhances students' sense of empowerment. The findings, derived from participants' learning journals, revealed that students were surprised by the extent to which they could learn from their peers, which contradicted their preconceptions about learning based on their previous education with a predominately teacher-centred approach.

Peter Tuffley provides a comprehensive and innovative treatment of a pedagogical approach to the solution of a recurring problem in the analysis of text before the translation phase is attempted for a specific language pair. He illustrates the method applying it to complex Japanese sentences. This particular exemplification has applicability beyond the languages discussed, to textual analysis in general.

John Jamieson's paper revisits the text typology and translation strategies espoused by Katharina Reiss. He invites the reader to move from Reiss' typologies which were in the tradition of 'linguistic functions' to his postulated 'modes of linguistic communication' which are termed 'collusive', 'conversational' and 'disinterested'. His thought-provoking discussion invites reflection on translation strategies which are justifiable by reference to the different coding of the different modes in different languages.

Performance criteria descriptors for sight translation as codified in the Australian Public Sector Training Package (PSTP) are inadequate, according to Brad Paez. He sets about to indicate, by means of an overview of research on this topic, how these descriptors are wanting. His paper demonstrates that further empirical research is needed in describing the performance criteria in specific fields of interpreting and it ought to include variables such as levels of stress, emotional control and cognitive functioning applying to the different settings. Better performance indicators can then be developed.

Candace Séguinot takes us on a comprehensive journey in the work on process studies in translation over the last 25 years from think-aloud protocols, retrospective interviews, videotaping, keystroke-logging, screen capture recording, eye-tracking, and, for interpreting, methods that capture the neurophysiology during the interpreting event; she asks what have we learned that we can apply in the classroom? It is clear that training produces a particular view of both translation and the translator's role in the process and Séguinot explores a number of recent applications in the classroom of the changing views on translation.

The five papers which follow cover different aspects of community interpreting from different parts of the world. These are instructive examples of differently nuanced responses to local situations in this still developing area.

The issues relevant to interpreting in tribunal hearings involving mentally ill or intellectually disabled and cognitively impaired parties are analysed by Daniel Stepniak. His paper illustrates the many issues involved which challenge the way we tend to view interpreters in these situations and points up the general lack of appreciation for the skills and training required to operate in this area; it is contrasted with the description of the current situation which leaves a lot to be desired.

Muhammad Gamal echoes the sentiments in the above paper as he reflects on the job of interpreting for the police. He makes specific reference to the more recent contexts of covert operations and national security illustrating the gaps in the policies for different types of police operations in terms of the presence and the work of interpreters.

Marco Antonio Gonçalves takes us on an interesting journey to a very new country, Timor-Leste and provides insights on the adaptability required by interpreters in novel situations with special reference to infra-red and portable interpreting equipment.

Public service interpreting is another label which is used in some parts of the world and Mona Myran and Martine Lunder discuss the status of interpreters in five of these sectors in Norway. Here the results of a survey looking at existing practices and documenting knowledge and attitudes towards interpreting, carried out by The National Authority for Interpreting in Public Sector are presented. The five sectors were healthcare, child welfare services, the criminal justice chain, primary and lower secondary schools in Oslo and the Norwegian Labor and Welfare

Service. The procedure and results of the studies are discussed as are a number of policy outcomes using the data in the studies.

Jim Hlavac, in his paper *Logistics and Protocols for Telephone and Video-link Spoken Interpreting,* examines two modalities of interpreting that are undergoing expansion: telephone and video-link (or remote) interpreting. A number of studies which report on telephone interpreters' levels of satisfaction and experiences are presented and studies on video-link interpreting are discussed. Pre-requisite logistics and introductory protocols are proposed for both modalities. The appropriateness of telephone and video-link interpreting in generalist testing programs, such as NAATI's, is discussed with reference to the emergence of new communication technologies outlined that are specific to the nature of telephone interpreting.

The third group of papers in the conference treats the theme of challenges, opportunities and needs in translation. Three papers deal with the challenges posed by language pair issues.

Duoxiu Quian and Lili Guo explore the internationalisation of Chinese Science Journals, Vanda Kotikova Nissen the translation of Russian forms of address into English and Anna Tso the translation of "Death" from English to Chinese. These papers offer invaluable insights into these problems from the first hand experiences of the authors.

Christian Schmidt looks at an issue which, while it has been debated by many and for many years, remains a key issue for the profession, especially because the profession is evolving in directions not envisaged only a decade ago: this is the issue of the applicability and usefulness of theory to the translator. Schmidt bemoans the fact that the Skopos theory is generally misunderstood. He discusses topics at the intersection of ethics and theory and considers that the current view of translations needs to be adapted to new realities.

Bruce McIntyre, in his discussion of recent developments in the subtitling at the Australian Special Broadcasting Service (SBS), introduces the 'educative function' of subtitling, illustrated by recent subtitling into languages other than English of programs on the network. He contends that this kind of work provides the beginnings of an invaluable educational resource for language learners and signally espouses the broadcaster's aim to promote the education of all Australians. His paper discusses the introduction, implications and impact of this new trend on a number of

levels from the view point of SBS.

Aline Remael, in her paper titled *From audiovisual translation to media accessibility - Live-subtitling, audio-description and audio-subtitling*, broadens the vista on media translation and regards the issue of questioning the legitimacy of Audio Visual Translation (AVT) as being squarely within the realm of translation as an anachronism, especially given the amount of research into this area since the 1990s. She states that "Specific to all forms of AVT is that they involve an approach to translation that requires insight into texts comprising different sign systems, i.e. written and/or spoken words, sounds, music and visual images in different constellations". The illustrations which Remael provides clarify the concepts and place this work firmly into developments in the field of translation.

The papers at the conference once again indicate how the issues, in the practice, policy and research in the Translation and Interpreting field, while they may arise in totally different contexts in various areas of the world and may at first appear totally divergent and unique, when teased out, show a commonality which is not only comforting to practitioners the world over but provides the impetus to find solutions to the problems.

WHERE TO NEXT?
NAATI'S RESPONSE TO RECOMMENDATIONS OF THE FIRST PHASE OF THE INT PROJECT AND OTHER INITIATIVES

JOHN BEEVER
CEO PRESENTATION TO AUSIT NATIONAL CONFERENCE
1 DECEMBER, 2012 SYDNEY

I start by paying respect to the traditional custodians of the lands on which we meet, the Darug people and their elders past and present. Before looking forward to Where to Next after the INT Report I want to look back briefly. I will argue that while AUSIT and NAATI have different roles these roles complement each other. Further, I believe AUSIT and NAATI were created to pursue a great and good shared purpose - that shared purpose is to meet the Nation's diverse and changing communication needs.

History

NAATI was created in 1977 as an authority within the Immigration portfolio following the post war migration of people from Europe. The original NAATI was intended to last only five years so its charter included proposing what should come after it. It recommended that it be replaced by two successor organisations:

- a federal registration body to be responsible for professional standards, testing, assessment of overseas qualifications, course approval and for accreditation and registration.
- a national professional association to be responsible for discipline, professional ethics and promotion and representation of the profession.

In 1983 the current NAATI was created as an independent authority

and incorporated as a not for profit company owned by all the governments of Australia the following year.

25 years ago NAATI facilitated the national conference at which AUSIT was established - which event we celebrate now. In 1991 state sign language associations formed ASLIA National and this year APESMA joined AUSIT and ASLIA in representing the profession.

A lot has happened since but the reasons NAATI was created remain as they were back then and those reasons are just as relevant today. NAATI is doing what it was created to do – the languages, complexity and scale have grown but the original purpose remains as it was back in 1984. While NAATI's purpose has not changed, NAATI itself is changing fast under the leadership of the current Board. That change is manifest in four exciting developments which together answer the question of Where to Next for NAATI?

- The Improvements to NAATI Testing Project or INT.
- The start of Revalidation.
- NAATI's renewal of its work with Indigenous interpreting.
- Internationalisation of credentialing.

INT Project

One of the reasons the NAATI Board launched INT is that it decided it was time to revisit the national credentialing system in an holistic way - there have been reviews of different aspects in recent years but not of the system as a whole. The INT Research Team comprises the best researchers in the field we could find in Australia and internationally. They have produced what we expect will become one of the landmark studies for the T&I profession in Australia. As you heard from Dr Hale the first phase was to produce a conceptual overview for NAATI's standards, testing and assessment and to develop recommendations on how we might improve the system.

The INT Team gave us their advice yesterday. Next year NAATI will work out with its stakeholders how we might be able to change the system into the future. I want to emphasise today that the INT Report is independent research. It was commissioned by NAATI but the research, conclusions and recommendations are entirely the work of the INT Research Team. NAATI thought it important to have independent experts

step back and look hard at the system - we expected their report would contain criticism and the Team did not disappoint.

I want to put on the record also that no one told NAATI to commission this research. The Board decided to seek this advice because it is determined to keep Australia at the forefront in credentialing. But remember … independent advice is just that … advice. NAATI as the responsible agency and NAATI's owners will make the decisions on what can be implemented and how and when. And those decisions will not be made in a rush. We will not respond today in detail to all of the recommendations Dr Hale just listed because we need time to examine them and because we plan a consultation round next year. NAATI will not decide which recommendations it will implement until it has the feedback from that consultation. I emphasise again, the following are recommendations to NAATI, not decisions made by NAATI.

Pre-requisites to accreditation

As Dr Hale just said, the Project Team recommends that non-approved course candidates complete compulsory education and training before they can sit for NAATI tests. The recommendations range from compulsory pre-test training in principles and practice to requiring an advanced diploma or equivalent before candidates can sit the test. If adopted in full these recommendations, particularly the latter would lift the educational requirements prior to accreditation testing significantly, in particular for the lowest level of accreditation.

There are many questions here to consider and to discuss before any decisions are made. Key among these are how do we ensure the language groups that do not have ready access to education are not disadvantaged? Specifically how do we ensure low-demand languages fit into such a model? Dr Hale has acknowledged that they must and suggested accepting equivalents to the qualification but we now have to look at how that might work. Also what should we do about credentials already issued under the existing system? How would articulation from one level of credential to another work? These are all serious questions which warrant careful consideration and discussion with stakeholders. That is why today NAATI is not ruling anything in or anything out.

Recommendations on accreditation

The Team recommends combining Professional and Paraprofessional in a single Generalist credential. Also recommended is creation of a series of specialist credentials that will sit above the proposed Generalist with Legal and Medical specialisations the priority. Again, these are significant changes to the current system which we intend to examine and consult about before deciding what to do.

Recommendations on testing, examiners and specialist panels

On testing the Team recommends computerised translation testing, possible live interpreter testing instead of recorded and validation studies of new test instruments. There are recommendations about how we might make examiners more effective and how we might establish specialist panels, assuming of course we introduce specialist credentials. Again these include significant changes about which we will want to talk with people and explore further before making any decisions. The exception perhaps is the validation study of new instruments - you can take as likely any new test instruments will be trialled and validated before launch. Lastly the Research Team recommends NAATI continue to approve tertiary courses to encourage applicants to take that pathway when it is available.

For those of you not familiar with approved courses, this is where NAATI approves tertiary T&I courses, the graduates of which can be accredited by NAATI without them having to sit a NAATI test. Some of you might not be aware that 70% of the credentials NAATI awards now are on the basis of tertiary qualification and the rest are for testing – this is an almost exact reversal of the proportions a decade ago. Any of you who have heard me before will know NAATI's preference is to issue credentials on the basis of tertiary qualifications wherever it can. It follows this particular recommendation is one which we can welcome upfront.

Consultation

I said earlier we plan to consult widely before decisions are made in response to the INT Report. That consultation will start in the first half of next year. The details of who, how and when are not yet settled but what has been is that AUSIT will have a lead role to play in that process.

I anticipate the consultation will include publication early next year of key parts of the INT Report probably as a sort of White Paper. Those of

you familiar with the process know that a White Paper provides details of proposals which are published for discussion before decision. The White Paper will most likely be followed by visits to State and Territory capitals by NAATI Directors and staff to meet people face-to-face. We presently plan to publish about mid next year a Green Paper saying what will change and how and when. By this process over the first half of next year we intend to listen to the profession, to educators, to service providers and to the clients of T&I services.

For everyone at Jubilation 25 the consultation starts here. Tomorrow morning at 9.30 the Chair, Directors and staff of NAATI will be in E7B Theatre "S" to talk about INT or anything else about NAATI that people want to talk about. While the INT consultations start tomorrow morning other big changes are already well underway.

Revalidation

As you all will probably know, Revalidation of NAATI credentials started from 1 July. Preparation for Revalidation started in 2006 and from 1 January 2007 all new credentials were issued for only three years. The owners of NAATI subsequently postponed the start of Revalidation which caused confusion among some practitioners and complications for NAATI but the message is Revalidation is now part of the system. We are implementing now what was agreed five years ago when AUSIT and ASLIA developed with NAATI the common set of professional development criteria that we are now applying.

Significance

July 2012 is significant. We believe in time it will be seen as when translators and interpreters joined other established, recognised professions in how they ensure practitioner standards are maintained and enhanced. It is generally accepted the key values which distinguish professionals include their commitments to currency of practice, continuing professional development (CPD) and ethical conduct. Now by demonstrating further commitment to these values through Revalidation we believe interpreters and translators have taken another big step toward being recognised and treated as professionals. July will be significant also as when the market for services changed.

Revalidation created two-tiers of credentials – those awarded before 1 January 2007 which do not have to be revalidated and those awarded later which are in the system automatically. With some 2,500 new credentials issued last year we think it will not be long before practitioners being registered as Revalidated will be regarded as normal and Revalidation will become generally expected. That is why we encourage strongly anyone with pre-2007 credentials to opt-in to Revalidation. If they prefer not to that is entirely a matter for them.

We will be fine-tuning the administration next year once we have seen more of it in operation. We are already getting feedback about aspects not anticipated when the system was designed five years ago. NAATI found some people have tried to meet their Revalidation requirements but for reasons mainly due to the deferrals could not meet them all. First time around NAATI is considering flexibly applications from people who tried to comply but could not meet all requirements. But let me be clear, we are not revalidating anyone who will not commit and makes no effort to comply.

Indigenous Interpreting

Readers of NAATI News will know that NAATI is now implementing two major projects to improve access to the national system for Indigenous interpreters.

There are about 250 Indigenous interpreters who have NAATI credentials in over 40 languages. The credentials are mostly at Paraprofessional level and mostly issued some time ago. The exceptions are a small number of Djambarrpuyngu Professional Interpreters employed by the NT Aboriginal Interpreter Service. The NT Aboriginal Interpreter Service has commissioned NAATI to help it increase the number of their interpreters with NAATI credentials in more NT languages and at all credential levels, including Professional.

At the same time the federal Department of Families Housing, Community Services and Indigenous Affairs or FaHCSIA has funded NAATI to do complementary work in States adjoining the NT. Part of the FaHCSIA project is making sure that changes from the INT Project take due account of the special needs of Indigenous interpreting. NAATI now has a specialist project officer who is making sure that happens, among other things.

NAATI is playing catch-up with these projects because we are not presently funded specifically to support Indigenous interpreting. That is a result of administrative changes which channelled NAATI's Australian Government funding through the Immigration portfolio. The rules are that funds appropriated for a portfolio cannot be used for any other purpose, no matter how worthwhile – hence the need for the current project funding. Hopefully this administrative anomaly will soon be rectified.

In September the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs made 30 recommendations about language learning and interpreting in Indigenous communities. Included was one recommendation that NAATI should be funded to provide ongoing funding for Indigenous interpreting so Australia's first languages are treated the same as multicultural languages. Given that recommendation was supported by all political parties NAATI is hopeful we will not have to play catch-up again.

Internationalisation of credentials

The most recent development is one which Dr Hale did not mention but covers in the report, namely moves to make translator credentials portable or recognised across borders. Related to that are moves toward an international system of standards or meta-standards for agencies like NAATI. Earlier this year the TransCert Project won funding of over a half a million Euro from the European Commission. TransCert stands for Trans-European Voluntary Certification for Translators. I must stress TransCert is still in start-up but we understand it will develop a credential for which there will be EC-wide testing after pre-test training. According to the EC Directorate General for Translation it was developed because there is no EC-wide translation certification or international accreditation body.

The Directorate reports that running in parallel with TransCert is another international development initiated by the US TISAC or Translating and interpreting Summit Advisory Council. The TISAC development is all about developing a global system for accrediting credentialing programs, that is accrediting what organisations like NAATI do. I am delighted to tell you that earlier this month the Board of NAATI agreed we should join the Advisory Board of TransCert. We understand TISAC is also being invited to join the Advisory Board.

Conclusion

To conclude, I hope these exciting developments show you NAATI's view on Where to Next. Following the consultation with stakeholders described earlier NAATI and its owners will decide what can be adopted from the INT Report and how and when. Revalidation will continue to align the arrangements in the profession more closely with the registration arrangements of established professions. The catch up work now underway with Indigenous interpreting should hopefully never need to be repeated because NAATI hopes ongoing support for first languages will soon be built into the national accreditation system. Australia will be part of exciting new developments in globally recognised and portable credentials and credentialing arrangements.

PART I.

INNOVATIVE PRACTICES AND PEDAGOGIES IN T&I TRAINING

GROUP-BASED PROJECT AS A PEDAGOGICAL TOOL IN LIAISON INTERPRETING

NORAINI IBRAHIM GONZALEZ
UNIVERSITI SAINS MALAYSIA

Bachelor of Arts in Translation and Interpreting (BATI) at the School of Humanities, Universiti Sains Malaysia is the only T&I bachelor's degree programme in Malaysia. The working languages are Malay and English while students come from various languages (for example Mandarin and Tamil), dialectal and cultural backgrounds (such as Hokkien, Cantonese, Indian, Bidayuh, Iban) given the myriads of ethnicity, linguistic, and culture of the Malaysian society.

The programme offers three introductory interpreting courses which are sight translation, consecutive interpreting, and simultaneous interpreting. The total credit hours are 11, they are 100% coursework based, and are currently offered within the framework of the old curriculum (the interpreting courses under the new curriculum will begin in 2013). These are compulsory courses regardless of students' level of language command and interest. One peculiar aspect of BATI graduates is that the majority of them do not practise as interpreters, be it in community or conference settings, which places BATI as an interpreter education programme offered in a non-interpreting environment (Ibrahim-González 2010). In addition to this, based from my own experience and observation, students lack real-time interpreting exposure and opportunities. This is believed to be due to the fact that English and Malay in their pidgin and standard forms are the lingua-franca of the Malaysian society in general, thus limiting the needs for interpreting. In fact, BATI graduates are overqualified to be court interpreters because the required qualification for Malaysian court interpreters is *Sijil Pelajaran Malaysia* (Malaysian Certificate of Education) which is equivalent to Year 10 in Australia or GCE 'O' level in the United Kingdom.

Blended-learning in BATI

In mid-2009, blended or hybrid learning was introduced in the courses, shifting them from teacher-centred learning to student-centred learning (Ibrahim-Gonzalez 2011, Ibrahim-Gonzalez & Noordin 2011, Ibrahim-Gonzalez & Noordin 2012). The hybrid learning components are shown in Diagram 1.
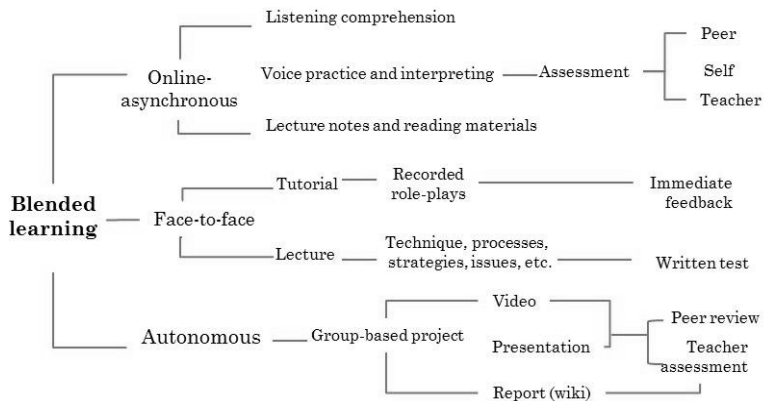

Diagram 1: BATI blended learning components

Group-based project (GBP) is introduced under the component of autonomous learning. GBP is not a new experience to the students as they are required to work in groups in a number of courses (university and core). In HBT304/4 Consecutive Interpreting, they are instructed to produce a 10-minute video of liaison interpreting scenarios as a GBP. To promote creativity, enjoyment and pleasant experience during the course of the project, students are encouraged to create/recreate their own inter and/or intra-lingual and inter and/or intra-cultural liaison interpreting situations. The final product is a video which is presented at a class seminar and each student must submit an individual report prepared in a wiki format at the end of the semester. The GBP of this nature started in mid-2009. Besides providing knowledge about interpreting, this GBP serves as a platform for promoting interlingual and intercultural understanding, autonomous learning and transferable skills among students such as self-confidence, oral communication skill, teamwork, and problem solving (Perez n.d, Kolmos 1996:146, Cheng & Warren 2000:243, McLoughlin & Luca 2002:576, Watson 2002:2, Donnelly &

Fitzmaurice 2005:96, Kelly 2005:102, Varney 2009:40, Huertas Barros 2011:55). These skills not only prepare them for the challenges that await them after they have graduated but also increase their versatility so that they are able to penetrate a wider range of job markets (Bourner, Hughes, & Bourner 2001:326, Sherry & Curry 2005:13).

Methods

A. Video Production

1. Briefing and group selection: At the beginning of the semester (week 1), students are briefed on GBP. In order to facilitate this learning activity, students are allowed to self-select their team members due to different class schedule among them. Depending on the total number of students enrolled in the course, each group normally consists of four students.

2. Brainstorming: Students carry out various discussions and research on inter- and intra-cultural and linguistic elements in order the select the most suitable bilateral interpreting situation(s) for their group.

3. Storyboarding: Once the interpreting situation is decided, the story or plots are organised.

4. Script-writing: Based on the storyboard, inter/intra cultural and linguistic elements of the chosen interpreting situation are transferred into a dialogue script.

5. Video recording: Video recording is done using digital or video camera at the chosen locations. Since the recording is done without special recording equipments, students may choose a dummy location, for example, recreating a doctor's office in a tutorial room.

6. Video editing and publishing: Once recording is done, video clips go through an editing process. All technical problems are identified and rectified. Subtitling, which is optional, is also done at this stage. Though optional, most groups opt to include subtitle in their videos as an exposure of how subtitling is done. The edited and compiled video clips are then published as a video.

B. Presentation and Report

In week 14, a seminar is held for the students to present their GBP videos (an example can be viewed at http://vimeo.com/54355523) followed by oral group presentations. Other than teacher's feedback, students are also encouraged to ask questions and give comments on each other's project. Feedback received during the seminar is included in the individual online report using wikispaces (http://interpturut.wikispaces.com) that must be completed in week 15 which is when the semester ends.

C. Assessment: Peer and Teacher

Other than teacher's assessment on the final products and presentations, peer-review or assessment is also used as a tool to assess the processes involved in the GBP (Cheng & Warren 2000:246). Each student is provided a feedback form with ordinal scales (10-9 very high, 8-6 high, 5-4 satisfactory, 3-2 low, 1-0 none) in order to assess his/her peers in terms of contribution of ideas and content, creativity, technical knowledge and support, teamwork spirit, and meeting attendance. The feedback is kept confidential.

D. Data Collection

A questionnaire on students' overall perception and attitude on group-based project in liaison interpreting is administered via Moodle (71 students) and e-mail attachment (13 graduated students). The total number of respondents is 84. The questionnaire consists of two sections: eight items (see Table 1) with a 5-point rating scale [strongly agree (SA), agree (A), indifferent (I), disagree (D), and strongly disagree (SD)], and one optional open-ended question eliciting additional feedback or comments on their experiences of GBP.

Results and Discussion

Students' Attitudes and Experience of GBP

In the attempt to answer the following questions on GBP from the learners' perspectives, the eight items in the questionnaire and students' feedback are categorised into three components:

1. Does GBP help students improve their general knowledge, as well as their understanding, awareness and interest about interpreting? (Items 1 and 2)
2. Does GBP foster transferable skills among students? (Items 3, 4, and 5)
3. Is GBP an effective pedagogical tool in liaison interpreting? (Items 6, 7, and 8)

In addition to these three components, I will also highlight the problems that the students face in GBP.

Data from the questionnaire is analysed and the results are shown in Table 1.

Table 1: Students' attitudes on GBP

Item	Percentage				
	SA	A	I	D	SD
1. GBP helps me understand interpreting process	34.5	61.9	2.4	0.0	1.2
2. GBP helps me improve my general knowledge	40.5	54.8	4.8	0.0	0.0
3. GBP helps me improve my self-confidence	27.4	50.0	19.0	3.6	0.0
4. GBP aids me improve my problem-solving skill	28.6	58.3	11.9	1.2	0.0
5. GBP cultivates teamwork	47.6	47.6	3.6	0.0	1.2
6. Liaison interpreting GBP is interesting	56.0	39.3	2.4	0.0	2.4
7. GBP is irrelevant and stressful	1.2	3.6	17.9	45.2	32.1
8. Learning method through GBP should be continued	48.8	45.2	2.4	2.4	1.2

1. Does GBP help students improve their general knowledge, as well as their understanding, awareness and interest about interpreting?

As can be seen in Table 1, 96.4% of the students strongly agree and agree that GBP helps them understand the processes that are involved in interpreting and 95.2% strongly agree and agree that GBP helps them improve their general knowledge. This is supported from the feedback received from the students.

I.   Group project is interesting. I personally really enjoyed it. During the process of making the video, I learned a lot of things not only in terms of interpreting skill, general and cultural knowledge, but I also learned about the technical aspects, for instance what is the appropriate image quality and sound level to make a good video. (Student 1)

II.   The success and/or efficiency of learning in group work really depends on the internal dynamics/chemistry between individuals in the same group. I think that group learning experience can serve as a snapshot of reality so to speak and at the end of the day, it's knowledge that counts and I think for the case of HBT304, yes I gained knowledge about interpreting as a whole. (Student 6)

III.   Through other groups' videos, I had learnt various types of cultural aspects, such as Malay culture, Chinese culture, and other country's culture as well. Moreover, we really had experienced the real situation of doing the bilateral interpretation. I think this project is a good and interesting interpretation's practice. (Student 27)

IV.   I felt that this project was quite interesting. After this group project, I learned a lot of new knowledge... and it was a new and great experience for me, at least we can apply what we had learnt in this group project. Teamwork was built among our group members during the process of making video and we all really had a great time. (Student 29)

V.   I've learnt many software and general knowledge as we can apply them in the future. I've also experienced problem solving skills in a time of need, learn new culture and humour in our daily life. (Student 30)

VI.   This group project is good because it helps me learn and improve general knowledge especially intercultural and interlingual knowledge. I love group project. (Student 32)

VII.   I did enjoy the moment of doing the video. This made the interpreting course more interesting and fun! (Student 38)

The results indicate that GBP helps the students improve their general knowledge, as well as their understanding, awareness and interest about interpreting.

2. Does GBP foster transferable skills among students?

In relation to improving transferable skills among the students, 77.4% strongly agree and agree that GBP aids them improve their self-confidence, 86.9% strongly agree and agree that it helps them better their problem-solving skill, and 95.2% strongly agree and agree that GBP nurtures teamwork. This is further substantiated by the feedback received from the students.

I.   This group project helps me a lot on management skill, including time management and teamwork... There were many problems that we faced, but we discussed it nicely and supported each other. (Student 18)

II. For me, everyone in my group had done a very good job. I feel proud and happy to be with them. Even though there were some conflicts about certain issues, but that was a challenge for us whether we managed to solve this problem or not, i.e. problem-solving skill. I learn a lot from this group project such as the teamwork, tolerate, time management, be humble, be active but not passive in everything, try to know somebody's inner feeling, communication skill, positive thinking, try to be leader depending on the situation, interpreting skill (a lot), multimedia mastering skill, script writing, acting skill (interesting, because I would like to try something new), dubbing skill, subtitling skill and so on. There are so many benefits of this kind of learning method; not only interpreting skill but self-management and self-improvement. I feel happy from the beginning until now even though this group project has come to the end. Overall, I really enjoyed this group project and hoping that there will be a second chance to try out this kind of project. (Student 24)

III. Preparing a video simulation is a new thing that I've never tried before. Through this group project, I have gained a lot of new experience, such as how to use sophisticated software to create a video, learning different cultures, enhance my problem-solving skills and so on. (Student 26)

IV. I think co-operation really can be promoted through this group project. (Student 27)

V.   It is stressful when it comes to technical problems. But I learn how to solve the problem. (Student 32)