

# Training Interpretation Students at Middlebury Institute of International Studies at Monterey (MIIS) to Work for International Organizations

*La formación de los alumnos de interpretación del Middlebury  
Institute of International Studies at Monterey (MIIS) para poder  
llegar a trabajar en organizaciones internacionales*

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**Abstract:** The master's degree in Conference Interpretation at the Middlebury Institute of International Studies at Monterey (MIIS) is among the most rigorous and prestigious conference interpretation training program in the United States. A large number of MIIS alumni work as conference interpreters for international organizations. The MIIS conference interpretation training program is based on a thorough analysis and understanding of the needs of these organizations. One of the goals of the MIIS conference interpretation program is to give students the skills they need to pass the entrance examinations of international organizations and work for them either as freelancers or as permanent staff.

The purpose of this article is to give an overview of MIIS' conference interpretation master's degree program and highlight a few characteristics of the program that complement the academic training offered by the Institute to equip MIIS students with the necessary tools to be competitive in the international market.

**Key words:** Conference interpretation; simultaneous interpretation; consecutive interpretation; international organizations; interpretation training.

**Resumen:** El máster de interpretación de conferencias y de traducción e interpretación del Middlebury Institute of International Studies at Monterey (MIIS) se encuentra entre los programas de formación de intérpretes más rigurosos e importantes de Estados Unidos; una gran parte de nuestros ex alumnos trabajan como intérpretes de conferencias para las organizaciones internacionales (OO.II.). El máster de interpretación de conferencias del MIIS se basa en un buen análisis y entendimiento de las necesidades de las OO.II.; uno de los objetivos del programa es formar a los alumnos para poder superar las pruebas de admisión de las OO.II. y ser capaces de trabajar para ellas.

En el artículo explicaré brevemente cómo está estructurado el máster de interpretación de conferencias del MIIS y abordaré algunas características específicas del programa que complementan la formación académica y que dotan al alumno de las herramientas necesarias para poder competir en el mercado internacional.

**Palabras clave:** interpretación de conferencia; interpretación simultánea; historia de la interpretación; interpretación automática; participación a distancia.

## 1. INTRODUCTION

The master's degree in Conference Interpretation at the Middlebury Institute of International Studies at Monterey (MIIS) is among the most rigorous and prestigious conference interpretation training programs in the United States. A large number of MIIS alumni work as conference interpreters for international organizations including the United Nations (UN), the International Monetary Fund (IMF), the Organization of American States (OAS), and the Inter-American Development Bank (IDB). The MIIS conference interpretation training program is based on a thorough analysis and understanding of the international organizations' needs. One of the goals of the MIIS conference interpretation program is to give students the skills they need to pass the entrance examinations of international organizations and work for them either as freelancers or as permanent staff.

The purpose of this article is to give an overview of MIIS' conference interpretation master's degree program and highlight a few characteristics of the program that complement the academic training offered by the Institute to equip MIIS students with the necessary tools to be competitive in the international market. In my view, the fact

that a large number of MIIS graduates are hired to work for international organizations is not due to one single factor, but rather to several elements that are well structured and intertwined during the course of the master's degree program at MIIS. I will discuss a few of these elements in this article, starting with the program structure and then a few distinctive points, such as the Practicum in Interpretation class and the students' visit to Washington DC.

This article is not based in an empirical study, but intends to be a descriptive overview of some features that I perceive as critical to prepare students to work as conference interpreters at international organizations. It is a first reflection about specific characteristics of our program that help our conference interpretation students obtain employment at the international organizations. I am writing this article with the hope of opening new lines of research that focus on the MIIS conference interpretation program (as well as our translation and interpretation program) vis-a-vis their relationship with international organizations.

## 2. THE MASTER'S DEGREE IN CONFERENCE INTERPRETATION (MACI) AT MIIS

### 2.1. *Structure of the MACI*

MIIS offers a master's degree in conference interpretation completed over four semesters. Students spend their first semester learning consecutive interpretation so they can start to familiarize themselves with interpreting techniques, deverbalization, code-switching and analytical skills. Simultaneous interpretation is introduced in the second semester. By this time students already have a good grasp of what interpretation should be and therefore are less prone to just switching words between two languages without analyzing the content, which is key to success as a conference interpreter and something that many students tend to forget. The fact that MIIS has a full semester devoted to consecutive interpretation with no simultaneous interpretation lays an excellent foundation because it trains students to focus on ideas and concepts instead of words. As explained by Weber (1984, 34), consecutive interpretation constitutes the basis of all interpretation, as it develops the requisite analytical skills. Students continue to develop their skills and master interpretation techniques during the third and fourth semester, in which both consecutive and simultaneous interpretation are taught.

Below we have a sample schedule of courses for a MACI student as found on the MIIS website. This sample course schedule, assumes that the student would start in the fall as a full-time student. It should be noted that individual schedules may vary and that all curricula are subject to revision and change, as indicated in the MIIS website.

Sample Course Schedule for the MACI Program:

| <b>Fall 1 (1<sup>st</sup> semester)</b>             | <b>16 Credits</b> |
|---|-------------------|
| Introduction to Translation Written/Sight (B>A)     | 4                 |
| Introduction to Translation Written/Sight (A>B)     | 4                 |
| Introduction to Interpretation (B>A)                | 2                 |
| Introduction to Interpretation (A>B)                | 2                 |
| Introduction to Computer-Assisted Translation (CAT) | 2                 |
| Elective Courses                                    | 2                 |

*Table 1. Fall 1 (1<sup>st</sup> semester)*

| <b>Spring 1 (2<sup>nd</sup> semester)</b>      | <b>16 Credits</b> |
|--|-------------------|
| Intermediate Translation Written/Sight (B>A)   | 2                 |
| Intermediate Translation Written/Sight (A>B)   | 2                 |
| Intermediate Interpretation Consecutive (B>A)  | 2                 |
| Intermediate Interpretation Consecutive (A>B)  | 2                 |
| Intermediate Interpretation Simultaneous (B>A) | 2                 |
| Intermediate Interpretation Simultaneous (A>B) | 2                 |
| Elective Courses                               | 0-4               |

*Table 2. Spring 1 (2<sup>nd</sup> semester)*

In the second semester, the three-language track (A, B and C languages) requires Intermediate Translation Written/Sight C>English (2 credits), Intermediate Interpretation –Consecutive C>English (2 credits) and Intermediate Interpretation–Simultaneous C>English (2 credits). In addition, students in the three-language track may take Intermediate Translation Written/Sight A>B and Intermediate Interpretation Simultaneous A>B at the discretion of the Translation and Interpretation (T&I) language Coordinator.

| <b>Fall 2 (3<sup>rd</sup> semester)</b>        | <b>14 Credits</b> |
|--|-------------------|
| Advanced Interpretation I – Consecutive (B>A)  | 2                 |
| Advanced Interpretation I – Consecutive (A>B)  | 2                 |
| Advanced Interpretation I – Simultaneous (B>A) | 2                 |
| Advanced Interpretation I – Simultaneous (A>B) | 2                 |
| Practicum in Interpretation                    | 2-4               |
| Elective Courses                               | 2-6               |

*Table 3. Fall 2 (3<sup>rd</sup> semester)*

In the third semester, the three-language track (A, B and C languages) requires Advanced Interpretation I – Consecutive C>English (2 credits) and Advanced

Interpretation I – Simultaneous C>English (2 credits). In addition, students in the three-language track may take Advanced Interpretation I – Simultaneous A>B at the discretion of the T&I language Coordinator.

| Spring 2 (4 <sup>th</sup> semester)             | 14 Credits |
|---|------------|
| Translation and Interpretation as a Profession  | 1-2        |
| Advanced Interpretation II – Consecutive (B>A)  | 2          |
| Advanced Interpretation II – Consecutive (A>B)  | 2          |
| Advanced Interpretation II – Simultaneous (B>A) | 2          |
| Advanced Interpretation II – Simultaneous (A>B) | 2          |
| Practicum in Interpretation                     | 2-4        |
| Elective Courses                                | 1-5        |

Table 4. Spring 2 (4<sup>th</sup> semester)

In the fourth semester, the three-language track (A, B and C languages) requires Advanced Interpretation II – Consecutive C>English (2 credits) and Advanced Interpretation II – Simultaneous C>English (2 credits.) In addition, students in the three-language track may take Advanced Interpretation II – Simultaneous A>B at the discretion of the T&I language Coordinator.

|              |                   |
|--------------|-------------------|
| <b>Total</b> | <b>60 Credits</b> |
|--------------|-------------------|

Table 5. Total of credits

As per the MIIS Policies and Standards Manual, a credit hour is defined as an amount of work, represented in intended learning outcomes and verified by evidence of student achievement, that is an institutionally established equivalency reasonably approximating not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks in one semester, or the equivalent amount of work over a different period of time.

### 3. FEATURES OF THE MACI

Now that I have explained how the MACI program is structured, I would like to focus on seven features of the MIIS program that I consider important for our students to be successful when establishing the foundation needed to work as conference interpreters at international organizations:

### 3.1. Location

The fact that MIIS is based in Monterey, California is a very attractive option for any student who is not an English A, since students will spend two years in the United States working on their English comprehension and production while being immersed in American culture. This has proven to be fundamental when working for international organizations. Upon graduation, MIIS students will have spent at least two years in an English-speaking country. Since English is one of the official languages in most of the international organizations present in the United States (United Nations, International Monetary Fund, World Bank and Organization of American States to name a few), we know that our graduates will be tested out of English and, depending on the organization and language combination, into English, so we consider that the two years spent in the United States are key to their success at working as conference interpreters in the said institutions.

If students are English As and their B language is not up to par, they are always encouraged to spend a gap year in the country where their B language is spoken.

### 3.2. Class size

Interpretation skills training is performance-intensive, requiring detailed individual attention and feedback. For morale and continuity, in each class each student should get *at least* one turn and personalized feedback. This means that class size cannot exceed 8-10 at the most (ideally 3-6) for a two-hour class in most stages in the course, with recommended longer class times for full consecutive (Setton and Dawrant 2016, 23). In the Spanish program at MIIS, interpretation classes do not usually exceed 12 students. For example, for Fall 2017, there are 7 students enrolled in the Advanced Interpretation I – Consecutive class into Spanish, which corresponds to the third semester of the program. For Fall 2017, there are 6 students enrolled in the Advanced Interpretation I – Simultaneous class into Spanish, which corresponds to the third semester of the program. This means that instructors can devote time to listening to all students in each class and still have time to offer feedback, address possible solutions and have students repeat their renditions as needed.

### 3.3. Language combination

As in the professional world, students must declare a language combination when they come to study at MIIS. To stay in the conference interpretation track of the program at MIIS, they need to meet one of two conditions. If they only have an A and a

B language, they need to be able to work into their B language in simultaneous mode. If they have a C language as well, they only need to interpret into their B language in consecutive mode. In all cases, students always interpret in consecutive mode into their A and B languages and in simultaneous mode, into their A language. For example, consider a student with the following language combination: Spanish A, English B and French C. As long as MIIS can accommodate the C language, during the first semester he/she will take consecutive interpretation into Spanish (A) from English (B) and French (C), and consecutive interpretation into English (B) from Spanish. Then, in the second, third and fourth semesters, he/she will take simultaneous into Spanish (A) from English (B) and French (C), together with the consecutive courses into Spanish from English (B) and French (C) and consecutive into English (B) from Spanish (A). The student could also take simultaneous into English (B) at the discretion of the T&I language Coordinator.

### *3.4. A mix of both A and B language students in the same class*

It is important to us that students have exposure to both native and non-native peers in each language. Students for whom the target language is an A and for whom it is a B are in the same classroom. If we take the Spanish department as an example, we have Spanish As and English As in the same consecutive class, regardless of the target language of the class. This happens because students are always required to take consecutive into their A and B language. In simultaneous classes, we welcome students with a very strong B. As I mentioned before, conference interpretation students with no C language, are required to work in simultaneous mode into their B language. Thanks to this model, students can benefit from having native-speakers in both directions present in most of their classes. I strongly believe this is a strength of the program at MIIS as students consistently help and support each other with language and comprehension issues. In addition, this model can be very useful for the instructor as well. In many of our classes, students whose mother tongue is the B language of the class are encouraged to check on comprehension issues and bring them up. Since the students are able to correct each other, they really listen to each other and do not just look for the professor for the last word. As a result, students do not perceive the professor as the only authority on the matter. The same happens with language production: students whose mother tongue is the A language of the class get involved in correcting grammar, expression and style mistakes instead of being mere observers. I believe this model allows students to participate much more in class and make the class their own, instead of just listening to what the professor says all the time. The dynamics of the classes change because there is constant student participation and the role of the professor is more that of a guide or facilitator of the

learning experience. This could be an example of «student-centred learning or student-focused learning» (Setton and Dawrant 2016, 27). In addition, this creates a healthy sense of competition among the students; if student X (English A) corrects a meaning shift or comprehension nuance by student Y (Spanish A), then student Y will probably pay attention to student X when it is their turn to interpret to see if their Spanish can be corrected, always with the common goal of improving their own performances. With this pedagogical method, students are fully engaged and always aim for perfection, never settling for anything less.

This model is also applied during practice sessions. At MIIS, students are given the recommendation to devote six hours to a class: two hours of class contact, two hours of practice sessions and two hours to work on terminology and research of the topic at hand. I have observed that once students graduate and immerse themselves into professional practice, they keep the habit of consulting with native speakers of their working languages and always strive for perfection. It becomes second nature to them after collaborating with their classmates for two years. They motivate each other and will never be satisfied until their comprehension is perfect and their production is native-like. I think that this drive and hunger for perfection make MIIS graduates able to work at the highest level and become freelancers or permanent staff at international organizations.

In her survey of senior interpreters at the United Nations, Diur poses the following question: «why is the success rate medium or low in the Language Competitive Examination in the United Nations?» According to Diur, problems with A language were considered the underlying reason for the low success rate by the majority of respondents. Problems with the B language ranked in second position, together with the excessive speed of speeches (Diur 2015, 204-205). It is clear then that in the classroom we need to focus on two fundamental attributes needed to become a conference interpreter: having both an exceptional command of your A language and perfect comprehension of your passive language(s). After nine years teaching at MIIS and thirteen years working as a conference interpreter, I know that, in the case of the Spanish booth, the ideal interpreter is one that has Spanish as their A language and understands their passive language(s) perfectly well (meaning as well as their A language). This issue comes up in my classes constantly. If the analytical skills and technique are there, when we work with high-level speeches, Spanish A students tend to be imprecise in meaning nuances that are perfectly clear to an English A students, while an English A will make mistakes in Spanish expression that a Spanish A will rarely make because it is something natural and intuitive in their language. The students see this issue as well, because both Spanish A and English A students are present and they can analyze their performance together. As an institution, when we put students with both A languages in the classroom together, our message is that the students need to be fully aware of the language level needed to work for an international organization.



They need to take comprehension seriously, understand their passive language(s) as well as they understand their A language and have a near-native command of their B language. They will always have their classmates in the classroom to hold them accountable and to challenge them to go the extra mile.

### 3.5. *Practicum in Interpretation*

In addition to their regular classes, students take a Practicum in Interpretation class. This class takes place during the third and the fourth semesters of the program and is facilitated by two professors. The students gain professional practice in the consecutive and simultaneous modes, interpreting at several events that happen on campus in collaboration with other graduate programs at MIIS or in the community. One such event that comes to mind is the visit of Ban Ki-moon, former United Nations Secretary-General, who visited MIIS on January 18, 2013. The Secretary-General delivered a major address on disarmament and non-proliferation at MIIS in an event co-hosted by the Institute and its James Martin Center for Nonproliferation Studies (CNS). The address was interpreted simultaneously into four languages: Russian, Chinese, Spanish and Korean. As an interpretation student, having the opportunity to interpret for the United Nations Secretary-General is unparalleled, indeed an inspiration to excel and improve as an interpreter for the rest of your life. This opportunity was possible thanks to the work of Dr. William Potter, founding director of the CNS. I cite this example in particular because it shows how closely the Graduate School of Translation, Interpretation and Language Education (GSTILE) at MIIS collaborates with other graduate programs on campus. This shows how students benefit not only from direct contact with their actual faculty, but also from practice in real events that are the outstanding and remarkable work of our talented faculty in other graduate programs at the Institute.

Another example of a Practicum in Interpretation activity is the Leon Panetta Lecture Series organized annually by the Panetta Institute for Public Policy. This event includes an introductory session for students followed by an evening panel for the general public with national leaders and journalists moderated by Secretary Panetta. Practicum students are invited to interpret during the introductory session of this high-level event. It is a wonderful practice opportunity for our students, as they gain experience interpreting high-level discussions and presentations in the simultaneous mode with a partner in the booth.

In addition, if students are interested, they can always bring the materials they have worked with during a real event through the Practicum in Interpretation to their core classes so we can analyze their performance in class. For example, Ban Ki-moon's speech is the focus of one of my simultaneous classes during the fourth semester. With this model, the students master the knowledge and lay the groundwork for interpreting

similar speeches. I integrate the Practicum in Interpretation into my classes in two ways: students apply what they learn in my class in the Practicum in Interpretation, or they work on a certain speech in the Practicum in Interpretation and then bring it back to my class to be analyzed in detail. In my classes, we also listen to the students' actual interpretation of a Practicum in Interpretation event to see how it could be improved.

In my opinion, this collaboration model with the Practicum in Interpretation provides students with the foundation they need to become interpreters at international organizations. First of all, students get used to working with high profile individuals and experts in their fields. Second, students realize the importance of their interpretation since they are interpreting at a real event (in contrast to being in the classroom in which everybody understands both languages). Third, students get used to working with a partner in a professional setting. Then, if the speech in question is reviewed in my class, students listen to their own interpretation at the event, analyze it comparing it to the original speech and try to improve their rendition by practicing again and again with the same speech. During the two semesters that the Practicum in Interpretation takes place, students build content knowledge, acquire terminology and refine their interpretation technique. In the case of the UN Secretary-General, his speech focused on disarmament and non-proliferation offering an opportunity for the students not only to interpret and practice technique, but also to research the topic and gain new knowledge and vocabulary in both of their working languages. When the two semesters of the Practicum in Interpretation end, students end up with many days logged in the booth and a corpus of conferences, content knowledge, terminology and techniques that can be applied to speeches at future conferences. In summary, MIIS manages to truly replicate what happens in the real world with professional conference interpreters. It is also worth mentioning that the Practicum in Interpretation is a required course that is part of the core curriculum for conference interpretation students, in other words, the professional practice is well structured and part of the curriculum, it is not something that happens ad hoc or as needed.

Another example of Professional Training would be the International Translation and Conference Interpretation Practicum developed by Prof. Shulman-Mora. This program took place in 2010, 2011 and 2012, and afforded the students the opportunity to practice in a mute booth at the Economic Commission for Latin America and the Caribbean (ECLAC) in Santiago de Chile. During this immersion-learning course, students had the opportunity to meet and observe professional interpreters who work at ECLAC. This is a clear example of how through the work of a member of the MIIS faculty, students got to visit an international organization, had dummy booth practice and were able to observe and watch how the job is done, which is extremely important when the students need to take a test at an international organization. To be successful, students need to have a benchmark to know how professional interpreters work and what is considered an acceptable interpretation. When MIIS students graduate, they have a solid foundation

to start their professional careers and many are ready to take the entrance examination at international organizations. They definitely take these exams feeling more confident; they may know the actual interpreters; they know their work; they know what the work entails and they know what it is expected from them. This can be seen as a competitive advantage that very few candidates have and that makes MIIS successful in having our graduates work for international organizations.

### 3.6. Career Advisor

Another piece of the puzzle is the fact that we have a Career and Academic Advisor, who is dedicated exclusively to Translation, Interpretation, and Localization Management and is also a graduate of MIIS with a master's degree in Translation and Interpretation. The current Career Advisor at MIIS has more than 25 years of experience in the field. She has worked as a freelance conference interpreter, taught interpretation at the Institute and held different positions in the Language Service Provider Industry. All this hands-on experience makes her uniquely suited to advise students as she is an expert on the industry and understands campus life as a former student. She teaches a Career Management class during the first semester for all Interpretation, Translation, and Localization students. This class aims to equip students with the tools and knowledge needed to launch their career, from self-assessment, exploration of career options, marketing, job/internship search and compensation negotiation. With her unique background as a practitioner and a veteran industry executive, she is able to very eloquently present the current state of the industry as well as the employer's perspective. The Career Advisor organizes regular Employer Information Sessions throughout the year. From her first meeting with students, she impresses upon them that above and beyond the classes and presentations, she is their «personal trainer,» providing one-on-one coaching sessions as frequently as the students require. There are two main ways for our students to put what they have learned into practice. First, MIIS holds an Annual Career Fair in Monterey, CA every spring and we typically have 40 to 50 employers attend to recruit for interns, contractors and employees. Employers include government agencies, Non-Governmental Organizations, Healthcare Organizations, Language Service Providers, and increasingly high-tech companies. The second opportunity is a Washington D.C. and New York City Career Exploration Trip taken over the Spring Break. During this trip, students visit several international organizations. For example, in 2015 students visited the World Bank, the US Department of State, the International Monetary Fund and the Organization of American States. It was a wonderful chance to visit these prestigious institutions and give the students an overview of translation, interpretation and localization services at the international level. Students also met with MIIS alumni based in DC who work for

international organizations and visited the facilities that MIIS has in Washington DC. This visit has proven to be extremely valuable for our students and alumni when they take exams at international organizations. They sit for the exams already familiar with the environment and setting, they know the history and culture of the organization and they personally know alumni who have gone through the same experience and work at the organization. Knowing what to expect helps the students focus on their actual performance on the exam.

### 3.7. *Instructors*

Another factor that we need to take into account is that the MIIS faculty includes members of the International Association of Conference Interpreters (AIIC) and The American Association of Language Specialists (TAALS) and conference interpreters with many years of experience under their belt who work at the highest level for high-ranking government officials and world leaders. During their time at MIIS, students get real-life examples and enter the workforce with clear expectations about the profession and their performance. This has also proven to be key when training conference interpreters. As explained by Weber (1984, 8), interpretation should be taught only by professional interpreters. Someone who does not have the skills and aptitudes to interpret cannot teach interpretation effectively. At MIIS, students become familiar with common practices in the booth (technique, terminology, style and booth etiquette) and they know that they can ask their professors if they have any specific questions regarding conference interpretation as a profession. The fact that we are practicing conference interpreters makes us better equipped to prepare the syllabus and choose the topics and speeches for each language combination. I, for example, tend to choose relevant topics for my particular language combination based on my experience in the booth and market needs. When MIIS students graduate and start to work, they have gone through two years of intense and frequent contact with professional interpreters (their professors), they know what happens in the booth, they know how to work with agendas and programs, they understand booth etiquette, they know the jargon that comes up in the booth and they are familiar with techniques and tools needed to overcome challenges that might come up during a speech. All this is knowledge that will be key when working for an international organization.

## 4. CONCLUSION

In conclusion, in this article I have given a general description of some distinct features of the conference interpretation program at MIIS that I think are key to be able to prepare our students to work at an international organization:

- MIIS is based in Monterey, California and the master's degree program takes two school years. Upon graduation, non-native English speakers will have spent two years in the United States, which is an extraordinary opportunity to work on English comprehension and production and to become familiar with the culture of the United States. In most of the international organizations present in the United States, English is one of the official languages, we know that our graduates will be working out of English and, depending on the organization and language combination, into English, therefore spending two years in an English-speaking country is key to their training and long-term success when working for international organizations.
- MIIS offers small-size classes. As it has been mentioned above, we know that small-size classes can make a difference when training conference interpretation students. Students need to be able to interpret in each class and receive feedback.
- Students spend the first semester working only in the consecutive mode and mastering the fundamentals of interpretation.
- Students must master their A language and have a native comprehension of their B and C languages and a near perfect production into their B.
- By combining Spanish As and English As in the classroom, all students are actively involved so they are aware of their language level, and they hold each other accountable in a positive way.
- In the third and fourth semesters, students take the Practicum in Interpretation. In this class students gain the professional practice that is needed to log hours in the booth and to get used to all kinds of real-time factors that are very hard to recreate in a class (i.e. work with a partner, work for an actual audience and work with a technician). Then the students have the option to bring the Practicum in Interpretation speeches back to the classroom to make sure we consolidate knowledge and techniques that can be applied to similar speeches.
- MIIS students finish the year with a visit to a number of international organizations based in DC, which is the icing of the cake to complete their academic and professional training. Thanks to this visit, MIIS students get to know the international institutions, the interpreters and the staff and they realize that it could be them. They realize that if they keep focused and aim for perfection, it will happen to them too. Students leave Washington DC with a clear benchmark

on what interpreting at a professional level entails and what constitutes an acceptable interpretation, they leave reenergized to take their final exams at MIIS and take and pass the entrance examinations of international institutions to be able to work for them.

- During the MACI Program, students have a Career Advisor at their service. The Career Advisor is devoted to assisting them during the program to create a network of professional contacts they can turn to after graduation. MIIS does not wait for graduation to encourage students to develop professional connections, but rather this is a practice that starts from the very first day of class. When students graduate, they are familiar with the type of work conference interpreters perform at international organizations and have developed a network of MIIS graduates and professionals who are active in the profession.
- Finally, our faculty is mostly composed of native-language speakers who are active professional conference interpreters. For four semesters, professional conference interpreters, using practical examples and their own personal experience, teach interpretation technique in class. They listen to the students, give feedback, organize events, share their knowledge and best practices and perform in front of the students; in other words, they become a facilitator so students can achieve the highest standards in the profession.

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