

# Needs Analysis for the Training of Court Interpreters

**Karen Chung-chien Chang**

In Taiwan, court interpreting became a formal practice recognized by the judicial system in 2006. Although certified interpreters are required to meet a certain level of proficiency in their chosen target languages (TL) and are provided with basic training regarding the legal system(s) in Taiwan, the actual practice of court interpreting in the past nine years has been plagued by many internal and external factors. The internal factors stem from the issue of competence. Meeting the language requirement thresholds set by the governing authorities does not mean a certified interpreter has the ability to handle different case scenarios or work in different interpreting formats. The external factors are related to the expectations of the legal professionals who are involved and to their possible lack of knowledge regarding how an interpreter should perform in court (Hale, 2004).

In an attempt to address the issue of the deficiencies in court interpreters' training, this study investigated the learning needs of current, in-service court interpreters through a needs analysis, taking an English for Specific Purposes (ESP) approach. The learning needs of both the interpreters themselves and the legal professionals were examined. The input from in-service interpreters provided insight into their perceived training/learning needs, whereas the interview results from judges, prosecutors, administrative staff and lawyers shed light on the most important qualities and skills needed by a court interpreter. Surveys and interviews were thus used as data collection tools.

The findings indicated that future training should focus on cultivating interpreters' language competence (the acquisition of legal jargon, vocabulary words related to different cases, and formulaic expressions used in court), providing interpreters with actual practice in the courtroom (to acquaint them with court procedures/protocols and the roles of different parties involved), and allowing them to practice with different working formats. Moreover, a task-based approach is suggested for training court interpreters to complete different interpreting tasks.

Keywords: court interpreting, court-interpretation training, needs analysis

Received: November 18, 2015; Revised: January 18, 2016; Accepted: July 1, 2016

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Karen Chung-chien Chang, Assistant Professor, Department of Foreign Languages and Applied Linguistics, National Taipei University, E-mail: changcc@mail.ntpu.edu.tw

## 法庭通譯訓練之需求分析

張中倩

法庭通譯在臺灣是一個新領域，2006年時，司法院正式針對法庭通譯人才的招募、訓練，進行相關規則的設定及實施。迄今已有九年，惟實務界與教學界之間差距甚大，通譯人員在實務上常常遇到困難，顯示出實務訓練的必要性、教材相關資料的缺乏 (Chang, 2013)。本研究對象為已經通過司法院認證資格的法庭特約通譯、法務人員（法官、檢察官、書記官、律師），透過訪談，進行資料收集，前者為現職之法庭特約通譯，他們就其經驗，提供通譯應該接收的訓練內容，分享他們最常處理的案件類型，後者則根據他們與通譯人員合作經驗，認為法庭通譯應該具備哪些能力，並提供在過往處理的案件中，需要法庭通譯協助的案件類型。透過這些資料分析，列出法庭通譯需要加強的訓練內容、項目，並建議課程可採取任務型導向教學 (task-based approach)，設計課程的內容與實施方式。希望透過此課程的設計與實施建議，能夠對目前從事法庭通譯、未來有志投入此領域的口譯學生，提供更具體的學習方向。

關鍵詞：法庭翻譯、需求分析、課程設計

收件：2015年11月18日；修改：2016年1月18日；接受：2016年7月1日

## Introduction

Court interpreting became a formal practice of Taiwan's judicial system in 2006. In the same year, the first recruitment of court interpreters was administered, followed by periodic follow-up training and new recruitment endeavors. However, even with the requirement for language competence and the mandatory training program in place, the practice of court interpreting has faced some criticism and problems, including issues related to the interaction between the involved parties in a court case and interpreters, the insufficient number of certified interpreters, the lack of related training, and irregular remuneration and working hours (Chang, 2008; Chang, 2013; 吳東牧, 2014; 楊金滿、葉念雲、沙信輝, 2010). With the trend of globalization and the increasing number of foreigners visiting or settling down in Taiwan, the inevitability of legal matters has already become a reality, challenging the court interpreting practice.

As the lack of training has long been recognized as a major issue in court interpreting, a reasonable move is to provide those working in this field with sound training to meet their needs in task performance and career development. In Taiwan, those who want to become court interpreters can send in their applications. When meeting the requirements set by the courts, these candidates then receive a maximum of 22 hours of mandatory training. Once these procedures are completed, these candidates will receive their certification and become registered court interpreters. Then these certified interpreters are offered one-day or two-day in-service training held once every two years. However, since this practice became official in 2006, in the contract-renewal training sessions held once every two years, certified court interpreters constantly have requested more training to facilitate their service to court.

Employing an ESP study approach of needs analysis, this study aims to examine and investigate the learning needs perceived by the in-service interpreters and identified as important by legal professionals (judges, prosecutors, administrative staff, and lawyers alike). The goal is to design a course of Court Interpreting for training current and future court interpreters.

## Literature Review

This literature review covers two parts: important principles in ESP studies and major ESP studies conducted in different countries as well as in Taiwan in the past 15 years and problematic issues found in the practice of court interpreting. In the first part, it is hoped that the review of past ESP studies can help establish the importance of needs analysis as the research framework. In the second part, the review of problematic issues in court interpreting as a practice provides background information for understanding the surveys designed for and used in this study.

### ESP Studies in the Past 15 Years

In recent years, English for Specific Purposes (ESP) has received much attention in Taiwan, for this approach emphasizes teaching English to meet learners' needs in achieving specific goals. While English for General Purposes (EGP) continues to be the focus of many universities, some have shifted their curricular emphasis to teach students the English skills required for their future careers. This shift can be witnessed in both research trends and courses offered.

Most ESP studies and material development are guided by the concepts put forth by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). Hutchinson and Waters (1987) have emphasized, "ESP does not involve a particular kind of language, teaching materials or methodology" (p. 19).

Consequently, the foundation of ESP rests on the question of why learners need to learn English. Therefore, three elements must be considered in ESP course development and teaching: the learner, the language chosen, and the learning context. Similarly, Dudley-Evans and St. John (1998) have pinpointed that “much ESP teaching, especially where it is specifically linked to a particular profession or discipline, makes use of a methodology that differs from that used in General English” (p. 4). This emphasis explains why a needs analysis in which learners provide input about their learning goals and acquired skills plays a vital role in the development and implementation of an ESP course.

In the past 15 years, many studies have been carried out to investigate the language needs of different learner groups at their current or future workplaces. This section gives a brief review of the studies conducted on different disciplines to highlight the importance of needs analysis. As the studies cover a wide range, the studies are reviewed in chronological order. For example, So-mui and Mead (2000) explored the communication needs of textile and clothing merchandisers. Louhiala-Salminen’s study (2002) focused on the discourse of one business manager in his daily communication. Sullivan and Girginer (2002) conducted their research on aviation English, in particular the communication between pilots and air traffic controllers. In addition, Brown and Lewis (2003) analyzed workplace conversations between bookkeepers and other employees in a New Zealand factory. Chew (2005) looked into the language skills of new employees in Hong Kong banks. Cheng and Mok (2008) observed the working conditions and the use of English among land surveyors. Medlin (2009) examined the aspect of nursing English in US hospitals and put forth suggestions for improvement. Kassim and Ali (2010) then examined the language and skill needs of engineers in multinational chemical companies. Freihat and Al-Makhzoomi (2012) also studied and identified the learning needs among their Jordanian students and drew the necessary ESP materials from

health-care communication resources. All these studies placed their emphases on how English assisted the learners in those specific contexts to communicate with others.

Within Taiwan, ESP studies have witnessed a growth in the past two decades. Researchers have attempted to study the English needs of different lines of work. A closer look at past research reveals that many efforts have been made in needs analysis, course instruction, and material development. To understand the learning needs of learners with different backgrounds of knowledge, several studies were carried out. For instance, Huang (2000) and Katchen and Leung (2000) examined the language needs for business English among working students and the materials used for teaching business English. In recent years, more attention has been paid to tourism English, and studies have been conducted to examine the use/training of English for hotel management, food/beverage management, culinary arts, and airport/aviation management. Hu (2009) analyzed her students' learning needs in tourism English. Hou and Li (2009) and Hou (2013) conducted two needs analyses on ESP learning needs of Taiwanese students majoring in food/beverage management and culinary arts separately. Furthermore, Chang (2009) analyzed the working conditions of the staff at a hotel in Kenting (southern Taiwan) for training material development.

In other fields, needs analyses have been conducted to gain more insight into existing language training of different fields and the needs of the learners. In Chang's (2011a) study, attention was given to the critical examination of the possible gap between the needs in foreign languages of Taiwanese enterprises and the curricula offered by foreign language departments in Taiwan. Also, the same researcher (2011b) investigated the English needs of police officers working in aviation security and examination. Most recently, You, Su and Chen (2012) studied the likelihood of establishing a scale for evaluating nursing notes

taken by nursing students in their practicum when they handled different cases as part of ESP instruction for future nurses.

What is evident from this review on past studies is that although many efforts have been made to bring about changes and development in ESP instruction, some fields are still left untouched. This study aims at identifying the components of a course in Court Interpreting through the examination of the learning needs of current, in-service court interpreters for future training.

## **Problematic Issues in the Practice of Court Interpreting**

This section synthesizes the problematic issues identified in the practice of court interpreting in different countries. In some countries, such as the US, Canada, Austria, Australia, South Africa, and other European countries, court interpreting has been in place for a long time. Despite its long history, the practice of court interpreting in these countries has been plagued by some similar problems like the lack of training, the lack of respect from other parties involved in legal cases, an interpreter's self-awareness of his/her role in court, the understanding of an interpreter's role from legal professionals, a lack of commitment from court interpreters, and non-standardized remuneration (Anderson, 1976; Barsky, 1996; Brown, 1993; Duñas Gonzales, Vásquez & Mikkelson, 1991; Fenton, 1997; Gentile, Ozolins & Vasilakakos, 1996; Hale, 2004, 2008; Mikkelson, 2000; Moeketsi, 1999; Ozolins, 1998; Roy, 1990; Wadensjö, 1998).

Often, these problems are intertwined and their effects compounded. For example, when an interpreter who lacks training renders his/her interpretation, the rendition could potentially be problematic. Wadensjö (1998) and Hale (2004, 2008) have highlighted that "fidelity" frequently surfaces as a problem in court interpreting sessions, leading other parties in court to question or doubt the accuracy of the rendition. Worse yet, this problem can compound into issues of

disrespect, frustration, or poor remuneration (Chang, 2013). Moreover, without formal training, court interpreters may have different beliefs about their roles (Anderson, 1976; Brown, 1993; Duñas Gonzales et al., 1991; Fenton, 1997; Gentile et al., 1996; Mikkelson, 2000; Moeketsi, 1999; Roy, 1990), another factor that could affect how a message is rendered from a source language to a target language.

Among the difficulties encountered in the practice of court interpreting, interpreters' competence often surfaces as one of the major issues. California Rules of Court clearly stipulate the scope of professional conduct for interpreters in Rule 984.4 (AIJIC, 1999). An interpreter is expected to demonstrate compliance to the following code of conduct. An interpreter shall

- a. accurately and completely represent his or her certifications, training, and relevant experience,
- b. use his or her best skills and judgment to interpret accurately without embellishing, omitting, or editing,
- c. be impartial and unbiased,... refrain from conduct that may give an appearance of bias,...and disclose to the judge and to all parties any actual or apparent conflicts of interest,
- d. not disclose any privileged communications between counsel and client,
- e. not give legal advice to parties, witnesses, nor recommend specific attorneys or law firms,
- f. maintain an impartial, professional relationship with all court officers, attorneys, jurors, parties, and witnesses,
- g. maintain and improve his or her interpreting skills and knowledge of procedures used by the courts,
- h. assess at all times his or her ability to perform interpreting services,
- i. report to the court or other appropriate authority any effort to impede the interpreter's compliance with the law, this rule or any other official



policy governing court interpreting and legal translating. (pp. 38-39)

Moreover, an interpreter should maintain his/her professionalism by paying attention to the aspects of accuracy, impartiality, confidentiality, proficiency, demeanor, and case preparation (鄭家捷、戴羽君, 2006). Since these qualities delineated the qualities expected of an interpreter, they are used as the guidelines for examining the prescribed needs placed on a competent court interpreter.

## Significance of This Study

Since 2006, court interpreting has become a regulated practice in Taiwan, meaning that a talent pool has been formed, basic training held and court-interpreting service provided. When foreigners find themselves facing legal issues that involve the court system, they have the right to request interpreting services not only to facilitate the communication process but also to minimize the possibility of language-induced misunderstandings. Although the role and importance of court interpreters seem to be understood by the field and those in the court system, insufficient training and the low threshold for language proficiency requirements remain problematic at the heart of this practice (Chang, 2013). The first formal recruitment for court interpreters took place in 2006. Since then, the court system has regularly held recruitments for new interpreters specialized in different language combinations. Yet, despite these efforts, the number of certified interpreters has been dwindling, a conclusion obtained from the certificate-renewal training held every two years (Chang, 2013). Several reasons are found to account for such a decline. A lack of commitment to this position is often found to be the leading culprit, a phenomenon commonly present in other countries' practices of court interpreting as well (Hale, 2004, 2008; Mikkelsen, 2000; Moeketsi, 1999;

Wadensjö, 1998). Other reasons include insufficient formal training, the issue of fidelity and distrust, a lack of understanding in the demanding nature of interpreting, poor time management, insufficient information for beforehand preparation, and non-standardized remuneration (Chang, 2013; Hale, 2004; Moeketsi, 1998; Wadensjö, 1998). As a measure to prevent further loss of certified court interpreters and improve the quality of current court interpreting practices, identifying the training needs for course development is a must.

In the US, most court interpreting training is provided by universities/colleges and court-interpreter associations. Many states provide short-term or year-round training for court interpreters. To name just a few, Middlebury Institute of International Studies at Monterey, California (the former Monterey Institute of International Studies) held two summer sessions in court interpreting in 1984. In the same year, the University of Arizona provided a four-week intensive summer program for court interpreting. Other universities, including Florida International University, San Diego State University, and the Center for Legal Studies of Montclair State College, provide longer, year-round programs. Apart from the university-held training programs, court interpreters' associations in different states, such as New York, Arizona, California and Texas, also regularly offer workshops for their members to share experiences and cultivate growth (Berk-Seligson, 1990). At present, many more institutes and universities have offered court interpreting training programs. Based on the press release of the European Commission, among its 21 member states, formal legal translation/interpretation programs are offered by University Pontificia Comillas in Spain and Ventspils University College in Latvia (European Commission, 2014). In Australia, similar programs are available in Monash University, Macquaire University, University of West Sydney, and Victoria University, to name just a few. In addition, for the programs and

universities in the US, the details can be found in the attachments of *Professional Ethics and the Role of the Court Interpreter* (AIJIC, 1999, pp. 65-68) and via the website of National Association of Judiciary Interpreters & Translators (NAJIT, n. d.).

In Taiwan, training for court interpreters is limited to only those short-term seminars offered by the court system. Since training programs at the university level and in professional associations are not available, the current study aims to fill that gap by providing the field of court interpreting with specifics as to what future training material should cover and what the training scope should be.

## **The Study**

### **Background of the Study**

Although court interpreting became an organized practice in Taiwan in 2006, a professional association has not yet materialized. For those in the court system, the compiled name lists of court interpreters provide the only channel to locate a court interpreter for a certain language when the need arises. Yet, most certified court-interpreters work as freelancers and provide services to the court on an irregular basis. Consequently, most of them rarely stay in contact with one another. In addition, while many have kept expressing the desire for receiving more training, such a call has been heard but not answered. For many in-service and newly-recruited interpreters, it has become more evident that the training content must be tailor-made for them to develop interpreting competence rather than simply to acquire knowledge about rules and regulations. Such a suggestion has long been proposed by Hale (2004), a court interpreter as well as interpreting researcher in Australia. Furthermore, Chang (2013) has urged court-interpreting training to be provided through either

short-term programs or regular university courses. As an extended effort to strengthen the court interpreting practices in Taiwan, this study aims to gather and scrutinize necessary information for designing training material that can be used at the university level or in a short-term training program.

## Research Design

**Scopes of analyses.** Three frequently-discussed elements in ESP research are needs analysis, text/discourse analysis, and a teaching approach focusing on learners' needs. Moreover, needs analysis is regarded as the first step in designing an ESP course (Dudley-Evans & St. John, 1998). In more detailed terms, four types of analyses should be conducted. First, a target situation analysis examines target situation needs to find out what English skills are needed to complete the required tasks. Such skills can be objectively concluded even by outsiders. Second, a learning situation analysis places its emphasis on different aspects of a learning process, including the learning styles and habits of learners. Third, a present situation analysis evaluates the learners' already-equipped knowledge and skill bases, weaknesses/strengths, and learning experiences. Finally, a means analysis examines the environment for course implementation, covering factors such as classroom culture, institutional culture, and related management systems.

This current research has taken all four aspects into consideration. First, certified court-interpreters of different language combinations were surveyed to investigate what language skills are required to complete a court-interpreting assignment (target situation analysis) successfully. Court interpreters, as a whole, do not constitute a large talent pool. Aiming at investigating the perceived needs for training of all certified interpreters, the survey covered those whose names were on the list compiled by the courts in 2014. Second, a learning situation analysis examines the working formats of court-interpreters, including

sight translation, consecutive interpretation, and simultaneous interpretation. Third, a present situation analysis investigates the scopes of knowledge and skills evaluated by the participants as highly needed for court interpreters. Finally, a means analysis focuses on how a Court Interpreting course should be taught for interpreters to provide their services more efficiently to the court systems in Taiwan.

**Participants.** The study covered 112 court-certified interpreters whose names were secured from the name lists compiled by the Judicial Yuan. Although the years of service to the court varied among these interpreters, they had all completed the initial 22-hour mandatory training offered by the court, and those Chinese-English interpreters met the competence requirement of either TOEIC 550 points or intermediate level of GEPT. As for interpreters of other languages, they all reached at least an intermediate level of proficiency in their respective target languages (司法院, 2015).

Among the 112 participants, 64 have been certified for more than four years, and the other 48 interpreters have been certified for more than two years. This difference comes from the fact that different regions in Taiwan hold separate recruitments for court interpreters. One special note regarding the learning backgrounds of these interpreters is that, after they became certified, they did not receive any further court interpretation training from the Judicial Yuan. The lack of training continues because such materials are not available, and it is difficult to find capable instructors. In addition, the diverse language backgrounds of these interpreters make it hard for the development of training material and content. Nonetheless, over the years, in the on-the-job training sessions held every two years by the court, many certified interpreters have called for further training through case simulation conducted even in other languages (S-L. Kao, personal communication, July, 28, 2014).

**Research questions.** This study set out to explore the knowledge and

skill scopes that certified court interpreters and legal professionals deemed necessary for completing an interpreting task and facilitating to the legal proceeding. The identified knowledge and skill scopes are essential, for they formulate the course components of Court Interpreting. This research was carried out to explore the following two questions.

1. What scopes of skills and knowledge are perceived as much needed or lacking by in-service court interpreters and legal professionals? On what points do the perceived needs and the prescribed needs converge?
2. What types of legal cases require court interpreters' assistance most frequently?

## **Material and Methods**

For data collection, this study made use of different tools, including surveys and interviews to collect and analyze the information gathered. First, two surveys (Appendix A and Appendix B) were sent to the in-service interpreters. This target group is important because some researchers (Chang, 2011b; Forey, 2004; Northcott & Brown, 2006; Stapp, 1998) have emphasized the importance of working with field professionals (in this case, seasoned court interpreters) to cooperate on the development of course materials. Moreover, interviews involving 18 judges, 15 prosecutors, 10 administrative staff, and 10 lawyers were conducted. This section is divided into two parts to explain the design and the implementation process of the two surveys.

### **Design Procedures of the Two Surveys**

To prepare for the two surveys used in this research, a separate study was carried out among 144 certified court interpreters. Its main purpose was to seek the input of the certified court interpreters regarding the difficulties

and challenges they encountered in handling court-assigned cases (especially the skills) and the training they hoped to receive. According to Chang's study (2013), in the talent pool organized by the Judicial Yuan, the governing body of court interpreters' recruitment and training, there are interpreters for 13 foreign languages (p. 141). Although it is true that the interpreters working with different language combinations may encounter different issues at work, that study aimed at investigating the common concerns shared by most, if not all, certified interpreters.

An open-ended survey was sent to all 144 interpreters whose names were on the list obtained from the Judicial Yuan. Only two questions were asked, mainly to avoid intimidating or burdening the respondents. The first question asked the respondents what skills they found themselves lacking when performing court interpreting tasks. The second question surveyed the respondents about what they hoped to learn and acquire in further training sessions/programs. Both questions were open-ended, and the respondents were encouraged to provide their opinions in either paragraph writing or itemized answers.

Among the distributed 144 surveys, 102 copies were returned (71% return rate). Although the return rate was satisfactory, the responses varied a great deal. More specifically, 55 copies were returned with limited information revealing mainly the skills the respondents hoped to acquire in future training,<sup>1</sup> leaving another 47 copies supplying the researcher with more information for designing the surveys to be used in this current research. When the responses were collected and sorted, a coding procedure was adopted to identify the key areas (or weaknesses) perceived by the respondents. The two coders read through all responses and highlighted the difficulties, problems, weaknesses

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<sup>1</sup> This result echoed one of the findings listed in the report produced for the Judicial Council of California / Administrative Office of the Courts (2007).

and troubles expressed in the surveys. The inter-coder reliability level was .84. A total of 13 items were identified for the design of the first survey used in the current study (Appendix A). Since one aim of this study was to determine the instructional scope of a course in Court Interpreting, the main focus of the second survey was to pinpoint the most frequently-encountered cases of the respondents.

According to the court records collected from three major districts in northern Taiwan, a total of 21 types of cases were compiled to create the second survey used in the current study (Appendix B). This information was gathered over a period of eight months with help from the courts in the three districts. The main reason for designing two separate surveys rather than combining two of them into one was for extended studies in the future. As this course is designed for implementation in a university curriculum as well as for the training of seasoned court interpreters, separating them into two surveys will facilitate future studies.

## **Implementation of the Two Surveys**

Both surveys were again distributed to 144 court-listed interpreters to seek their input and assistance. The reasons for sending the two surveys to the same group of respondents are twofold. First, the pool of court interpreters is very small, making every one of them a valuable asset for gaining insight into this field. Second, only 47 copies from the previous study came back with a relatively fuller scope of responses. It was hoped, through these two surveys, more respondents would share their experiences. Among the 144 surveys, 112 copies were returned (a return rate of 78%). Moreover, 21 in-service court interpreters were interviewed for their insight about the most frequently handled cases and what they viewed as vital components in the course to be designed. Although their language combinations varied, the common



experiences, especially the cases handled and the difficulties encountered, were their major contributions.

Between the two surveys sent to the participating interpreters, the first survey intended to identify the training needs (the skills and knowledge scope), and a total of 13 categories were identified. Then the second survey asked the respondents to check the items which they viewed as vital for the training of both in-service and future court interpreters (see Appendix A and Appendix B). To help the respondents with different working languages to answer the surveys, the surveys were phrased in both Chinese and English.

## **Implementation of Interviews**

In this study, the data collection is divided into two major parts covering the in-service court interpreters and the legal professionals (judges, prosecutors, administrative staff, and lawyers). As the survey part has been introduced in the last section, this section focuses on the interview details. For the in-service court interpreters, 21 of them agreed to participate in the interviews. Among these 21 interviewees were two Spanish-Chinese interpreters, two French-Chinese interpreters, four Japanese-Chinese interpreters, six Indonesian-Chinese interpreters, and seven English-Chinese interpreters. They all have been certified by the Taiwanese court system for five to seven years. In terms of their training backgrounds, nine only received training provided by the court and did not have any additional training. Another 12 certified interpreters either had received formal interpreting training (in the form of university courses) or had earned language-teaching degrees or hold teaching jobs. The interviews were conducted in Mandarin Chinese, for that is the shared language of the participants. The interviews were first recorded and later transcribed. For more details of the interview questions, please refer to Appendix C. Although the questions were different, some answers overlapped. The answers were first

sorted out based on their sequences. Also, for the purpose of tallying, keywords were extracted and similar expressions were classified in the same categories.

In the second part, to gather insight from other parties involved in the handling of a legal case, this researcher directly approached the legal professionals who had the experience working with court interpreters. As these legal professionals witness the progression and development of a case with the assistance of a court interpreter, they can provide very specific insight regarding what abilities within an interpreter they deem as indispensable for the smooth development of a court session. Although defendants, plaintiffs, and witnesses are equally important figures involved in a case, it is extremely difficult to obtain their cooperation in such a study. The courts in Taiwan regulate that all legal information pertinent to a case must be retained in the court and cannot be released to any third party. Moreover, all personal information of those involved in a case must be kept confidential. These circumstances have made these parties unapproachable.

Yet, since court interpreters are viewed as part of the court systems, the legal professionals are relatively more willing to participate in a study of this nature. Therefore, they were interviewed and their feedback was taken into consideration in identifying the must-have qualities for a court interpreter and the cases frequently assisted by court interpreters. However, because of two constraints, the total of legal professionals interviewed for this study only covered 18 judges, 15 prosecutors, 10 administrative staff, and 10 lawyers. The first constraint is the availability and willingness of legal professionals to participate in this study. More than 30 judges, prosecutors, administrative staff, and lawyers respectively were approached for this interview, but many of them declined. The reasons given were related to their heavy workload or insufficient experience in working with court interpreters, resulting in the final pool of 53 interviewees. The interviews were conducted on an individual basis (for

interview questions, please refer to Appendix D). All interviewees agreed to the recording of their interviews. After the interviews, the content was transcribed by the researcher's assistants. The transcripts were read, sorted and coded by the researcher and another colleague. However, because of the nature of the questions, the coding process was less complicated, leading to a much higher inter-coder reliability reading at .91.

## Results and Discussion

This study aimed to investigate the training needs of court interpreters from the angles of in-service court interpreters and legal professionals. The findings are organized in the sequence of the posed research questions: the scopes of needed skills and knowledge in court interpreter training and the necessary content (most frequently handled cases) for the training. As this study involves two groups of participants, the findings are presented in the sequence of input from the in-service interpreters first and the legal professionals second.

### Scopes of Needed Skills and Knowledge

This section covers the input gathered from the in-service court interpreters and the legal professionals. In the first part, the in-service court interpreters provided their input through the two surveys and the interview. In the second part, the interview results with legal professionals were provided.

**In-service court interpreters' perceived needs.** From the 112 returned surveys, the following skills and issues were confirmed by the respondents to be vital for future training. The results have been compiled into Figure 1. For these seasoned court interpreters, their immediate interests in training were related to linguistic competence and actual court practices. The elements such

as remuneration, expectations from court, procedures for case assignments, and roles of legal parties received less attention.

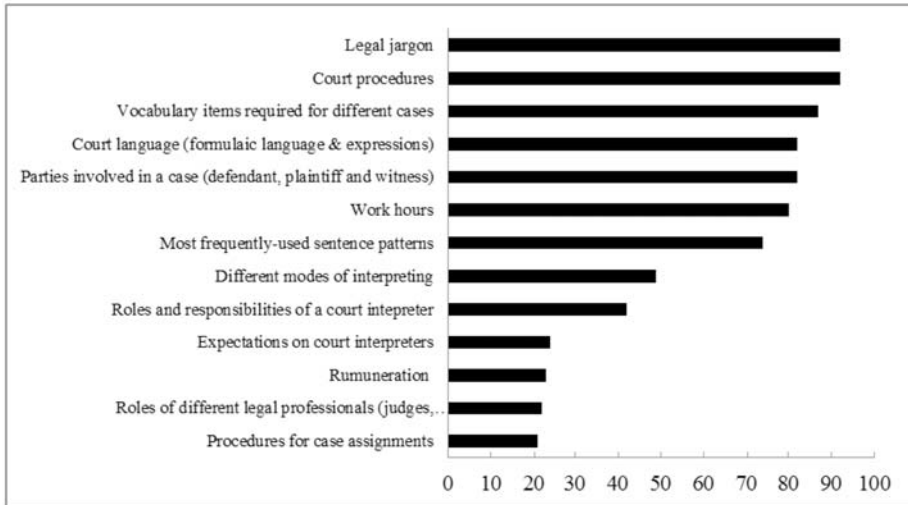


Fig. 1 Knowledge and skill scopes: interpreters' concerns (compiled by the author from the survey results).

A closer look at the most-checked items revealed the surveyed interpreters were most concerned with issues related to linguistic competence. First, out of the 112 returned surveys, an overwhelming 92 respondents chose “Legal Jargon,” indicating that these certified court-interpreters were keenly aware of their needs in acquiring as well as understanding legal jargon. Second, 87 respondents ranked “Vocabulary Items Required for Different Cases” as their concern. This response highlighted the importance of case-specific words, phrases, and expressions. Third, 82 of the participating interpreters desired to strengthen their acquisition of formulaic expressions commonly used in court. For instance, all defendants are informed of their rights in court before their sessions start. As part of the procedural language, the reading of these rights has become a routine and the expressions formulaic. Next, 74

respondents expressed the interest in learning the sentence patterns frequently used in different cases. Evidently, advancing their language skills is perceived as essential for these court interpreters, further confirming that the current threshold for language competence is too low.

The second aspect that warrants more attention is the actual practices in a courtroom. In the 22-hour pre-service training, the training content includes two hours of introduction of court services, six hours of basic knowledge of laws and regulations, 12 hours of court proceedings and procedures of different cases, and two hours on an interpreter's responsibility and ethics (司法院, 2015). Although all court interpreters are shown the layout of a courtroom, they are not given the opportunity to observe a court in session. This deficiency might explain why 92 out of 112 returned surveys indicated a need to better understand "Court Procedures and Protocols."<sup>2</sup> Moreover, 82 respondents expressed the desire to learn more about the different parties (defendant, plaintiff, and witness) involved in a legal case. In addition, a high number of respondents (80/112) were curious about "Work Hours." According to Chang's study (2013), when court interpreters are contacted for case assignments, the court often fails to inform interpreters how long a certain session is expected to last.

What may come as a surprise from the tallied results is the respondents' attitudes about the basic elements of interpreting as a career. First of all, only 49 respondents (44%) were interested in learning about different interpreting formats, such as sight translation, consecutive interpretation, or simultaneous interpretation. One explanation for this lack of interest may be related to their past training and their commitment to court interpreting, for the interviewed interpreters showed different stances. Among the 21 interviewed interpreters,

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<sup>2</sup> This finding was also listed in the report produced for Judicial Council of California/ Administrative Office of the Courts (2007, p. 7).

18 of them indicated that they would like to have the opportunity to learn to interpret in different formats. Only four interpreters said they were comfortable with simultaneous interpretation. Most interviewees still preferred consecutive interpreting, and only three of them received training of sight translation.

In addition, only 42 respondents (38%) wanted to know more about the roles and responsibilities of a court interpreter. Most strikingly, only 24 respondents (21%) were interested in learning about the expectations that other involved parties had on court interpreters. These statistics have pinpointed a potentially worrying phenomenon, a lack of commitment to interpreting as a career and the awareness of their role in court. This attitude echoes the findings of Hale (2004) in her research conducted among Australian court interpreters. If left unaddressed, this attitude may hinder the development of court interpreting as a field, for without the involvement of professionals, it would be difficult for this field to make improvements.

**Training needs identified by legal professionals.** The questions posed to legal professionals asked their input about the qualities (including skills) that a capable court interpreter must have. When asked how they measured the competence of a court interpreter, the interviewees' answers were quite unanimous. For them, a court interpreter's job is to assist the foreign parties to understand the court proceeding and to help the entire communication process. Therefore, when an interpreter could facilitate the progression of a court session to go smoothly from the beginning to the end, the interpreter then is viewed capable. In other words, when the communication breaks down, often the blame is placed on the interpreter. As for their views on the important prescribed needs placed on a court interpreter, these 53 legal professionals' responses are compiled in Table 1.

Table 1

*Essential Qualities of a Court Interpreter*

Essential Qualities	Tallied Totals of Responses
Demonstrating language proficiency	53
Providing complete and accurate interpretation	53
Maintaining impartiality and avoiding conflicts of interest	53
Preparing for cases	50
Maintaining a good demeanor	35
Maintaining a good representation of qualifications	32
Assessing and reporting impediments to performance	17

*Note.* Compiled by the author from the survey results.

Evidently, all interviewees regarded a court interpreter's language competence, his/her ability to provide accurate and complete interpretation and his/her awareness in keeping an impartial stance as well as avoiding conflicts of interest as the most essential qualities. In addition, the interviewees highlighted the necessity of an interpreter's preparation for a case. However, when they were reminded of the fact that most interpreters, at the time of being contacted for an assignment, were not provided any information about the case, the legal professionals further elaborated their answers by emphasizing the importance for a court interpreter to be equipped with comprehensive ability in handling most legal cases.

Apart from the criteria related to a court interpreter's linguistic competence and interpreting ability, other details in the code of conduct seem less important. Only 35 of 53 interviewees considered good demeanor important; 32 out of 53 interviewees expressed the importance of an interpreter's qualifications; 17 out of 53 interviewees paid attention to an interpreter's assessment and reporting of any impediments to his/her

performance.

Even though a total of 11 items were listed as the necessary qualities for a court interpreter, the aspects of maintaining confidentiality, avoiding giving legal advice, maintaining professional relationships with court officers and authority, and reporting ethical violations failed to receive any attention from the interviewees (meaning no interviewees checked these items). When asked about the lack of emphasis on these qualities, most interviewees (43 out of 53) pointed out that they believed that court interpreters already knew the importance of not talking outside of the court about the cases they assisted. The interviewees (37 out of 53) did not believe any interpreter would attempt to provide legal advice to those involved in a case. Besides, since the interpreters provide their service to the court on a contract basis, there is no need to maintain any relationship, according to 35 out of 53 interviewees. Finally, 17 interviewees said that, without a corresponding window of contact to handle the report of violations of ethics, the act of reporting such violations was never encouraged. Clearly, these qualities do not weigh equally in the eyes of those working in the court systems.

From the above responses collected from in-service court interpreters and legal professionals, it is clear that both parties converge on the key points: linguistic competence and knowledge about laws and regulations (for case preparation). However, other elements, such as raising their role awareness as court interpreters and improving their ability to work in different interpreting formats, should still receive attention in the planned training details.

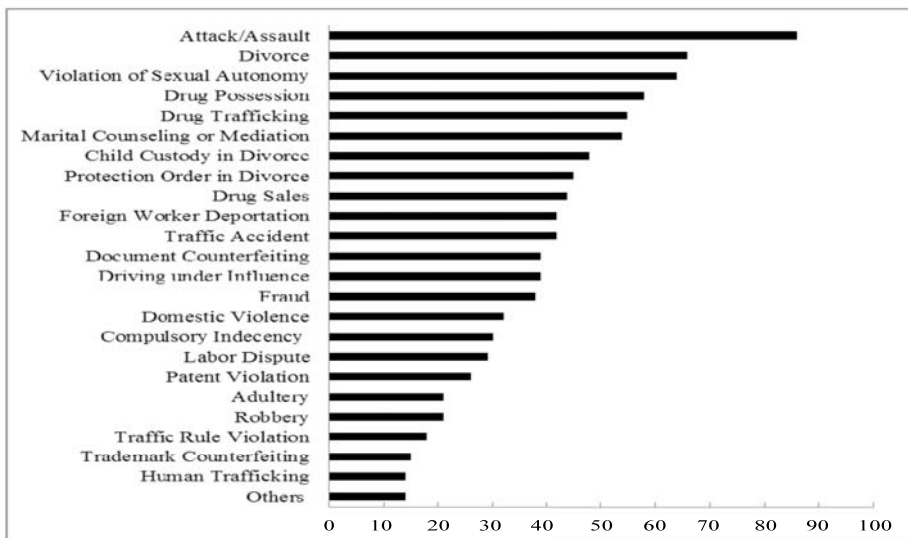
## **Cases Frequently Requiring Court Interpreters' Assistance**

The second research question asked the interviewees from both groups (in-service interpreters and legal professionals) to reflect on the cases in which court interpreting service was required, aiming at pinpointing the training focus



in the course of Court Interpreting.

**Input from the In-service Interpreters.** In the first survey (Appendix B), the respondents were asked to mark the types of cases that frequently required their assistance. The respondents were informed that they could mark all applicable answers. Then their answers were sorted into Figure 2.



*Fig. 2* Legal cases frequently requiring interpreting assistance (compiled by the author from the survey results).

Based on the 112 returned surveys, the top 10 most frequently encountered types of court cases included attack/assault (86/112), divorce (66/112), violation of sexual autonomy (64/112), drug possession (58/112), drug trafficking (55/112), marital counseling or mediation (54/112), child custody in divorce (48/112), protection order in divorce (45/112), drug sales (44/112), foreign worker deportation (42/112), and traffic accident (42/112). Although this information was gathered based on the recollection of the surveyed respondents, it helped point out a tentative direction for organizing the content of a course in Court Interpreting.

**Insight from Legal Professionals.** Based on the types of cases marked by the 53 interviewed legal professionals, the results were compiled into Figure 3. What should be noted in these compiled results is that the list is not exhaustive because of the total of interviewees, but their input helped point out the direction of the course material to be collected.

From the experiences of these participants, the top ten types of cases requiring court interpreters' assistance most frequently were traffic accident and/or violation (48/53), driving under influence (47/53), fraud (45/53), assault (45/53), drug trafficking/sales/distribution (43/53), divorce (42/53), child custody in divorce (40/53), labor dispute (34/53), domestic violence (34/53), drug possession (33/53), and violation of sexual autonomy (28/53). One judge did point out that some cases, especially those related to trademarks, patent, and foreign worker deportation, may be more specifically handled by certain judges. For more information on those cases, further interviews with specified participants are needed.

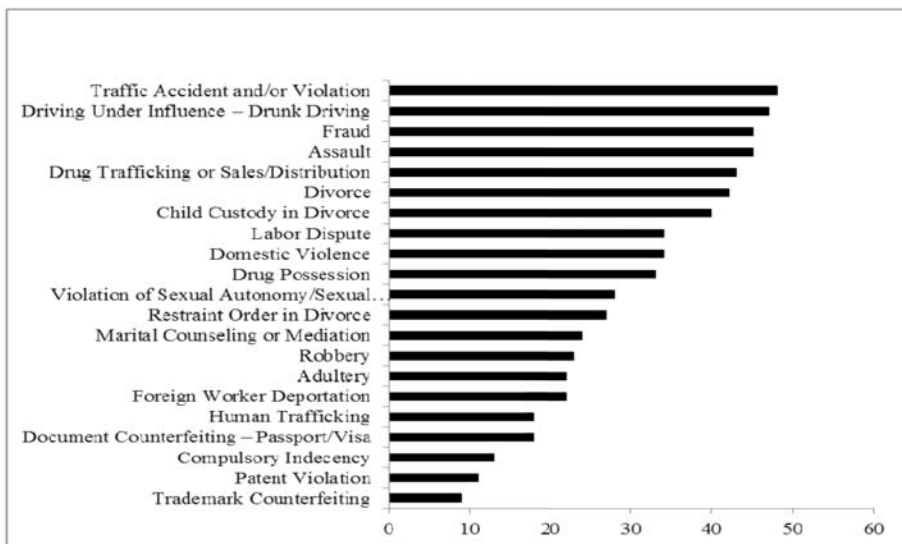


Fig. 3 Types of cases frequently assisted by court interpreters (compiled by the author from the survey results).

Based on the results collected from the in-service court interpreters and the legal professionals, a tentative list of court cases can be drawn to serve as the pool for material collection. That is, actual cases of assault/attack, divorce, drug trafficking, drug possession and violation of sexual autonomy (the overlapped top five categories of cases) can be observed so that real case scenarios can be collected, modified, and drafted to be used as authentic course material.

## Conclusions

This study has generated helpful results that can be used to shape future training content for in-service or newly-recruited court interpreters. The insight provided by the two groups of participants can further point the directions for course material, time allotment for instruction, and format for a training course in court interpreting. First, to address the learning needs of the target learners (those receiving court interpreting training), different vocabulary lists should be compiled to meet the nature of specific cases. For instance, the vocabulary items involved in a theft case are different from those used in a drug sales case. Similarly, the foci of a criminal case will be different from those of a civil case. In addition to vocabulary items, formulaic expressions should be presented as stock language that all learners need to memorize by heart, for these expressions appear routinely in all criminal cases. In some cases, when an indictment is available, learners should be supplied with this document.

Second, when Court Interpreting is offered as part of a training program, the length of a case will inevitably be limited due to the institutionally-regulated instruction time. In both court-organized training and university courses, most sessions or classes are two hours long. When two-hour instruction time is played out, each class period should ideally cover two parts: case simulation and

performance review. Since, in the field of court interpreting, the occurrences of certain cases outweigh others, it is suggested the course content focus on the more frequently-encountered cases. Figure 2 and Figure 3 have provided the types of cases that should be included in the course syllabus of Court Interpreting. Therefore, for a two-hour session, one suggestion is to allot one hour for case simulation and the other hour for performance review. During the performance review, the instructor will be able to focus on the strengths and weaknesses of learners. In the review, some frequently-used sentence patterns can be emphasized, so learners can use them as reminders.

Last, the most important part is how such a course should be delivered. Previously, in the implementation of other ESP courses, researchers in Taiwan have made the attempt to provide ESP instructions through a task-based approach (Chang, 2012; Kang, 2010; Kang & Chen, 2007, 2011; Tsai, 2005) or a project-based approach (Chen & Lee, 1996). Likewise, the findings in this study have pointed to the same direction. As the in-service interpreters participating in this study have highlighted the urgency of knowing how to handle different cases, it is recommended that a task-based approach be adopted for the implementation of Court Interpreting. Ellis (2003) states that task-based learning and teaching is “a form of teaching that treats language primarily as a tool for communicating rather than as an object for study or manipulation” (p. ix). When this notion is applied to court interpreting assignments, each “task” (court assignment) serves as the most obvious means for organizing teaching along the lines of enabling learners to “use a second language easily and effectively in the kinds of situations they meet outside the classroom” and helping learners understand “how language is used as a tool for communicating” in the real world (p. ix). In each training session, learners will be informed of the case that requires their interpreting service in the ensuing session. With the furnished vocabulary list, learners are encouraged

to brainstorm and predict the case scenario. To simulate a court case, all participants will take turns playing the different roles involved.

Case simulation can be carried out in two ways. First, the entire case can be divided into parts, and participating interpreters will collaboratively interpret for the entire case, with each participant taking up one portion of the case. Second, while some participants are assigned to play various roles involved in a case, other participants will interpret for the case altogether in a simultaneous manner. In this condition, a classroom equipped with special recording equipment is required. All interpreters will be required to wear headsets, so their performances can be recorded at the same time. The first approach allows the instructor to take notes of participants' strengths and weaknesses along with the progression of a case. The second approach gives each learner the chance to interpret the whole case but poses difficulty in performance review. Both formats are feasible, but the actual implementation will depend on the size of the training program and instructional time.

In addition to course preparation and delivery format, the element of "instructor" is of great importance, too. In the existing pre-service 22-hour training, most instructors (or speakers) are either court officers or legal professionals (judges and prosecutors). As these instructor candidates have neither linguistic training nor interpreting experience, they will not be able to lead the trainees to develop the skills needed for successful performance of a given task. Therefore, the most suitable instructor candidates for the course of Court Interpreting naturally are either the professional interpreters who have accumulated years of field experiences or the interpreting teachers who are trained in the capacity as both a teacher and an interpreter.

One more reminder for course content is that future training should pay attention to the elements that received less attention in this study. Even though these elements were not valued by the participants in this study,

these elements, if left unaddressed, may negatively impact the development of court interpreting as a practice. For instance, in the feedback provided by both parties, the participants failed to recognize the importance of the understanding for court interpreters' roles and responsibilities. According to previous studies, how an interpreter behaves in a court in his/her handling of received information is highly related to what he/she believes the role of an interpreter is. Some view interpreters as a conduit via which information is conveyed from one language to another. Some view interpreters as helpers to the underprivileged parties in court. Some regard interpreters as cross-cultural liaisons. Each stance bears a certain potential to impact how heard information is processed into the target language. Consequently, future training should allow time allotment to cover this element.

In addition, in the interviews with the in-service interpreters, the issue of respect was often mentioned as a frustrating factor to impede interpreters' performances. When some legal professionals do not understand the demanding nature of an interpreter's job, they may simply treat an interpreter as "a translation machine" (in-service interpreter 3). The failure to recognize how demanding an interpreting task is may lead a judge to expect an interpreter to work for unreasonably long hours (in-service interpreter 6). Clearly, communication between interpreters and legal professionals has to be improved. Court interpreters need to assess their own abilities and report any factor that may impede their performances (AIJIC, 1999). In other words, more awareness related to this profession, court interpreting, should be cultivated.

## **Directions for Future Studies**

This study has identified the scope and components for a course in Court Interpreting. For the preparation of course materials, field observation

to courtrooms where interpreting takes place is a must. In this preparation, several obstacles may surface. For example, the information-collection process for the preparation of course material will definitely require much investment in both time and effort. Initial resistance from those in the court system might be expected for the concern of protecting the privacy of those involved in legal cases. In addition, since the in-service court interpreters have different combinations of working languages, the collected case scenarios will need to be modified accordingly to suit their needs.

Once the course materials for Court Interpreting are developed, this course can be offered at two levels. First, such a training program with a task-based orientation can be offered to the currently-certified court interpreters for solving the problem of insufficient training. Second, this course can be offered regularly at the university level to strengthen the existing interpreting training of student interpreters. When student interpreters develop an interest in this specific type of interpreting, their learning and acquisition of discipline-specific knowledge can be encouraged. In turn, these students can potentially enhance the talent pool for court interpreters in the future.

In both situations, the results of course/program implementation have to be critically reviewed to ensure the appropriateness of the course content and training. This suggestion is in line with the concept advocated by Dudley-Evans and St. John (1998) and Hutchinson and Waters (1987). The needs analysis and course design of all ESP courses are never an “on-off” activity. Rather, on-going analyses should be carried out so that the changes in time, learning contexts and learners can be closely monitored and necessary modifications be made. The quality of ESP teaching can only be enhanced with continuous needs analyses and course modification.

## Acknowledgements

The author would like to thank the reviewers for their constructive comments to help improve earlier versions of this paper. The author's sincere gratitude also goes to Ms. Naomi Simonds for her continuous support throughout this project.



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## Appendix A

### Needs Analysis of Learners

1. Gender 性別：\_\_\_\_\_
2. Years of Service in Court 法庭通譯年資：\_\_\_\_\_
3. Number of Court Visits 造訪法庭次數：\_\_\_\_\_
4. Based on your observation of court sessions, what do you think you need to learn and acquire in order to become a court interpreter? (select those applicable to you)  
就你觀察過的法庭庭訊，你認為要成為法庭通譯應該接受什麼訓練、具備哪些方面的了解？(可複選)
  - \_\_\_ court language (formulaic language & expressions) 法庭制式語言與表達
  - \_\_\_ court procedures and protocols 法庭程序
  - \_\_\_ roles of different legal professionals (such as judges, prosecutors, and lawyers)  
法界人士(如法官、檢察官、律師等)不同角色
  - \_\_\_ vocabulary items required for different cases 不同案件需要的字彙
  - \_\_\_ roles and responsibilities of a court interpreter 法庭通譯的角色
  - \_\_\_ those involved in a case (defendant, plaintiff and/or witness) 涉案各方(如被告、原告或證人)
  - \_\_\_ legal jargon 法律專業用語
  - \_\_\_ expectations on court interpreters 對通譯的期待
  - \_\_\_ different modes of interpreting, such as consecutive, sight or simultaneous interpreting 不同形式的通譯方式，如逐步口譯、視譯、同步口譯
  - \_\_\_ remuneration 報酬
  - \_\_\_ work hours 工作時數
  - \_\_\_ procedures for case assignments 接案程序
  - \_\_\_ most frequently-used sentence patterns 常用英文句型
  - \_\_\_ others 其他 \_\_\_\_\_

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## APPENDIX B

### Background Information and Experience in Court Interpreting (Cases Handled)

個人資料 (Personal Information):

1 教育程度 (Education Background) :

\_\_\_\_\_ 研究所 (Graduate School)

\_\_\_\_\_ 大專 / 大學 (College/University)

\_\_\_\_\_ 高中 (High School)

2 年齡 (Age) :

\_\_\_\_\_ 50 歲以上 (50 years +)

\_\_\_\_\_ 40- 49 歲 (40 - 49 years)

\_\_\_\_\_ 30- 39 歲 (30 - 39 years)

\_\_\_\_\_ 20- 29 歲 (20 - 29 years)

3 翻譯經驗 (Translating/Interpreting Experience) :

\_\_\_\_\_ 1-5 年 (1 - 5 years)      \_\_\_\_\_ 6-10 年 (6 - 10 years)

\_\_\_\_\_ 11-15 年 (11 - 15 years)      \_\_\_\_\_ 16-20 年 (16 - 20 years)

\_\_\_\_\_ 20 年以上 (20 + years)

4 法翻經驗 (Court Interpreting Experience) :

\_\_\_\_\_ 1-5 年 (1 - 5 years)      \_\_\_\_\_ 6-10 年 (6 - 10 years)

\_\_\_\_\_ 11-15 年 (11 - 15 years)      \_\_\_\_\_ 16 - 20 年 (16 - 20 years)

\_\_\_\_\_ 20 年以上 (20 + years)

5 出庭頻率 (Frequency of Court Interpreting) :

\_\_\_\_\_ 2 個月 0-1 次 (0-1 time/2 months)

\_\_\_\_\_ 2 個月 2-3 次 (2-3 times/2 months)

\_\_\_\_\_ 2 個月 4-5 次 (4-5 times/2 months)

\_\_\_\_\_ 2 個月 6-7 次 (6-7 times/2 months)

\_\_\_\_\_ 更多 (More often)

\_\_\_\_\_ 更少 (Less often)

6 法翻訓練時數 (Total Hours in Court Interpreting) :

\_\_\_\_\_ 5 -10 小時 (5-10 hours)      \_\_\_\_\_ 11 -20 小時 (11-20 hours)

\_\_\_\_\_ 21 -30 小時 (21-30 hours)      \_\_\_\_\_ 31 - 40 小時 (31-40 hours)



\_\_\_\_\_ 41 -50 小時 (41-50 hours)                      \_\_\_\_\_ 51- 60 小時 (51-60 hours)  
 \_\_\_\_\_ 61-70 小時 (61-70 hours)

7 最常碰到的法律案件類型，可複選 (Most Frequently-encountered Legal Issues, please check those applicable to you) :

- 7.1 \_\_\_\_\_ 交通意外及違規事件 (Traffic Accident and/or Violation)  
 7.2 \_\_\_\_\_ 飲酒駕車 (Driving Under Influence – Drunk Driving)  
 7.3 \_\_\_\_\_ 家庭暴力 (Domestic Violence)  
 7.4 \_\_\_\_\_ 離婚之保護令 (Protection Order in Divorce)  
 7.5 \_\_\_\_\_ 離婚之子女撫養權 (Child Custody in Divorce)  
 7.6 \_\_\_\_\_ 離婚 (Divorce)  
 7.7 \_\_\_\_\_ 通姦或外遇 (Adultery)  
 7.8 \_\_\_\_\_ 毒品運送或販賣 (Drug Trafficking or Sales/Distribution)  
 7.9 \_\_\_\_\_ 持有毒品 (Drug Possession)  
 7.10 \_\_\_\_\_ 攻擊 (Assault)  
 7.11 \_\_\_\_\_ 搶劫 (Robbery)  
 7.12 \_\_\_\_\_ 妨害性自主案件 (Violation of Sexual Autonomy/Sexual Harassment)  
 7.13 \_\_\_\_\_ 強制猥褻 (Compulsory Indecency)  
 7.14 \_\_\_\_\_ 人口販運 (Human Trafficking)  
 7.15 \_\_\_\_\_ 違反專利權 (Patent Violation)  
 7.16 \_\_\_\_\_ 商標仿冒 (Trademark Counterfeiting)  
 7.17 \_\_\_\_\_ 仿冒文件 (Document Counterfeiting – Passport or Visa)  
 7.18 \_\_\_\_\_ 婚姻諮商 ( 調解案件 ) (Marital Counseling or Mediation)  
 7.19 \_\_\_\_\_ 外勞遣返 (Foreign Worker Deportation)  
 7.20 \_\_\_\_\_ 勞資糾紛 (Labor Dispute)  
 7.21 \_\_\_\_\_ 詐欺 (Fraud)  
 7.22 \_\_\_\_\_ Others

( 請列舉 Please provide details)

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8 你個人認為擔任法庭通譯一職，最希望接受的訓練內容為何？As a court interpreter, what is the training content you need the most?

## Appendix C

### Interview Questions

1. In your experience, what issues have bothered you the most in assisting the court with interpreting assignments?
2. Please share the most frustrating experience you have had in court interpreting.
3. Do you feel your training as a court interpreter is sufficient? If yes, what training is most helpful? If no, what more training is needed for you to perform the role as a court interpreter?
4. In your view, what are some urgent changes that should be made in the field of court interpreting?
5. What are some skills you would advise future court interpreters to acquire before they step into a court?
6. What are some examples of advice or suggestions you would like to give to future court interpreters?

## Appendix D

### Interview Questions for Legal Professionals

1. As a legal professional or a part of the court system, how do you measure the competence of a court interpreter?
2. The following list includes the codes of ethics or conducts identified as crucial for a court interpreter by researchers and practitioners. Please mark the qualities you regard as important in/for a court interpreter.
  - a. Providing complete and accurate interpretation \_\_\_\_\_
  - b. Maintaining impartiality and avoiding conflicts of interest \_\_\_\_\_
  - c. Maintaining confidentiality \_\_\_\_\_
  - d. Demonstrating language proficiency \_\_\_\_\_
  - e. Maintaining a good demeanor \_\_\_\_\_
  - f. Preparing for cases \_\_\_\_\_
  - g. Maintaining a good representation of qualifications \_\_\_\_\_
  - h. Avoiding giving legal advice \_\_\_\_\_
  - i. Maintaining professional relationships with court officers and authority \_\_\_\_\_
  - j. Seeking continuing education \_\_\_\_\_
  - k. Assessing and reporting impediments to performance \_\_\_\_\_
  - l. Reporting ethical violations \_\_\_\_\_
  - m. Others: \_\_\_\_\_
3. Among the legal cases you have handled, in what types of cases have you worked with court interpreters? (please check those applicable to you)

Types of Cases	Types of Cases
Traffic Accident and/or Violation	Drug Trafficking or Sales/Distribution
Driving Under Influence – Drunk Driving	Drug Possession
Domestic Violence	Assault
Protection Order in Divorce	Robbery
Child Custody in Divorce	Violation of Sexual Autonomy/Sexual Harassment
Divorce	Compulsory Indecency
Adultery	Human Trafficking
Patent Violation	Foreign Worker Deportation
Trademark Counterfeiting	Labor Dispute
Document Counterfeiting – Passport/Visa	Fraud
Marital Counseling or Mediation	Others (please specify)