

**ANALYSIS OF THE CURRENT STATUS OF INTERPRETING AS A
PROFESSION IN COLOMBIA: AN EXPLORATORY CASE STUDY**

Master thesis presented in order to obtain the diploma in
Master in Multilingual Communication and Knowledge Management

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Bibliographical references used in this thesis

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Dedication

THIS THESIS IS FOR YOU

For Mom, who gave me life, my name and my unique hair and much love

This thesis is for you

For Tatum, who became my role model

This thesis is for you

For Sophistication, who came to my life to make it more interesting

This thesis is for you

For Yoko and Nena, who showed me the real meaning of friendship

This thesis is for you

For Voldemort, who made my heart grow three sizes at once

This thesis is for you

And for me, who decided to embark in this overwhelming yet amazing road

This thesis is for me.

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Resumen

Teniendo como objetivo principal la delimitación del estado actual de la Interpretación como profesión en Colombia, esta investigación se llevó a cabo partiendo de un enfoque mixto de investigación, favoreciendo el estudio de caso y la exploración como métodos de investigación. Esta investigación contó con la participación de estudiantes de interpretación, una docente de interpretación e interprete activa y 57 intérpretes quienes, por medio de observaciones no participativas, entrevistas y un cuestionario online revelaron la situación real de esta profesión en nuestro país. Entre los resultados encontrados se puede encontrar que hay una gran mayoría de intérpretes hombres sobre mujeres, casi todos ellos cuentan con diferentes estudios de pregrado y posgrado muy alejados a la interpretación, la lengua con la que más se trabaja es el inglés, se trabaja en más de un sector, y los intérpretes no reciben un salario consistente teniendo que desarrollar otras actividades para suplir sus necesidades. De igual manera, se recomienda continuar con la investigación en este campo dado que para entender este tema a completitud es esencial que se incluya la percepción de estos profesionales.

Palabras Clave: Interpretación, profesión, Colombia, exploración, estado, estudio de caso

Abstract

Having as main objective the delimitation of the current status of Interpreting as a profession in Colombia, this research Project took on a mixed research approach favoring the explorative and case study research methods. In the same way, the theory of professions guides the theoretical standpoint of this project. It took into account interpreting students, an interpreting instructor and active interpreter and 57 Colombian interpreters. By means of non-participant observations, interviews and an online survey to the different participant of this study it was possible to find interesting yet realistic data regarding this issue. It was possible to establish different aspects about this profession in Colombia such as the demographic, the academic and the working reality of it. It was found among other things that there are more male than female interpreters, most of them are empiric interpreters, they work on more than one interpreting field with English as the main working language and they do not receive a consistent salary for their job

Keywords: interpreting, profession, status, Colombia, case study, exploration

Résumé

Le suivant projet de recherche a été développé dans le but de déterminer le statut actuel de L'interprétât comme profession en Colombie. Cette recherche a suivi une approche mixte d'investigation et a adopté l'étude de cas et l'étude exploratoire comme les types de recherche pour son développement. Il a été possible de collecter de l'information de 57 interprètes colombiens et d'un professeur d'interprétât de l'Université d'Antioquia et ses étudiants du cours d'interprétât. C'était à travers l'observation non participative, l'interview et l'enquête en ligne qu'on a trouvé d'information réelle de sa profession à la Colombie. Les résultats de la recherche ont des données au sujet de leur formation en interprétât, leurs conditions de travail et leur localisation dans le pays. Parmi les résultats trouvés, on peut mentionner qu'en Colombie cette profession est principalement développée par des hommes, que la plupart d'eux ont obtenues leurs habilités de manière empirique, qu'ils travaillent avec plus d'un type d'interprétation avec L'Anglais comme langage de travail et que leur rémunération n'est pas consistante ou réglementée.

Mots-clés: interprétât, profession, statut, actuel, Colombie, empirisme, exploration, étude de cas

List of Abbreviations

AIIC – International Association of Conference Interpreters.....	16
ESPAIIC – Spanish Association of Conference Interpreters.....	16
NTC- Norma Técnica Colombiana.....	22
ICONTEC - Instituto Colombiano de Normas Técnicas y Certificación	22
DAS – Departamento Administrativo de Seguridad.....	23
ISO – International Organization for Standardization.....	24
PSI – Public Service Interpretation.....	31
SI – Simultaneous Interpretation.....	35
LCT – Linguistic Computer Technology.....	37
ICT – Information and Communication Technologies.....	37
MOOC – Massive Open Online Course.....	41
ASATI – Association Aragonesa de Interpretes de Conferencias.....	47
ACTI – Asociacion Colombiana de Traductores e Interpretes.....	50
CEFR – Common European Framework of Reference.....	71
ATA – American Translators Association.....	76
AGIT – Asociacion Guatemalteca de Interpretes y Traductores.....	76

CCT – Colegio Colombiano de Traductores.....	76
RUT – Registro Único Tributario.....	77
SNIES – Sistema Nacional de Información de Educación Superior.....	83
DIAN – Dirección de Impuestos y Aduanas Nacionales.....	93

List of Figures

Fig 1. Number of mentions of the word “Interpreting” in book from 1940 to 2017.....	42
Fig 2. Number of mentions of the word “Medicine” in books from 1940 and 2017.....	42
Fig. 3. Age of interpreters.....	58
Fig 4. Gender of interpreters.....	59
Fig 5. Residency of interpreters	50
Fig 6. Birthplace of interpreters	52
Fig 7. Bachelor studies of interpreters	52
Fig 8. Postgraduate studies of interpreters.....	53
Fig 9. Postgraduate studies of interpreters	54
Fig 10. Interpreting training of interpreters	54
Fig 11. Interpreting training areas of interpreters	56
Fig 12. Interpreting training institutions of interpreters	57
Fig 13. Terminology training of interpreters	58
Fig 14. Specific Sector Training of interpreters	59
Fig 15. Current employment of interpreters	60
Fig 16. Current employment of interpreters	61

Fig 17. Interpreting related contract of interpreters	61
Fig 18. Other occupations of interpreters	63
Fig 19. Foreign languages of interpreters	63
Fig 20. Interpreting Areas of interpreters	64
Fig 21. Working Languages of interpreters	65
Fig 22. Monthly Income of interpreters	66
Fig 23. Modes Of Interpreting of interpreters	67
Fig 24. Working Places Of interpreters	68
Fig 25. Interpreting Associations of interpreters	68
Fig 26. Different Interpreting Associations of interpreters	77
Fig 27. Laws On Interpreting.....	77
Fig 28. RUT of interpreters	78
Fig 29. Employment register at Undergraduate level	86
Fig 30. Employment register at Postgraduate level.....	87
Fig 31. Employment register at Master level.....	88
Fig 32. Employment register at PhD level.....	88

TABLE OF CONTENT

INTRODUCTION

CHAPTER 1 STATEMENT OF THE PROBLEM	13
1.1. HISTORICAL BACKGROUND OF THE PROBLEM.....	14
1.2 RESEARCH QUESTIONS.....	19
1.3 RESEARCH OBJECTIVES.....	20
1.4 JUSTIFICATION.....	21
1.4.1 The Legal Status of the Profession in Colombia	21
1.4.2. The Academic Status of Interpreting in Colombia.....	23
1.4.3. International Standards for the Skills of the Interpreter.....	25
1.4.4. Difficulties when interpreting	26
1.5. BENEFITS (EXPECTED RESULTS) OF THE RESEARCH.....	28
1.6 DELIMITATIONS AND LIMITATIONS OF THE RESEARCH.....	29
1.6.1 Delimitations of the research.....	29
1.6.2 Limitations of the project.....	29
CHAPTER 2 THEORETICAL FRAMEWORK.....	30
2.1 RATIONALE.....	31
2.2. THEORETICAL FRAMEWORK.....	39
2.2.1 The theories of professions.....	39
2.2.2 Types and modes of Interpreting seen as labor sectors.....	45
CHAPTER 3: METHODOLOGY.....	48
3.1 RESEARCH APPROACH.....	49
3.2 RESEARCH CORPUS AND SAMPLING CRITERIA.....	50
3.3 DATA COLLECTION INSTRUMENTS.....	51
3.5 DATA ANALYSIS PROCESS.....	54
CHAPTER 4 RESULTS AND DISCUSSION.....	55
4.1 DEMOGRAPHIC RESULTS.....	56
4.1.1 Age.....	56
4.1.2 Sex.....	57
4.1.3 Residency.....	58
4.1.4 Birthplace.....	59
4.2 ACADEMIC BACKGROUND.....	60
4.2.1 Bachelor Studies.....	60
4.2.2 Postgraduate Studies.....	61
4.2.3 Training In Interpreting.....	62
4.2.4 Training Institution.....	64
4.2.5 Terminology Training.....	65
4.2.6 Specific Sector Training.....	66
4.3 PROFESSIONAL PROFILE.....	66
4.3.1 Current Employment	67
4.3.2 Type Of Contract.....	67
4.3.3 Interpreting-Related Contract.....	68

4.3.4 Other Occupations.....	68
4.3.5 Foreign Languages.....	69
4.3.6 Interpreting Area.....	70
4.3.7 Working Languages.....	71
4.3.8 Monthly Income.....	72
4.3.9 Interpreting Working Modes.....	73
4.3.10 Working Places.....	74
4.3.11 Interpreting Associations.....	74
4.3.12 Laws On Interpreting.....	75
4.3.13 RUT.....	76
4.4 DISCUSSION OF THE RESULTS.....	79
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS.....	97
5.1 CONCLUSIONS.....	98
5.2 RECOMMENDATIONS.....	100
REFERENCES	
APPENDIXES	
BIOGRAPHY OF THE RESEARCHER	

INTRODUCTION

Currently, people live in a more interconnected world, where they establish relationships of any kind, every day. In many cases, in order for those who belong to different cultural and linguistic realities to communicate it is necessary to count on the help of an interpreter. Thus, for Hong (2013, p.217) the interpreter is invited into the fields of other professionals to fill a communication gap of verbal exchange between the two parties.

Following this idea, it is the establishment of the current status of Interpreting as a profession in Colombia what is researched, analyzed and presented in the following pages. However, beyond establishing it this research study also pretends to compare our reality to that of other countries around the world. Therefore, different perspectives of this issue are taken into account as the legal side of the profession in the sense of how well this profession is protected and regulated by laws as well as the educational and professional profile of those who perform it.

The main motivation to carry out this investigation lies on the importance to count on professional interpreters that are able to acquire and develop abilities in order to carry out their job as language mediators efficiently. In this way, it is essential to know the present situation of this profession in our context clearly.

This research project is divided into five chapters, which account for the main aspects of it such as the statement of the problem, the theoretical basis, the rationale of the research topic, the methodology, the data gathering and analysis process finishing with the conclusions and discussion.

CHAPTER 1

RESEARCH CONTEXT

INTRODUCTION

In the following paragraphs, the reader will find important information about the historical background of the research subject of this study. Likewise, the first chapter of this research presents the research objectives, and questions, the justification to carry it out as well as the limitations and delimitations of the project.

1.1. HISTORICAL BACKGROUND OF INTERPRETING

In the preface of the book entitled *From Paris to Nuremberg. The birth of Conference Interpreting*, Jean Delisle writes that “interpretation has existed for thousands of years, in all likelihood first appearing in Mesopotamia”. Indeed, interpretation can be considered as the second-world oldest profession, since the work of interpreters is older than that of translators given that spoken language came before the written language (Haensch, 1965) (as cited by Baigorri-Jalón, 2014, p.18).

Historically speaking, the job of the interpreters has been always present around the globe. Wadenjo (2011, p.1) argues that ancient documents reveal interpreters were needed by rulers, warriors, religious leaders and traders. One good example of this is the period of the Chosun Dynasty in Korea, where interpreters were not only interpreters, but were often also responsible for managing and directing the numerous diplomatic missions to China and Japan (Choi & Lim, 2002, p.628). In the same way, we can find “La Malinche” in Mexico and “La India Catalina” in Colombia. La Malinche, served as an interpreter for the Náhuatl y Mayan languages (Gonzales, 2002, p.2) between Hernan Cortés and the indigenous leader Moctezuma during the 16th century (Grillo, 2011, p.15-26). Likewise, La India Catalina played her part as the interpreter of Spanish conqueror Pedro de Heredia and the indigenous authorities of that time (Montañez, 2013, p.1). By the same token, African interpreters were considered indispensable as they were the intermediaries between European administrators and the African population Mopoho (2011, p.615)

The cases shown above, demonstrate that the necessity of people to communicate among each other has always being present, even when they belong to different cultural and linguistic

contexts. They also demonstrate the importance of an interpreter's job which has come along with this necessity.

Historically speaking, bearing in mind the role of interpreters along history it was not until the emergence of international organizations at the end of the 19th century that interpreting actually started to be in the spotlight; more specifically conference interpreting (one type of interpreting) (AIIC, 2012, p.1). According to Herbert (1978, 5) (as cited by Baigorri-Jalón, 2014, p.26) Conference interpreting actually started during the First World War. Indeed, during the Paris Conference in 1919 the work of the interpreters can be confirmed thanks to the direct and indirect accounts among the nations involved in it. It was necessary to count on the presence of people with enough knowledge of languages who could permit the military units of France, Great Britain and later the United States to communicate among each other. This allowed the first interpreters to move from an improvised work to a higher, more organized job (Baigorri-Jalón, 2014, p.27).

During the immediate post war period after the end of World War II, Consecutive Interpreting was at its peak and it was unexceptional to have very long interpreted speeches. However, as French had lost its hegemony as language of diplomacy because of the number of meetings in need of interpreting services, English, German and Russian were the official languages during the trials, giving birth to Simultaneous interpreting (Kieser, 2004, p.583-584). In this way, the first cabins, microphones and equipment started to be implemented (ESPAIIC, 2013, p.1).

Given the need of qualified interpreters (Kieser, 2004, p.595), the beginnings of it as an academic discipline can be traced back to the boom of Conference Interpreting during the Nuremberg trials, which resulted in the emergence of the first interpreting programs such as those

in Heidelberg and Gemersheim, in Germany. During the 1950s the AIIC (International Association of Conference Interpreters) was created in response to the number of international institutions in need of interpreters. Likewise, it is said that at the dawn of the profession, AIIC established strong relations with interpreting programs and European institutions and it was possible to consolidate different aspects of the profession as we know it nowadays. (Martin, 2015, p.90)

Nowadays, students at interpreting training centers around the globe focus their job on diverse spheres within the world of interpretation (Villalba, 2016, p.7).

After to the Second World War, said schools set the objective to train interpreters with linguistic and translation skills to develop the interpreting work. Additionally, the University of Geneva and the Sorbonne University in Paris established their own interpreting courses, same as the University of Alicante with the Translation and Interpretation degree and the Universitat Autònoma de Barcelona with the Translation, Interpreting and International Studies Master degree and the University of Granada with three different programs on interpreting.

The extent of the interpreting courses and programs also reached Latin America having countries like Mexico, Argentina, Venezuela and Peru opening their own translation and interpretation schools. Notably, we can name Universidad Autònoma de Guadalajara and the Universidad Anáhuac México Norte, in Mexico; the Universidad Central de Venezuela, in Venezuela, the Universidad de Buenos Aires, in Argentina, the Universidad Cesar Vallejo, the Universidad Peruana de Ciencias Aplicadas, the Universidad Femenina del Sagrado Corazón y the Universidad Ricardo Palma, in Peru. In the case of North America, it is possible to find the Middlebury Institute of International Studies formerly known as Monterey Institute of

International Studies within the Middlebury University, located in the United States. This institute offers programs both in Translation and Interpreting.

At a national level, a number of Colombian institutions of higher education offer programs related to Translation and Interpretation in both undergraduate and postgraduate levels. Some of said institutions are the Universidad Autónoma de Manizales with its Master in Translation and Interpretation, the Universidad de Antioquia with the English-French-Spanish Translation Bachelor program and the Master in Translation, the Universidad del Rosario with its Translation program and the Universidad EAN with the Master in Economic, Financial and International Business Translation. It is worth mentioning, however, that in Colombia it is not possible to find a university that offers a program solely dedicated to training conference interpreters or interpreters whatsoever.

After witnessing the amount of institutions that offer interpreting-related programs, from the second half of last century, there has been the necessity to conduct research around it. Gile (1995a, p.15) states that from the 60s and 70s research tendency in conference interpreting has focused on diverse aspects such as making it science- based, going from speculative and introspective theories to a research with scientific bases as well as research studies conducted by interpreters along with people who were not. Another research tendency was that of the interdisciplinary research which resulted in studies developed by psychologists and neurologists who were interested in the activity of listening and speaking at the same time (Gile, 1995b, p.17-19). Likewise, one can add that based on Pochkacker (1995, p.30), research in cooperation and communication and exchange on a global level are privileged in the trends towards the internationalization of Interpreting Studies.

According to Gile, (2001, p.298) one of the achievements of research in interpreting has been the reflection done upon this field. Also, it has helped to develop and formulate essential concepts that serve as guidelines for teachers and interpreters alike. In this way, the present research study would allow a straightforward reflection about the current state of interpreting as a profession in Colombia.

1.2 RESEARCH QUESTIONS

1.2.1 Driving Question

What is the current status of Interpreting as a profession in Colombia?

1.2.2 Specific questions

- What is the demographic status of interpreters in Colombia?
- What is the academic background of the Colombian interpreters?
- What is the professional status of interpreters in Colombia?
- How does our national situation change from that of other countries?

1.3 RESEARCH OBJECTIVES

1.3.1 General Objective

To analyze the current state of interpreting as a profession in Colombia.

1.3.2 Specific Objectives

- To establish the demographic status of interpreters in Colombia.
- To delimitate the academic background of interpreters in Colombia.
- To identify the professional status of interpreters in Colombia.
- To compare our Colombia context to that of other countries.

1.4 JUSTIFICATION

Every day and every moment people from different cultures and with diverse mother tongues establish relationships that go from professional to personal and commercial. We must assume that their level of understanding depends on the foreign languages they know.

Understanding others is easier for people who speak the same foreign language such as English for the most cases. But, what happens with those who do not share or speak the same? Here is where the job of an interpreter comes to stage. Contrary to translation of written texts, the spoken language the interpreters work with generally implies the physical presence and direct participation of them in any communicative act as linguistic and cultural mediators (Darias, 2006, p.114)

The present research study is based on four arguments, which deal with the legal status of the profession, the lack of interpretation-based programs, the skills of the interpreter based on international standards and the problems they face when developing their job.

1.4.1 The Legal Status of the Profession in Colombia.

In Colombia, although there are interpreters who work with indigenous languages, sight language and even though there are more than a thousand official translators who offer their services in languages as English, French, Japanese, Korean, German and who legally speaking serve as translators and interpreters given the Decree-law 382 and the Decree 2257, Quiroz, Gomez & Zuluaga (2015, p.35) state that little is known about them (as interpreters), even when they are the ones who can be trusted in terms of immigration processes and any foreign language-related procedure aiming at obtaining state recognition. Likewise, Gile (1995b, p.2) argues that titles such as “conference interpreters”, “court interpreters” or “community interpreters” are not

protected by law or regulations in many countries. In this case, Colombia is no exception. The Colombian legislation does not seem to have clear laws that regulate the work of interpreters and the laws that regulate the profession of translators fall short in making the profession stable and commercially visible. Quiroz et al (2015, p.2).

Our country counts on the Norma Técnica Colombiana NTC5808 from Icontec, which defines and describes translation services. It covers the translation process, as well as other aspects regarding the provision of a service, including the quality and traceability insurance. Although this norm is designed so translation service providers and their clients can count on a series of requisites and procedures to satisfy the needs of the market, this norm is not intended for interpretation services. Thus, only a handful of regulations dealing with the profession of interpreters can be found.

Mostly, those laws were established by governmental organization such as Administrative Department of Security (DAS), la Fiscalía General de la Nación and Migración Colombia where the work of an interpreters is required. Therefore, among them, there is the Decree 4060 from October 31st, 2011, which in its first article establishes the nomenclature for the role of interpreters in the Administrative Department of Security and which is applicable in the Fiscalía General de la Nación. Likewise, the Decree 4070 from October 31st, 2011, which removes the job of interpreter from the Administrative Department of Security (DAS). Another decree is the Decree 4064 from October 31st, 2011 in which the nomenclature for the role of interpreters is established but, in this case, applicable in the processes within Migración Colombia. The Decree 2759 from December 28th, 2000 adopts the staff members of the Administrative Department of Security stating that the functions of this department will be performed by the interpreters. Lastly,

the Decree 4503 from November 19th, 2009 in which it is decided that any female refugee in the territory has the right to be accompanied by female interpreters in requesting their refugee status.

Internationally speaking however, the ISO as the most recognized organization for standardization in the world has published more than 20000 international standards, which cover all industries. Interpreting is no exception. Thanks to the ISO standards on interpreting the profession of interpreters enjoys a sense of control and standardization when talking about performing their job.

Under the technical committee ISO/TC35/SC5 Translation, Interpreting and related technology, four out of the eight standards or projects in it deal directly with interpretation such as the ISO 2603:2016 that states the requirements for building and renovating permanent booths for simultaneous interpreting in new and existing buildings; the ISO 4043:2016, which provides requirements and recommendations for the manufacturing of mobile simultaneous interpreting booths; the ISO 13611:2014, where some criteria for community interpreting is established. The recommendations in these standards try to ensure the best quality in community interpreting. Finally, we can find that the ISO 20109:2016 establishes the equipment needed for simultaneous interpreting.

In this matter, it is worth mentioning that there are nine standards or projects which are currently under development. Six from those standards directly concern interpreting in different forms going from general requirements and recommendations for interpreting services, requirements for quality and transmission of simultaneous interpreting, legal interpreting, medical/healthcare interpreting and requirements in conference systems.

1.4.2. The Academic Status of Interpreting in Colombia

If the picture as for the legal status of the profession is not clear, the academic aspects of the profession are no contrasting point. Only a handful of universities offer programs where any kind of training in interpreting is included. The curricula of most of these programs do not include any kind of training in interpreting since obviously their focus is translation and research and not interpretation. The only three exceptions are the program in Translation in English-France-Spanish at the University of Antioquia, which offers a two-level-optional course in interpretation which changes the mode of interpreting every semester (going from consecutive to simultaneous to in sight translation); the Master in Translation from the University of Antioquia, which offers training courses for interpreters as optional courses and the Master in Translation and Interpretation from the Universidad Autónoma de Manizales.

The fact that the first is an optional subject which means that the student is free to stop attending it and that the latter contains half of the training in translation and of a very theoretical basis (Gile, 1995b, p.8-9) which serves to its research approach does not seem to be the best scenario for training interpreters in our country.

Contrasting these with European programs, it is possible to find universities such as the University of Geneva, in Switzerland, where students train in Consecutive and Simultaneous Interpreting in order to become conference interpreters; the University of Bath which offers a postgraduate program in language studies, where students work around Consecutive and Simultaneous Interpreting in four language combinations and Heriot-Well University in Edinburgh, which offers interpreting studies in the second year of its B.A in Languages, both in Great Britain; the University of Paris III- Sorbonne, in France. In this university students train in Consecutive, Simultaneous Interpreting, as well as Sight Translation; the University of Leipzig with the Master of Arts in Conference Interpretation which includes Simultaneous, Consecutive,

Liaison and Whisper Interpreting; the University of Koln and the University of Heidelberg which aim at providing students with the necessary skills for consecutive and simultaneous interpretation, in Germany just to name a few. On the other hand, the Middlebury Institute of International Studies formerly known as Monterey Institute of International Studies within the Middlebury University, in the United States offers programs both in Translation and Interpreting.

After contrasting this information, what is being done in our country in terms of training interpreters is it not perceived as enough since in the majority of the cases these universities devote postgraduate programs solely to giving some basic and shallow information regarding the different types of interpreting modes leaving aside any actual interpreting training.

1.4.3. International Standards for the Skills of the Interpreter.

While being trained in any kind of sport, the trainee is expected to acquire and develop certain types of skills, thus in interpreting training it is expected the same from the ones who aim at becoming an interpreter.

Organizations like the United Nations establish a series of standards based on the skills an interpreter should have. They are intended for the ones who wish to work in those organization one day. As stated in its webpage:

A wide-ranging knowledge of world affairs, subjects (including technical terms) and United Nations processes is essential for all interpreters. They must, in particular, master the specific vocabulary (or jargon) of the Organization... Interpreters must be able to comprehend every imaginable accent, in addition to coping with issues of speed and style. Moreover, interpreters must find proper cultural equivalents and take

cultural context into account. A thorough knowledge of both language and culture is thus required.

The International Association of Conference Interpreters (AIIC) states some important aspects being a good level of general education, a lively and flexible intellect, analytic capacity, the ability to put themselves in the minds of the people for whom they are interpreting the most important. Likewise, they establish other skills such as a high level of concentration, a good memory, having a pleasant voice and good diction and being physically and mentally robust. Now, it is evident that the characteristics given above can be classified into linguistic and non-linguistic skill taking into account features such as having a pleasant voice and others.

By the same token, Seleskovich (1989: 228-229) (as cited by Ortega, 2010, p.4) states that interpreters need enough linguistic knowledge in order to learn how to interpreter. The author also highlights that interpretation students must undergo a personal linguistic mastering related to the acquisition of knowledge. However, not only the linguistic competence is evident in the training and performing of the profession; skills such as note taking, which help the interpreter to memorize facts such as dates, numbers and names, allowing them to concentrate in doing an active listening (Rebullida, 2012, p.14). According to Lobato & Vanhecke (2009, p.2) the aim of note taking in consecutive interpreting must be illustrated by means of graphs. Memory comes along with note taking, as Kriston (2012, p.79) establishes that if the interpreter does not possess a trained memory to recall the information that needs to be transmitted, the linguistic competence is insufficient.

Based on the profiles from those important organizations and the theories included, one should expect that qualified interpreters manage linguistic skills as the complete understanding of their working languages as well as skills that do not fall into that category as concentration,

memory, an appropriate tone of voice to name some. This evidences how accurate and qualified these professionals must be if they pretend to be part of the interpreting staff at any organization that requires such services.

1.4.4. Difficulties in interpreting

Even though it is a fact that interpreters must acquire and improve those skills, it is also evident that mistakes are present during the interpreting job, which are directly related to the skills they should manage. Thus, Portillo, Visintin, & Baruch (2009, p.487-488) state that interpreters face a low level of listening comprehension, ignorance of the topic and terminology, memory and note taking problems in consecutive and simultaneous interpreting.

About this matter, Perez-Luzardo (2005, p.3-84) identifies two phases in the interpreting exercise – in which the problems mentioned previously are seen – as the comprehension phase and the production phase. During the comprehension face, the common problems are understanding the information, pauses, differentiation between relevant and secondary information and non-verbal communication. On the other side, during the production face trouble with terminology choice, coherence, syntactic reformulation, intonation, speed, synthesis, omissions and additional information is evidenced.

Furthermore, Kornakov (2000, p.242) argues that one of the main problems with training interpreters is the lack of qualified trainers who often than not prefer to work as professional interpreters rather than teachers as their remuneration is higher.

With this in mind, it is natural to infer that the difficulties that interpreters face when doing their job might affect their status a language mediators.

In this way, the establishment of the current status of Interpreting as a profession is viewed from four different perspectives. These perspectives or reasons permit the research process to focus on unveiling and delimitating the research subject, taking into account the need to count on professionals with the necessary skills to cope with the exigencies of the globalized world.

1.5. BENEFITS (EXPECTED RESULTS) OF THE RESEARCH

Given the fact that this is the first research oriented to interpreting in Colombia, what is expected to result from this thesis is the unveiling and establishment of the professional profile of interpreters in Colombia based on socio-demographic factors, their academic background as well as their professional development.

Nonetheless, this research project pretends to impact universities in Colombia regarding the construction of their curriculum and the decisions that must be made based on the unveiled academic profile of interpreters. In the same way, political decisions towards interpreting studies, the interpreting profession regulation, academic trends and so on are expected to be positively affected with the results of this research.

Likewise, this outcome could serve useful for reflecting upon processes directly connected to Interpretation Studies. They could be a reference for future research on this field if we take into account that, as explained deeper in the Rationale, at a national level there is a lack of research on interpreting.

1.6 DELIMITATION AND LIMITATIONS OF THIS RESEARCH

1.6.1 Research delimitations

This research is part of the academic and investigative processes within the Master in Multilingual Communication and Knowledge Management from the University of Pamplona. However, the impact of this study reaches a special sector of society as the participants are Colombian professional interpreters, interpreting students and an interpreting teacher. It is important to highlight that the development of this research was done in a period of two years, therefore four stages were established, each one focused on building a different chapter in the research.

1.6.2 Limitations of the project

It is natural to expect a series of limitations as to the research process itself. Mostly those that hinder the collection of the data. Notably, one can encounter an insufficient number of participants given the usage of the instruments – explained better in chapter 3. Nevertheless, this research is the first one in Colombia on Interpreting trying to show the most possible comprehensive picture of interpreting studies in our country.

CHAPTER 2

RATIONALE

INTRODUCTION

The purpose of this chapter is to revise the state of the arts of interpreting, which deals with establishing the current status of interpreting as a profession in Colombia.

In the section dedicated to the State of the Arts, the reader will find a number of studies conducted around interpreting. Research studies focused on the pedagogical field in this profession, its impact in other fields, or the skills of the interpreters among others are included in this section. Likewise, studies about the profession of interpreters are also mentioned.

With regards to the Theoretical Basis, this section includes two main categories which account for the major aspect of Interpreting covered in this study: the professional aspect of the subject. Along with that, there is a definition of the most important types and modes of interpreting. Therefore, in the first category, the theory of professions is established in order to determine our own reality. Additionally, the conditions that allow an occupation to become a profession are included in the first part. In the second category, as mentioned before, the types and modes of interpreting are its main focus as it is important to note that they also constitute the markets where interpreters work. Therefore, mentioning them helps with what will be explained in the discussion section.

2.1. RATIONALE

Talking about research on interpreting, there are several points to highlight about this profession. Firstly, Gile, (1995a, p.15) states that interpreting teachers began reflecting upon their practice prior to the interest of psychologists and linguists. He prominently mentions the work of Herbert (1952) and Rozan (1959). By the same token, Interpreting Studies research frequently includes the involvement of people “other than academics, be they interpreters, primary participants or other stakeholders of an interpreted event” (Wurm & Napier, 2017, p.102). What the previous theories show is the great interest that interpreting has arisen in a diverse research audience allowing it to be more and more explored every day, resulting in a variety of research studies from different corners of the world.

Over time, the number of research studies developed around different types and modes of interpreting such as conference interpreting raised dramatically going from 180 studies in the decade of 1980 to a little more than 1000 in the 1990s. Moreover, the geographic extension and impact of these studies has raised as well, given that in 1970 Germany, France and Switzerland were the biggest producers of these interpreting-focused researches. By 1990 these investigations were conducted all over the world (Gile, 2000, p.2).

However, not only conference interpreting has been subject of research studies, Vargas-Urpi (2017, p.88) argues that “research into public service interpreting (PSI), also known as community interpreting, has multiplied and diversified over the past ten years. Different kinds of studies have explored issues such as the role of public service interpreters, accuracy and deviations in their renditions, or primary participants’ views and expectations of PSI, to name but just a few”.

Moreover, Pochhacker, (1995, p.21) argues that during the decade of 1990 interpreting studies became a growing, more global discipline since there has been a noticeable increase in the output of writings and research studies around this field.

What the previous theory accurately reflects is that there has been a growing interest in researching around interpreting ever since it became a necessity for anyone who wishes to understand the underlying process that influence the establishment of relations among people from different linguistic realities. What is more, this type of research is not only carried out by them, but by other type of professionals as psychologists.

We can notice then, that among the many research trends that are developed every year about Interpreting, the subjects are varied. On one hand, we can find studies devoted to analyzing the necessary skills regarded in the interpreting process as Moser-Mercer (1997; 194) (as cited by Arumi, 2012, p.813) states that “research that is conducted on the interpreting process needs to go further, addressing not only the knowledge structures but more particularly, the dynamic nature of their application during the interpreting process”. Therefore, one can assume that the studies mentioned below succeed at providing a scope of elements that are supposed to be within this dynamic nature.

Notably, Ortega (2010), conducted a research study entitled *Análisis de las destrezas básicas de los intérpretes según las necesidades de mercado*, which took place in Spain. The principal objective of this research was to elucidate the skills that a person should have to be an efficient interpreter. By means of a questionnaire, the researcher expected to gather information about the educational level of the interpreters as well as their present labor situation. This instrument was applied to seven professional interpreters; six of which were completed online and the last one became an interview as it was possible to set a meeting with the participant.

From the findings and conclusions, the researcher was able to propose a master level curriculum based on the consecution of the skills that were analyzed along the study. Among the conclusions the author set, it is mentioned that the interpreters must manage at least the linguistic and cultural skills, there are weaknesses in the current offered curricula as there is no emphasis in the current matters such working with topical issues, voice training, among others; the fieldtrips were made mostly in the private sector and were not focused in the private labor market.

Following the previous study, we can find a research study entitled *El perfil lingüístico de los aprendientes en el aula multicultural de interpretación en los servicios públicos. Un modelo de análisis* conducted by Verdageur (2012). In this way, the main objective of this study was to analyze the linguistic profiles of the students of interpretation in the public services. The purpose of analyzing those profiles was to utilize that information when establishing a curriculum in the ISP (Interpretación en los Servicios Públicos) training which could respond to the students' needs. In order to get to that point, different research approaches on interpreting were analyzed, including the sociocultural and the psycholinguistic approaches. Several didactic proposals for the interpreting teaching process were considered as well. Lastly, the researcher studied the linguistic profile of the interpreters who work in the public service sector. In order to analyze the latter, it was necessary to revise research studies in neuroscience. Then, the author defined the concept of linguistic profile based on the different categories of bilingualism and designed a model for the analysis of those profiles. The linguistic profile that the researcher established includes the age of acquisition of the mother tongue and the second language, the learning context, the frequency and use of the working languages, the academic background and possible migrations. In this way, the author established that the profile must be compound, coordinated and subordinated.

During the data collection process nine students from a course of interpretation in the public services participated in the research. They were part of an experiment that consisted on two parts. In the first one, the participants filled in a questionnaire consisting of closed questions about their linguistic and cultural background, the type of bilingualism according to the information processing and learning process in an ISP course. In the second part, an online interview was administered where the participants answered questions having in mind the proposed linguistic profile analysis model.

Furthermore, Medina (2014) conducted a research study entitled *Análisis del proceso de toma de notas en interpretación consecutiva*. The main objective of the study was to analyze various note taking proposals in consecutive interpretation along the 20th century using the note taking skill of two groups of participants. In this research, after stating theoretical aspects of the note taking skill, it was possible to count on the participation of active professional interpreters and interpreting students who contributed to the study by proving their notes during consecutive interpretation exercises. Therefore, after comparing them, the research argues that an evident deficiency between professional interpreters and students' mastery of note taking in consecutive was present. Due to the factor of experience, it was seen that professional interpreters are able to analyze and synthesize when taking notes. It is worth mentioning that the researcher also explains that the professional interpreters who participated in the study had 20 years of experience in the field which helped them to assimilate and analyze all the techniques related to consecutive interpretation. On the contrary, it was evident that there is a lack of resources to represent ideas in the interpretation students by means of symbols which affect other phases of the interpretation process. Besides, there is a lack of strategic methods to take notes. Through the analysis of the interpretation trainees, the researcher found that professional interpreters manage an established

note taking system while trainees do not. This system allows them to determine which technique to use in every moment.

While the previous research study focused on skills in consecutive interpretation, Cabrera (2015) aligned hers entitled *Bilingüismo (francés / español) en la interpretación simultánea: ¿ Son las habilidades inherentes a la condición bilingüe idóneas para la interpretación simultánea?* to simultaneous interpretation. Particularly, she studied bilingual skills of interpreters in SI that optimize or harden their job. In order to carry out the research Cabrera followed a two-step methodology: first, she developed a document analysis where it was possible to establish determined concepts which focus on the understanding of bilingualism and clarify the needed competencies to guarantee the quality of the interpreter's job. In the second step, an empirical study was conducted in order to obtain qualitative conclusions. To do that, questionnaires were designed to collect data. They were implemented with bilingual and non-bilingual interpretation students. Thanks to the questionnaires the researcher was able to gather information related to each student's personal language learning process and the way both linguistic codes are applied in simultaneous interpreting. The results showed that being bilingual does not assure having the complete skills for interpreting. It was also found that different types of bilingualism take advantage of it.

From a different perspective, we can count on research studies devoted to inherent aspects of interpreting.

In this matter, Ersoz (2013) conducted a study entitled *L'enseignement De L'interpretation Consecutive: Une Etude De Cas Turc-Français* whose main objective was to describe and analyze the problems that interpretation students face when training in consecutive interpreting working with French and Turkish as their working languages. By having

undergraduate students taking interpreting training programs as participants the author aimed to know whether the teaching of basic principles and techniques of consecutive interpreting was possible. The corpus consisted on “notes taken in consecutive interpreting class and retrospective interviews with students”. Also, the research included the analysis of the way they face them. As results, the students showed an evident progression in their performance. This progression is part of the know-how of a professional interpreter.

In 2011, Opdenhoff developed a research study entitled *Estudio sobre la direccionalidad en interpretación de conferencias: de las teorías a la práctica profesional*. This research aimed at analyzing and delimitating the direction in the professional practice of conference interpreters. After the presentation and discussion of the literature on directionality, which constitutes the first part of the study, the researcher developed an empirical research. By means of an online questionnaire applied to professional conference interpreters, the second part of the research consisted on approaching to the factors described in the first part from quality and cognitive processes to the implications of the interpreter’s working language choice, the communicative situation the interpreting exercise is involved or their personal and professional profile.

One third trend that is included in this section is the one that deals with studies focusing on the pedagogical aspect of interpretation training.

Firstly, Perez-Luzardo (2005), developed an experimental research study entitled *Simultaneous Interpreting Didactics*, whose main purpose was to contribute to the field of Simultaneous Interpreting didactics by applying a system of exercises in the training of simultaneous interpreters and its repercussion in the development of needed competences for a successful simultaneous interpretation. The experimental part of the research was carried out in the Translation and Interpretation Degree in the University of Nueva Granada having three

groups of subjects. The first one was a group of thirteen students attending the course called *Prácticas de Interpretación Simultánea: Alemán*. The second group was conformed by six students from the annual class entitled *Técnicas de Interpretación Simultánea B/A: Alemán* and the third group was formed by six students from the Master Degree in Conference Interpretation from the University of La Laguna.

As results, the researcher found that the system of exercises that were applied with the three groups were perceived as accurate and efficient given that most of the students showed progress in their interpretation performance thanks to the results of the evaluation they underwent during the experiment.

The research entitled *Consecutive Interpreting Training in Groups of Foreign Students by Means of LCT and ICT Technologies* conducted by Tikhonova et al (2015) focuses on teaching consecutive interpretation by using linguistic computer technologies (LCT) and information and communication technologies (ICT) taking into account the Chinese- English pair of work languages. Taking place in the Tomsk State University this study had two groups of participants: one experimental group with six students and one control group with four students. The participants were students from the “Translation and translation” major and who were studying Chinese as a foreign language.

By means of several technological tools such as Moodle, MOOC, tag cloud, Scratch and campus courses, the students worked on exercises related to problems formulation, memorization, translation and repetition of words, sentences selection and interpretation, among others. As results, it was found that the use of the mentioned ICT and LCT technologies allows the creation of an academic environment that permits the student to develop the professional

competency that a consecutive interpreter needs. Besides, it was found that virtual classes and workbooks make “learning more accessible, interesting and efficient”.

Likewise, Vanhecke (2008) contributes to research studies on interpreting with two researches, which are devoted to teaching consecutive and simultaneous interpretation based on a series of exercises specially designed for each mode. These exercises are based on pedagogical principles that guide the training in this profession.

Thus, the aim of the research study regarding simultaneous interpretation was to delimitate the cognitive processes that can be influenced by means of didactic stimuli and to systematize the results of the study in the form of didactic units for simultaneous interpreting teaching in the Spanish universities. Conducted in 2008, this study counted on the participation of students from the third and fourth courses of the Translation and Interpretation degree in the Centro Universitario Cluny-Iseit.

In this way, as Pochhacker (2010, p.9) states, it is necessary to foster research that can be readily applied to improve didactics and through it, performance. The above research studies show how versatile research in this field is, ranging from empirical to bibliographic researches which contribute to a better understanding of interpreting as a profession.

Sadly, when surfing through different databases specialized on translation and interpretation such as Meta, Babel, The Interpreter’s Newsletter, Target, Ikala, among others, it was extremely difficult to find research studies on interpretation at a national level. The studies mentioned above were carried out in different countries especially from Asia and Europe.

2.2. THEORETICAL FRAMEWORK

2.2.1 The Sociology of professions.

In order to understand the research subject of this study, it is indispensable to discuss around the theories about the professions in terms of how we can define it and the conditions that allow an occupation to become a profession. In this way, the debate on whether those conditions are present in our country or not is found in the results section of this study.

In 1978, Klegon wrote about the tendency of questioning the utility of taxonomic attempts at constructing lists designed to differentiate professions from non-professions. By arguing why the taxonomic approach was not accurate, the author lists a series of definitions of “professions” emphasizing that they have persisted over the years despite not reaching a common point, but instead failing at proving how factual their lists of characteristics are.

If we take into account that this theory was stated several decades ago and that Barber (1963, p.671) (even more decades before) stated that there is not a definite definition of a profession, one can assume that by now that definition has being established. For the sake of this research, it was necessary to search for a definition or attempt of definition in order to contextualize the professional status of the interpreter in Colombia and identify the aspects that are accomplished according to our reality.

Therefore, the definition of Cruess, Johnston & Cruess (2010, p.75) suits the interests of this study. According to the authors, a profession is:

An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is

used in the service of others. Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society.

Even when the term “occupation” is used at the beginning, the attributes given to it support the idea that if an occupation fulfills those criteria, it will indeed become a well-established profession. Another reason to choose this theory is that its elements are directly related in some extent to some problems that professions face from a sociological standpoint (Barber, 1963, p.669-688) and that provide the theoretical support of the second part of this section. With decades apart, these authors managed to agree on several points that could serve useful when establishing the present status of Interpretation as a profession.

Therefore, about interpretation as a profession, in the conclusions of his research on the translator and interpreter perception of their own world, Katan (2009, p.84) stated that their profession was still an occupation rather than a profession given several factors. On one hand, there is their awareness on their lack of social recognition and on the other, the apparent lack of awareness regarding professional autonomy and the need for a recognized body of T/I knowledge or professional certification.

The results of this study do not show a positive nor a negative reality of interpretation as a profession, even when they only refer to a specific group of interpreters. They rather show a realistic vision of it given that compared to other professions such as that of medical doctors or

lawyers, interpreters acknowledge that their profession established as such in the previous century.

Google Ngram Viewer is an electronic tool that displays a graph showing how the phrases that people look for have occurred in a corpus of books (e.g., "British English", "English Fiction", "French") over the selected years. Therefore, the claim that Interpreting as a profession differs in terms of recognition from others such as Medicine is evidenced in the number of mentions in books when one types the word “interpreting” on the search bar of this tool taking the number of mentions from 1940 to 2017.

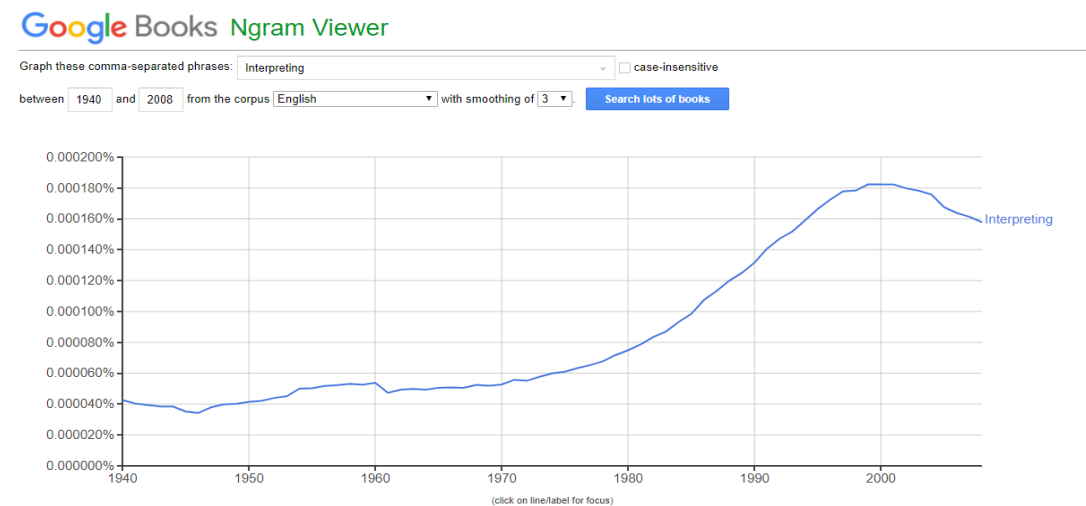
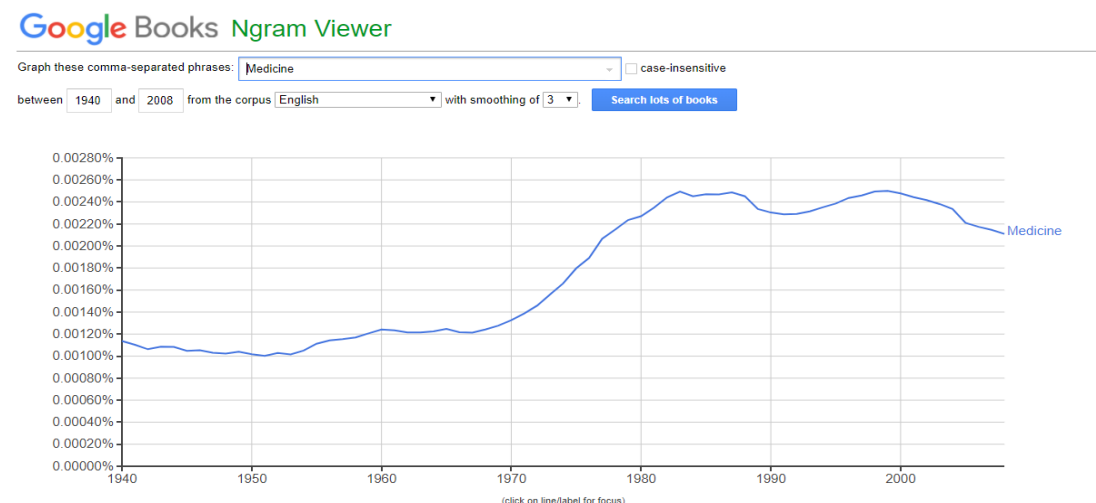


Fig. 1. Number of mentions of the word “Interpreting” in book from 1940 to 2017

Fig 2. Number of mentions of the word “Medicine” in books from 1940 and 2017

When looking closely at to both charts it is possible to see that from the very beginning, (1940) Interpreting shows an enormous disadvantage over Medicine. In the same year,



Interpreting statistics show a 40% incidence in books, while the other profession shows more than 100% of incidence. Next, following the number of mentions in the charts one can see that even when 1999 was a prosperous year for Interpreting by reaching more mentions than Medicine, nowadays the latter accounts for more than 220% of mentions in books. On the contrary, Interpreting is left behind with a little less than 160%.

In this way, it would be interesting to discuss what influences an occupation to the point to not being able to transcend into a fully established profession. About this, Barber (1963, p.669) talks about six problems that professions in all societies face. It is essential to look at these problems closely, as they represent drawbacks for this occupation as seen in the first chapter.

The first problem he mentions deals with social sources of concern with the professions. In this part, he mentions the moral concerns on the conflict between individual interests over community interests. Applied to interpreters, Hong (2013, p.210-220) states that the ethical position of the interpreters is considered irrelevant which leads interpreters to use a code of ethics to define their position as a form of framing. By means of that code of ethics, interpreters reflect their ethical position regarding delicate matters as illustrated by Hong when talking about a case where an interpreter was asked to be flexible with politically delicate questions, to which the interpreter used this form of framing. Thus, one can infer that the work on interpreters lies somewhere between the two, given the fact that they are able to state the ethical position using their own code of ethics and at the same time dealing with the requests of the employer. Bearing this in mind, the debate now lies on whether Colombian interpreters work in contexts where their ethical position is tested and therefore use this form of framing to deal with the situation.

The second problem that professions face is that there is not a definite definition of the professions (Barber, 1963, p.671). According to this author, this definition depends on the

professional behavior of people. This behavior is based on three attributes as a high degree of generalized knowledge, collective interest over individual and social control. If we remember, the results of the study conducted by Katan (2009, p.84) showed a lack of interest in building up a body of Translation and Interpretation knowledge. By the same token, Pym (2012, p.6) argues that in the case of translators, they should translate to promote cooperation, using a mixture of abstract and historical ethic approaches. In this item, the interpreter's job is expected to accomplish the three attributes above. In the same way, the characteristics included in the definition of profession mentioned earlier are aligned with those of Barber (1963, p.671) in this item.

The role of the university professional school represents another downside for professions, as for Barber (1963, p.674) almost all the professions that have established over time are located at the university level. However, when those well-established professions are not at the university level, an institution that approximates one is sought. Thus, talking about the academic angle of interpreting, for Pochhacker, (2010, p.2) it has been accepted that interpreters' education should take place at university level. By the same token, the objective of training interpreters is to provide students with professional knowledge and abilities to ensure their autonomy and capacity to interpret at the end of their training (Zidar, 2012, p.113). In this case, interpreting deals with a difficult challenge at a national level as it was evident in the previous chapter that Colombia lacks universities and institutions that offer what a future interpreter needs.

Emerging professions (Barber, 1963, p.676) that are not high nor low in two attributes of professionalism – generalized knowledge and community orientation – such as library work, social work, pharmacy and accountancy are becoming more professional claiming public recognition making this another inconvenient for interpreting. Taking into account that for Quiroz

et al (2013, p.19) in the Colombian context it is not possible to see the profession of official translator and interpreter as a practice that requires social, labor and legal recognition and knowledge, this issue is evidenced in the conclusion regarding interpreters being aware of their lack of social recognition stated by Katan (2009, p.84) in previous paragraphs.

However, as it can be seen in our context, this lack of recognition is directed to official interpreters, therefore the inquiry that arises is if non-official interpreters face the same situation or if on the contrary, they are indeed recognized as having a well-fledged profession.

The last drawbacks that all professions have to deal with are the professional roles and organizational necessities and professionals and politics (Barber, 1963, p.678-685). About professional roles, according to this theory, autonomy is one essential attribute of the professional role since is directly related to the development of a body of generalized knowledge where they are the experts. Likewise, autonomy is also important for having an effective formal organization. However, the problem arises when conflicts between professional role and organizational necessities are evident.

After discussing the theoretical bases about professions and analyzing the chosen definition and the factors that do not allow one to fully transcend, one can conclude that it is essential to know or bear in mind the characteristics or features of “profession” in our context given the research subject of this study. Taking into account the influential forces above mentioned and the drawback in legal and academic terms, interpreting and interpreters might be facing a rough reality when it comes to performing their job. Nevertheless, this reality is evidenced in the chapter dedicated to the results and conclusions.

2.2.2 Types and modes of Interpreting in the market.

After defining what a profession is and the challenges that professionals face in every society, it is necessary to define the most important types and modes of interpreting given that they represent the different markets an interpreter works on as well as be related to academic matters around interpreting training.

Along the years and thanks to the establishment of Interpreting as a communicative need we can find different types of Interpreting and modes of Interpreting. Generally speaking, the most known types are conference interpreting, community interpreting (or public services interpreting), court interpreting, media interpreting and sign-language interpreting. Within the previous types of interpreting simultaneous, consecutive and whispered are the most well-known modes nowadays (Pochhacker, 1995, p.24; Jimenez, 2002, p.1)

As a first contact with interpreting, Shlesinger (1998, p.2) states that the term *Interpreting* refers to the production of oral output based on other-language input which may be either written (to be read) or unwritten (impromptu). Although the previous theory refers only to the term itself, a more profession-related definition is needed. Therefore, interpretation has mostly been viewed as a linear relationship between a speaker and a listener who do not share a linguistic code (Angelelli, 2000, p.580). Thus, it is evident that acknowledging that “language interpreting or interpretation is the intellectual activity of facilitating oral and sign-language communication, either simultaneously or consecutively, between two or more users of different languages” (Chen, 2010, p.714) is the main interest of this practice.

In addition, referring to what interpreters actually deal with during their work, Jones (1996) (as cited by Mikkelsen, 2009, p.2) argues that the interpreter has first to listen to the speaker, understand and analyze what is being said, and then resynthesize the speech in the appropriate form in a different language.

Moving on with the different types of interpreting, the first one to be addressed is Conference Interpreting. Thus, it corresponds in principle, to the substitution of a speech with a high formal and conceptual level in the source language with a speech in the target language which renders it integrally in the same high level (Gile, 1996, p.12). About this type of interpreting Kalina (2012, p.1) states that those speeches are uttered in international conferences where people do not speak the same language.

Something that differentiates conference interpreting from the other types of interpreting is the fact that it requires specialized knowledge, communication and terminology. About the specialized knowledge, Rodriguez (2003, p.95-96) defines it as the one that is generated consciously and in specific situations. Similarly, this type of knowledge is caused by specialists. Regarding specialized knowledge and communication (Budin 1994; Puuronen 1995; Meyer and Mackintosh 1996; Meyer, Eck y Skuce 1997; Pozzi 1999; Pilke 2001; Faber et al. 2007; León 2009, inter alia). (as cited in Faber, 2010, p.3) argue that they deal with conceptual organization and the elaboration of conceptual systems, about which there are abundant bibliographic references.

The second type is Public Services Interpreting, which takes place between the provider of a public service and a user of the same. They might not know neither the language nor the culture of the other, therefore the interpreter sometimes acts as a cultural mediator (Verdageur, 2012, p.19). This type of Interpreting is known by other names as community interpreting, ad hoc interpreting, and dialogue interpreting to name some (Jimenez, 2002, p.10).

On the other hand, referring to Court Interpretation, for Nartowska (2015, p.10) a court interpreter can perform several activities at the same time as facilitate communication in the courtroom, support legal processes and guarantee that the rights of people who speak a foreign

language are respected by being able to ask questions, having an effective defense, allowing the presentation of the case and permitting them to participate actively in the trial.

About Media interpreting, it is quite accurate to say that it has become a domain of research over time (Pochhacker, 2011, p.21) given that this type of interpreting has become recognized as a specialization in its own right, separating itself from Conference Interpreting.

Now that the main types of interpreting have been defined, it is essential to pay attention to the modes or modalities of interpreting such as Simultaneous, Consecutive and Whispered interpreting.

According to ASATI (Asociación Aragonesa de Intérpretes de Conferencias), Simultaneous Interpreting implies the transmission of a message to a target language at the same time of listening to it into the source language. In addition, Vanhecke (2008, p.39), states that because of the constrain of time in which the interpreter does his or her job, simultaneous interpreting is the most used mode in international congresses.

Consecutive interpreting is defined as the one where the interpreter listens to the whole speech or at least a substantial part of it and translates it when the speaker pauses. In this way, the audience can listen to the speech twice, the first time in its original version and the second time in the transformed version. (Vanhecke, 2008, p.39).

The theories mentioned all along the second chapter were chosen given their accurate relation with the subject of this research. Likewise, the first section of the theoretical framework reflects a little part of the real conditions of Interpreting in our context if we take into account that almost all the problems of professions are evident in Interpreting in other ones. What is necessary here is to confirm or deny this claim after analyzing the data.

CHAPTER 3:
METHODOLOGY

INTRODUCTION

Having established the main objective, the guiding questions and theories of this research study, delimitating the methodological process is the next step.

For Londoño & Castañeda (2010, p.246), after two centuries of evolution and earnest that characterize Social Sciences, it has being possible to define as its object of study the phenomena that surrounds men and women whose actions and theories cannot be generalized or widely corroborated under natural scientific authentication methods. This allows Social Sciences to be away from the conception of “natural science of the social”, and it invites hermeneutics to participate in its methodical construction and conceptual validation.

By the same token and without forgetting the social nature of the present study, Herrera (2009, p.1) argues that there has being a rising interest in disconnecting Social Sciences from Natural Sciences in the last decades of the 20th century. According to the author, there has being a new approach regarding the understanding of cultures, the past and present of the recent social phenomena since those theory systems reflect an acritical and ahistorical usage of concepts that were grounded in other contexts. Therefore, the previous theory proves to be accurate for subjects that were studied due to their social characteristics. Thus, it is understandable to think that one cannot assume and generalize that the profile of interpreters at a global stage is the same based on a particular case or context.

Along the third chapter, the reader will find methodological aspects as the adopted research approach, research corpus, research data collection instruments and analysis.

3.1 RESEARCH APPROACH

This research project follows a mixed research approach. One hand, it falls into the qualitative approach given that is “a form of systematic empirical inquiry into meaning” (Shank, 2002, p.3). By systematic the author means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Denzin and Lincoln (2018, p.10) claim that qualitative research involves an interpretive and naturalistic approach and the use of empirical material such as case study, personal experiences, life stories, interviews or cultural texts and productions allow the researcher to describe troublesome and routine moments and meanings in the lives of the participants.

One the other hand, for Pita & Pértegas (2002, p.1) a quantitative research tries to determine the association or correlation among variables, the generalization and the objectification of the results by means of a sample. Therefore, having a mixed research method means that the results of this study are analyzed both qualitative and quantitatively. Furthermore, following a mixed research approach permits the collection of both types of data given the essence of this study and the instruments chosen.

In order to accomplish the main research objective, this study takes on two research designs due to its nature and the context the subject matter of the studies delves. As stated in the first chapter, research on interpretation is a practice that has not been fully developed in Colombia, leaving researchers in this field with a void of national studies around this profession, therefore a case study is the foremost research design for this matter. For Ramirez, Arcila, Buritica, & Castrillon, (2004, p.104) this type of research makes use of description, interpretation, evaluation and takes the case as a research unit that can be studied in itself or in relation to another one. By the same token, Yin (2009, p.93) states that a case study is a form of

empirical inquiry whose purpose is to research current phenomenon thoroughly within its actual context.

Likewise, this study also favors an exploratory design given that the aim of it is to examine a subject or research problem that has not been studied enough. This means that the researcher has the possibility to decide for an exploratory design after revising the literature of the subject and realizing that there are vague ideas related to it or if the purpose is to inquire into a field or subject from a new perspective. (Sampieri, Fernandez & Baptista, 2010, p.79).

3.2 RESEARCH CORPUS AND SAMPLING CRITERIA

The first aspect that one should remember when selecting the sample is that the perfect sample size is the one that answers the research questions appropriately (Marshall, 1996, p.523). As the research subject of this study is Interpretation as a profession, active interpreters were part of the study. However, taking into account that one of the included aspects deals with the academic sphere of this profession it was essential to count on the participation of “interpretation students” and an interpretation instructor who is, at the same time, an active interpreter.

According to Marshall (1996, p.524) sampling requires not only taking into account the features of the participants or individuals, but also the “temporal, spatial and situational influences”. Following this idea, a judgment or purposeful sampling technique was selected for this matter. For Marshall, thanks to this technique the researcher is able to select the sample based on “developing a framework of the variables that might influence an individual's contribution and will be based on the researcher's practical knowledge of the research area, the available literature and evidence from the study itself”.

In this way, based on the theories and literature behind interpretation, the participants of this study in Colombia were chosen based on the following criteria:

- Be members of the ACTI and AIIC. In order to select the sample from the ACTI, a revision of the curriculums vitae of these members was established in order to know who has any kind of experience in interpretation.
- Be an official translator registered at the Ministry of International Relations. Contrary to the previous sample, there is no account of the curriculum vitae of these translators, however it was decided to include them in the study thanks to the evident bigger number of members.
- Be students of an Interpreting program or course.
- Be an active interpreter as well as interpreting instructor.

Although the students of the Translation program belonging to the University of Antioquia only work on interpretation in the form of a two-level optional course, they were part of the study thanks to the fact that the way they are trained in interpreting supports the academic variable of this study.

3.3 DATA COLLECTION INSTRUMENTS

In order to collect the necessary data it was essential to utilize different techniques and instruments with specific purposes. Therefore, in this case, an interview with an interpretation teacher and active interpreter as well as interpreting students, a classroom observation with the interpretation students and an online survey applied to professional interpreters were chosen as techniques and instruments to collect the needed data. Additionally, a document analysis related

to the curriculum of the programs mentioned in chapter 1 was also chosen as technique for this research.

It is essential to highlight that the interview with the interpreting teacher, the classroom observation, the interviews with students from the Interpreting course are the support for the results of the survey regarding the academic background of the interpreters. Thus, their analysis was done qualitatively in order to give more sense to the quantitative results of the survey. In the same way, some comments made by the interpreting instructor about her labor conditions are also useful when discussing the working reality of the professionals in this field.

To begin with, the interview is defined as a meeting with the goal of discussing and interchanging information among people: an interviewer and one or several interviewees (Sampieri et al, 2010, p.239-240). Likewise, Torres, Paz & Salazar (2006, p.13) state that it is possible to observe the reality of the interviewee, allowing the interviewer to annotate the words and answers as the interviewee utters them. The interpreting teacher was the subject of this interview, therefore it was decided to implement a semi structured interview. While a completely structured interview is essentially similar to a questionnaire and a completely unstructured interview “is more like a conversation”, the semi- structured interview deals with aspects from both structured and unstructured interviews as for the questions that are planned in advanced but “lines of inquiry will be pursued within it” (Blandford, 2013, p.23). By means of a semi structured interview, the researcher pretended to find information related to not only the professional and academic background of the instructor but also to know the pedagogical principles that guide her teaching methodology.

For Campoy & Gomez (2009, p.277) the participant observation allows the researcher to actively participate within the observed population. He or she integrates to it as another member.

Thus, utilizing the participant observation with the group of students from the University of Antioquia allowed the author of this study to feel part of the training process as it was possible to see firsthand the dynamics of an interpreting course. Using the participant observation aimed to the description of how the class develops taking into account the teacher's instructions and the class objective.

On the other hand, Torres et al (2006, p.4) state that a survey grants the researcher the opportunity to collect data about situations that cannot be observed. Consequently, applying this instrument with Colombian translators serves to be the most efficient method as the size of the sample is considerably big. By means of an online survey, the researcher pretended to compile information regarding demographic, academic and professional aspects of the participants. Thus, in the first part of the survey the participants answered questions regarding their age, gender, place of residence and place of origin. In the second part, they found questions about diverse academic matters which included the type of training they underwent including training in simultaneous and/or consecutive interpreting, terminology training, linguistic mastering, work on specific sectors and extra linguistic skills training. Lastly, they responded matters related to pragmatic aspects of the profession as their affiliation to any organization, working languages, labor sector, whether they are active interpreters or not, the mode of interpreting they favor and frequency of their job. After sending the survey to more than a thousand interpreters and translators, 57 responses were collected. In order to tabulate this data, it was necessary to use the software called Statgraphics.

3.5 DATA ANALYSIS PROCESS

Having in mind that this study follows a mixed research approach, the data analysis method that best fits in this case is triangulation as Okuna & Gómez-Restrepo (2005, p.119) state that this type of method allows the researcher to find patterns that converge among them and that can allow a global understanding of the subject of study in a qualitative research.

CHAPTER 4

RESULTS AND DISCUSSION

INTRODUCTION

The present chapter depicts the results and their discussion. Following the application of an online survey to collect the quantitative data and the implementation of the classroom observation and the interviews for the qualitative part of the research it was necessary to approach the analysis of it in two steps.

Firstly, the quantitative data was tabulated using the software Statgraphics considering the different variables found. Secondly, in order to analyze both the statistics and the rest of the data, triangulation was chosen as the data analysis method.

In this way, the reader will find that the qualitative information regarding the demographic, professional and academic features of interpreters as professionals is supported with the statistical graphics, which show the quantitative responses of the participants.

4.1 DEMOGRAPHIC RESULTS

The first part of this section is dedicated to the demographic results of the survey. In it, it is possible to find data related to the places of birth and residence of the participants, among other aspects.

4.1.1 Age

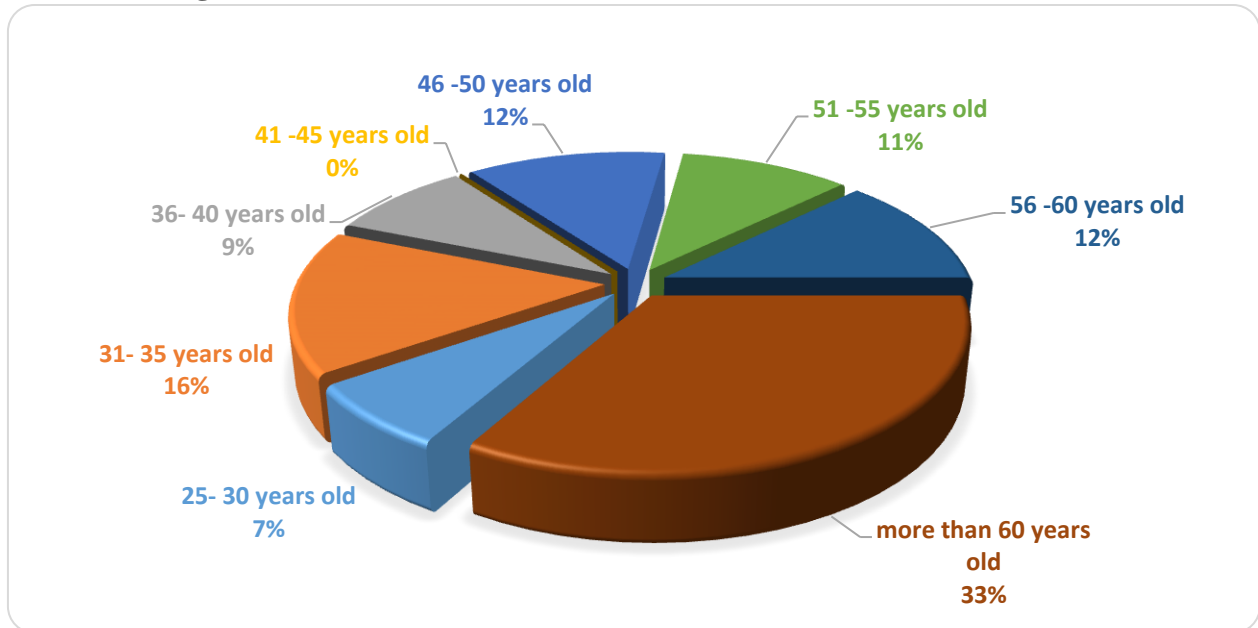


Fig. 3. Age of Interpreters

The figure above shows the age of the participants of the study. We can see that the group of interpreters who are more than 60 years old leads the statistics with 32,76%, followed in the second place by the interpreters who are between 31 and 35 years old with 15,52%. After them, we can find the groups of participants who are between 46 and 50 years old and between 56 and 60 years old share the third place with 12,07% each. Next, we have the group of interpreters who are between 51 and 55 years old. Lastly, the interpreters who are from 36 to 40 years old and 25 to 30 years old close this figure with 8,62% and 6,90% respectively.

As it can be seen, the majority of the participants belong to the last age group with more than 60 years old. Compared to translators, Quiroz et al (2015, p.12) state that the biggest age group is from 35 to 40 years old, therefore this leads us to believe that interpreting is an attractive profession for people who at that age are assumed to have already finished a bachelor degree, with the possibility to be undergoing or have undergone postgraduate studies.

4.1.2 Gender

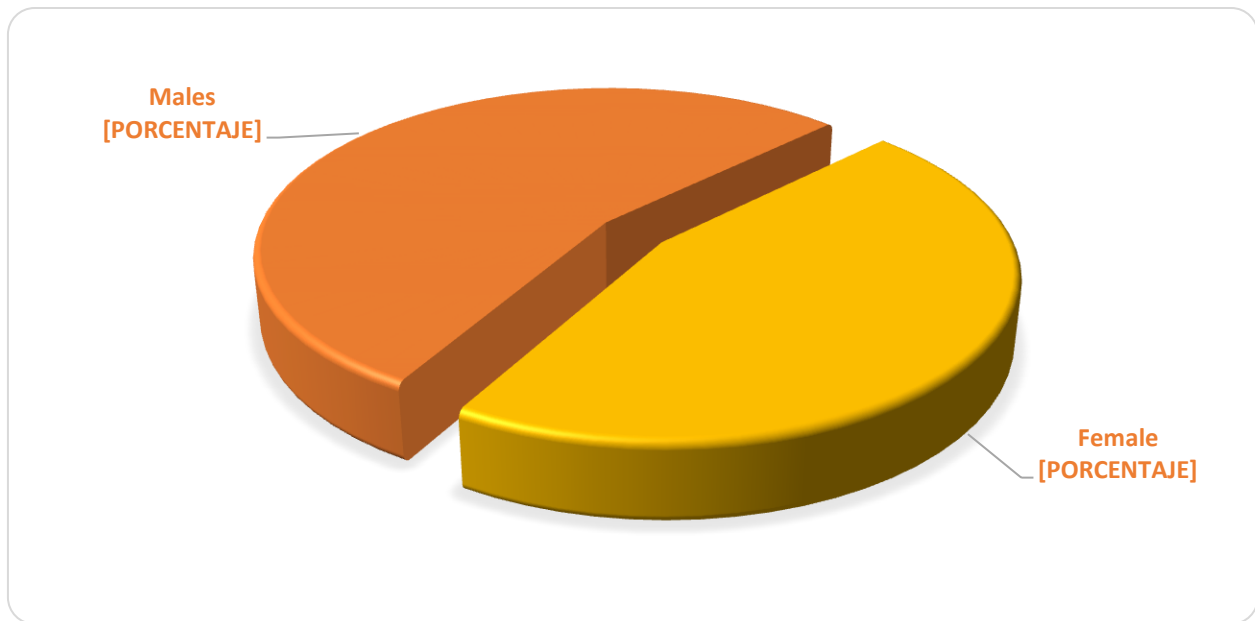


Fig 4. Gender of Interpreters

Talking about the gender of the interpreters, men lead the group with 54%. Women take the second place with 46%. When comparing this data with the biggest age group in the previous item we see that the majority of them are women. Therefore, one can assume that, as interpreting is a job that does not require office hours it is more appealing for women than for men as they can dedicate the rest of their time to other duties such as their family. However, this does not reduce the fact that Interpreting is a male profession in Colombia.

4.1.3 Residency

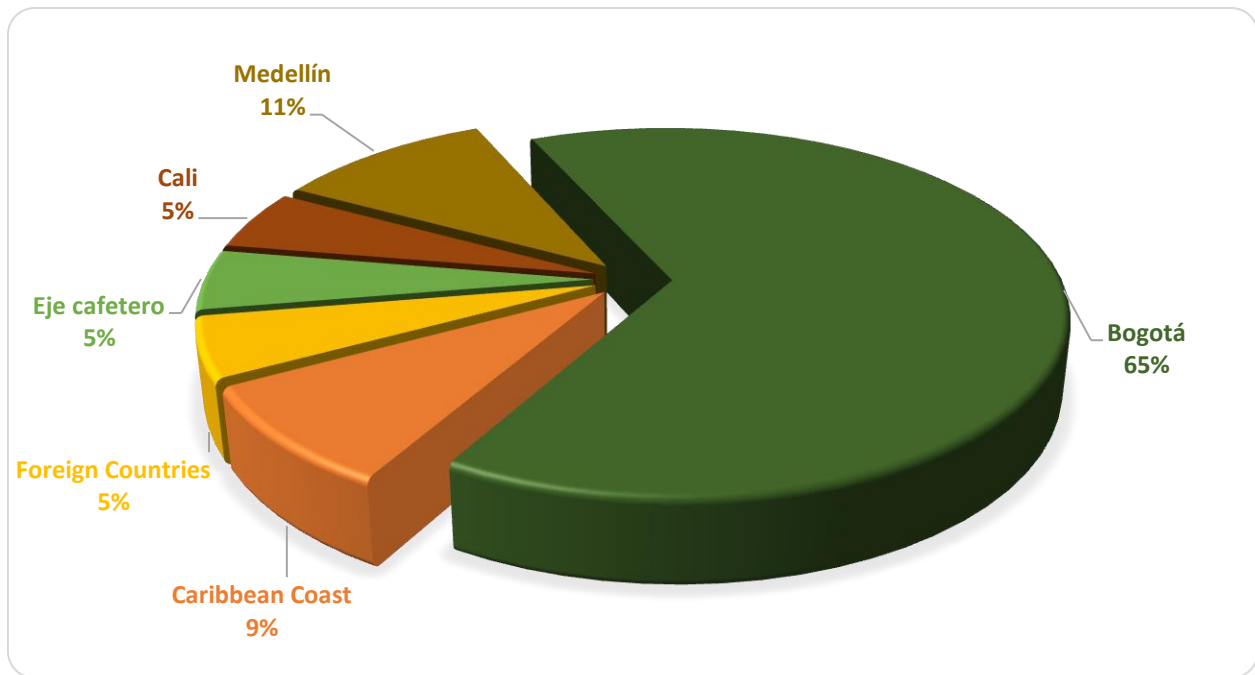


Fig 5. Residency of Interpreters

About the place of residency, Bogotá leads the group with 65% of the participants being located in the capital of the country. In the second place, we can find that Medellín follows the capital city of the country with a noticeable minor percentage: 11%. Next, there is the Caribbean coast, which comprises cities as Cartagena and Barranquilla with 9%. Lastly, Cali, the Eje Cafetero and Foreign countries close this chart with 5% each.

In this item, it is worth mentioning that as Bogotá is the politic, economic and even touristic center of Colombia, the professional activity of the interpreters is located there. The United States and Germany are the countries where some of the interpreters are living in the moment. Therefore, as they carry out their job in another country we can assume that this is because the working conditions are somehow different from here.

4.1.4 Birthplace

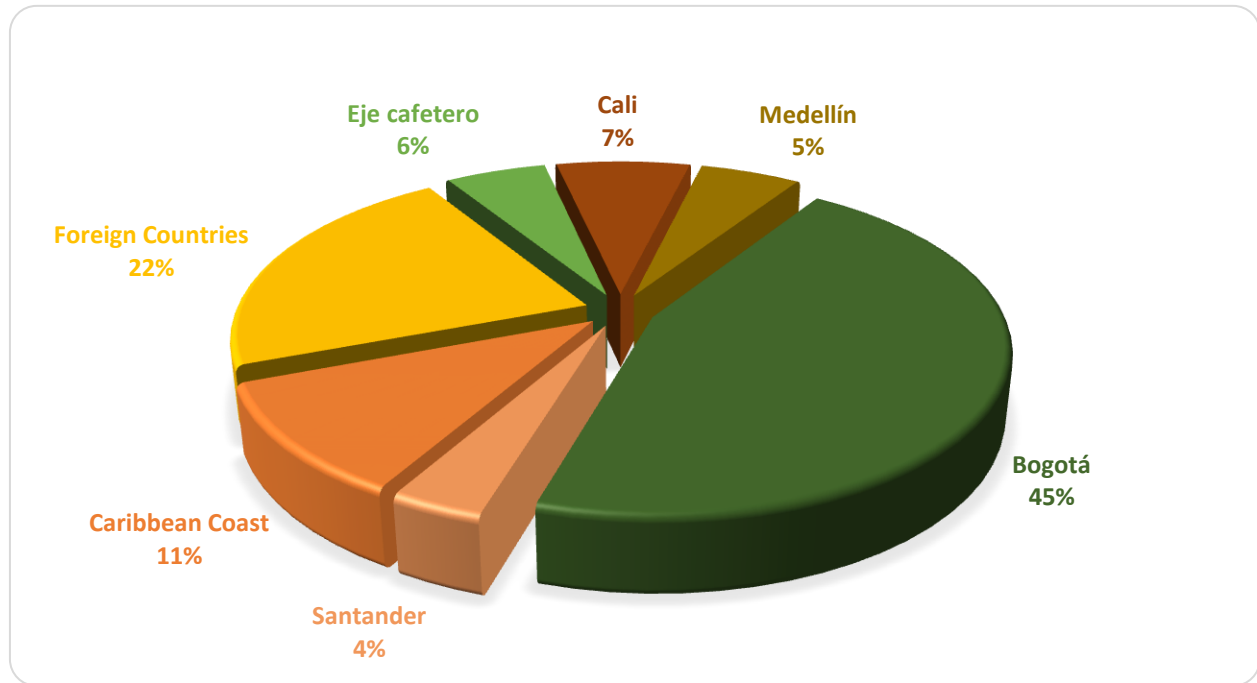


Fig 6. Birthplace of Interpreters

In terms of the birthplace of the participants, Bogotá keeps leading the statistics, this time with 45%. Next, we see that foreign countries such as Germany take the second place with 22%, followed by the Caribbean cities like Cartagena with 11%. Then, we can find that Cali shares 7% of the results, the Eje Cafetero with 6%, Medellín with 5% and lastly Santander with 4%. It is worth mentioning that for this question foreign countries take the second place, which shows that Colombia counts on foreign interpreters. If we compare this chart with the previous one, we can see that Bogotá leads both of them as being the birthplace and residency place of most interpreters in the country.

4.2 ACADEMIC BACKGROUND

In the second section of the results, we find the academic reality of interpreters in Colombia. These results were compared and nourished with the data gathered with the participant observation and the interviews carried out inside the interpreting course at UdeA.

4.2.1 Bachelor Studies

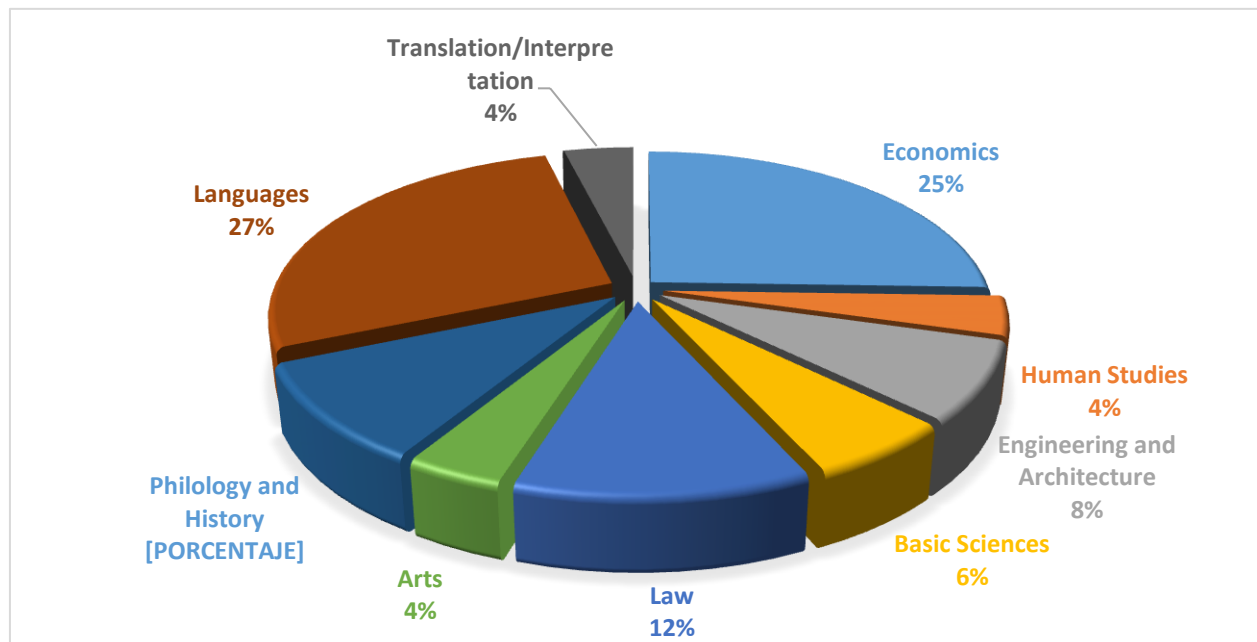


Fig 7. Bachelor studies of Interpreters

According to the Bachelor studies of the interpreters we can clearly see that most professionals obtained their degree on Economics with 25% of the population choosing this option. Then, there is the group of Language professionals with 27% where is evident the presence of foreign languages teachers. After that, there are the groups of those who have diplomas in Laws with 12%, in Philology and History with 10%, in Engineering and Architecture with 8%, in Arts, Human Studies and Translation/Interpreting each with 4%. The figure shows that the professionals on interpreting belong to the lowest group. Same as translators (Quiroz et al, 2015, p.12) in this field, interpreters also serve as such even when they have obtained

undergraduate diplomas in diverse fields. Likewise, bearing in mind that the students from the interpreting course belong to the undergraduate program on Translation it is possible to state that the majority of these professionals did not choose to study interpreting in the first place. They rather came to know this profession for their knowledge of foreign languages or job needs.

4.2.2 Postgraduate Studies

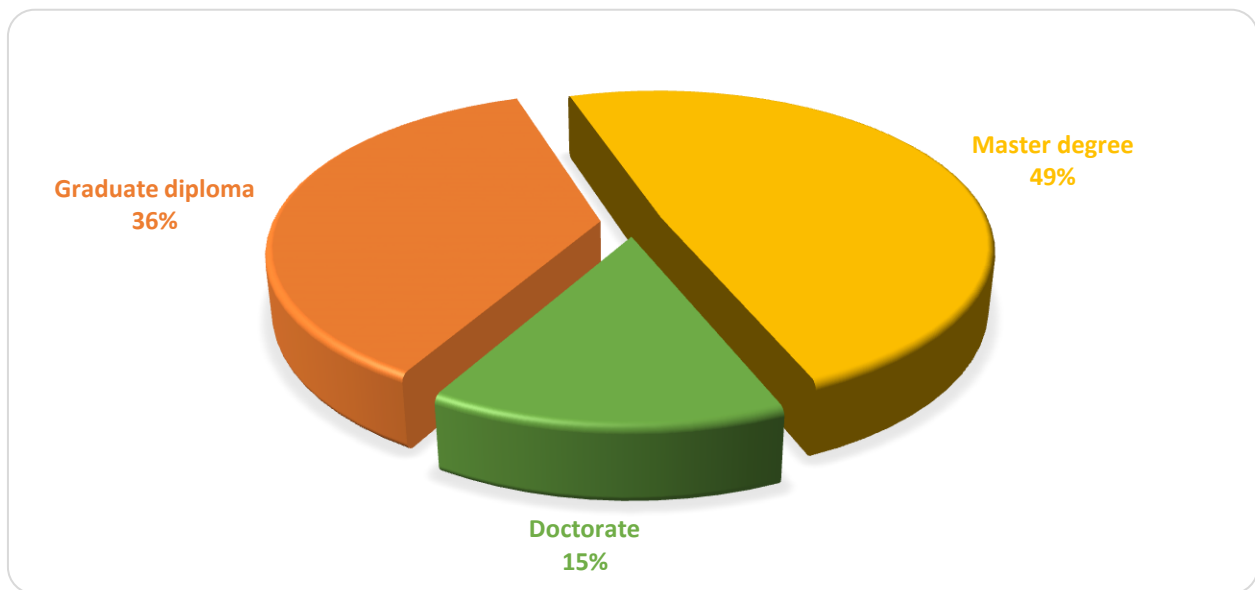


Fig 8. Postgraduate studies of Interpreters

The figure above shows the postgraduate level of the participants of the study, indicating that the majority of professionals have a Master degree with 49%, followed by 36% of those who have a Graduate Diploma and closing the category, we have the professionals with Doctorate degree with 15%. Following the postgraduate level of interpreters, it is indispensable to talk about different fields of specialization among the sample. We see that Economics leads the group with 31%, Languages follows with 21% and Engineering is in third place with 14%. Then, we can see that teachers on the field of Education continue the list with 10%. After that, there is Laws with 7%, Science and Human Studies with 4% each and lastly Communication Sciences, Translation and Interpretation with 3%.

After seeing the results of the bachelor degree and the postgraduate fields of specialization, it is evident that the majority of the professionals in interpreting do not have a diploma in interpreting. This shows the flexibility of this profession, allowing people with different academic backgrounds to adjust their knowledge to the requirements of this job. Nevertheless, one cannot help wondering if this aspect is enough to state that interpreters in Colombia are indeed well trained or whether they have met the requirements and needs of this job.

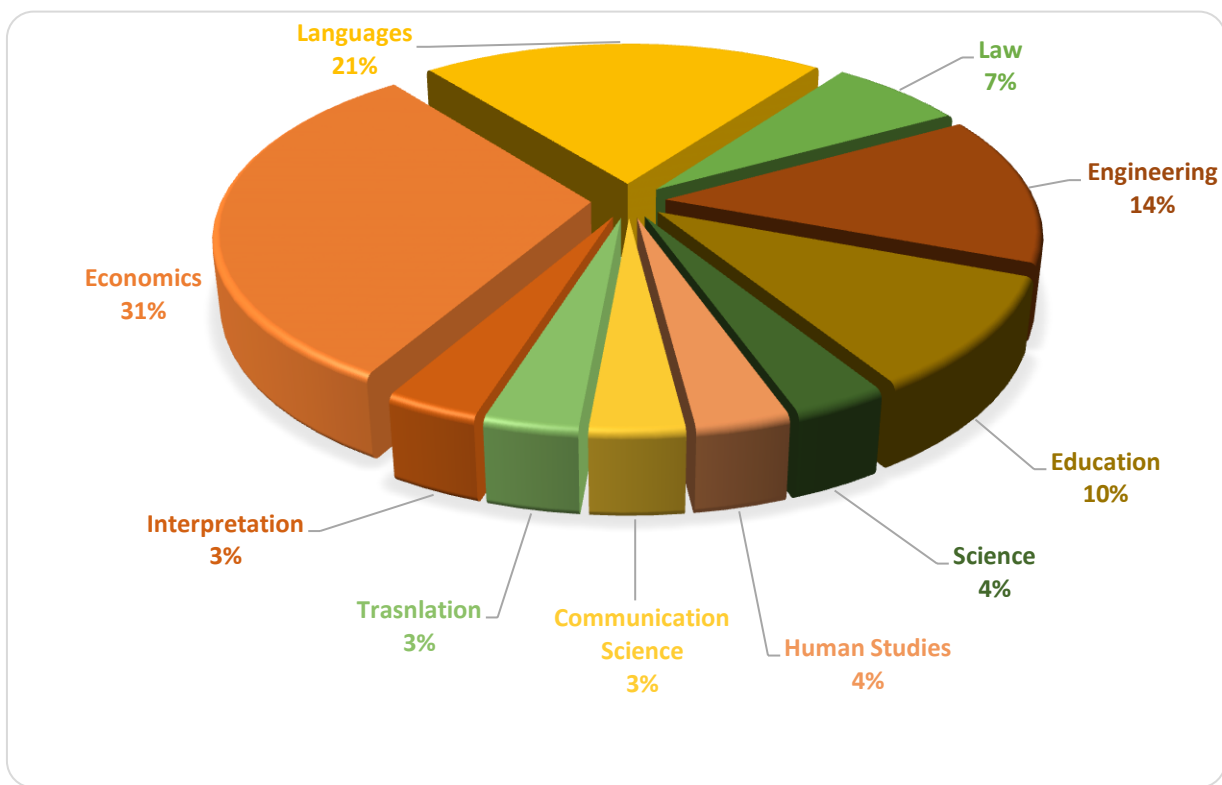


Fig 9. Postgraduate studies of Interpreters

4.2.3 Training on Interpreting

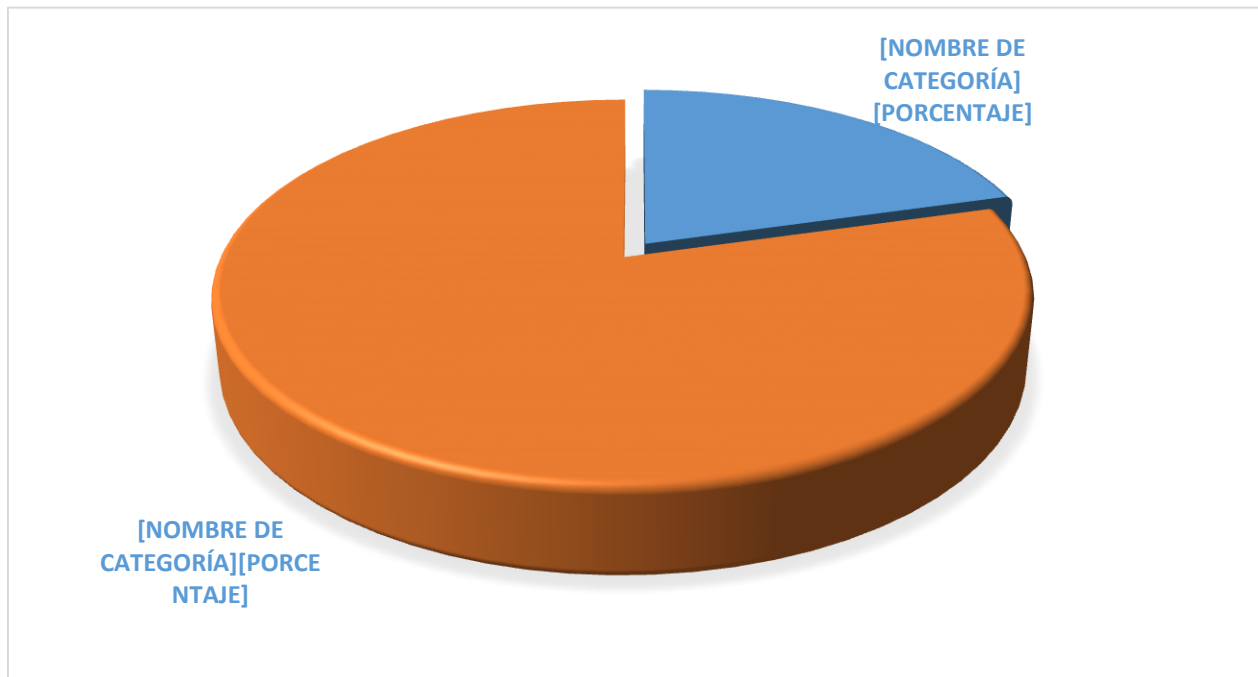


Fig 10. Interpreting training of Interpreters

Taking into account that in the previous section it was evident the lack of interpreting diplomas in either undergraduate and postgraduate degree levels, this part of the survey shows the training level and some specificities of it. Thus, we can see that 79% of respondents have not undergone formal training, while the remaining 21% have. The interview with the interpreting teacher at UdeA supports this result in the way that she insisted on autonomy or self-training as the main and most relevant training method in this profession. Even when authors like Pochhacker, (2010, p.2) who argues that the education of future interpreters should take place at university level, this does not seem to be the reality in this case.

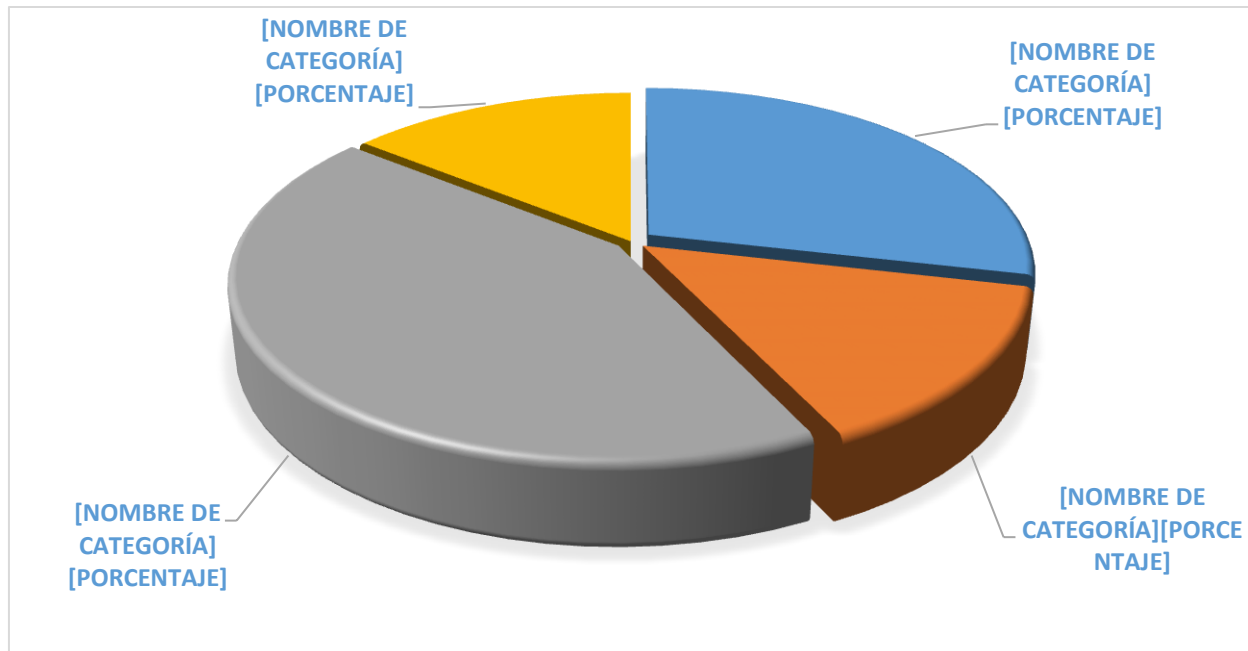


Fig 11. Interpreting training areas of Interpreters

When asked about the interpreting areas they were trained it is worth mentioning that not all 57 respondents answered it, even though they did answer further questions about their training. Thus, regarding the training area, 43% of the participants stated that they specialized in translation. Following this criteria, we can perceive that 29% are trained in both Translation and interpreting, the next 14% were trained only on interpreting and the remaining 14% responded differently to the rest.

In this part, it is necessary to mention that the interpreters that stated being trained only in Interpreting did so in different modes such as consecutive and simultaneous and in different areas namely commerce. This is evidenced in the interpreting course at UdeA where both the students and the teacher stated that they have trained in the modes and methods mentioned above.

4.2.4 Training Institution

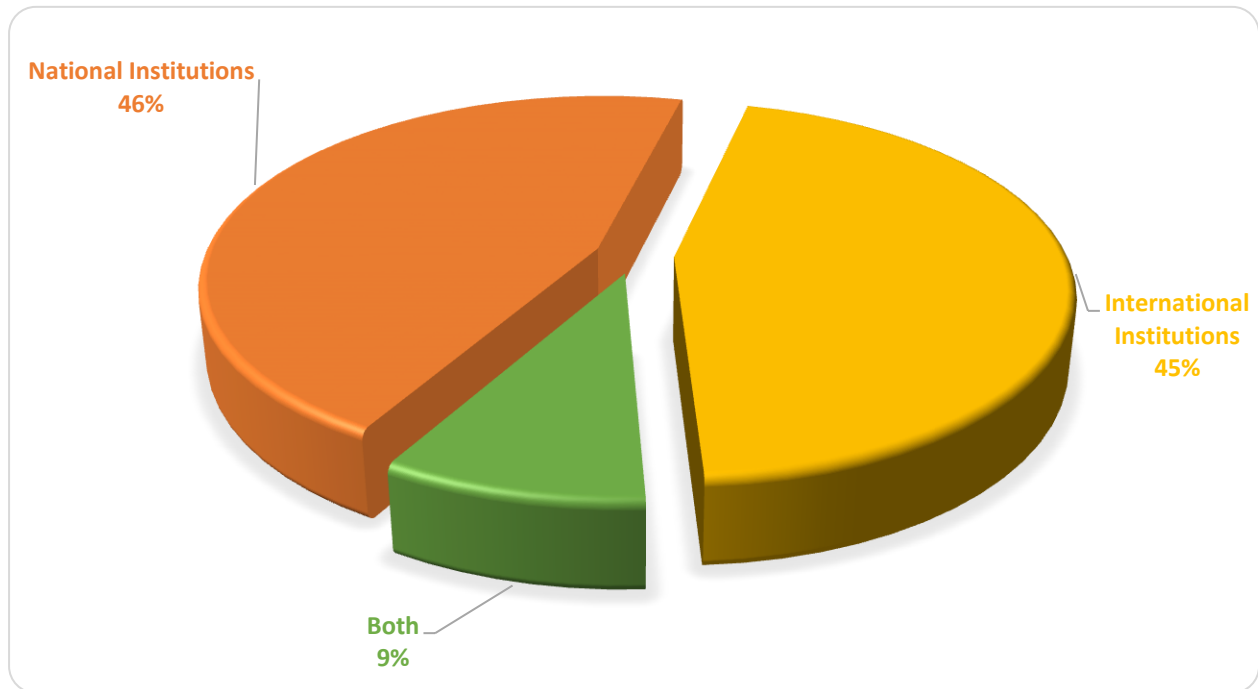


Fig 12. Interpreting training institutions of Interpreters

Continuing with the academic aspect of this research subject, it was found that 46% of interpreters received their training in foreign institutions like the University of Salford in England, the School of Languages in Prague and the University Johannes Gutenberg and University of Mittelweg, both in Germany. The participants also mentioned being trained in Japan, Mexico and USA. Next, we see that 45% were trained in Colombian institutions such as the Nacional University, the University of los Andes and the University of El Rosario. They also mentioned the British Council. The last 9% was trained in both foreign and national institutions.

4.2.5 Terminology Training

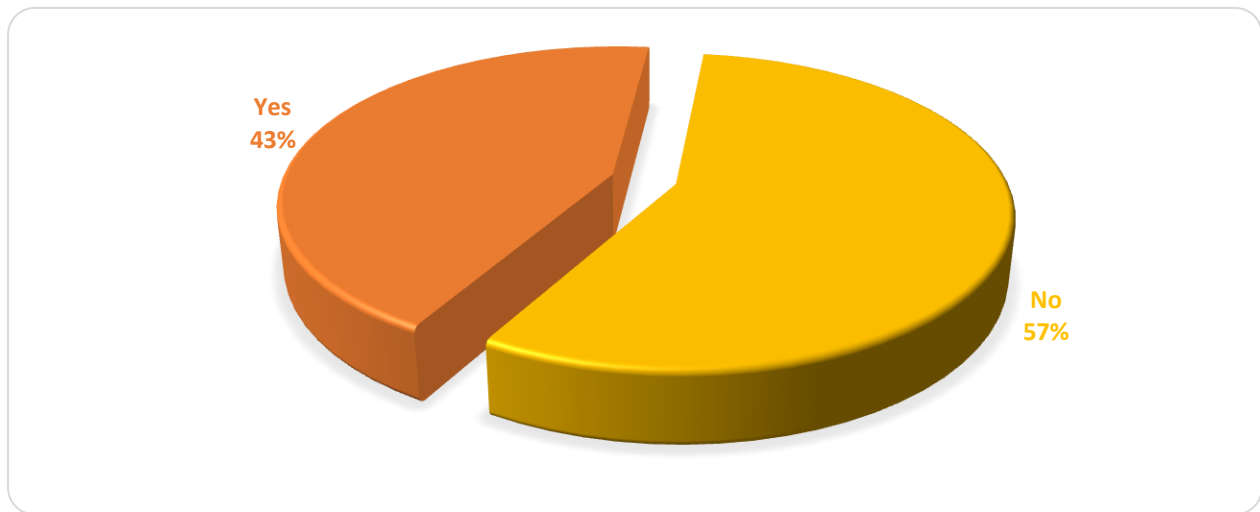


Fig 13. Terminology training of Interpreters

Along with the training institution for interpreters, several aspects are taken into account inside such programs. One of them is the terminology training. About this matter, even when in the previous item only a handful of participants stated their training status, all of the participants answered this question and further ones. Thus, the majority of this group argued not having been trained in Terminology, while the remaining 43% stated the opposite.

Even when the question about the formal training was answered by more than half of the participants, the fact that more people answered this one shows that even though their training was not formal, they have trained and acquired the needed terminology to do their job. This item is related to what the students from the interpreting course said in the interviews done. They mentioned the importance of knowing the terminology needed for the interpreting job. When asked how they prepared before an interpreting task all the answers related terminology acquisition as a main training aspect. Also, in the observation it was possible to notice that the students were developing interpreting exercises in different fields which require them to use a different set of terminology.

4.2.6 Specific Sector Training

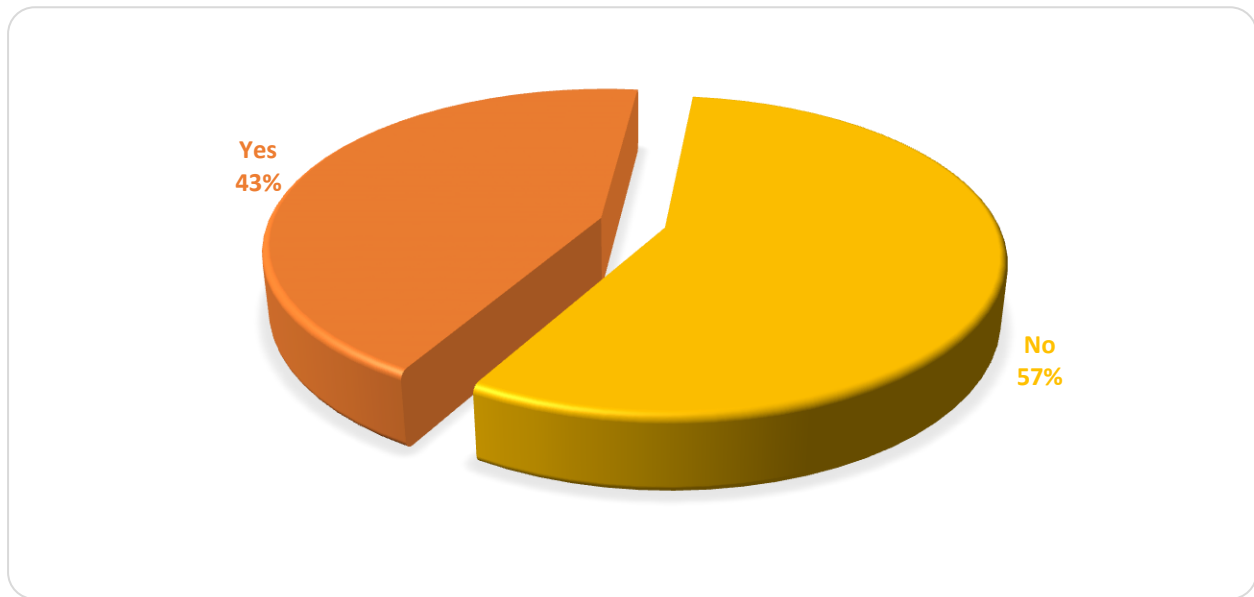


Fig 14. Specific Sector Training of Interpreters

The last item that was asked in this part of the survey was if they had had any training in specific sectors such as Medicine, Economics and so forth. As the table clearly shows, 57% of the respondents did not have a specific sector training while the other 43% did.

If we compare the last two items, the Terminology training and the Specific Sector training, we can see that by the number of respondents, the majority of them considered these items are autonomous-related training.

4.3 PROFESSIONAL PROFILE

In the last section of the survey, the participants were asked about the professional face of their job, including aspects such as the type of contract, the working languages and working fields and their monthly income for the interpreting job.

4.3.1 Current Employment

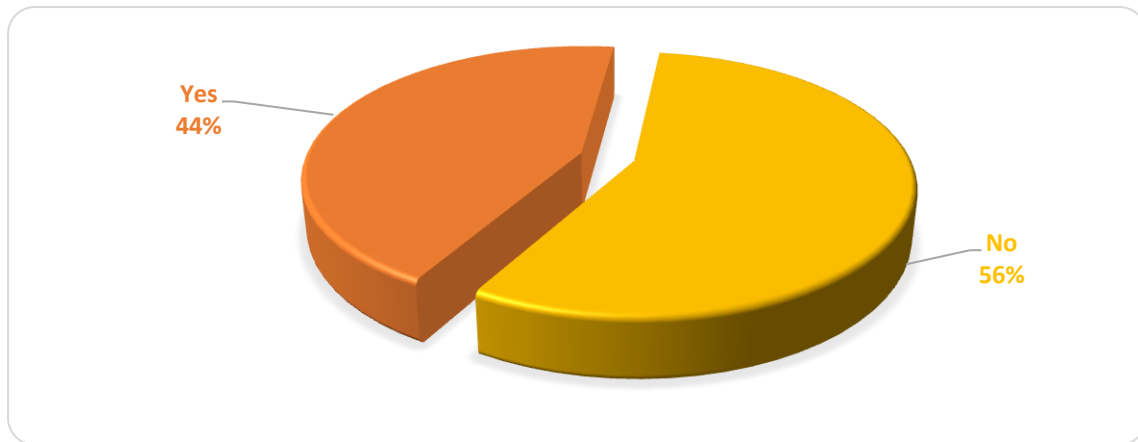
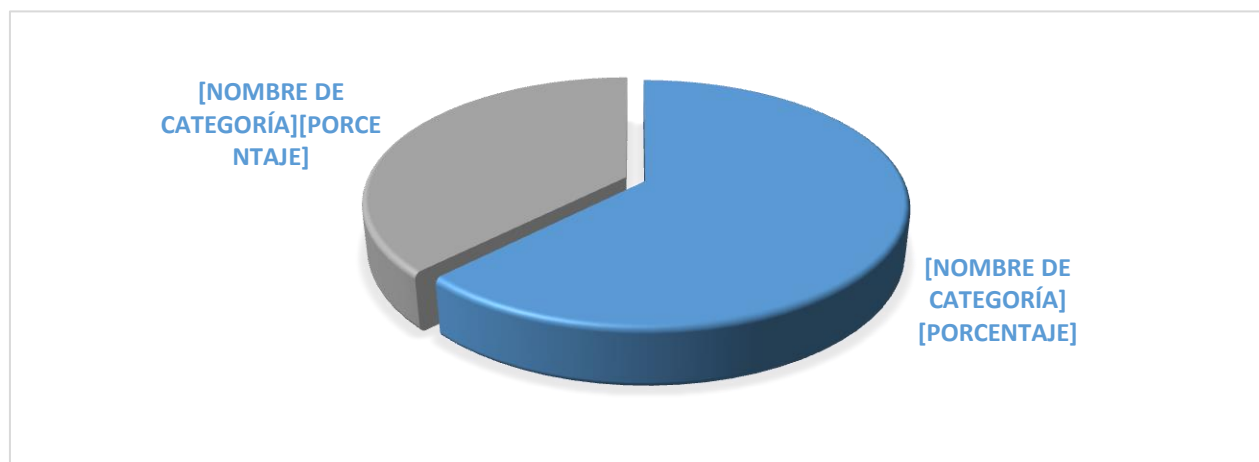


Fig 15. Current employment of Interpreters

The first question that the participants encountered was if they were currently active workers, to which 56% answered negatively and the rest with 44% answered positively.

4.3.2 Type Of Contract



Continuing with the contractual reality of the interpreters, it was found that 62% of them have an Open-term contract, while the other 38% enjoy a Fixed-term contract. By the same token, we can infer that those who have the first type of contract are those who are called freelancers.

4.3.3 Interpreting-Related Contract

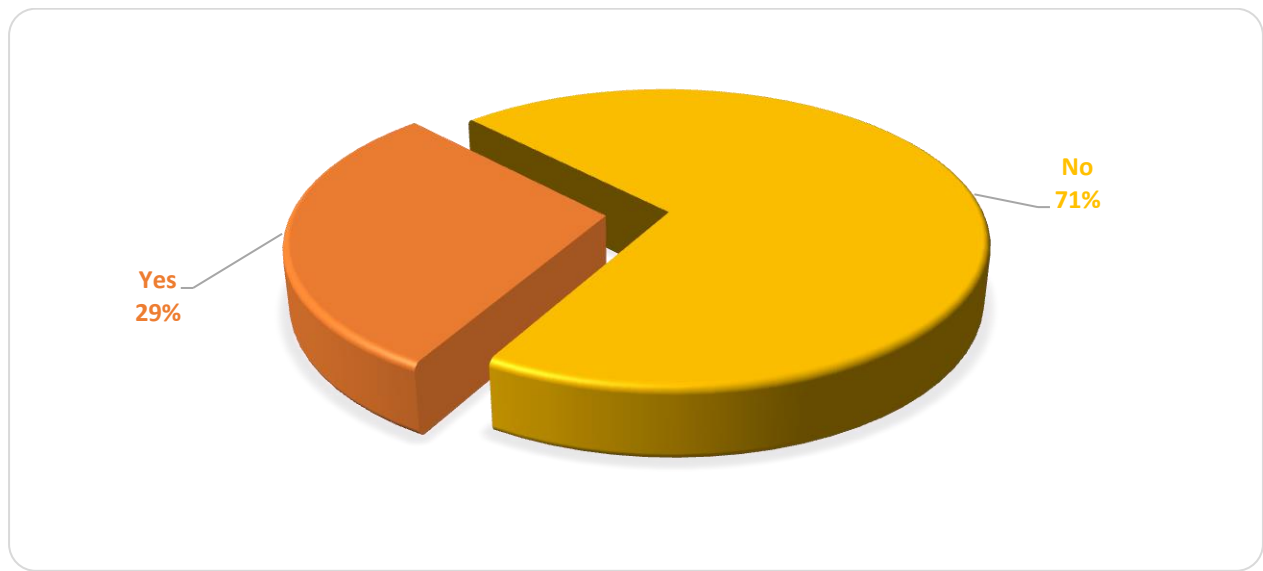


Fig 17. Interpreting related contract of Interpreters

One thing is having a contract and another thing is that this contract is related to Interpreting directly. Therefore, about having a current contract like such, 71% said they do not have one and the remaining 29% said they did. This supports what it was inferred in the previous item: the open-term contract interpreters are those who work as freelancers.

4.3.4 Other Occupations

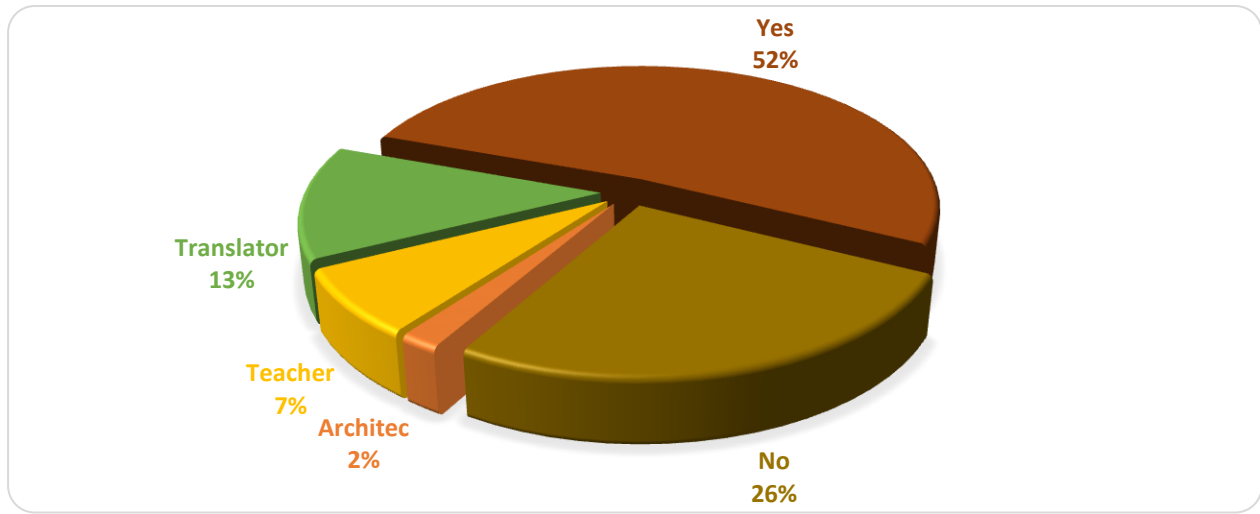


Fig 18. Other occupations of Interpreters

When asked about having another occupation different from Interpreting, 74% of the surveyed participants stated that they did have another occupation among which we can find Architecture, Teaching and Translating while the rest with 26% said they did not. Compared to the results in the academic section of the survey, we can clearly see that the majority of these professionals do not dedicate their whole working time to this profession only.

4.3.5 Foreign Languages

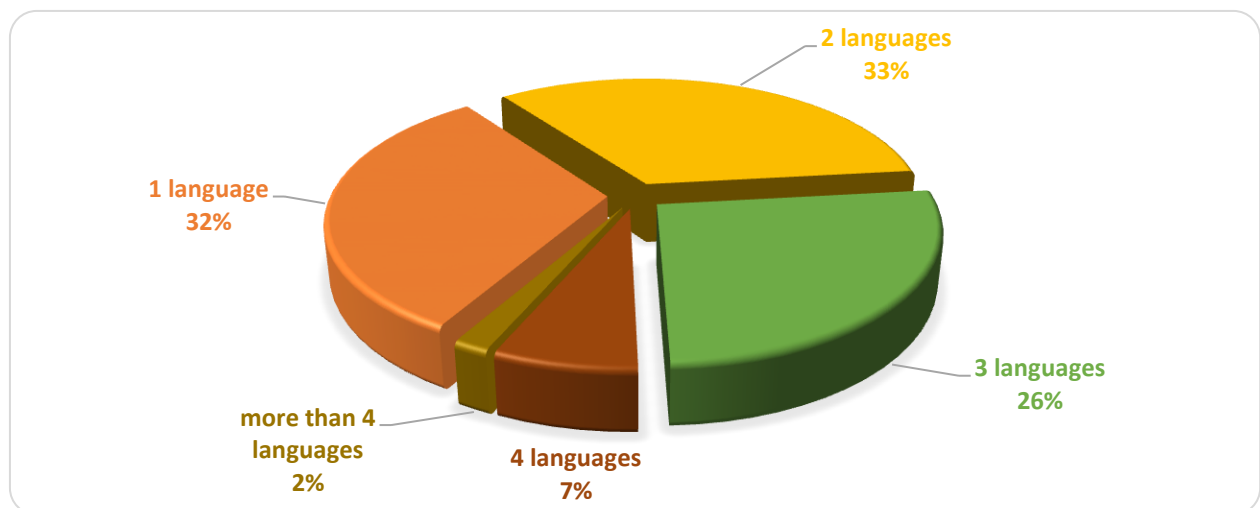


Fig 19. Foreign languages of Interpreters

About the foreign languages they know based on their qualifications in the CEFR, most of them stated speaking two languages, being English and French the most known among them. Next, we see that interpreters who only speak one language, in this case English are in the second spot with 32%. People who speak three languages account for the 26% of the results. Four languages are known by 7% of the participants and lastly more than four languages are spoken by only 2% of the respondents. Generally speaking, although the majority speaks more than one foreign language, the one that is common in all cases is English.

4.3.6 Interpreting Area

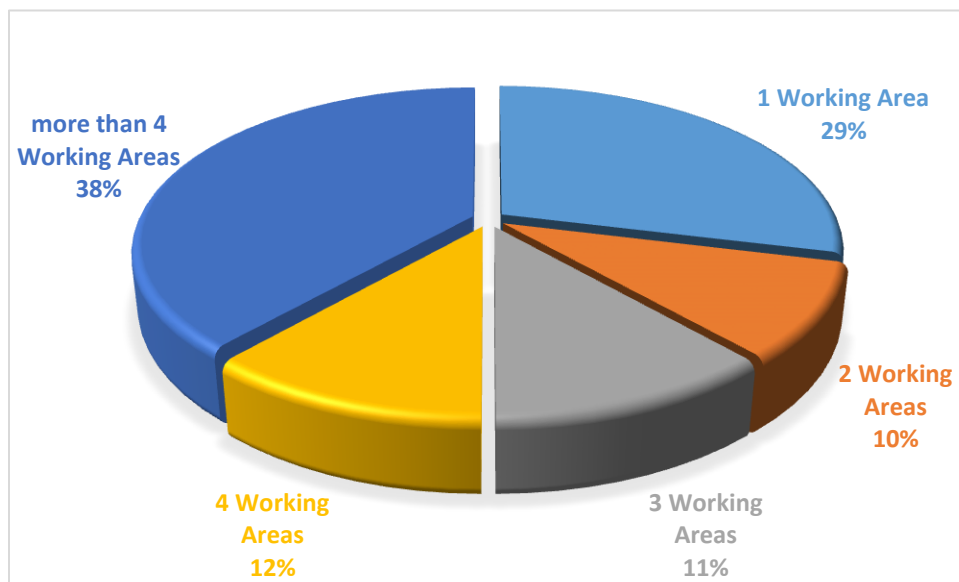


Fig 20. Interpreting Areas of Interpreters

Each profession has fields and subfields of specialization and Interpreting is not the exception. Based on the chart above, interpreters work in different fields or sectors. Thus, 49% said they worked in more than four sectors, next we see that 29% of the respondents work only on one sector, 12% work on four working sectors, 11% work on three sectors and the last 10% work on two sectors. In this question, the interpreters were asked to select the sectors they work on making conferences, economics, medicine, tourism, media, law, public services and official

interpreting the most mentioned sectors. The results from this question show the scope of this profession in the country as besides the sectors mentioned above, the participants also mentioned fields such as engineering and hydrocarbons. This makes this profession a constant need when establishing international relations proving that this job reaches and influences the inner processes of other professions.

4.3.7 Working Languages

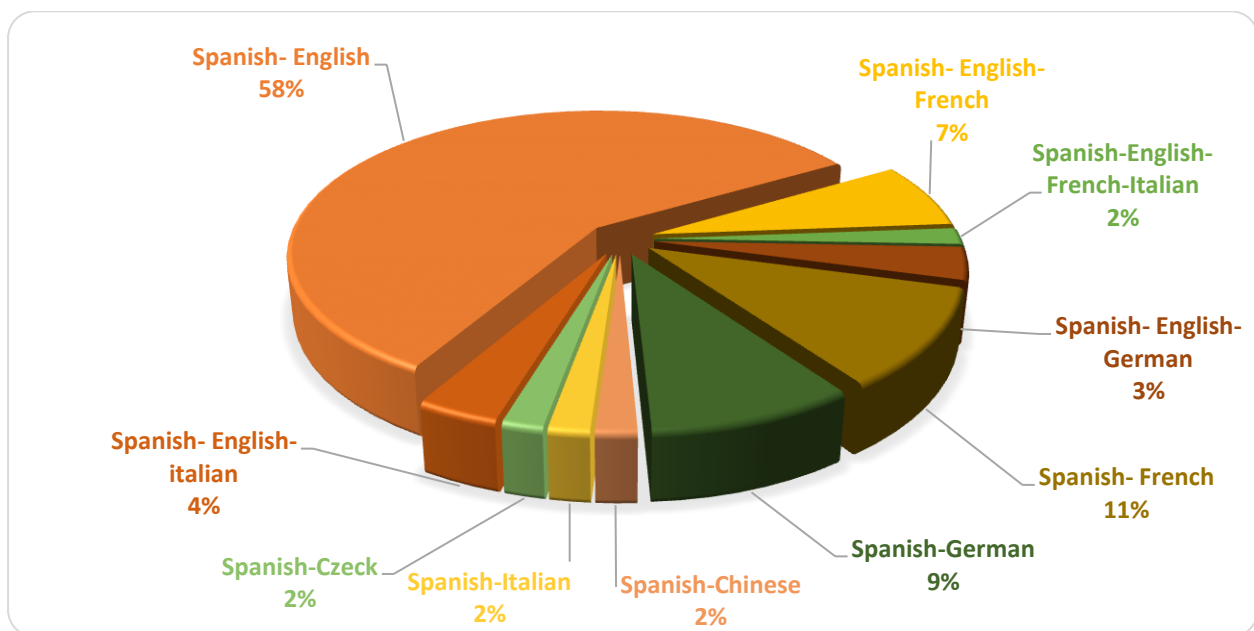


Fig 21. Working Languages of Interpreters

The previous results are directly related to those in this question. When asked about their working languages, 58% of the participants stated that theirs was Spanish-English, making them the most used or needed language pair in this profession. In the second place, we see that Spanish-French is in the second place with 11%. Then, we see that 9% chose Spanish-German as their main working languages, 7% work with three languages Spanish-English-French, 4% said being working with the combination Spanish-English-Italian and lastly the combinations

Spanish-Czech, Spanish-Italian and Spanish-Chinese were chosen as working languages with 2% each.

If we compare the results of this item and the results of the question about the languages they know we can see that the pair Spanish-English leads the polls. This shows the supremacy that English has over the other languages.

4.3.8 Monthly Income

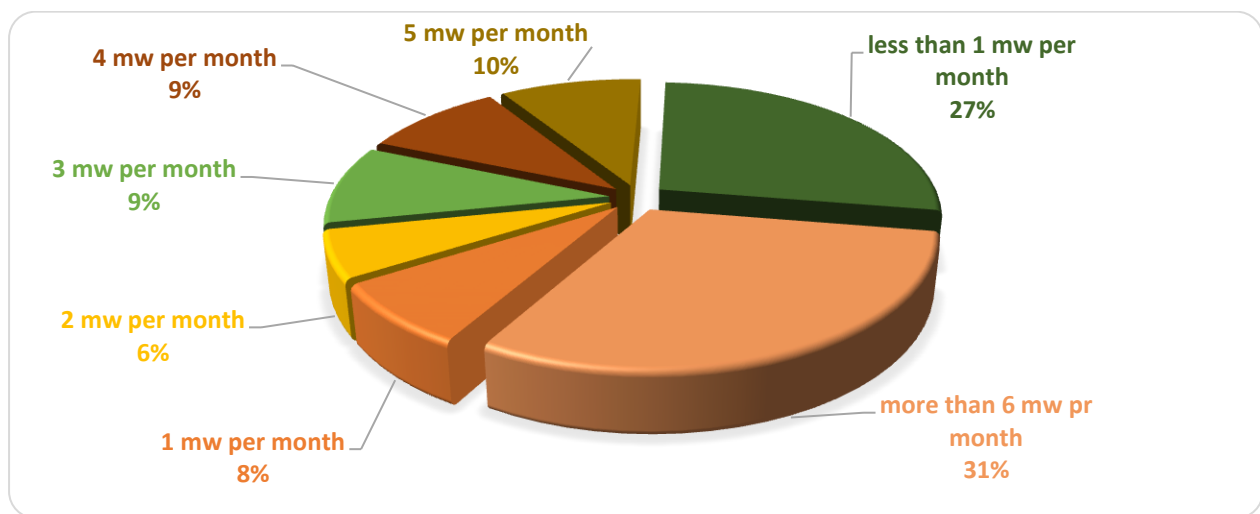


Fig 22. Monthly Income of Interpreters

All professions demand some kind of remuneration for the job done. In this case, 31% of interpreters claimed receiving more than six minimum wages per month (mwpm) for their interpreting job. In the second place, we notice that those who receive less than one monthly wage represent 27% of the answers, which shows a contradiction in the salaries of these professionals. Next, we have the interpreters who earn five minimum wages per month with 10% followed by those who get to receive three and four minimum monthly wages representing 9% of the statistics each. In the last places, we find the interpreters who earn just one monthly wage taking 8% of the responses and the ones who receive two mwpm close this stat with 6%.

If we look closely at the data, inequality is evident regarding the payment for this service, which supports the claim made in the justification of this research; there is not a law or decree that regulates this matter. Therefore, we can assume that this remuneration is done based on different matters such as the time of the interpreting job, the topic and terminology needed or the own perception of the interpreter on the amount of money he or she should charge, as well as the opinion of the employers themselves.

4.3.9 Interpreting Working Modes

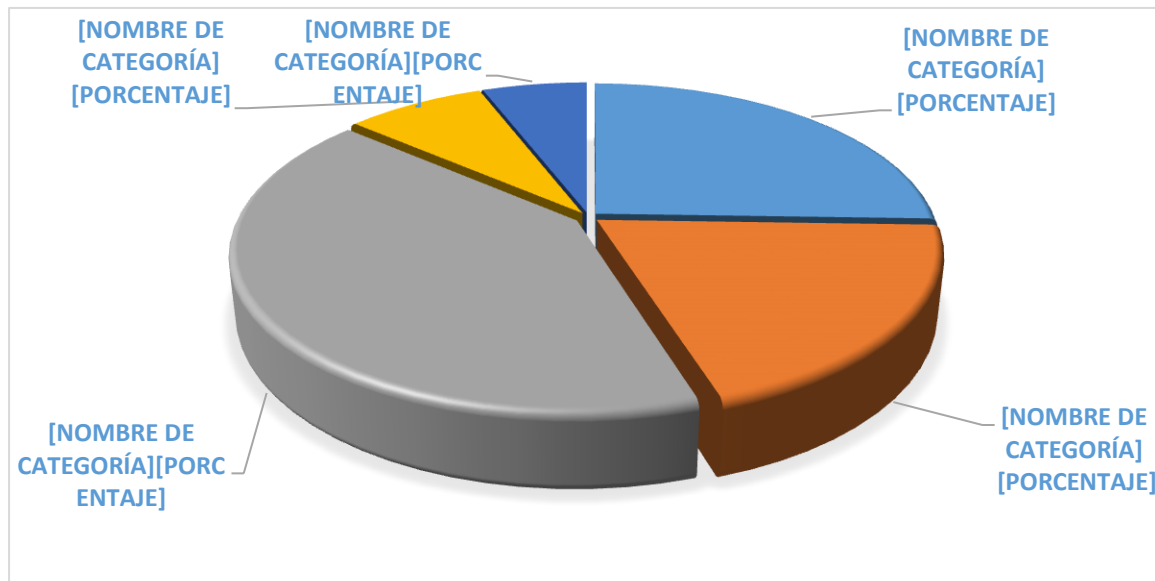


Fig 23. Modes Of Interpreting of Interpreters

As we could see in the second part of the theoretical framework, within Interpreting there are different modes in order to carry out this job such as consecutive interpreting or simultaneous interpreting. The answers for the question about the modes that are privileged in their job show that 41% of these professionals work with three different modes, 25% work with one mode, 20% with two modes, 8% work with four modes and 6% with more than four modes.

Among the most mentioned modes, we see consecutive and simultaneous interpreting as well as escort, liaison and sight interpreting.

4.3.10 Working Places

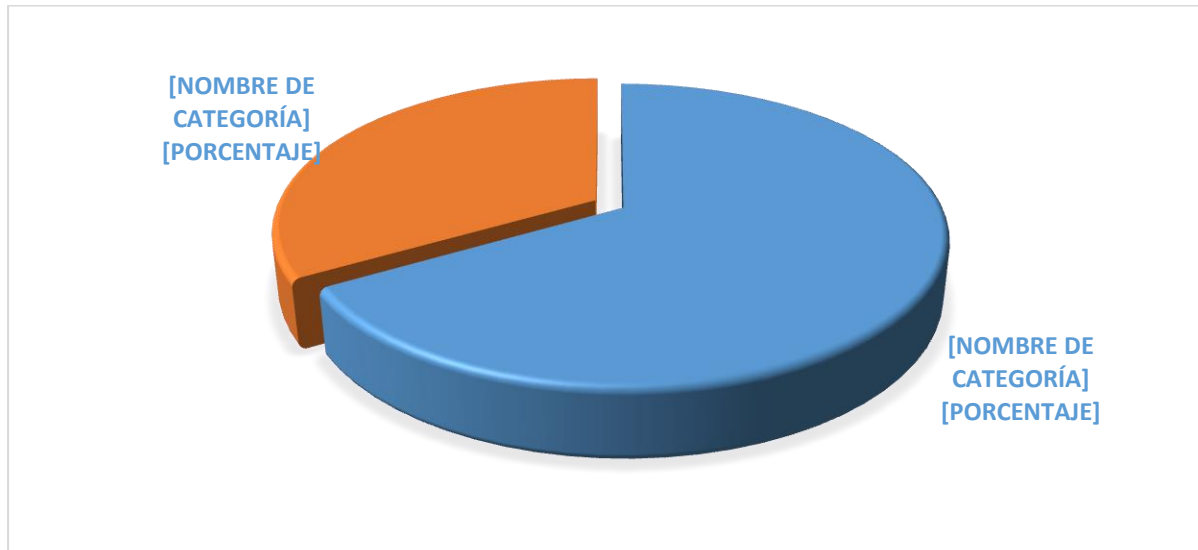


Fig 24. Working Places Of Interpreters

In the item that inquired if their working place is the same place where they reside, the majority of the answers were positive representing 67%, therefore the rest of the respondents stated that they do not work in the same city they live. In this way, if we compare the results for the question about the place of residency we see that this majority is located in the capital city of the country, which shows that Bogotá comprises the main interpreting place.

4.3.11 Interpreting Associations

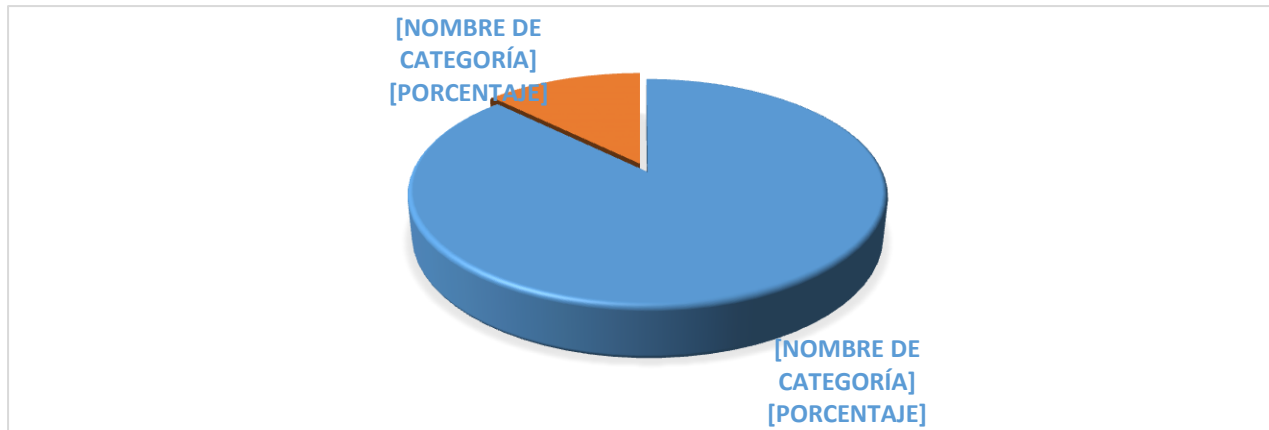


Fig 24. Interpreting Associations of Interpreters

When asked if they belonged to any interpreting association, 87% of the participants said they did while the remaining 13% represents those who do not.

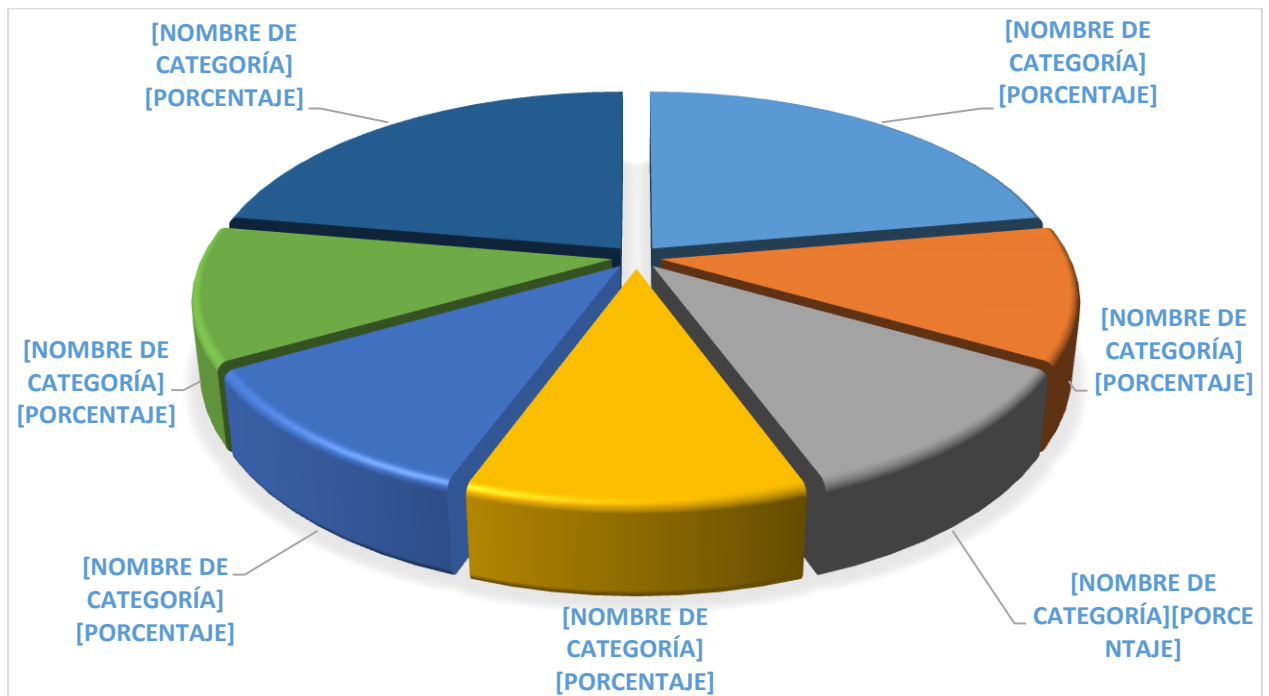


Fig 26. Different Interpreting Associations of Interpreters

Continuing with the items regarding the different interpreting associations of the participants we can see that 23% of them belong to ACTI, which is one of the Colombian

associations for translators and interpreters. In the second place, we see that 22% are part of the CCT (Colegio Colombiano de Traductores) while the rest of the respondents argued that they belong to international associations such as the ATA (America Translator Association), the AGIT Guatemala, the BDU, a German association, Atica Global and AIIC that is the International Conference Interpreters Association, all of them with 11%.

Based on the previous finding, one can assume that the ones who assured being part of international organizations have the chance to develop their interpreting job outside Colombia. This assumption is worth analyzing more in depth in order to determine the usefulness to be part of such an association, the advantages they have for being members and the reasons for not being part of national ones given that the ones who belong to these ones do not belong to the international ones.

4.3.12 Laws On Interpreting

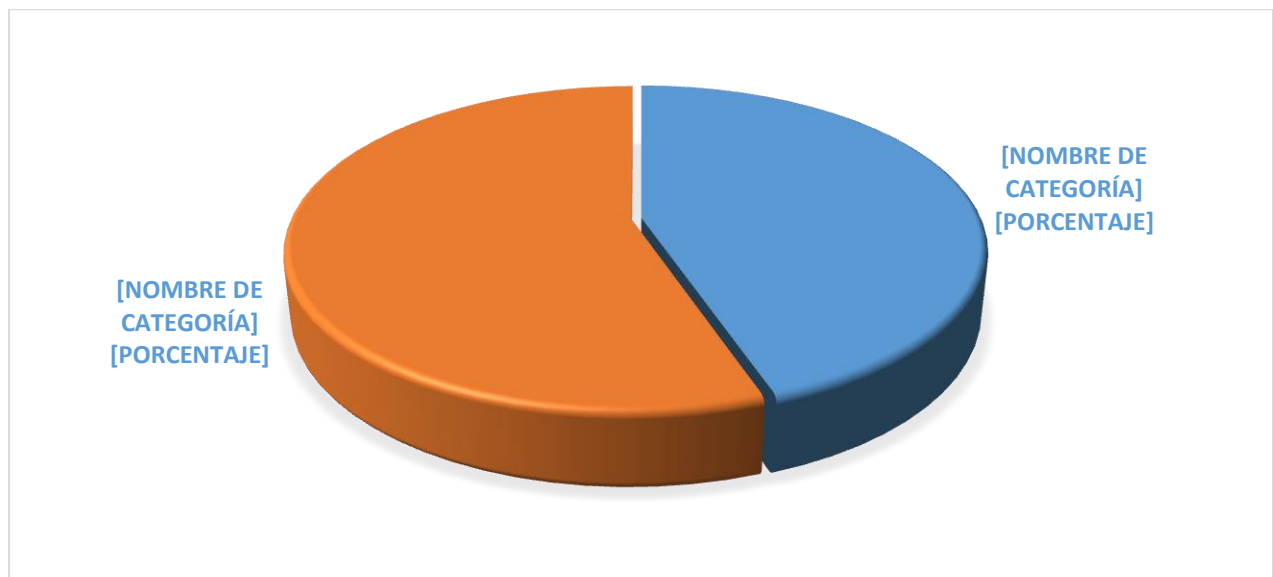
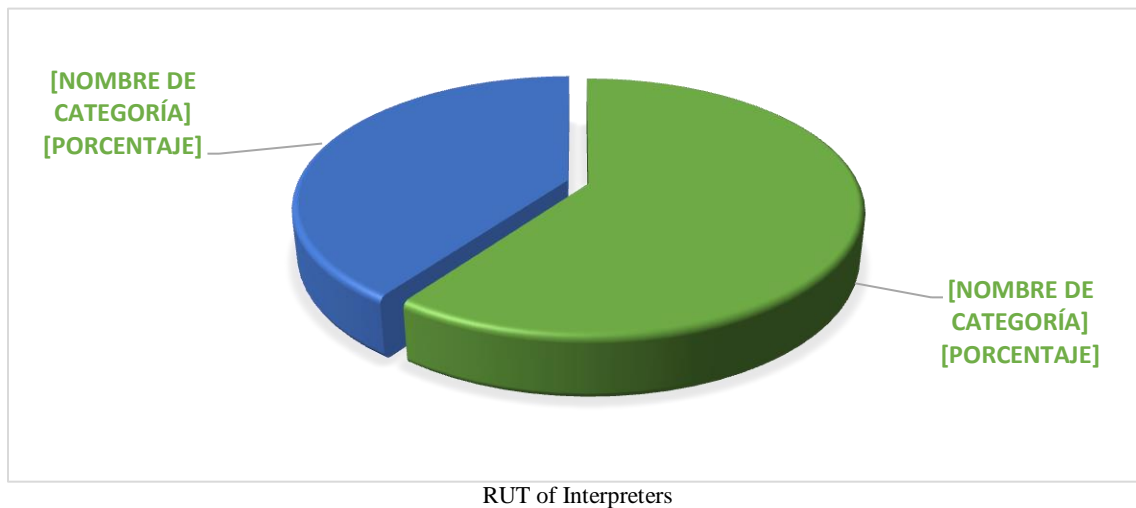


Fig 27. Laws On Interpreting

Every profession in the world is or must be regulated and protected by laws and in the case of interpreting, it is evident that the interpreters who answered the question about their awareness of the laws that cover or protect their profession stated they did not with 55%. The other 45% argued they did know about them. Here, the questioning that arises is which are the norms or laws they know about and whether they take advantage of them for their own job.

4.3.13 RUT

Fig



28.

The RUT (Registro Unico Tributario) is mechanism that the Colombian government uses in order to identify, locate and classify the persons and entities that identify themselves are taxpayers, among others. Therefore, when asked if they were registered in the DIAN as interpreting taxpayers 60% said they were meanwhile 40% stated that they were not.

As we could see, the quantitative data – along with the qualitative one included in some findings – opens a path to the understanding of the conditions of this profession in our country. Thanks to the responses to the survey and the interviews, the results of this research can be summarized as follows:

- Most of these professionals are more than 60 years old and male.
- Bogotá is leader in birth, residency and work place.
- Their academic background comes from different fields of specialization leaving interpreting in the last place.
- Although they were not trained formally in interpreting they show a considerable level of autonomy given their interpreting areas and modalities.
- Most of them work in other fields to maintain their lifestyle.
- English is the most spoken and used language in Interpreting.
- Interpreters work on more than four interpreting areas and with more than four interpreting modalities.
- Their monthly income is contradictory and subjective.
- They are associated to national and international interpreting associations.
- They pay taxes for their job as interpreters and that job is done mostly independently.

However, it is indispensable to continue analyzing this new data through the comparison with the reality of Interpreting as a profession in other contexts. Thus, Korea, Denmark and Mexico are the baselines that guide a more complete comprehension of the conditions of this profession.

4.4 DISCUSSION OF THE RESULTS

When summarizing the results of the survey compared to the data collected inside the interpreting course at UdeA, the curricula of different institutions that offer interpreting-related programs around the world and the current state of the diverse academic institutions on interpreting, it is possible to state that the participants showed the reality of their profession within the Colombian context.

From the more than one thousand translators and interpreters who received the invitation to participate in the study, 57 quantitative responses were collected. This number of participants should be highlighted as this proves that there is a significant amount of interpreters in our country. However, in order to display the definite results of this study is necessary to contrast the data acquired through the data analysis process.

In this way, the outcome of the implementation of the mentioned instruments can be separated into three different sections: the demographic status of interpreting, the academic background of interpreters and their working conditions. Along with the discussion of the results, they are also compared with the status of this profession in countries like Korea and Mexico contributing with quantitative data regarding several aspects found in this study. This is thanks to Choi & Lim (2002, p. 627–635) and the Italia Morayta Foundation (2017, p.1-100), respectively. Likewise, the qualitative data about the perception of translators' profession from Denmark through the survey conducted by Dam & Korning (2011, p.1-18) and a global survey focused on translator and interpreters' perception of their working world carried out by Katan (2011, p.65-87) nourish and make the complete understanding of the status of this profession in our current context possible.

In this way, counting with at least one research on this field conducted in more than three different continents could show a more global picture of the reality of this profession.

The first section deals with the demographic reality of this profession in Colombia. Thus, we can conclude that in Colombia, Interpreting is dominated by men, and with the majority of them being more than 60 years old. In the case of Mexico, this phenomenon is contradictory. According to a national survey conducted in 2017 by the Italia Morayta Foundation, the majority of interpreters are women and young – from 26 to 30 years old, same as in Denmark with the research conducted by Dam & Korning (2011, p.205) who say that translation (including interpreting) is a female profession given the number of female participants. In Korea, although it was difficult to decipher the number of male and female interpreters, it was possible to find that the majority of them are in the middle of their thirties with the majority of them leaving the profession early. This issue is also present in Spain.

By the same token, Bogota is where interpreters are from and reside the most with some others working and living in other large cities. This is due to the status of capital city where it is possible to find a great dynamism regarding tourism, international conferences and other aspects. This phenomenon repeats itself in Mexico, with interpreters of foreign languages residing the most in the capital city Mexico D.F and other cities like Jalisco. In the case of Korea, given the fact that is a developing country and thanks to its necessity to absorb the information from abroad, interpreters are expected to be located in the capital city, Seoul.

Following this first section of the results, responses from abroad where also registered, namely The United States and Germany. It is worth mentioning that the ones who answered being in foreign countries are Colombian interpreters and some foreign interpreters who live and work here were part of the responses, as well.

As a conclusion for this first part, we can say that interpreting is more attractive to old professionals in Colombia with these professionals coming across this occupation when they have reached professional and economic stability. Compared to translators, the reality of them is not different. According to Quiroz et al (2015, p.12) old translators studied programs of different nature and then made the transition between carriers, but the professionals of the new generations tend to be more keen on translation-related studies. By the same token, interpreting seems to focus on the capital cities and main large ones like Bogotá, Medellín and Cartagena for the specific case of Colombia.

Moving on with the second part of the results, which deals with the undergraduate and postgraduate studies that the participants shared in the survey, it was found that the majority of them majored in fields such as Economics, Foreign Languages, Laws, Engineering, among others. This issue is seen both in the undergraduate and the postgraduate studies, which illustrates the low offer of interpreting-related programs among the Colombian institutions of any nature and how little is known about Interpreting in Colombia given the fact that when asked about their training in Interpreting, a great deal of them – more than half of the participants- stated having gone through informal training. Taking the case of Mexico, we can say that even when the survey does not include an item like this one, it does show that the older the interpreters are the higher is their level of professionalization. About the other countries, there is not much to say about how many of them possess a postgraduate or undergraduate diploma. Thus, those findings are more useful to further sections of the discussion.

The previous claim means that Colombian interpreters did not attend or were not part of an Interpreting course or program, and by contrast acquired their skills and now develop their job thanks to their self-training and empiricism. The aftermath of these questions reinforces the claim

of the Interpreting teacher at UdeA regarding autonomy when becoming an interpreter. According to this teacher, there is a great responsibility in the students when studying interpreting since they need to be contextualized in order to furnish or master the skills they need.

Likewise, it was necessary to check the national data base of undergraduate and postgraduate programs in the different universities of the country to verify if the courses and programs mentioned in the questions about national or international training programs are still operating. To illustrate this, one respondent claimed having studied at the University of Los Andes in a translation and interpreting-related course, however, after searching the SNIES data base of offered programs on those fields it was found that this university had a postgraduate program on translation only. However, neither the survey asked for the year of taking the course nor the SNIES provided an exact date of expiration of that program. Correspondingly, this university does not count on an active program like that at the moment according to the same data base.

Therefore, it was found that none of them is active or operating at the moment. In fact, an online search about national interpreting-related courses and programs was carried out in order to know what universities or institutions offer such programs. Concerning undergraduate programs, the only active ones are the ones that have as main focus to train translators more than interpreters such as the English-French-Spanish Translation program at the University of Antioquia. Within it, there is an optional course that consists of four levels. The students get to train themselves in different modes in each level having a simultaneous interpreting-centered course in the first level and a consecutive focus in the next one, just to illustrate this case.

On the other hand, referring to the postgraduate active programs, Colombia enjoys two active Master programs; the Master in Translation and Interpreting at the University of Manizales

and the Master of Economic, Financial and International Relations Translation program at EAN University. About the first one, one can say that it falls short in offering interpreters the necessary skills to become one since its principal aim is to furnish the research skills of the students. Thus, the practical part is absent. The Master at EAN focuses mainly on the translation of written texts related to the fields that conform its name. This same reality is lived in Mexico where interpreters who have obtain a degree in this field do not even reach the 2% in the survey. On the contrary, interpreters have trained themselves through different courses and seminars or even independently.

As the data is analyzed, the claim that for an occupation to become a profession it is essential to count on institutions that offer courses or programs where aspiring professionals of that field can go to and furnish their skills and acquire their body of knowledge (Barber, 1963, p. 672), gets more sense. The lack of institutions or official courses for would-be interpreters in our country makes them use their knowledge in their fields of specialization to enhance their interpreting skills and specialized knowledge of them as well. Choi (2005, p.147) states that in terms of training conference interpreters in Korea, it is expected that students undergo an intensive training from two to three years at university level. In the same way, this country counts on several institutions like the University of Hankuk, which counts on the Institute of high Studies on Translation and Interpreting and the University of Ewha with a similar institute. Thus, we can assume that Korean interpreters do have at least two specialized institutions to train aspiring interpreters. This issue is specially essential in interpreting where there is a set of skills that must be mastered in order to render an appropriate message. They can be classified in linguistic and non-linguistic skills.

According to Seleskovich (1989) as cited by Ortega (2011, p.4) without linguistic knowledge the interpreting student will not be able to learn how to interpret emphasizing that inspiring interpreters must develop a personalized linguistic improvement regarding the acquisition of knowledge. However, not only the linguistic aspects are necessary when training interpreters. There are several non-linguistic skills such as note taking and memory, just to name some.

Note taking helps the interpreters to store information provided by the speaker representing a visual aid and allowing the interpreter not to memorize data as numbers, dates. (Rebullida, 2012, p.74). In the same way, we find memory, which for Kriston, (2012, p.12) is highly necessary in order to retain the information that must be transmitted rendering the linguistic skill insufficient when not well furnished.

Therefore, not having such institutions in our country demonstrates that Colombian interpreters may not make use of those skills and more adequately.

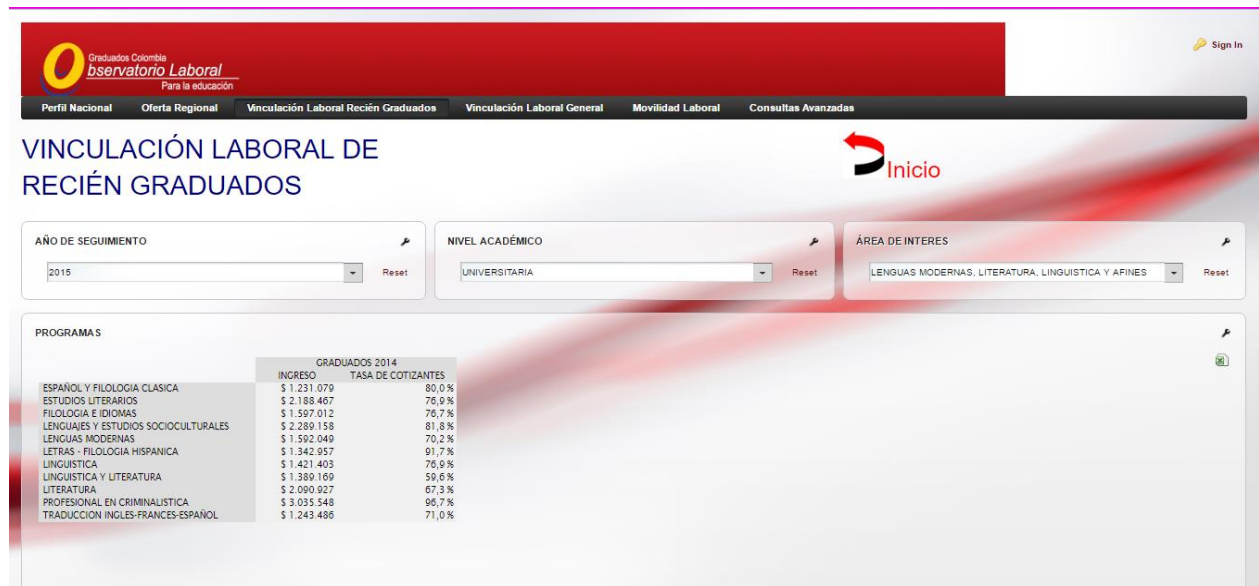
The fact that Colombian interpreters have not undergone formal training in interpreting is evidenced in their responses regarding any type of training in terminology and specialized sectors. Regarding this matter, the majority of respondents claimed not having undergone any training in the mentioned aspects. When looking closely at the participants who attended any interpreting course or program it was found that they did go through this kind of training, but still the number of respondents for this item is not significant to claim that Colombian interpreters have mastered the terminological competence needed to render a quality message. Therefore, let us remember that Montero & Faber (2009, p.7) state that from the moment the translators or the interpreters serve as mediators between two parties, they must transmit the specialized content using the appropriate terminology for the given context. Thus, the use of real, adequate

terminology fit to the level of the speech or text determines the quality of the interpretation or translation. Even though the results of the worldwide survey by Katan (2011, p.84), show that there seems not to be important for interpreters to build a recognized body of knowledge in Translation or Interpreting, this shows is that the quantitative data is not sufficient to actually know whether their terminological competence is present or absent when developing any interpreting job. The reality could be the same as in Denmark as Dam & Korning (2011, p.203) state that the low social status of these professionals is due in part to some of them not feeling like updating their knowledge and skills. But, until going further in this matter there is no certain answer.

Finally yet importantly, the working conditions of interpreters in this country is the last section of this discussion. For this matter, the findings are equally realistic. When asked about their current labor situation the majority of the participants answered being employed at the moment. However, when inquired whether their current job had anything to do with interpreting almost that same majority claimed not having one. At this point, it is indispensable to clarify that when using the concept “interpreting-related job” one means a defined-term contract where the worker signs a contract, which states their working conditions such as payment, schedule, code of ethics among other aspects.

On the contrary, all of the participants stated being employed in other fields such as foreign language teaching, economics, engineering and so on. This reflects that even though they work as interpreters their main job is related to their fields of specialization. About this, it was necessary to rely on official sources in order to clarify this item of the findings. Therefore, by checking the salary of diverse profession at the Observatorio Laboral para la Educación at the web page of the Ministry of Education it was possible to establish that among the categories of

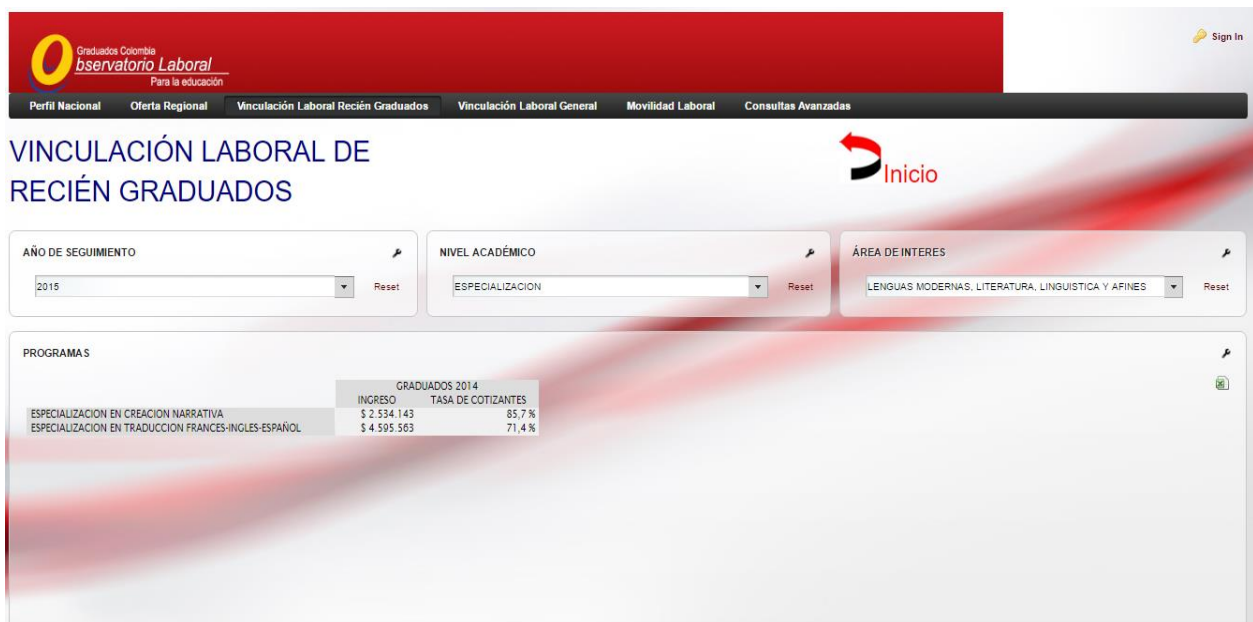
Social Sciences and Modern Languages the figure of Interpreter does not appear, only that of the



Translator as the following images show.

Fig 29. Employment register at Undergraduate level

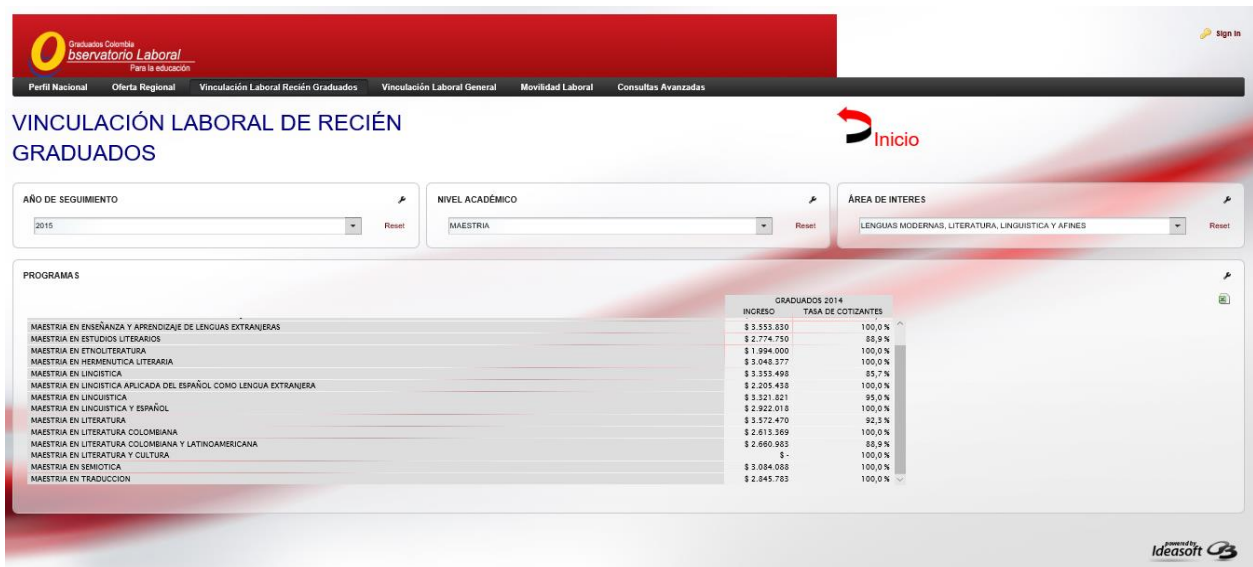
In this first image from the Observatorio we can clearly see that only *Translator* is included at the undergraduate level and the Modern Languages category. In addition, if we look closely the remuneration they receive is from the lowest in this category bearing in mind that the



latest year we could access is 2015 for newly obtained bachelors.

Fig 30. Employment register at Especialization level

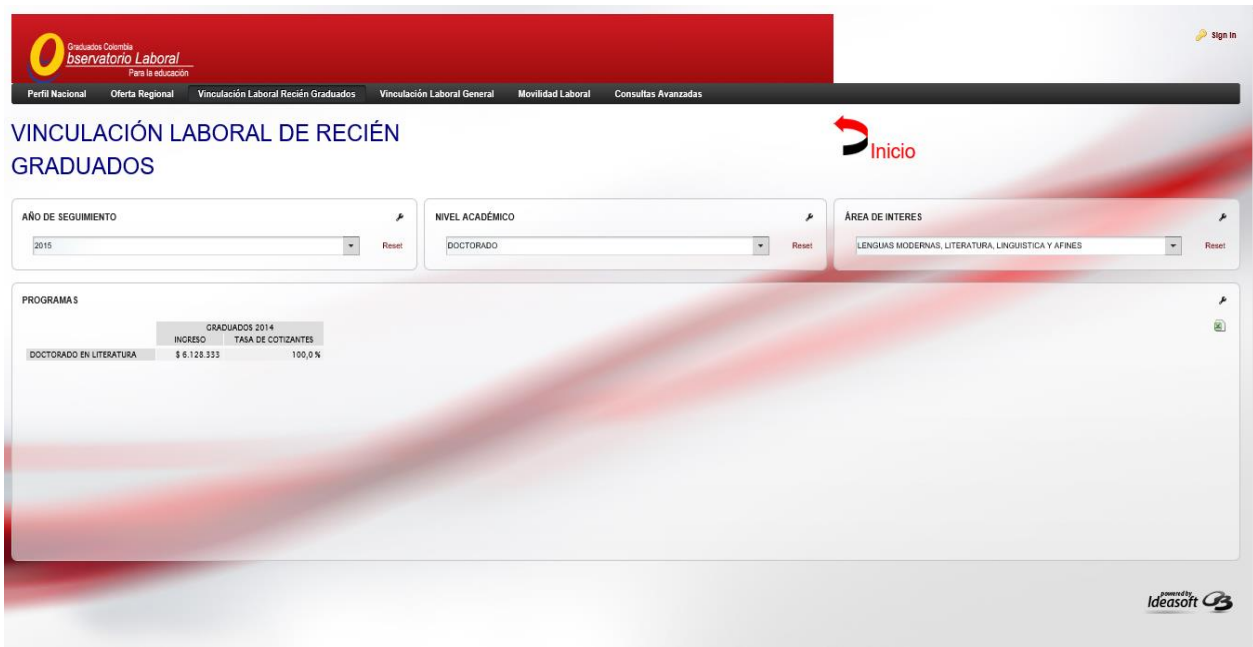
The image above shows again that only the figure of Translator appears as having more than 71% of its professionals with a stable job in this field by the year 2015 under the figure of “specialization” a type of Colombian postgraduate level. The same happens at the Master and



PhD level as the images below show.

Fig 31. Employment register at Master level

Fig 31. Employment register at PhD level



What these images are depicting is that not even at the Observatorio the concept of Interpreter exists. What is more, the profession of Translator always shows some of the lowest salaries and not a complete percentage of professionals with stable jobs. These interpreters may be in those statistics but under a different field of specialization given that most of them have a job related to their university studies. In the Mexican context, this issue is present with the majority of Mexican interpreters complementing their working life with other activities. In the case of Denmark, it is necessary to note that freelance translators and interpreters have more freedom when choosing who to work with, as well as the money they should receive, contrary to the ones who work with agencies. In Korea, interpreters prefer to work on interpreting agencies first and then continue working as freelancers, but as stated previously is very likely for them to leave the profession while they are still young. Something that can clearly be evidenced here is the difference between interpreters in Latin America and those from Europe and Asia. According to these studies in Latin America there is the tendency to complement the job with others, while in other countries the focus of those studies was interpreters who only work as such. While ones struggle to cope with the monthly needs thanks to other activities, the others have to cope between working independently or for an agency.

Talking specifically about their job as interpreters, there are findings regarding the languages they employ to develop their job, the diverse areas they work on, etc. As far as the languages they know and that have been certified according to the CEFR for the roman languages and to international standards for other languages, the respondents have mastered more than two foreign languages, particularly English, French, German, Italian, Russian and Portuguese. It is also important to have this in mind, taking into account that Colombian translators work with

mostly the same languages (Quiroz et al, 2015, p.15-16). It is curious to note that in Mexico interpreters also work with indigenous languages, a feature that was absent in this survey as the question focused only on foreign languages. Therefore, it is natural to think that among them there should be at least one who works interpreting these kind of languages given the variety of them present in our country.

By the same token, it was found that the majority of them work with two pairs of languages: English-Spanish. Likewise, for those who work with only two languages it was discovered that French, Chinese, German and Italian are also favored. However, a small percentage works with more than two languages sometimes reaching four, namely Spanish, German, French and Italian. In the same way, English-Spanish and Spanish-English are the language pairs preferred by Mexican interpreters, as well as some indigenous languages. For the case of Korea, Korean-Japanese and Korean-English are favored, while the same happens in Denmark with Danish-English as the leading language pair.

On the other hand, it is even more natural that English is the most spoken foreign language in Colombia, given its status of lingua franca, as well as the academic background of it, since it is included in all levels of education- from kindergarten to college level.

Regarding the different interpreting areas they work on, the results show that same as the previous items: they work on more than one area. When contrasting them with the academic situations of the participants it was noticed that mainly all of them work in the field they specialized during their college years. The most noted answers to this question were Economics, Tourism, Medicine, specific-field-related conferences and in a small quantity official interpreting. In the same way, consecutive, simultaneous, sight and liaison interpreting are the most preferred modes of interpreting in Colombia, while in Mexico we can see that the previous fields are

included, but Mexican interpreters also mentioned working in fields as Religion, Environment, the Army, Sports, NGOs among others. Also, they work with interpreting modes like community interpreting, media interpreting, conference interpreting and long-distance interpreting through phones. In the Korean context, conference interpreting is the most preferred, but professionals in Korea also work with broadcasted or media interpreting.

In this way, thanks to those insights we can say that the hegemony of interpreting is led by English given the previous reasons, not only in Colombia but also worldwide. However, one cannot disregard the other languages that are known and used in our country. Even with a minor percentage, this proves that Colombia is ready to deal with international parties and establish communication thanks to the professionals in interpreting there are. For this matter, it would be more complete to count on more participants in further researches in order to confirm or deny this claim.

As far as the working places is concerned, Bogotá leads the findings as the place where the majority of the interpreters work, even when they do not reside there. This city is followed by other capital cities such as Medellín, Cali, and Barranquilla but in a noticeable lower percentage.

The previous findings show the great necessity of interpreters in different fields, speaking and working with more than one foreign language besides English. Also, it proves that even when they do not count on institutions where to master their profession, Colombian interpreters rely on their knowledge of different fields to meet the demands and requirements of this activity. Therefore, at this point it is questioned whether their job is of a high quality because of this reason, or if on the contrary, the lack of well-furnished skills thanks to formal training makes their performance sloppy and not coherent.

As per the labor aspects of their job, their reality is a bit discouraging. Regarding their income as interpreters, the participants showed how unequal their payment is. Taking into account that the minimum wage in Colombia is around 750.000 pesos, what they earn is not regulated by laws or governmental policies given that some of them earn more than six minimum wages per month, but there are also those who earn less than one minimum wage per month for their job. This could demonstrate that both interpreters and clients are not aware of the correct amount of money that should be paid for a service as such. This makes them work on other fields in order to compensate their insufficient income or they could take interpreting as a secondary job.

Comparing the salaries of Colombian interpreters with that of those in other countries, we can notice that in Korea an interpreting day is worth 600-650 dollars for the interpreter, while in the USA the day is 400-500 dollars. If we convert that amount to pesos, a Korean interpreting day is 1'806.740 pesos, while the American is 1'389.800 pesos. If we compare this to an interpreting day in Colombia the outcome is incredibly shocking. An interpreting working day in Colombia is worth only 150.000. As we can see, the difference is enormous. In this part, when looking closely at the respondents who earn more than six mwpm, we can notice that they do not even represent 30% of the findings, but they are the ones stating not having another job besides interpreting. This issue is present also in Mexico with more or less 15% of professionals living only off their income as interpreters. But as contradictory as it is, the Colombian interpreters did not undergo formal training, do not have postgraduate studies and do not have a stable job. This leads us to believe that in Colombia is not the formal titles they possess what allow them charge what they charge, but the way they develop their job.

The reason for this might be that there is still some confusion with what a translator and an interpreter does. For any expert in the area the difference between the two is clear. However, for someone who is not acquainted with this activity, they believe that what should be paid to an interpreter is based on the conception that interpreting requires the same amount of effort as translating since the job of the translator does not demand the person to travel or be physically present with the client. About this matter, Wadenjo (2011, p.2) states that when hiring interpreters there does not seem to be a set of requirements that help the contractor to know what they should expect from an interpreter. Nevertheless, what they do not understand is that both demand skills like the Terminology skill or the Translation skill – even an interpreter must master them, as well. As a low societal recognition can the previous claim be defined by Katan (2009, p.84), as according to Choi & Lim (2002, p.627) “the status of any profession is determined by its place in a given society and the extent to which the members of that profession can easily be replaced”. This could mean that for the Colombian society this profession is still in process of becoming one given the unequal salary and the forthcoming findings.

Close to the unequitable salary of interpreters, it was also found that the majority of the 57 respondents are not acquainted with the laws that regulate and in a way legalize this practice in our country. As it was evidenced in the second chapter of this research, Colombia lacks some serious regulations in terms of working conditions regarding the salary and other legal matters, thus the fact that they do not know about them is simply a consequence of this scarcity of laws. Just like the previous finding, the next one is equally shocking. This is particularly preoccupying since in the case of Denmark, there exist the world’s first translator’s act to put in place a system of authorization, rights, obligations and codes of ethics. Even when Colombia counts on several

laws, namely the Norma Técnica Colombiana (Icontec) to regulate the job of the translator, none of them refers specifically to interpreters.

According to the webpage of DIAN (Dirección de Impuestos y Aduanas Nacionales) the RUT is a mechanism any person or company must register to when they attempt to show their financial obligations to third parties with which they may have a labor contract or to support their independent work.

About the question where they were asked whether they possess a RUT number as interpreters, most of them said yes. This item in the survey demonstrates that just like translators (Quiroz et al, 2015, p.32), and looking closely at the answers to the question about their contract contrasted with this one, interpreters offer their services independently as well. This reality is lived in Denmark and Korea. As mentioned previously, Danish interpreters and translators prefer to work independently over working with agencies as those ask them to lower their prices, something that is not accurate for them at all. On the other hand, Korean interpreters do the opposite- they work for any interpreting agency first to then start working independently to finally leave the profession.

In the question where we inquired into their membership to any Interpreting Association the answers were surprising. Most if not all of the respondents, affirmed being part of an organization related to whether interpreting or translating. Notably, they mentioned being part of both national and international associations. On behalf of the national organizations we can find the ACTI (Asociación Colombiana de Traductores e Interpretes), the CCT (Colegio Colombiano de Traductores); and the international associations mentioned in the survey were the AIIC (Association International d'Interprètes de Conférences), the ATA (American Translators

Assosiation), the AGIT (Asociacion Guatemalteca de Interpretes y Traductores), Atica Global and BDU.

What impresses in this item is the variety of associations they participants belong to. Not only are they members of the most important organization in the country, but they also are members of foreign associations from countries such as The United States, Germany, Guatemala among others. Therefore, there are two inferences about this matter: the first one is that most of the organizations mentioned deal mostly with the characteristics of the job of translators since the number of members in AIIC is notably less than the number of members of other ones. The second inference is that maybe the respondents are able to be interpreters not only in Colombia, but also in other countries as part of their job. About the membership of interpreters in other countries, it is noteworthy to say that in Mexico more than stating what associations they belong to, they analyzed the relation between being members of such organization and their income, working days and other aspects. Thus, it was found that their membership does not affect their salary, which is also true for Colombia. According to the statistics, the ones who earn the more and the less do not belong to any association whatsoever.

As a conclusion for the last part of the results, it is possible to state that the fact that they do not have beneficial contractual arrangements, do not earn a consistent amount of money and perform their job independently make the job of the interpreters unorganized and subjective. By the same token, one can assume that because of this reality is very difficult to conclude that this is indeed a profession in Colombia. The administrative aspects of it clearly show the long path this activity must walk if there is any desire in establishing itself as a proper profession.

In order to end the discussion of the results it is important to contrast and analyze the definition of profession in the second chapter with the findings of this research. The reason to do

this lies in the necessity to decide whether interpreting in Colombia is indeed a profession or not. Thus, let us remember the definition from Cruess, Johnston & Cruess (2010, p.75) which states “An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others. Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society”.

Within this definition, we can clearly see several aspects worth analyzing. The first one is the construction of a body of specialized knowledge. Both the observations and the survey show that in Colombia although informal, interpreters train themselves in different sectors and modes, which require the mastery of specialized knowledge each. It is assumed then that the terminology used in each of those sectors or fields has been built over the years maybe thanks to different approaches like those of Eugen Wuster and Maria Teresa Cabré. Furthermore, when the definition mentions the use of that knowledge for the service of others, one can state that inside interpreting that is exactly the purpose of it; to use the knowledge the interpreter has gathered about a given specialized area and be able to act as linguistic mediators to make communication possible. This is directly related to one of the features of a profession according to Barber (1963, p.672) about a high degree of generalized and systematic knowledge. Thus, taking into account the definition of terminology stated in previous chapters in order to confirm or deny this claim it

is necessary to count on the voice of interpreters themselves. Therefore, about the first item in Barber's list, there is no certainty given the lack of qualitative data, but one can be sure that Colombian interpreters manage at least the terminology of more than three sectors or fields.

About the code of ethics, the commitments of the members of a profession and social contract between them and society, it is unclear whether interpreters in Colombia are guided by a code or a set of rules. We can confirm that - discarding the results of Katan's global survey - as they are members of diverse translation and interpreting associations like AIIC and ACTI that have created and implemented their own code of ethics in order to regulate this practice, it would be natural and evidently mandatory that those who belong to any of them behave upon those codes.

This issue is directly related to what Barber (1963, p.672) defines as the second characteristic of a profession: collective interest. As the knowledge they gather and master is used for the service of others and in a way gives them a degree of control over society, therefore their main objective should be to satisfy the needs of the community they are involved in and not their own. However, as stated previously the quantitative data is not enough to confirm this claim; it is indispensable to count on the impressions of these people about their own working world.

The last aspect that is worth comparing with Barber's list is the autonomy mentioned in Cruess, Johnston & Cruess (2010, p.75) definition. According to them, when a professional uses her or her knowledge and commits to the society he or she is in, they are granted a certain level of autonomy in practice and self-regulation. In this way and in the words of Barber, when a professional seeks prestige and social recognition over money, they are regulating themselves thanks to their body of knowledge and the code of ethics that controls their practice. In the Colombian case, we can see that the remuneration of interpreters is not consistent and compared

to other countries, very low and insufficient to live off it entirely. However, the fact that the ones who earn less than one minimum wage per month work with more than two languages and in more than three sectors or areas is sign that what they seek is not to become wealthy with this job, but to fulfill other interests. Yet again, their opinion could give a more complete insight of this issue.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

In the following chapter, the reader will find the conclusive aspects about Interpreting as a profession in Colombia. These conclusions are based upon the analysis and the discussion in the previous chapter. Likewise, some questioning about this research topic is included.

In the same way, it is possible to find some recommendations formulated also upon the dissertation made previously.

5.1 CONCLUSIONS

In this first part of the last chapter, it is possible to find the conclusions of the research project carried out taking into account the findings that were shown in the previous chapter. Thus, they are focused on the three main aspects that were surveyed throughout the whole research process: the demographic, academic and working realities of this Interpreting as a profession in this country.

Before deepening into the aftermath of the research, it is necessary to mention and highlight the number of participants of this study. Having 57 interpreters sharing a little about their profession shows that in Colombia, ensuring communication between people who do not share the same language is not neglected by a lack of professionals in the field of Interpreting. What this quantity of participants show is that there are more of them out there acquiring the skills and motivation to act as linguistic mediators. Also, the fact that more than 50 interpreters decided to participate in this research demonstrates that they are as conscious and aware of their profession and the national and current aspects that affect it as the researcher. Thus, giving them a voice by means of the online survey so they can explain what is happening with the profession resulted in a pioneer project in Translation Studies at a national level.

In this way, talking about the first part, we can say that in Colombia this profession is attractive to older, male professionals who reside and work in the capital cities of the Colombia given their status of capital cities. Comparatively, this is also seen in other countries, where Interpreting is mostly found in the capital cities.

About the academic perspective of interpreting, one can conclude that its professionals do not have the enough formal training to develop their job. Most of them have acquired their

skills through empiric approaches basically thanks to their academic background in the undergraduate and postgraduate level or in foreign institutions, mainly in Europe. In this part, one can find the first questioning that arises from these findings. This questioning is directly related to the different Interpreting areas they work on. The outmatch shows that they work in more than one area as Economy, Medicine, Tourism, and so on. Therefore, the questioning is whether their empiric training was appropriate enough for them to develop and furnish the needed skills to be an interpreter. Close to this, it is the doubts about the quality of their work. Is it sufficient to say that empiric interpreters help Interpreting meet the needs of this profession in Colombia?

Next, we can state that English is the language they master and use the most when interpreting. Even when they show mastery in more than one language, English is the one that takes the hegemony at the moment to develop any interpreting event.

On the other hand, professionals in this field work on different ones which makes one believe that their skills (both linguistic and non-linguistic) are well furnished. However, as seen previously, their empiric training generates another questioning that is: are these skills well furnished in order to say that the quality of their job is what should be expected?

Talking about the working conditions for interpreters, it is possible to conclude that they work on diverse fields other than Interpreting in order to make a living, as their income as interpreters is most of the times not adequate. Likewise, their salary is not consistent as all of them receive diverse amounts of money for their interpreting job. By the same token, Interpreting in Colombia is mostly developed independently which reflects the lack of organization among those professionals. Although interpreters belong to different Translation and Interpreting Associations, they do not seem to be the method to bridge the gap between the uneven salary and the establishment of laws to regulate this activity.

After analyzing and discussing the results of the research, it is possible to conclude that Interpreting has a long way to go in order to establish itself as a profession in Colombia. There are many aspects that need to be worked on; starting with the regulations that must be stated from the government so Interpreting can be considered as a full profession given the lack of institutions to train interpreters and the differences in salary across the country. So far, some problems for professions stated by Barber (1963, p.669) are reflected here. Thus, we can see that the role of the university and professional roles and organizational necessities are a weakness for Interpreting in this country. About this matter, Wadenjo (2011, p.2) states that as there is not enough knowledge about interpreting education there is a mismatch between their educative level and their social status given that some people who do not belong to the interpreting world believe that it is an unskilled profession. In the same way. There doesn't seem to be accuracy among the payment interpreters receive according to their field of work.

So far, it is enough to say that in terms of stating the current status of this profession, the same lacks serious attention not only from the government but from interpreters themselves. In this part, we find the last questioning generated from the findings. What do interpreters think about their profession and the context is immerse in? Same as Katan (2009, p.84) who observed a perception of low social status, Roukoken (2016) demonstrates that different studies on status show how translators and interpreters consider their profession as middling and low showing that a low income is a sing of low social status.

5.2 FUTURE WORK

The study of status of professions is one of the less important facts in Translation and Interpreting, although the FIT has given this matter a high priority, it seems it is not the case for academics and scholars. Understanding the relationships, forces and power between a profession

and society is a central matter. Now, it is indispensable to continue researching around it as the conclusions and findings of this research merely show operative features of this profession such as the number of professionals, their academic background and their working conditions.

Under the theory of professions, it is highly recommended to research around their opinion about their job, their code of ethics, the skills they have or not furnished and how they have done it and some other aspects that do not allow this profession to establish firmly in this context because for Wadenjo (2011, p.3) there is still confusion and misunderstanding regarding the skills and the level of expertise of interpreters. In most of the times, they are considered as irrelevant as they do not take part of the interaction making their job ambiguous. In the same way, interpreters show a noticeable level of discontent when they are given an interpreting task as they feel their job is not appreciated by their employers.

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APPENDIXES

QUESTIONS TO THE ONLINE SURVEY IN SPANISH

ENCUESTA DIRIGIDA A INTERPRETES PROFESIONALES EN COLOMBIA

OBJETIVO

Identificar las características demográficas, profesionales y académicas de los intérpretes en Colombia.

TEMAS A ABORDAR EN LA ENCUESTA:

PRIMERA PARTE (preguntas 1 a 4) : Datos demográficos como la edad, sexo, lugar de residencia y lugar de procedencia.

SEGUNDA PARTE (preguntas 5 a 15): Datos académicos de los participantes, como estudios de pregrado y posgrado, estudios relacionados con interpretación.

TERCERA PARTE (preguntas 16 a 29) : Datos profesionales de los intérpretes como ámbito de trabajo, lenguas de trabajo, contratación y tipo de contratación, sueldo mensual, tipo de interpretación que se privilegia en el trabajo, otras actividades laborales, entre otros.

INTRODUCCIÓN

Saludos cordiales,

La siguiente encuesta se desarrolla en el marco de la investigación titulada ANÁLISIS DE LA INTERPRETACIÓN COMO PROFESIÓN EN COLOMBIA: UNA EXPLORACIÓN adscrita a la primera cohorte de la Maestría en Comunicación Multilingüe y Gestión de Conocimiento de la Universidad de Pamplona.

El objetivo de la encuesta es recolectar información acerca de aspectos demográficos, profesionales y académicos de los intérpretes en Colombia.

De ante mano, se agradece su colaboración al responder esta encuesta con sus sinceras respuestas y se les asegura que los datos recolectados con este instrumento serán utilizados con fines académicos y serán utilizados únicamente por la investigadora principal.

Si tienen alguna duda o pregunta acerca de la utilización de la información no duden un contactarme a mis líneas de contacto:

Nombre: Maria Fernanda Padilla Stand

Celular: 3014427838

Correo electrónico: mafepadilla26@outlook.com

1. Por favor, indique su rango de edad

- 20-24
- 25-30
- 31-35
- 36-40
- 46-50
- 51-55
- 56-60
- más de 60

2. Por favor, indique su sexo

- Femenino
- Masculino

3. Por favor, indique su lugar de residencia.

- Arauca
- Armenia
- Barranquilla
- Bogotá
- Bucaramanga
- Cali
- Cartagena
- Cúcuta
- Florencia
- Guaviare
- Ibagué
- Leticia
- Manizales
- Medellín
- Mitú
- Mocoa
- Montería
- Neiva
- Pasto
- Pereira
- Popayán
- Puerto Carreño
- Puerto Inírida
- Quibdó

- Riohacha
- San Andres
- Santa Marta
- Tunja
- Sincelejo
- Valledupar
- Villavicencio
- Yopal
- Otro

4. Por favor indique su lugar de procedencia.

- Arauca
- Armenia
- Barranquilla
- Bogotá
- Bucaramanga
- Cali
- Cartagena
- Cúcuta
- Florencia
- Guaviare
- Ibagué
- Leticia
- Manizales
- Medellín
- Mitú
- Mocoa
- Montería
- Neiva
- Pasto
- Pereira
- Popayán
- Puerto Carreño
- Puerto Inírida
- Quibdó
- Riohacha
- San Andres
- Santa Marta
- Tunja

- Sincelejo
- Valledupar
- Villavicencio
- Yopal
- Otro

5. ¿Realizó estudios de pregrado?

- Si
- No

6. ¿En qué área realizó sus estudios de pregrado?

7. ¿Realizó estudios de posgrado?

- Si
- No

8. ¿Qué tipo de estudios de posgrado realizó?

- Especialización
- Maestría
- Doctorado

9. ¿En qué área realizó sus estudios de posgrado?

10. ¿Realizó estudios en interpretación?

- Si
- No

11. ¿Qué estudios en interpretación realizó?

- Estudios formales
- Estudios informales

12. Si sus estudios en interpretación fueron formales, por favor indique cuáles

13. Indique la institución donde realizó sus estudios en interpretación.

14. ¿En su formación estudió alguna asignatura relacionada con terminología o lenguajes especializados?

- Si
- No

15. ¿Dentro de su formación como intérprete realizó práctica en sectores específicos? (Medicina, judicial, etc.)

- Si
- No

16. ¿Es usted empleado actualmente?

- Si
- No

17. ¿Bajo qué tipo de contrato esta empleado actualmente?

- Contrato a término fijo
- Contrato a término definido

18. ¿Su contrato actual está relacionado con la interpretación?

- Si
- No

19. ¿Realiza otra actividad laboral a diferencia de la interpretación?

- Si
- No
- ¿Cual?

20. ¿Cuáles lenguas extranjeras conoce?

21. ¿En qué ámbito realiza su trabajo como intérprete?

22. ¿Cuáles son sus lenguas de trabajo como intérprete?

23. ¿Cuántos salarios mínimos legales vigentes recibe al mes por su trabajo como intérprete?

- Menos de 1 smlv
- 1 smlv
- 2 mlv
- 3 smlv
- 4 smlv
- 5 smlv
- Más de 6 smlv

24. ¿Qué tipo de interpretación realiza en su trabajo como intérprete?

25. ¿Realiza su trabajo como intérprete en su lugar de residencia?

- Si
- No

26. ¿Pertenece usted a una asociación de intérpretes?

- Si
- No

27. Si usted pertenece a alguna asociación de intérpretes, por favor indique cual

28. ¿Conoce usted las leyes que lo cobijan como intérprete?

- Si
- No

29. ¿Está usted inscrito como intérprete en su RUT?

- Si
- No

Curriculum Vitae

My name is Mafe. I am 27 years old. I was born in Pamplona, in May 26th, 1990. Born in a single parent family, I was raised to be independent and brave, even when life punches me in the face sometimes.

I studied in Brighton Primary school and La Presentation High School. I must say that I did not enjoy much my teenage days since I was always the weird kid. The only thing I was good at was at English. This skill led me to take Foreign Languages at the University of Pamplona for five years. In this program I realized that learning foreign languages was my passion. Teaching is something I enjoy doing but I do not wish to be a teacher for the rest of my life.

That I why after graduating and stating working at the same institution I studied, I got the chance to take this master, which broadened my horizons by showing me that Interpreting is what I actually want to do for the rest of my life.