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# National Accreditation Authority for Translators and Interpreters

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ANNUAL REPORT 1979

**SECOND  
ANNUAL REPORT**

DEPARTMENT OF IMMIGRATION AND ETHNIC AFFAIRS

NATIONAL ACCREDITATION AUTHORITY  
FOR TRANSLATORS AND INTERPRETERS

ANNUAL REPORT

1979

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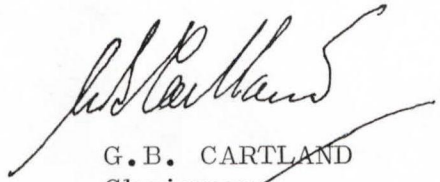
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20 May 1980

My dear Minister,

In accordance with the requirements of our terms of reference, I have pleasure in presenting to you the second annual report of the National Accreditation Authority for Translators and Interpreters.

Yours sincerely,



G.B. CARTLAND  
Chairman

The Hon. Ian Macphee, M.P.,  
Minister for Immigration and  
Ethnic Affairs,  
Parliament House,  
CANBERRA. A.C.T. 2600



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## PART I : PRELIMINARY

### 1. Introduction

The National Accreditation Authority for Translators and Interpreters was established on 14 September 1977 by the Commonwealth Minister for Immigration and Ethnic Affairs. Its origin and raison d'etre were explained in its Annual Report for 1978.

No changes have occurred in the membership of the Authority, which remains as follows:

|                 |   |
|-----------------|---|
| Chairman        | Sir George Cartland, C.M.G.   |
| Deputy Chairman | Dr P. Martin  |
| Members         | Dr M. Brandle<br>Professor J. Frodsham<br>Mr A.J. Garrick<br>Dr E. Gauntlett<br>Mr C. Kiriloff<br>Professor Leonie J. Kramer,<br>O.B.E.<br>Mr V. Menart<br>Mr R. Rubichi<br>Dr G.H. Strauss |

Dr Brandle, Mr Kiriloff, Professor Kramer and Professor Frodsham were overseas for parts of the year.

The Terms of Reference of the Authority also remain unchanged and are reproduced in Appendix I.

The Authority has been serviced by a Secretariat within the Department of Immigration and Ethnic Affairs. Its Executive Officer throughout the year has been Mr Vincent Giuca. Mr Paul Smith, Ms Felicity Mueller and Mr D. Jens von Brasch have successively served as the second member of the Secretariat. Two further positions were created in the Secretariat in anticipation of the increasing workload generated by the commencement of accreditation testing. These were filled at the end of the year. Clerical assistance has been rendered by Mrs Sheena Galbraith, who served with the Secretariat from January until the end of the year.

The Authority has now completed a second year of operation.



The First Annual Report, which embraced the initial period of operation from the date of establishment to 31 December 1978, was presented to the Minister on 21 February 1979 in accordance with his instructions as contained in the Terms of Reference. The report was tabled by him in Parliament on 28 May 1979. The present report covers the period from 1 January to 31 December 1979.

## 2. Meetings

During 1979 the Authority held six meetings in Canberra - on 23 February 1979, 20 April 1979, 25 May 1979, 13 July 1979, 26 October 1979 and 30 November 1979.

Two committees of the Authority continued to operate during 1979, namely the Committee on Courses and the Committee on Tests. Membership of the committees is set out in Appendix II.

The Committee on Tests met nine times - in Sydney on 8 March 1979, in Canberra on 6 April 1979, in Sydney on 11 May 1979, 29 June 1979, 31 August 1979 and 13 September 1979, in Canberra on 5 October 1979, in Adelaide on 9 November 1979 and in Melbourne on 13 December 1979. In addition, the Marking Sub-committee of the Committee on Tests met on two occasions.

The Committee on Courses met five times - in Canberra on 16 March 1979, 4 May 1979, 15 June 1979, 5 October 1979 and 29 November 1979.

All meetings of the Authority and the Committees were well attended.

## 3. Summary of the Work Accomplished During the Year

During its first year of operation the Authority determined levels of Accreditation which are appropriate to the needs of Australia. It drafted guidelines for courses in interpreting and translating at Levels II and III for the benefit of training institutions. The Authority also considered a structure for the conduct of tests and commissioned a survey of practising and potential translators and interpreters for the purpose of ascertaining the scope of the problem of accreditation in terms of languages, levels, the number of candidates and their geographical distribution.

In its second year of operation, the Authority aimed to develop its policies on testing, courses and accreditation. It commenced implementing them by creating an administrative framework and detailed procedures. Early in



1979 it recommended to the Minister that he should appoint a panel in each State and Territory to which the Authority might delegate some of its responsibilities. The purpose of such panels would be principally to arrange and supervise the conduct of NAATI tests and also to monitor the changing needs and demand for interpreters and translators in their respective States or Territories. In November 1979, State panels were appointed in Western Australia and Tasmania. They are scheduled to meet early in 1980. It is hoped that the appointment of panels in the other States will follow early in the new year.

The survey of the profession planned in 1978 was commenced early in 1979 and was completed during the year. The results, which have been coded on a computer and made available to the Authority, will be sent to State panels as they are appointed. The survey revealed that over 1700 people wished to seek accreditation in some 60 languages.

Testing procedures have been devised for persons seeking accreditation as translators and/or interpreters and test guidelines have been drafted for Levels I, II and III (see Appendix IV). Model tests at the first three levels have been prepared in Italian and Spanish.

The Authority has developed procedures for the assessment of training courses for translators and interpreters. Visiting parties have been appointed to report upon the curriculum, teaching accommodation, facilities and staff resources associated with interpreting/translating courses at several institutions in order to assess whether NAATI should approve these courses. Following the development of Level I guidelines (see Appendix V), Level I courses have been approved in Greek and Italian at the Casuarina High School in Darwin. Level II interpreting courses in Arabic, Serbian/Croatian, Turkish, Spanish, Greek and Italian have been approved at Sydney Technical College. Successful graduates of these courses may now apply to NAATI for accreditation at the appropriate level without further testing.

Lengthy consultations and discussions were held on the composition of State and Territory panels. Regrettably, only two panels had been appointed before the end of the year. This has meant delay in arranging tests for accreditation. In the meantime a number of State and Commonwealth organizations have sought to appoint interpreters and translators accredited by NAATI and requested the Authority to arrange testing to help select them. To meet this urgent demand, the Authority appointed examiners and made arrangements to conduct accreditation tests under direct NAATI

supervision pending the appointment of State panels. Direct testing was arranged in December in Melbourne, Sydney and Canberra.

Provision has also been made for the assessment of overseas professional qualifications in translating and interpreting. The Authority at the end of the year was considering a number of these applications.

## PART II : ACCREDITATION

### 4. Accreditation

In its first Annual Report (1978) the Authority announced that it had prescribed five levels of accreditation which are described in detail in its booklet entitled Levels of Accreditation for Translators and Interpreters (Canberra 1978). An extract from a general description of the levels taken from the Introduction to the booklet is quoted in the 1978 Report. The levels may be described briefly as follows:

|           |                                     |
|-----------|-------------------------------------|
| Level I   | Elementary level                    |
| Level II  | Standard level for general purposes |
| Level III | First professional level            |
| Level IV  | Advanced professional level         |
| Level V   | Senior advanced professional level  |

The Authority has decided to accredit translators and interpreters for five years in every instance. It believes that the professional standing of the levels it has determined will be maintained by such a procedure designed to ensure that accredited persons remain competent at the level at which they have been accredited. Procedures for renewing accreditation after each five year term have yet to be determined but translators and interpreters continuing in the profession can be expected to be re-accredited without further assessment.

The Authority has concentrated so far on procedures for accreditation at Levels I, II and III because the greatest demand exists at these levels. When the State panels are operating and begin to make some inroads into the backlog of demand at these levels, it will be possible to provide testing at the higher levels.

There are four separate procedures by which NAATI accreditation or recognition can be obtained. These are:

- (i) By applying to NAATI for recognition as a practising interpreter or translator with status at Level II only.



- (ii) By sitting for a NAATI test at the appropriate level.
- (iii) By successfully completing a course in Australia approved by NAATI as a pre-requisite for accreditation at a particular level.
- (iv) By submitting overseas interpreting and translating qualifications for assessment and accreditation by NAATI.

During the year NAATI developed detailed arrangements for dealing with applications for recognition or accreditation under each of these procedures. These are described below.

The Authority will itself deal with applications for accreditation under Procedure (i) (Recognition), Procedure (iii) (Qualification obtained by attendance at an approved course) and Procedure (iv) (Overseas Qualifications).

Each State/Territory Assessment Panel for Translators and Interpreters (SAPTI) will deal with applications for Procedure (ii) (NAATI tests) at Levels I, II and III - no provision has yet been made for Levels IV and V. It is expected that the majority of those seeking accreditation will apply for testing. SAPTI will be responsible for handling such applications, arranging and supervising tests, receiving examiners' reports and finally recommending successful candidates to the Authority for accreditation and for inclusion in the national Register of Accredited Interpreters and Translators.

Owing to the urgent need of some authorities to recruit interpreters and translators who have NAATI accreditation, the Authority has, pending the setting up of SAPTI, made direct arrangements for the holding of tests in some States. When, in any State or Territory, a panel is established, the practice of making direct arrangements will cease and the responsibility will pass to that panel. As each panel is established, NAATI will forward to it all outstanding applications for accreditation by testing (Procedure ii). Any applications for accreditation under other procedures that may be received by State panels would be forwarded to the Authority.

## 5. Recognition of Practising Interpreters and Translators

As a result of the Survey of the Profession, NAATI is now aware of 480 practitioners who wish to seek Recognition

with status at Level 2. The distribution of these practitioners by geographic location and language is as follows:

| <u>Language</u>       | <u>N.S.W.</u> | <u>VIC.</u> | <u>QLD</u> | <u>S.A.</u> | <u>N.T.</u> | <u>W.A.</u> | <u>TAS.</u> | <u>A.C.T.</u> |
|-----------------------|---------------|-------------|------------|-------------|-------------|-------------|-------------|---------------|
| Arabic                | 21            | 22          | 1          | 4           |             | 5           | 1           | 2             |
| French                | 36            |             | 6          | 11          |             | 8           | 3           | 10            |
| German                | 20            | 30          | 2          | 15          | 2           | 6           | 4           | 5             |
| Dutch                 | 3             |             |            | 2           |             | 3           | 2           | 1             |
| Russian               | 13            | 10          |            | 4           | 2           | 3           | 1           | 1             |
| Serbian/<br>Croatian* | 16            | 26          | 1          | 10          |             | 2           | 2           | 3             |
| Italian               | 38            | 50          | 3          | 27          |             | 7           |             | 4             |
| Spanish               | 27            | 18          | 3          | 6           | 1           | 5           | 3           | 2             |
| Greek                 | 16            | 70          | 2          | 15          | 1           | 6           | 1           |               |
| Turkish               | 2             | 23          |            | 1           |             | 2           |             |               |

\* includes requests made for accreditation in Serbian or Croatian as well as in Serbo-Croatian

N.B. Some practitioners have applied to be recognised in more than one language.

NAATI will undertake the task of granting recognition to those who have applied at Level II entry method (i) during 1980. The Authority has decided to request individual applicants for recognition to provide supporting statements about their employment on a regular basis as translators and/or interpreters, and whether this has been full-time or for a substantial part of their time. Such statements should be certified by their present or respective past employers, to whom the applicants are personally known and who can attest that the facts contained in the statements are true. In other circumstances, applicants may lodge statutory declarations to affirm the facts they have given in their statements.

Appropriate forms will be sent as soon as possible in 1980 to all who have indicated their intention to seek recognition. Applications for recognition will be accepted until the end of December 1982.

## 6. NAATI Tests for Accreditation

As explained in Section 4, testing is the responsibility of State/Territory panels. Their specific duties are fully described in the Brief for State/Territory Panels (Appendix VIII).



Panels will appoint Testing Boards for the purpose of conducting tests. These boards will be distinct from the State panels. Each board will be appointed by the panel to conduct the tests in a particular language at a particular level, and will be dissolved when it has completed the tests. However, a member of the panel should be on each Testing Board to co-ordinate activities and to act as Chairman.

The number of members on each Testing Board will depend on the level at which a particular test is conducted. Extra members may also be added when required by special circumstances. The following minimum sizes for Testing Boards have been prescribed:

|           |   |                              |
|-----------|---|------------------------------|
| Level I   | - | Chairman and one examiner    |
| Level II  | - | Chairman and two examiners   |
| Level III | - | Chairman and three examiners |

In order to ensure national uniformity in the standards of accreditation tests, the Authority has prepared certain papers for the guidance and use of the State panels in connection with the tests. These include:

- (i) Guidelines for tests at Levels I, II and III. These are reproduced in Appendix IV of this Report.
- (ii) Model tests at Levels I, II and III.
- (iii) Marking guidelines for examiners.
- (iv) A list of examiners approved by NAATI for the various languages.

Actual test papers will be provided under secure conditions to Testing Boards as they are required for use. It is intended to publish the model tests and the papers actually set for the guidance of future examiners and candidates and for other persons and institutions interested in details of the standards expected of candidates for accreditation.

The two State panels appointed toward the end of the year were unable to meet in 1979 and therefore neither was able to commence testing. However, the Authority did conduct direct tests in Victoria, N.S.W. and the A.C.T. As well as meeting official requests, these tests provided NAATI with a welcome opportunity to try out its testing procedures on a small scale prior to commencement of general testing. The tests were organised by members of NAATI with the help of other examiners.

1979 - One such set of tests for interpreters and translators in Greek at Level II was carried out in N.S.W. for the Department of Administrative Services. Tests were conducted in Victoria for translators on behalf of the Victorian Ministry of Immigration and Ethnic Affairs in the following languages: Arabic, Serbian, Croatian, Greek, Italian, Maltese, Spanish, Turkish and Vietnamese at Level III. Of the eighty-six persons who sat for this test, eight were recommended for accreditation.

In the A.C.T. a test for translators at Level II in Finnish, Italian, Russian and Spanish was conducted for the Department of Immigration and Ethnic Affairs.

Following these tests, the members of NAATI who supervised or conducted them reported jointly to the Authority. Through examiners' reports of this sort, NAATI hopes to be able to improve and refine its tests and procedures. The substance of this first examiners' report will be made available to State panels for the use of the Testing Boards.

In general, the results of these first tests showed a high percentage of failures. It is possible that because of the short notice and the unavailability of model tests, many candidates would have had little opportunity to prepare themselves for the tests. However, it could also be that some candidates may be overrating their abilities. They would be well advised to seek accreditation in the first instance at a lower, rather than a higher level.

The Authority does not believe that it is setting its standards too high. It hopes that these standards will be recognised by the profession and the public at large as essential in ensuring an acceptable degree of competence on the part of those who pass the NAATI tests and obtain accreditation. High standards must be the foundation stone of a profession which seeks both to serve the public and to command general respect.

During 1980 and the years to follow, NAATI will endeavour to arrange tests in all languages for which there is a recognised demand for interpreters and translators in Australia. Because of the pressing demand for interpreters and translators in the more commonly used languages, it may not be possible to arrange for early testing in some languages. A priority list for each State and Territory to determine the order of testing in each language will be drawn up by the respective State and Territory Assessment Panels.



It is expected that testing will commence with the highest frequency languages at the lower levels and, that once the initial backlog of candidates is cleared, tests in other languages will follow. Eventually, tests will probably be scheduled at regular intervals.

At the first three levels, each test will be in three parts. The first part will be a test in English designed to assess the candidates' ability to communicate in English. The second part is concerned with the candidates' interpreting and/or translating ability. The third part of the test will seek to assess the candidates' knowledge of settlement issues concerning non-English speakers in Australia and of their different social and cultural backgrounds. Separate tests for interpreters and translators will be provided at Level II and above. At all levels, candidates will need to pass each part of the test in order to satisfy the requirements for accreditation.

#### 7. Interpreting and Translating Courses Approved by NAATI

In its Annual Report for 1978, the Authority indicated that it would be prepared to consider approving courses for interpreters and translators in recognised educational institutions. Students successful in approved courses would be eligible for NAATI accreditation at an appropriate level. A paper outlining the course guidelines for the approval of courses at Levels II and III was printed in the 1978 report as Appendix VI. Apart from considering existing courses for approval, the Authority also intends to encourage institutions to set up new courses.

During 1979, the Authority continued to formulate its requirements for the approval of courses. It has now completed a series of papers, which form a comprehensive package of information and advice designed to assist institutions wishing to set up new courses or seek approval of existing courses. The papers include:

- . Guidelines for courses at Levels I, II and III.
- . A paper on the preparation of an application for course approval, indicating the information required.
- . A procedural paper on the steps to be followed in the submission of an application for consideration by NAATI.

Letters were sent to all institutions thought to be interested, inviting them to consider applying for approval of their courses. As a result, NAATI received during the year applications from six institutions and enquiries from several others.

NAATI was unable to complete its consideration of all these courses during 1979. However, the following courses had been approved by the end of the year:

- . Sydney Technical College (Level II Course).
- . Casuarina High School (N.T.) (Level I Course).

The Authority hopes to complete its consideration of the following courses early in 1980:

- . Royal Melbourne Institute of Technology's one-year COPQ Level III course.
- . South Australian Department of Further Education's Level II Course for interpreters at the Language and Migrant Education Centre, Adelaide.

The approval granted to the Casuarina High School's Level I course merits special comment. The Authority was most impressed by the spontaneous development of this course and its high standard. It hopes that the initiative taken by the Casuarina High School will be pursued in other secondary schools, thereby providing a new direction and interest in the study of community languages among school students, as well as opening up new career possibilities for them. As a consequence, the Authority has since prepared curriculum guidelines for schools which may wish to mount similar courses.

In its Levels booklet, NAATI has explained that future entrants to the profession (entry method iii) will be required to meet certain minimum levels of both general education and language skills. Courses approved by NAATI will also be expected to meet these standards. It was observed during the year that some courses submitted for approval did not appear to meet this requirement.

NAATI's experience of some of the present Level II courses has shown that the level of competence in English or the other language has been insufficient to enable candidates to reach the required NAATI standard at the end of the minimum period. The conclusion is that in these cases, courses should either be lengthened to include remedial language work in the



early stages or that the course requirements for entry to the course should be raised by the institution, possibly by the introduction of a language improvement course to precede entry to the interpreting and translating course. Such recommendations have been made to the institutions concerned in some cases.

In order to be able to advise institutions and educational authorities on the languages and the levels for which there is the greatest need and demand, the Authority intends to promote research and planning designed to enable it to advise how the limited resources available for expansion of teaching in this field may be used to the best advantage. It hopes to prepare a paper designed to justify the growth of training in this area. It is clear that such courses must be related to an actual demand for interpreters and translators. The Authority will also advise on where the need for interpreters and translators is urgent, identify the languages in greatest demand and the need for expanding the network of interpreters and translators in these languages. The Authority is looking into the possibility of undertaking or commissioning research in these matters.

Even without further research, it is clear to the Authority that there is a need for courses in a range of languages, particularly at Levels II and III and to a lesser extent, at Level I. Later, there might be a need for courses at Level IV. Owing to the present shortage of financial and other resources in educational institutions, difficulties have arisen both in establishing new courses and, in some cases, in the upgrading of existing courses. This is a problem which is linked, in turn, to employment opportunities. Sometimes the need is present but has not yet been matched by the demand represented by the number of jobs available.

Because of complaints which reached the Authority concerning the inadequate professional competence of some interpreters and translators, the Authority felt it necessary to establish higher standards of competence for its respective levels than have been proposed for similar levels in the past, including those defined by COPQ in its Working Party Report.

There are many problems connected with courses in interpreting and translating. In the languages which are widely spoken the demand for instruction and the employment available are sufficient to support throughout the Commonwealth a number of regular courses at Levels I and II, and, to a lesser extent, at Level III. The need for interpreters and translators may often be small in terms of numbers but urgent in terms of the proportion of the members

of a given community needing them. This is particularly so in the case of some newly arrived groups of migrants. In many of these cases, demand is so small that it is not practicable to set up regular courses to train interpreters. In some cases, demand may be sufficient to justify an occasional single course every two or three years. For this purpose, an institute of languages in one of the bigger centres may be able, from time to time, to organise courses by employing part-time teachers. However, the problem of finding suitable teachers in certain languages may present serious difficulties. The Authority is continuing to examine all these problems.

As a temporary measure, NAATI has provided for certain courses established under COPQ standards to be considered under its entry method (ii). These courses were in general of a lesser duration than the courses prescribed by NAATI under entry method (iii) but in some cases appear to have required a higher entry standard and to have been presented in a very concentrated form. NAATI is endeavouring to assess the final standards achieved in these courses in order to be able to equate the product with one or other of the NAATI levels. This is a difficult and demanding task and will take some considerable time to complete.

#### 8. Interpreting and Translating Qualifications Obtained Overseas

Following discussions with officers of the Committee on Overseas Professional Qualifications (COPQ), the Authority established during the year procedures for dealing with applications for accreditation from persons holding overseas qualifications. The Authority decided that, for the present, accreditation of persons holding overseas professional qualifications as translators and/or interpreters should be considered at Level III only. Accreditation at higher levels will become available later for persons whose qualifications and experience justify it.

COPQ has agreed to advise, as far as it is able, on the general educational status of overseas qualifications submitted to NAATI in support of applications for accreditation and of the institutions from which these qualifications were obtained. COPQ has conducted much research over the years into overseas qualifications and has considerable experience in equating them with Australian qualifications. Its assistance is, therefore, welcome and valuable. It will however, rest with NAATI to assess the level of professional standing on the basis of educational qualifications.



For this purpose, the Authority has set up an Overseas Qualifications Assessment Committee. The duty of this Committee is to assess the overseas interpreting and translating qualifications of applicants by assembling and weighing all available information about the course, educational qualifications and the status of the institution concerned.

The Committee must establish two things about the overseas qualifications of each applicant, viz. that those qualifications are the equivalent of an Australian first degree, or a three-year undergraduate diploma or a post-graduate diploma as defined by the Australian Council on Awards in Advanced Education, and that they have provided specialist training as a translator/interpreter in English and another language. Where the Committee is satisfied in both respects it will arrange for applicants to be interviewed by a NAATI member or nominee. The purpose of the interview is to assess the applicants' knowledge and command of the English language, their knowledge of the social and general background of Australia and of the country, or countries, where their other language is spoken and their level of competence as translators or interpreters.

If the Committee is satisfied, it will recommend to the Authority that it accredit the applicant at Level III. At present, the Authority is not granting accreditation at other levels on the basis of overseas qualifications. Applicants for accreditation at Levels I and II will therefore be required to follow normal accreditation procedures.

In determining procedures for accrediting persons with overseas professional qualifications the Authority has been conscious of the need to maintain the standards it has established. With this in mind, every care is being taken to ensure the validity of assessments of the overseas qualifications, while the personal interviews with applicants, which are required in all cases, are aimed at ensuring that the applicants are sufficiently familiar with the socio-economic background and problems of translating and interpreting to enable them to practice effectively their profession in this country.

During 1979, the Overseas Qualifications Assessment Committee assessed three persons as suitably qualified for accreditation at Level III. By the year's end, however, only one person had attended an interview with a NAATI member in connection with his application. This applicant has been accredited as an interpreter and translator at Level III in English, German and French.

Several applications are being considered by the Committee in addition to the two already evaluated but awaiting interview.

#### 9. Fees for Testing

NAATI considered at an early stage of its proceedings the question of charging a fee to candidates seeking to present themselves for accreditation. It concluded that there were three reasons in favour of such a procedure:

- (i) that the cost of conducting tests and other procedures leading to accreditation would be considerable and that candidates should make a suitable contribution;
- (ii) that a fee would ensure that only serious candidates presented themselves and that the formidable task of meeting the demand for tests in many languages as quickly as possible would be eased;
- (iii) that if, as is intended, a professional association ultimately succeeds NAATI and has to finance tests and other procedures, it will necessarily have to charge fees.

NAATI, however, felt that a fee based on cost recovery would not be practicable or reasonable. It concluded, therefore, that a nominal fee should be charged.

Certain legal difficulties were raised by this proposal, which have taken some time to solve. No decision on fees has yet been made.

### PART III : OTHER DEVELOPMENTS

#### 10. Survey of the Profession

In its Annual Report for 1978, the Authority stated that it had prepared a questionnaire for circulation to all those who wished to seek accreditation. The survey was designed to elicit information in two areas. The first part of the questionnaire sought answers to questions about the languages and levels for which the respondents intended to apply. This information was to assist in planning and setting up testing procedures. The second part of the questionnaire sought information on the respondents' educational background and experience.



The questionnaire was distributed early in 1979 together with the booklet on Levels of Accreditation for Translators and Interpreters. Those interested were asked to return completed forms by 30 April 1979. Completed forms, however, continued to be received after that date. By the end of 1979, the Authority had received 1701 forms.

These forms contained applications for 3404 accreditations in 60 languages, with some respondents indicating their intention to seek accreditation in several languages and at different levels. The data obtained from the completed forms are analysed by level, language and the respondents' State of residence and are presented in Appendix VI. Work has begun on the analysis and evaluation of the data furnished by the respondents to the second part of the survey. This task will continue during 1980.

#### 11. State and Territory Panels

In the preceding sections reference has been made a number of times to the State and Territory panels in connection with their role in carrying out testing and in advising the Authority on the need and demand for interpreting and translating services as well as the desirability of setting up various training schemes.

In the Authority's First Annual Report it was stated that it had recommended to the Minister that he should establish a panel in each State and Territory. It also published as an appendix to that report a paper setting out the details of its proposals. The terms of reference contained in that paper set out the detailed ways in which the State panels should assist NAATI in achieving its prescribed objectives. The two main functions of the panels were described in the report as the administration in their own States of NAATI tests for accreditation and the provision of a channel for information about the situation in each State and for liaison between NAATI and those interested in its activities in respective States. With regard to the latter, the panels would monitor changing need and demand in their States and advise NAATI on these changes and their implications for training and services.

The panels will be exercising functions delegated to them by NAATI and in accordance with procedures prescribed by NAATI and they will be requested to render regular reports to the Authority. These will cover each panel's testing activities, including the submission of lists of candidates recommended for accreditation; they will also cover the panel's conclusions on the need and demand for interpreters

and translators and their training in the respective States. In this way, NAATI hopes to be able to develop a comprehensive view of the situation and to perform its own function of advising the authorities concerned with the provision of services in the light of needs and also of advising the educational authorities on training needs.

During the year under review, discussions and consultations about the appointment of State panels have been in progress between the Commonwealth Minister and his counterparts in each of the States. There have also been consultations with interested parties in the States. Substantial agreement had been reached in the case of all proposed panels by the end of the year. Unfortunately, it was possible to announce appointments in only two cases, namely Western Australia and Tasmania. However, final agreement was achieved in the case of the Victorian Panel and an announcement will be made early in the new year. Agreement was close in the cases of New South Wales, South Australia, Queensland and the Northern Territory. The announcements of the appointment of these panels is also expected during the first half of 1980.

The details about the composition of the panels already appointed are contained in Appendix VII. Meetings of these panels are being arranged early in the new year.

To assist panels in their work, a "Brief for Members of State/Territory Panels" has been prepared and approved. This will be issued to all panel members together with certain other material prepared by NAATI and listed in the brief. A copy of the brief is included in this report as Appendix VIII. The brief sets out the functions of the State panels and provides an outline of the procedures for accreditation. In particular, it contains some detailed information about the procedures for testing prescribed by NAATI and about the circumstances in which the results of candidates who have failed may be reviewed.

## 12. Acceptance of NAATI Accreditation

In the section on testing it was reported that certain official bodies have adopted NAATI accreditation as a requirement for appointment to positions as interpreters and translators in their organisations. A number of other bodies applied for similar assistance in assessing candidates and direct testing will be carried out for them early in 1980. The complete list of organisations involved is as follows:

|           |                                    |
|-----------|------------------------------------|
| Tests     | - The Department of Administrative |
| completed | Services                           |



- The Victorian Ministry of Immigration and Ethnic Affairs
  - The Commonwealth Department of Immigration and Ethnic Affairs
- Tests requested
- Public Service Board of Victoria
  - Health Commission of Victoria
  - Victorian Ministry of Immigration and Ethnic Affairs
  - Australia-China Council

The Commonwealth Public Service Board has also considered the question of adopting NAATI accreditation as a prerequisite for appointments to positions in the Commonwealth Public Service requiring interpreting and translating abilities. The Board decided to require NAATI Level II accreditation or recognition as a basic qualification. In cases where the employing department requires a higher level of competence, this would be specified in the advertisement.

NAATI agrees with this decision although it has laid down that Level III should be the first professional level. It recognises that the various authorities may have difficulty in finding sufficient qualified candidates at this stage in some languages at the standard laid down for Level III. It hopes that the Public Service Board would be willing to review its decision when a greater number of persons qualified at Level III become available. The Authority assumes that when candidates with a Level III accreditation present themselves among candidates for appointment, the proof of their higher degree of proficiency will tell heavily in their favour. The Authority accepts that part of its function is to improve the general standard of competence in the profession and it has set the standard of its levels accordingly. It is confident that the standing and the reputation of the profession will benefit from this policy in the years ahead.

The Public Service Board has also considered the qualification it will require for the grant of the Linguistic Availability Performance Allowance recommended by the Galbally Report. For this purpose it has decided that it will adopt NAATI Level I as a requirement for the grant of the allowance. Again, NAATI considers that this is an appropriate Level for the purpose.



### 13. Consultations

The Authority is mindful of the need for continuing consultation with all those concerned with the provision of interpreting and translating services, including State authorities and non-Government bodies. It recognises that the success of NAATI will largely depend on the cooperation of these organisations. The Chairman and Deputy Chairman of NAATI have met with representatives of a number of such bodies around Australia in the last year. A list of the consultations that have taken place is given below:

| <u>Date</u> | <u>Location</u> | <u>Consultation with</u>  |
|-------------|-----------------|---|
| 18.1.79     | Sydney          | Minister of Immigration and Ethnic Affairs, Hon M.J.R. MacKellar  |
| 19.1.79     | Canberra        | Officers of the Committee on Overseas Professional Qualifications   |
| 20.4.79     | Canberra        | Dr S.S. Richardson, Principal<br>Canberra College of Advanced Education   |
| 21.2.79     | Hobart          | Tasmanian Association of Translators and Interpreters   |
| 28.2.79     | Sydney          | Ethnic Community Council of N.S.W.  |
| 3.5.79      | Canberra        | Mr Volker, Deputy Secretary and<br>Mr Struik, Assistant Secretary of the<br>Planning and Research Branch,<br>Department of Immigration and Ethnic Affairs |
| 3.5.79      | Sydney          | Sydney Technical College  |
| 14.6.79     | Canberra        | Tertiary Education Commission<br>(Technical and Further Education Council, Advanced Education Council)  |
| 27.7.79     | Melbourne       | Dr Allen, Chairman, Victorian Post-Secondary Education Commission   |
| 30.7.79     | Melbourne       | Dr B.W. Smith, Director, Royal Melbourne Institute of Technology  |
| 14.8.79     | Darwin          | Regional Office, Department of Immigration and Ethnic Affairs   |
| 14.8.79     | Darwin          | Darwin Community College  |
| 15.8.79     | Darwin          | Casuarina High School   |
| 15.8.19     | Darwin          | Northern Territory Department of Youth, Sport and Recreation  |
| 16.8.79     | Alice Springs   | Institute of Aboriginal Development Incorporated  |
| 8.11.79     | Adelaide        | South Australian Department of Further Education, Language and Migrant Education Centre.  |

In addition, members of NAATI have been involved extensively in consultations and discussions in their own

State with community organisations and training institutions. A substantial amount of correspondence on its activities has also been received by the Authority.

#### 14. Other Activities

The concluding section of the 1979 Report foreshadowed the preparation of a manual of NAATI rules and procedures, a booklet on professional ethics and a bibliography on works on interpreting and translating. Some preliminary work has been done on these projects but, with their many competing duties, the officers and staff concerned have been unable to complete the task. The work will continue.

The Authority commissioned the preparation during the year of a bibliography on the settlement issues of non-English speaking people in Australia. The purpose of the bibliography is to assist in the preparation of candidates for the non-language component of the NAATI tests. It has been divided into suitable topics with an indication against each title of the level(s) for which it is appropriate. The bibliography should be of considerable value to all concerned and for this reason has been reproduced at Appendix XI of this report. Additional copies may be obtained from the Executive Officer of NAATI, whose address appears at the front of this report.

In the course of its work in developing test guidelines and model tests and its arrangements for approving courses, NAATI has commissioned certain studies which it proposes to make available to all who may be interested. Two papers have been prepared for the Authority's consideration during the year by its members with expertise in the fields concerned. These papers are:

- . Advice to Candidates for Accreditation in Modern Greek;
- . Advice to Candidates for Accreditation in Chinese.

They are reproduced as Appendices IX and X.

During a visit by a NAATI Committee to Darwin in August 1979 for the purpose of inspecting courses at the Casuarina High School and at the Darwin Community College, members were invited to visit the School of Australian Linguistics at Batchelor and the Institute of Aboriginal



Development Inc. at Alice Springs. On both visits, members heard proposals that NAATI should extend its responsibilities to include the accreditation of interpreters in Aboriginal languages. The matter has since been discussed between the Department of Immigration and Ethnic Affairs and the Department of Aboriginal Affairs.

NATII's present responsibilities are considerable and absorb the energies of the members and the limited staff at their disposal. However, if requested to assist, the Authority would feel bound to respond, though the problems involved in accrediting interpreters and translators in Aboriginal languages would probably require quite different procedures from those followed in dealing with other languages. It does not, however, appear that NAATI will be asked to assume these extra responsibilities, at least in the near future.

#### 15. Conclusion and Programme for 1980

In the corresponding section in the 1978 Report, it was stated that 1978 had been a year of planning and that it was hoped that 1979 would be a year of implementation. In fact, delays beyond the Authority's control have prevented any significant progress being made with the implementing of some of the Authority's policies. The problem lay in delays in reaching final agreement over the composition of some State panels. The key to NAATI's administrative arrangements was the delegation of certain important responsibilities to State panels. Until such panels were appointed, little or no progress has been possible in determining the local need and demand for interpreters and translators. Nor was it possible to commence regular testing for accreditation, since this was to be one of the responsibilities of the panels.

With some difficulty, the Authority arranged for the holding of direct tests in Sydney, Canberra and Melbourne to assist certain official employing bodies and so was able to make a small start on accreditation without waiting for the establishment of panels. This was a temporary arrangement and the normal process of accreditation cannot begin until the panels have been appointed and become operational. It is hoped that this will be accomplished early in 1980.

By contrast, considerable progress was made in the approval of courses in interpreting and translating. Inspections of such courses were carried out in Sydney, Adelaide and Darwin. Final decisions had not been reached on all applications by the end of the year, but as recorded in section 7 above, two courses were approved, one at Level I in two languages and one at Level II in six languages.



A start was also made on the process of accreditation on the basis of overseas qualifications and a committee has been at work during the latter part of the year.

The Authority has been engaged during the year in completing the first stage of its planning processes. It has completed guidelines for testing at Levels I, II and III and for courses at the same levels. It has commissioned and approved model tests in several languages and commissioned the setting of papers in anticipation of the commencement of testing. It has also commenced the compilation of a list of prospective examiners.

It would be fair to describe 1979 as a year in which the first phase of planning was continued and largely completed and in which implementation began. The Authority expects that 1980 will be the year in which all State panels are established and commence to function so that the Authority's plans may be fully translated into action.

During 1980 the Authority hopes to study its plans of action in order to improve and refine its procedures. It will be organising its Register of Accredited Interpreters and Translators and issuing the appropriate certificates. It must expect to be confronted with a series of administrative problems requiring decision and solution. It will continue its visits to institutions and its inspections of courses upon receipt of new applications for the approval of courses. It will continue its study of the need and demand for interpreters and translators and hopes to make progress with the publications already mentioned.

As the main activity of NAATI moves from the planning period of its first two years to implementation in 1980 and subsequent years, it will be studying its own committee structure in order to adapt it to the new needs. At the end of 1979 the Authority decided that a growing overlap of work between its two Committees on Tests and Courses would best be met by the merger of the two committees in 1980.

The joint committee is to be known as the Accreditation Committee. This arrangement will be satisfactory for a short period only until the initial problems of testing and course approval have been overcome. However, the present committee is too large and sub-division of its work along new lines will become necessary during 1980. Already one ad hoc committee, an Examiners' Committee, has been appointed to review the experience of the first direct tests. Before long, needs will become apparent in

other areas which will dictate a new committee structure, probably of small standing committees, to deal with specific subjects. This could mean fewer meetings of the full Authority. The full Authority met nine times in 1978 and six times in 1979. Six meetings are planned for 1980, but much preparatory work will continue at the committee level.

As the emphasis shifts from planning to action, there will be a need for speedy decisions within the general framework of policy. Anticipating this need, the Authority has appointed an Executive Committee composed of the Chairman, the Deputy Chairman and one other member of NAATI. It conducts much of its business by circulation of papers or by telephone in a way aimed at ensuring speed in the process of making decisions and giving directions.

The Authority is aware that progress has been slow in laying the foundations of professional accreditation for interpreters and translators in Australia and in setting up the panels in the various States through which most candidates will be accredited. But it hopes that solid progress has been achieved in planning and that sound foundations have been laid. A small start has been made both in accrediting some candidates and approving some courses. It also hopes that the coming year will witness real progress in the processing of the many applications from candidates who are seeking recognition by due process or accreditation by testing.

The Chairman and Members of NAATI wish to record their appreciation of the cooperation and support they have received from many organisations and individuals during the course of the year. They are heartened by the cooperation and understanding which has been extended to them.

The Authority wishes to express its thanks for the interest and support it has received from the Department of Immigration and Ethnic Affairs during the year and, in particular, for the hard work and support of the Executive Officer and his staff who have cheerfully arranged, serviced and recorded the many meetings, visits and other activities of the Authority and its committees during the year.



## APPENDIX I

## TERMS OF REFERENCE

be to:                   The principal objectives of the Authority will

- (i)       Establish the standards and conditions leading to professional status, and in so doing develop translating and interpreting in Australia to meet community needs.
- (ii)      Develop the basic infrastructure for the emergence of a national self-regulatory professional body in the expectation that this body would, within five years, assume responsibility for the profession, including accreditation.

To this end NAATI will:

- (a)       Determine levels of skills for translators and interpreters appropriate to Australian conditions, taking into account the recommendations of the COPQ Working Party.
- (b)       Provide advice and guidance on the content of courses to tertiary institutions which are conducting or planning courses in translating and interpreting so that graduates of such courses will be eligible for accreditation at the level determined for that course by NAATI.
- (c)       Develop tests and any other procedures necessary to assess and provide a means of accreditation for those who, with or without formal qualifications obtained in Australia or elsewhere, are practising or wish to practise as translators or interpreters in Australia; such procedures may include bridging study or supervised field training approved by the Authority.
- (d)       Provide a means of accreditation for those who have successfully completed courses at various levels based on standards of competence established by the Authority.



- (e) Monitor changing Australian needs for interpreter/translator services and advise on the development of training programmes throughout Australia to meet these needs.
- (f) Take action to encourage employing authorities to require as a prerequisite for appointment accreditation by NAATI.
- (g) Maintain a public register of translators and interpreters who meet the standards established by the Authority.
- (h) Report annually to the Minister for Immigration and Ethnic Affairs on the work of the Authority.

APPENDIX II

MEMBERS OF COMMITTEES

COMMITTEE ON COURSES

Chairman:

Members:

Sir George Cartland  
Dr P. Martin  
Professor J.D. Frodsham  
Mr C. Kiriloff  
Mr R. Rubichi  
Mr A.J. Garrick  
Dr E. Gauntlett

COMMITTEE ON TESTS

Chairman:

Members:

Sir George Cartland  
Dr P. Martin  
Dr M. Brandle  
Mr A.J. Garrick  
Mr C. Kiriloff  
Mr R. Rubichi  
Dr G.H. Strauss

OVERSEAS QUALIFICATIONS ASSESSMENT COMMITTEE

Chairman:

Members:

Professor J.D. Frodsham  
Mr A.J. Garrick  
Dr G.H. Strauss

## APPENDIX III

## LIST OF PERSONS ACCREDITED DURING 1979

| NAME                | LEVEL | LANGUAGE(S)        | CATEGORY                    |
|---------------------|-------|--------------------|-----------------------------|
| C. Alexiou          | I     | Greek              | Language Aide               |
| C. Bilinceri        | I     | Italian            | "                           |
| A. De Luca          | I     | Italian            | "                           |
| M. Gerakios         | I     | Greek              | "                           |
| T. Gerakios         | I     | Greek              | "                           |
| G. Kessaris         | I     | Greek              | "                           |
| L. Lelli            | I     | Italian            | "                           |
| L. Parisi           | I     | Greek              | "                           |
| G. Panagopoulos     | I     | Greek              | "                           |
| A. Tsangari         | I     | Greek              | "                           |
| N. Makris           | II    | Greek              | Translator                  |
| P. Koutsoubou       | II    | Greek              | "                           |
| G. Savaris          | II    | Italian            | "                           |
| C. Amat             | II    | Spanish            | "                           |
| M. Homann           | II    | Spanish            | "                           |
| J.M. Lopez          | II    | Spanish            | "                           |
| B. Howard           | II    | Russian            | "                           |
| R. Paattakainen     | II    | Finnish            | "                           |
| M. Hegazi           | III   | Arabic             | "                           |
| J. Scerri           | III   | Maltese            | "                           |
| G. Micallef         | III   | Maltese            | "                           |
| D. Ivanov           | III   | Serbian            | "                           |
| J. Bogdanovic       | III   | Serbian            | "                           |
| J. Devic            | III   | Croatian           | "                           |
| Dr Trieu Dan Nguyen | III   | Vietnamese         | "                           |
| B. Pelekanakis      | III   | Greek              | "                           |
| K. Hermes           | III   | German &<br>French | Interpreter/<br>Translator. |



## APPENDIX IV

## GUIDELINES FOR TESTS AT LEVELS I, II, AND III

TEST GUIDELINES FOR LEVEL I

Note: A pass in all Parts is necessary for success in the whole examination.

PART 1: PRELIMINARY TEST IN ENGLISH  
(approximately 45 minutes)

Section A - Written section (25 minutes)

All answers in this section to be in English

1.1 Comprehension of a Printed Passage (10 min)

A passage of approximately 100 words followed by 5 questions, the answers to which are to be given by copying out the relevant phrases in the passage.  
 (20 marks)

1.2 Filling in a Form (15 min)

A passage of approximately 100-120 words followed by a simple form with 10-12 questions to be completed using the information supplied in the passage. One of the questions will require a full-sentence answer.

(20 marks)

Section B - Oral Section (20 minutes)

All answers in this section to be in English

1.3 Picture Story (5 min)

An oral account of a simple incident recorded in a series of 4-6 frames. Care will be taken to ensure that the pictures are not highly culturally specific.

(20 marks)

1.4 Continuous Speech (5 min)

Continuous speech on one subject selected by the candidate from five topics.

(20 marks)

TEST GUIDELINES FOR LEVEL I

1.5 Comprehension and Acting out a Situation  
(up to 10 min)

One to four situations chosen in turn by the examiner will be used to open up one or more dialogues with the candidate.

(20 marks)

TEST GUIDELINES FOR LEVEL I

PART 2: TEST IN ENGLISH/OTHER LANGUAGE  
(approximately 25 minutes)

Note: Candidates should not be asked to operate electronic equipment.

Section A - Written Section (10 minutes)

2.1 Comprehension of Spoken Material (10 min)

Two recorded passages, each of 25-35 words, and each followed by five recorded questions. The first passage will be in English with questions in the language other than English. Answers must be written in the language other than English. The second passage will be in the language other than English, with questions in English. Answers must be written in English.  
(15+15 = 30 marks)

Section B - Oral Section (15 minutes)

2.2 Comprehension of a Printed Passage (8 min)

A passage of some 70-80 words in the form of a public notice or document in the language other than English. This should be read aloud by the candidate. The paper should be handed back to the examiner and the candidate will be asked five questions in the language other than English. Answers must be given orally in the language other than English.  
(20 marks)

2.3 Continuous Speech (7 min)

A city map with English language markings will be provided. The candidate will be asked to explain orally to the examiner in the language other than English how to get from point X to point Y, points which may be marked on the map. The request for directions could include the names of certain offices e.g. Ethnic Affairs Office, Translating and Interpreting Service, Motor Registry Office, etc.  
(25 marks)



TEST GUIDELINES FOR LEVEL I

PART 3: TEST OF KNOWLEDGE OF SOCIAL BACKGROUND AND  
SETTLEMENT ISSUES (approximately 10 minutes)

The candidate will be asked five questions in English covering Australia, the country where his other language is spoken, and the adjustments settlers from that country might have to make in Australia. Answers will be given orally in English. The candidate will not be penalised for English expression; the content of answers only will be examined.

(5 marks for each question = 25 marks)

TEST GUIDELINES FOR LEVEL II

Note: A pass in all Parts is necessary for success in the whole examination.

PART 1 : PRELIMINARY TEST IN ENGLISH  
(approximately 50 minutes)

Section A - Written Section (35 minutes)

All answers in this section to be in English.

1.1 Comprehension of a Printed Passage (20 min)

A passage of 200-250 words followed by 5 questions, the answers to which should be in the form of short sentences.

(20 marks)

1.2 Short Composition (15 min)

A passage of 180-220 words on which the candidate draws to write a composition of 70-90 words.

(20 marks)

Section B - Oral Section (15 minutes)

All answers in this section to be in English

1.3 Continuous Speech (5 min)

Continuous speech on one subject selected by the candidate from 5 topics.

(20 marks)

1.4 Comprehension of Spoken Material (5 min)

A recorded passage of 80-100 words followed by five questions which must be answered orally.

(20 marks)

1.5 Picture Story (5 min)

An oral account of a series of incidents contained in a picture story of some 12 frames. Care will be taken to ensure that the pictures are not highly culturally specific.

(20 marks)

TEST GUIDELINES FOR LEVEL II

PART 2 : TEST IN ENGLISH/OTHER LANGUAGE FOR INTERPRETERS  
(approximately 1 hour)

Note: Candidates should not be asked to operate electronic equipment.

Section A - Written Section (10 minutes)

2.1 Comprehension of Spoken Material (10 min)

Two passages, each of 80-100 words, recorded at normal reading speed, will be played once. After each passage 5 questions will be asked orally. Questions will not be repeated and answers should be in writing. The first passage will be in English with questions and answers in the language other than English. The second passage will be in the language other than English with questions and answers in English. Note-taking will be permitted.  
 (25 marks)

Section B - Oral Section (50 minutes)

2.2 Comprehension of a Printed Passage (15 min)

A document of approximately 200 words in the language other than English to be read aloud by the candidate. The paper should then be handed back and the candidate asked to explain simply and lucidly, in the language other than English, the meaning of the passage.  
 (25 marks)

2.3 Interpreting (15 min)

There will be two recorded passages of approximately 120 words each. The first passage, in English, should then be summarised orally by the candidate in the language other than English. The second passage, in the language other than English, should then be summarised orally by the candidate in English. Note-taking will be permitted.  
 (25 marks)



TEST GUIDELINES FOR LEVEL II2.4 Dialogue Interpreting (20 min)

A recorded dialogue of 350-400 words, divided into segments of up to 35 words, between an English speaker and a speaker of the language other than English. The candidate should render each segment into the other language as soon as it has been spoken. Note-taking will be permitted.

(25 marks)

PART 2 : TEST IN ENGLISH/OTHER LANGUAGE FOR TRANSLATORS  
(approximately 1½ hours)

2.1 Translation from English (45 min)

Two passages of 120-140 words each in English in contrasting subject areas, one of which is selected and translated into the language other than English. The passages should be of moderate complexity and in a non-specialist subject area. Neither passage will be drawn from the field of creative literature.

(50 marks)

The use of dictionaries will be permitted.

2.2 Translation into English (45 min)

Two passages of 120-140 words each in the language other than English, in contrasting subject areas, one of which is selected and translated into English. The passages should be of moderate complexity and in a non-specialist subject area. Neither passage will be drawn from the field of creative literature.

(50 marks)

The use of dictionaries will be permitted.

TEST GUIDELINES FOR LEVEL II

PART 3 : TEST OF KNOWLEDGE OF SOCIAL BACKGROUND AND  
SETTLEMENT ISSUES (approximately 1 hour)

This test will be conducted in English.

3.1 The Ethnic Group in Society (45 min)

Various questions about the source country(ies) of the language group concerned, migration patterns, the host society, settlement and interpreting services available. Answers should be brief and in writing.

(50 marks)

3.2 Settlement Experience (15 min)

An oral discussion with the examiner(s) on the settling-in experience of people who have recently arrived in Australia.

(50 marks)

TEST GUIDELINES FOR LEVEL III

Note: A pass in all Parts is necessary for success in the whole examination.

PART 1 : PRELEMININARY TEST IN ENGLISH  
(approximately 1 hour)

Section A - Written Section (40 minutes)

All answers in this section to be in English.

1.1 Comprehension of Written Material (40 min)

A passage of 550-600 words followed by a number of short exercises, the first of which will be to write a summary incorporating the essential points of the passage. Other exercises will require candidates to rewrite parts of the passage in a different style, to show their understanding of the logical substructure of the passage and to explain the meaning of certain words and phrases contained in the passage.  
 (100 marks)

Section B - Oral Section (20 minutes)

All answers in this section to be in English.

1.2 Cartoon Explanation (5 min)

An explanation and discussion of the ideas contained in two topical cartoons chosen by the candidate from four offered. The cartoons are to be selected from newspapers and periodicals.  
 (25 marks)

1.3 Comprehension of Recorded Spoken Material  
 (5 min)

A recorded passage of 150-180 words followed by five questions which must be answered orally. 45-50 seconds will be allowed for answering each question.  
 (25 marks)

1.4 Role Play (5 min)

Two or three set situations that the candidate acts out according to the information supplied orally by the examiner.  
 (25 marks)



TEST GUIDELINES FOR LEVEL III1.5 Continuous Speech (5 min)

A free discussion on two topics selected from six relating to contemporary social issues, the first to be chosen by the candidate and the second by the examiner.

(25 marks)

PART 2 : TEST IN ENGLISH/OTHER LANGUAGE FOR INTERPRETERS  
(approximately 1½ hours)

Note: Candidates should not be asked to operate electronic equipment.

2.1 Comprehension of Recorded Spoken Material (15 min)

There will be two recorded passages, of 200-220 words each. Five written questions will be put after each passage. These are to be answered in writing. The first passage will be in English with questions and answers in the language other than English. The second passage will be in the language other than English with questions and answers in English. Note-taking will be permitted.

(25 + 25 = 50 marks)

2.2 Comprehension of Written Material (25 min)

There will be two passages of approximately 250 words each. Five written questions will accompany each passage. These are to be answered in writing. The first passage will be in English with questions and answers in the language other than English. The second passage will be in the language other than English with questions and answers in English. Candidates may consult the original passage while answering questions.

(25 + 25 = 50 marks)

2.3 Interpreting (20 min)

There will be two recorded passages of 200-220 words each. After having listened to the first passage in English, candidates will render it orally in the language other than English. They will then listen to the second passage in the language other than English and will render it orally in English. Note-taking will be permitted.

(25 + 25 = 50 marks)

TEST GUIDELINES FOR LEVEL III2.4 Dialogue Interpreting (30 min)

## (a) (20 min)

There will be two recorded dialogues, in different subject areas, between an English speaker and a speaker of a language other than English. Each dialogue will be of approximately 400 words, divided into suitable short segments for each speaker alternately. The candidate should begin to render each segment into the other language immediately after a signal indicating the end of the segment has sounded.

## (b) (10 min)

Candidates will be asked to answer in writing (approximately 150 words), in the language other than English, ONE of four questions based on the above dialogues.

(25 + 25 = 50 marks)

PART 2 : TEST IN ENGLISH/OTHER LANGUAGE FOR TRANSLATORS  
(approximately 4 hours)

2.1 Translation from English (2 hours)

Three passages of approximately 250 words each in English, in different styles and subject areas, TWO of which are to be selected and translated into the language other than English. The passages may include administrative documents, and texts on scientific, technical and theoretical subjects aimed at the non-specialist reader.

(25 + 25 = 50 marks)

The use of dictionaries will be permitted.

2.2 Translation into English (2 hours)

Three passages of approximately 250 words each in the language other than English in different styles and subject areas, TWO of which are to be selected and translated into English.\* The passages may include administrative documents, and texts on scientific, technical and theoretical subjects aimed at the non-specialist reader.

(25 + 25 = 50 marks)

The use of dictionaries will be permitted.

\*In the case of Greek, a passage in Katharevousa will be compulsory.

TEST GUIDELINES FOR LEVEL III

PART 3: TEST OF KNOWLEDGE OF SOCIAL BACKGROUND AND THE  
PRACTICE OF TRANSLATING/INTERPRETING

(approximately 1 hour)

- 3.1 Candidates will be asked to write TWO essays (300-400 words each), ONE in English and ONE in the language other than English. The candidates will choose the subject of ONE essay from a group of topics related to migration and its effects.

(50 marks)

- 3.2 For the SECOND essay candidates will choose from a group of topics related to the problems encountered by translators and interpreters in the course of exercising their profession. The questions set should be realistic in content.

(50 marks)



## OUTLINE OF LANGUAGE AIDE COURSE - LEVEL I

Level I Language Aide Course

(To be read in conjunction with the Authority's publication, Levels of Accreditation for Translators and Interpreters, Canberra 1978.)

1. General statement of aims

At Level I courses are expected to prepare candidates as language aides. Since the tasks performed by language aides will require a basic oral knowledge of a language sufficient for simple communication, courses of training should concentrate on developing their oral ability in the language.

Persons completing Level I courses would commonly use their language skills in assisting migrants in simple situations. The training at Level I should be designed to reflect this and help the language aide to recognise situations where the assistance of a skilled interpreter is required.

Training as language aides in all Level I courses should be provided in at least two languages, one of which must always be English.

In addition to enabling the trainees to attain some competence in the relevant languages, Level I courses should also aim to give the student some understanding of the history of migration and the culture of source and host countries.

2. Prerequisites

The Authority assumes that candidates for entry to a Level I course will be required to:

- (i) have completed two to three years of Australian secondary education or its equivalent;
- (ii) have a standard of literacy in English and another language commensurate with their level of secondary education;
- (iii) demonstrate sensitivity and awareness of the communication needs of persons, who do not speak English.

### 3. Course duration

In the case of a school a course should consist of 120 to 150 hours of study spanning one school year. The Authority may authorise a variation in the length of a course in the case of mature age students.

### 4. Course components

#### (i) Language study

It is expected that students admitted to Level I courses will have a prior general knowledge of English, which other school subjects taken concurrently will develop further. They are also required to have an elementary knowledge of the other language, and the language component of the course should therefore focus on developing knowledge of that other language. Emphasis should be placed on extension of vocabulary, simple idioms and basic grammar and syntax. This segment should comprise at least 60% of the course.

#### (ii) Techniques for language aides

This segment of the course will deal with the practical aspects of what is required of language aides. Emphasis should be placed on experimental learning through role play under the supervision of teachers and experienced interpreters. This segment should occupy at least 25% of teaching time.

#### (iii) Cultural and social studies

Areas studied in this segment should include the history of migration and the culture of the language group selected by the student. This segment should comprise no more than 15% of the course.

### 5. Assessment and examinations

A pass in a course must be dependent on success in an examination using English and another language administered at the completion of the course. This examination should be of a standard at least as high as that of the NAATI Level I test.

## APPENDIX VI

ANALYSIS OF REQUESTS FOR ACCREDITATION  
REVEALED BY THE SURVEYNAATI Survey of Translators and Interpreters  
(as at 23.1.80)

Total number of applicants - 1701 (6 from outside Australia).

Requests for accreditation - 3404, in some 60 languages

Note: \* Indicates that requests for accreditation in Serbian or Croatian have been included with the figures for requests received in Serbo-Croatian.

Break up by State/Territory in 10 most requested languages

| LANGUAGE        | QLD | NSW | ACT | VIC  | SA  | WA  | TAS | NT | TOTAL |
|-----------------|-----|-----|-----|------|-----|-----|-----|----|-------|
| ARABIC          | 6   | 60  | 7   | 56   | 6   | 11  | 1   | 2  | 149   |
| DUTCH           | 11  | 11  | 6   | 16   | 17  | 8   | 6   | 2  | 77    |
| FRENCH          | 34  | 149 | 47  | 127  | 49  | 35  | 23  | 8  | 472   |
| GERMAN          | 17  | 79  | 35  | 96   | 57  | 26  | 19  | 11 | 340   |
| GREEK           | 9   | 71  | 3   | 165  | 44  | 10  | 3   | 22 | 327   |
| ITALIAN         | 22  | 131 | 39  | 135  | 77  | 23  | 9   | 6  | 442   |
| RUSSIAN         | 17  | 39  | 13  | 35   | 25  | 8   | 4   | 2  | 143   |
| *SERBO-CROATIAN | 5   | 57  | 15  | 82   | 32  | 10  | 12  | 2  | 215   |
| SPANISH         | 23  | 104 | 26  | 73   | 27  | 16  | 8   | 7  | 284   |
| TURKISH         | 1   | 27  | 4   | 58   | 7   | 2   | 1   | -  | 100   |
| OTHER           | 93  | 255 | 89  | 204  | 93  | 66  | 24  | 31 | 855   |
| TOTAL           | 238 | 983 | 284 | 1047 | 434 | 215 | 110 | 93 | 3404  |

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## Break up of 10 main languages by Level

| LANGUAGE        | LEVELS |      |      |     |     | TOTAL |
|-----------------|--------|------|------|-----|-----|-------|
|                 | I      | II   | III  | IV  | V   |       |
| ARABIC          | 18     | 77   | 43   | 5   | 6   | 149   |
| DUTCH           | 5      | 17   | 34   | 14  | 7   | 77    |
| FRENCH          | 64     | 191  | 145  | 50  | 22  | 472   |
| GERMAN          | 34     | 123  | 128  | 36  | 19  | 340   |
| GREEK           | 29     | 155  | 115  | 20  | 8   | 327   |
| ITALIAN         | 57     | 206  | 135  | 34  | 10  | 442   |
| RUSSIAN         | 21     | 54   | 39   | 18  | 11  | 143   |
| *SERBO-CROATIAN | 8      | 91   | 97   | 16  | 3   | 215   |
| SPANISH         | 27     | 118  | 93   | 37  | 9   | 284   |
| TURKISH         | 11     | 40   | 34   | 7   | 8   | 100   |
| OTHER           | 104    | 363  | 242  | 77  | 69  | 855   |
| TOTAL           | 378    | 1435 | 1105 | 314 | 172 | 3404  |

Break up of 10 main languages by Level within each State/Territory

| (a)      | LANGUAGE        | LEVELS |     |     |    |    | TOTAL |
|----------|-----------------|--------|-----|-----|----|----|-------|
|          |                 | I      | II  | III | IV | V  |       |
| VICTORIA | ARABIC          | 4      | 31  | 12  | 3  | 6  | 56    |
|          | DUTCH           | 1      | 2   | 5   | 5  | 3  | 16    |
|          | FRENCH          | 22     | 61  | 31  | 8  | 5  | 127   |
|          | GERMAN          | 9      | 38  | 29  | 11 | 9  | 96    |
|          | GREEK           | 5      | 85  | 58  | 11 | 6  | 165   |
|          | ITALIAN         | 7      | 71  | 47  | 6  | 4  | 135   |
|          | RUSSIAN         | 2      | 15  | 9   | 5  | 4  | 35    |
|          | *SERBO-CROATIAN | 3      | 34  | 38  | 6  | 1  | 82    |
|          | SPANISH         | 6      | 33  | 24  | 7  | 3  | 73    |
|          | TURKISH         | 8      | 28  | 14  | 4  | 4  | 58    |
|          | OTHER           | 24     | 90  | 44  | 13 | 33 | 204   |
| TOTAL    |                 | 91     | 488 | 311 | 79 | 78 | 1047  |

| (b)       | LANGUAGE        | LEVELS |     |     |     |    | TOTAL |
|-----------|-----------------|--------|-----|-----|-----|----|-------|
|           |                 | I      | II  | III | IV  | V  |       |
| NEW SOUTH | ARABIC          | 11     | 26  | 22  | 1   | -  | 60    |
| WALES     | DUTCH           | -      | 3   | 3   | 2   | 3  | 11    |
|           | FRENCH          | 16     | 55  | 52  | 17  | 9  | 149   |
|           | GERMAN          | 4      | 27  | 31  | 14  | 3  | 79    |
|           | GREEK           | 4      | 30  | 29  | 6   | 2  | 71    |
|           | ITALIAN         | 17     | 60  | 41  | 10  | 3  | 131   |
|           | RUSSIAN         | 7      | 15  | 9   | 5   | 3  | 39    |
|           | *SERBO-CROATIAN | 1      | 27  | 25  | 4   | -  | 57    |
|           | SPANISH         | 8      | 38  | 39  | 16  | 3  | 104   |
|           | TURKISH         | 1      | 9   | 13  | 2   | 2  | 27    |
|           | OTHER           | 23     | 112 | 79  | 25  | 16 | 255   |
| TOTAL     |                 | 92     | 402 | 343 | 102 | 44 | 983   |

Break up of 10 main languages by Level within each State/Territory

| (c)         | LANGUAGE        | LEVELS |     |     |    |    | TOTAL |
|-------------|-----------------|--------|-----|-----|----|----|-------|
|             |                 | I      | II  | III | IV | V  |       |
| S.AUSTRALIA | ARABIC          | 1      | 4   | 1   | -  | -  | 6     |
|             | DUTCH           | 2      | 3   | 11  | 1  | -  | 17    |
|             | FRENCH          | 12     | 22  | 8   | 6  | 1  | 49    |
|             | GERMAN          | 14     | 20  | 18  | 3  | 2  | 57    |
|             | GREEK           | 6      | 24  | 11  | 3  | -  | 44    |
|             | ITALIAN         | 14     | 39  | 16  | 7  | 1  | 77    |
|             | RUSSIAN         | 2      | 9   | 7   | 5  | 2  | 25    |
|             | *SERBO-CROATIAN | -      | 17  | 10  | 3  | 2  | 32    |
|             | SPANISH         | 7      | 12  | 4   | 4  | -  | 27    |
|             | TURKISH         | -      | 1   | 4   | -  | 2  | 7     |
|             | OTHER           | 10     | 49  | 25  | 3  | 6  | 93    |
| TOTAL       |                 | 68     | 200 | 115 | 35 | 16 | 434   |

| (d)      | LANGUAGE        | LEVELS |    |     |    |   | TOTAL |
|----------|-----------------|--------|----|-----|----|---|-------|
|          |                 | I      | II | III | IV | V |       |
| TASMANIA | ARABIC          | -      | 1  | -   | -  | - | 1     |
|          | DUTCH           | -      | 2  | 2   | 2  | - | 6     |
|          | FRENCH          | -      | 7  | 10  | 4  | 2 | 23    |
|          | GERMAN          | 1      | 8  | 9   | -  | 1 | 19    |
|          | GREEK           | -      | 2  | 1   | -  | - | 3     |
|          | ITALIAN         | 1      | 3  | 2   | 3  | - | 9     |
|          | RUSSIAN         | -      | 2  | 1   | 1  | - | 4     |
|          | *SERBO-CROATIAN | 4      | 4  | 3   | 1  | - | 12    |
|          | SPANISH         | 1      | 3  | 2   | 2  | - | 8     |
|          | TURKISH         | 1      | -  | -   | -  | - | 1     |
|          | OTHER           | 4      | 11 | 7   | 2  | - | 24    |
| TOTAL    |                 | 12     | 43 | 37  | 15 | 3 | 110   |



Break up of 10 main languages by Level within each State/Territory

| (e)          | LANGUAGE        | LEVELS |    |     |    |   | TOTAL |
|--------------|-----------------|--------|----|-----|----|---|-------|
|              |                 | I      | II | III | IV | V |       |
| W. AUSTRALIA | ARABIC          | 1      | 7  | 2   | 1  | - | 11    |
|              | DUTCH           | -      | 4  | 4   | -  | - | 8     |
|              | FRENCH          | 8      | 12 | 13  | 2  | - | 35    |
|              | GERMAN          | 1      | 10 | 14  | -  | 1 | 26    |
|              | GREEK           | 1      | 6  | 3   | -  | - | 10    |
|              | ITALIAN         | 3      | 10 | 7   | 3  | - | 23    |
|              | RUSSIAN         | -      | 4  | 4   | -  | - | 8     |
|              | *SERBO-CROATIAN | -      | 2  | 7   | 1  | - | 10    |
|              | SPANISH         | 1      | 8  | 5   | 2  | - | 16    |
|              | TURKISH         | -      | 2  | -   | -  | - | 2     |
|              | OTHER           | 14     | 21 | 22  | 6  | 3 | 66    |
| TOTAL        |                 | 29     | 86 | 81  | 15 | 4 | 215   |

| (f)        | LANGUAGE        | LEVELS |    |     |    |    | TOTAL |
|------------|-----------------|--------|----|-----|----|----|-------|
|            |                 | I      | II | III | IV | V  |       |
| QUEENSLAND | ARABIC          | -      | 2  | 4   | -  | -  | 6     |
|            | DUTCH           | 1      | -  | 5   | 4  | 1  | 11    |
|            | FRENCH          | 1      | 13 | 14  | 4  | 2  | 34    |
|            | GERMAN          | 2      | 3  | 9   | 3  | -  | 17    |
|            | GREEK           | 2      | 2  | 5   | -  | -  | 9     |
|            | ITALIAN         | 4      | 6  | 8   | 2  | 2  | 22    |
|            | RUSSIAN         | 7      | 3  | 5   | 2  | -  | 17    |
|            | *SERBO-CROATIAN | -      | 1  | 4   | -  | -  | 5     |
|            | SPANISH         | 1      | 8  | 9   | 3  | 2  | 23    |
|            | TURKISH         | -      | -  | 1   | -  | -  | 1     |
|            | OTHER           | 16     | 29 | 25  | 17 | 6  | 93    |
| TOTAL      |                 | 34     | 67 | 89  | 35 | 13 | 238   |

Break up of 10 main languages by Level within each State/Territory

| (g)    | LANGUAGE        | LEVELS |     |     |    |    | TOTAL |
|--------|-----------------|--------|-----|-----|----|----|-------|
|        |                 | I      | II  | III | IV | V  |       |
| A.C.T. | ARABIC          | 1      | 4   | 2   | -  | -  | 7     |
|        | DUTCH           | -      | 2   | 4   | -  | -  | 6     |
|        | FRENCH          | 4      | 18  | 14  | 8  | 3  | 47    |
|        | GERMAN          | 2      | 13  | 14  | 4  | 2  | 35    |
|        | GREEK           | 1      | 2   | -   | -  | -  | 3     |
|        | ITALIAN         | 9      | 15  | 12  | 3  | -  | 39    |
|        | RUSSIAN         | 3      | 4   | 4   | -  | 2  | 13    |
|        | *SERBO-CROATIAN | -      | 6   | 8   | 1  | -  | 15    |
|        | SPANISH         | -      | 14  | 8   | 3  | 1  | 26    |
|        | TURKISH         | 1      | -   | 2   | 1  | -  | 4     |
|        | OTHER           | 2      | 38  | 36  | 9  | 4  | 89    |
|        | TOTAL           | 23     | 116 | 104 | 29 | 12 | 284   |

| (h)          | LANGUAGE        | LEVELS |    |     |    |   | TOTAL |
|--------------|-----------------|--------|----|-----|----|---|-------|
|              |                 | I      | II | III | IV | V |       |
| N. TERRITORY | ARABIC          | -      | 2  | -   | -  | - | 2     |
|              | DUTCH           | 1      | 1  | -   | -  | - | 2     |
|              | FRENCH          | 1      | 3  | 3   | 1  | - | 8     |
|              | GERMAN          | 1      | 4  | 4   | 1  | 1 | 11    |
|              | GREEK           | 10     | 4  | 8   | -  | - | 22    |
|              | ITALIAN         | 2      | 2  | 2   | -  | - | 6     |
|              | RUSSIAN         | -      | 2  | -   | -  | - | 2     |
|              | *SERBO-CROATIAN | -      | -  | 2   | -  | - | 2     |
|              | SPANISH         | 3      | 2  | 2   | -  | - | 7     |
|              | TURKISH         | -      | -  | -   | -  | - | -     |
|              | OTHER           | 11     | 13 | 4   | 2  | 1 | 31    |
|              | TOTAL           | 29     | 33 | 25  | 4  | 2 | 93    |

## APPENDIX VII

## MEMBERSHIP OF STATE PANELS.

VICTORIA

Chairman: Dr G. Strauss  
Members: Dr E. Gauntlett  
Mr R. Sheehan  
Professor M. Clyne  
Ms K. Whorlow  
Mr L. Honan  
Mr G.C. Lane  
Mr P. Negropontis  
Mr A.G. Strolla  
Mr T. Vella  
Ms A. Goding  
Ms A. Rodriguez-Orona

WESTERN AUSTRALIA

Chairman: Professor J.D. Frodsham  
Members: Mr K.J. Ammerer  
Mr W. Frick  
Mr L. Roberts-Smith  
Dr S. Minc  
Mr S. Piantadosi  
Mr L. Olsson  
Mr R. Myatt  
Mr M.K. Hotchkin  
Dr F. Quadros

TASMANIA

Chairman: Sir George Cartland  
Members: Mr A.M. Cornish  
Mr I.H. Naqvi  
Mr N. Crocombe  
Mr A. Harmsen  
Professor J.H. Tisch  
Dr A. Pittas  
Mr E.J. Hayes  
Mr R.J. Harris  
Ms J. Richardson.



## APPENDIX VIII

## BRIEF FOR MEMBERS OF STATE/TERRITORY PANELS

NATIONAL ACCREDITATION AUTHORITY FOR TRANSLATORS  
AND INTERPRETERS

Brief for Members of State or Territory Assessment  
Panels for Translators and Interpreters (S.A.P.T.I.)

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INTRODUCTION

The establishment of Assessment Panels in each State or Territory follows a recommendation by the National Accreditation Authority for Translators and Interpreters to the former Minister for Immigration and Ethnic Affairs, Mr MacKellar.

The Authority recommended to the Minister that these Panels should perform important administrative, advisory and liaison functions for N.A.A.T.I. in their respective States or Territories and that they should assist in promoting the activities and the standards prescribed by N.A.A.T.I. for translators and interpreters.

The specific functions for S.A.P.T.I. in their respective States or Territories are as follows:

- (1) to arrange and supervise the holding of tests or other procedures prescribed by N.A.A.T.I. for the assessment of candidates for accreditation;
- (2) to determine the order in which languages and levels shall be tested;
- (3) to advise N.A.A.T.I. on the changing needs for translators and interpreters;
- (4) to provide information and advice to N.A.A.T.I. on courses in interpreting and translating which are being conducted or are needed;
- (5) to encourage employing authorities to require the appropriate N.A.A.T.I. Level of accreditation for candidates seeking appointments involving translating or interpreting duties;
- (6) to make a report to N.A.A.T.I. at the end of each calendar year on the work of the panel

during that year; and to report to, and consult with, N.A.A.T.I. at such other times as may be necessary on individual questions or problems as they arise.

#### LEVELS AND PROCEDURES FOR ACCREDITATION

N.A.A.T.I. has prescribed five Levels of accreditation for translators and interpreters. These are set out in the booklet entitled "Levels of Accreditation for Translators and Interpreters." A copy of the booklet will be supplied to each panel member.

There are four separate procedures by which applicants can qualify for accreditation. These are:

- (i) by applying to N.A.A.T.I. for Recognition as a practising interpreter or translator with status at Level II;
- (ii) by sitting for a N.A.A.T.I. test at the appropriate Level;
- (iii) by successfully attending a course in Australia approved by N.A.A.T.I. as a qualification for accreditation at a particular Level;
- (iv) By submitting overseas qualifications for assessment by N.A.A.T.I. and accreditation at the appropriate Level.

At present accreditation is only being granted at Levels I to III. Further announcements will be made later regarding the procedures of assessment at Levels IV and V.

#### METHODS OF ENTRY TO ACCREDITING PROCEDURES

Those seeking accreditation at Levels II or III by procedures (i) or (ii) above have a choice of three methods of entry. These are fully described in the booklet "Levels of Accreditation for Translators and Interpreters", supplied to each panel member.

The entry methods relate only to pre-requisite qualifications. The test at either Level will be the normal test for that Level whichever entry method is adopted. The first two entry methods are designed to allow persons lacking the normal pre-requisite qualifications prescribed for entry method (iii), to achieve Recognition or to enter for the tests at Levels II or III.

Entry method (i) is available for those wishing to seek Recognition as a practising interpreter and/or translator with status at Level II without examination. Recognition is available only to practitioners at present practising, and is dependent solely on continuous and continuing experience. Such Recognition also allows those who wish to present themselves for a test at Level III to do so by entry method (i) without other pre-requisite qualifications.

Entry method (ii) at both Levels II and III provides for applicants who have language ability but who cannot comply with the requirements for Recognition or with the pre-requisites for entry method (iii) at either Level. This group could include students who are currently undertaking or have previously undertaken interpreting and translating courses not yet approved by N.A.A.T.I.

Entry method (iii) is intended to be the normal standard method of entry and will in the future eventually largely replace entry methods (i) and (ii). It requires certain specific educational pre-requisites for candidates for accreditation at Levels II and III. For the present it is intended principally for new entrants to the profession.

Meanwhile, entry methods (i) and (ii) will cater for those who do not have the equivalent general level of education required for entry method (iii) but who have substantial compensating experience and competence in interpreting and translating or in their command of a particular language.

#### RESPONSIBILITY FOR ADMINISTERING THE VARIOUS PROCEDURES

N.A.A.T.I. as the central National Authority will deal with applications for accreditation under Procedure (1) (Recognition), Procedure (3) 9 (Qualification obtained by attendance at an approved course) and Procedure (4)0 (Overseas qualifications).

S.A.P.T.I. will deal with applications for Procedure (2) (N.A.A.T.I. tests at Levels I, II and III). (No provision has yet been made for Levels IV and V). It is expected that in the immediate future the greater number of those seeking accreditation will be applying for testing. S.A.P.T.I. will be responsible for receiving applications, arranging and supervising tests, receiving examiners' reports and finally recommending successful candidates to the National Authority for accreditation and for inclusion in the national register.

Owing to the urgent need of some authorities to recruit interpreters and translators and their desire to require applicants to have N.A.A.T.I. accreditation, the



central Authority has anticipated the setting up of S.A.P.T.I. and arranged for the holding of direct tests in some States. When in any State or Territory a panel is established, the practice of making direct arrangements will cease and the responsibility pass to S.A.P.T.I. As each panel is appointed, N.A.A.T.I. will forward to it all outstanding applications for accreditation by testing (Procedure 2). If panels receive any applications for accreditation by other methods they should forward them to the central Authority.

#### DUTIES OF THE PANELS IN TESTING

State Panels will be responsible for testing as follows:

- (i) arrange and supervise the conduct of tests for accreditation within the framework of the general policy of N.A.A.T.I.;
- (ii) select languages and Levels to be tested and the order in which this will be done;
- (iii) select and appoint appropriate ad hoc Testing Boards to examine candidates. (Members of the Boards will be selected from a central register of examiners approved by N.A.A.T.I.);
- (iv) arrange for the conduct of tests, including those made to meet the needs of candidates in remote locations;
- (v) consider reports from Testing Boards concerning their evaluation of candidates' results, and make recommendations to the Authority for the accreditation of successful candidates; and
- (vi) grant reviews where justified, by reconsideration of performance or retest, to candidates under special circumstances.

A State Panel may seek guidance from the central Authority and should report to it any special or general problems which may arise.

#### TESTING BOARDS

A Testing Board will be distinct from the State Panel. It will be a temporary unit appointed by the panel to conduct the tests in a particular language at a particular Level, and will be dissolved when it has completed the tests. However, a member of the State Panel should be on each Testing Board to oversee activities at this level and to act as

Chairman. Chairmen and members of Testing Boards will be remunerated for their services at appropriate rates.

The size of the Testing Board will increase in proportion to the Level being tested. It could also increase if a particular Testing Board were commissioned to deal with more than one language other than English. The following minimum sizes for Testing Boards have been prescribed:

|       |     |   |                              |
|-------|-----|---|------------------------------|
| Level | I   | - | Chairman and one examiner    |
| Level | II  | - | Chairman and two examiners   |
| Level | III | - | Chairman and three examiners |

#### UNIFORMITY OF TESTING PROCEDURES AND STANDARDS

To ensure national uniformity the central Authority has prepared and will make available to S.A.P.T.I. the following documents:

1. Guidelines for tests.
2. Model tests.
3. Test papers. The setting and printing of the papers will be arranged by the central Authority which will provide them in secure conditions when they are required.
4. Marking notes for examiners.
5. A list of approved examiners.
6. Past test papers. It is hoped that selected papers set in past tests may eventually be available to panels and prospective candidates for their guidance.

## APPEALS AND REVIEW

There will be no appeal as such against decisions of Testing Boards. However, there will be provision for review in certain circumstances. A panel may effect a review by requesting a Testing Board to reconsider a candidate's performance in one or more areas of the test or may authorise a retest in part or whole of the test in the following circumstances:

- (1) On the recommendation of the Chairman of the Testing Board.
- (2) On the request by a candidate on the grounds of hardship or ill health at the time of the examination.
- (3) On the request of a candidate for a retest on the grounds of failure in one part of the test.
- (4) On its own initiative after consulting the Chairman of the Board.

The Chairman of the Testing Board may recommend the panel to grant a review to a candidate and may advise whether this should be by reconsideration of performance or by retest. He may do this where he believes that the circumstances of a test were not in accord with the conditions laid down.

Such circumstances would include:

- (a) Where the Chairman of the Testing Board suspends the oral section of the test or the candidate requests suspension because the candidate is experiencing difficulty as a result of circumstances beyond his/her control.
- (b) Where, in the opinion of the Chairman of the Board, the quality of sound recordings or external noise significantly disadvantages the candidate.
- (c) Where the Chairman is satisfied that there is evidence of ill-health at the time of the test.

Retesting on any of these grounds will be at the discretion of the panel. The composition of the Testing Boards may be totally or partially changed for the second test.



A candidate may request review on the grounds

- (1) of hardship which would include, inter alia, the grounds specified above;
- (2) that he/she has failed in one section of the test but has passed in all others. (The State Panels shall notify any candidate who has attempted an accreditation test whether he/she passed or failed in each section of the test.)

Where a candidate seeks a review on the grounds of hardship, he/she must lodge a request within seven (7) days of the initial test. In the case of review based on single section failure, he/she must lodge his/her request within seven (7) days of receiving notification of his/her result.

The following provisions shall apply to retesting:

- (1) A candidate granted a retest must be prepared to present himself/herself for a retest within one month.
- (2) A candidate granted a retest on grounds of hardship will be retested only in those sections of the test in which he/she did not pass.
- (3) A candidate granted a retest on the grounds of failure in a single section may, at the discretion of the Panel be retested, either in the single section or in the whole examination.

All State Panels will be responsible to N.A.A.T.I. for the conduct of tests and for review procedures. They will operate within the guidelines established by N.A.A.T.I. The overlap of membership between N.A.A.T.I. and the State Panels will assist in ensuring continuity of policy between the two bodies and will supplement the normal lines of communication.

#### ADMINISTRATION

The servicing of State Panels will be undertaken by the Department of Immigration and Ethnic Affairs in each State and Territory through executive officers provided on a part-time basis by the Department. These officers, in consultation with the panel Chairman, will convene meetings, prepare agendas and minutes, maintain appropriate records and otherwise conduct the panel's business. They will make the administrative arrangements for testing and notify candidates of the arrangements for testing and eventually of the results.

## NEED AND DEMAND FOR INTERPRETERS/TRANSLATORS

The Authority has studied several documents dealing with or referring to the need for more or better interpreters and/or translators to meet the needs of substantial numbers of people in various ethnic groups in Australia. Although the Authority has not ranked languages in priority of need, as this order could vary from State to State, it has identified Italian, Greek, Spanish, Serbo-Croatian, Turkish and Arabic as non-English languages which are the most commonly used in the community throughout the nation.

In some States there may be other community languages such as Vietnamese, Portuguese, Russian and Finnish which may also be in high demand. Each State Panel will, we expect, study the need and the demand for interpreters and translators in its own State and report its conclusions to N.A.A.T.I. from time to time.

### N.A.A.T.I. SURVEY

In order to obtain information about the profession of interpreting and translating in Australia and to gain some appreciation of the number of applications likely to be received for accreditation at the different levels in the various languages, N.A.A.T.I. conducted a survey by questionnaire during 1979. Full details of the questionnaire are contained in the Authority's Annual Report for that year.

Information extracted from the results of this survey relevant to each Panel respectively is attached for its information. (Appendix VI)

The application forms for accreditation received in the course of the survey from each State will be forwarded to the Executive Officer of the appropriate State Panel for future action.

### OTHER INFORMATION

Information relating to the use of the Telephone Interpreter Service is also included in the papers attached to this document, and in each case relates to the appropriate State.

Copies of the first and subsequent Annual Reports of N.A.A.T.I. together with the booklet on Levels will be supplied to each member of the State Panels.

ADMINISTRATIVE PROCEDURE

Panel members will see that panels will be required in connection with examinations to take decisions at short notice or urgently. It is suggested that the panel appoint an executive of Chairman and two panel members with the authority to take urgent decisions as required.



## APPENDIX IX

## ADVICE TO CANDIDATES FOR ACCREDITATION IN MODERN GREEK

Demotic Greek and Katharevousa (Puristic Greek)

N.A.A.T.I. recognizes that even after the recent legislation establishing "modern Greek without extremes" as the official language of the Hellenic Republic, the modern Greek language question remains in reality a complex issue. In issuing the following directives to candidates for accreditation in modern Greek, the Authority seeks above all to make realistic provisions for the best possible standards of interpretation and translation into and out of modern Greek in the Australian context. The Authority does not wish to become involved in the social and political dispute which has developed around the Greek language question in the past two centuries.

N.A.A.T.I. is anxious to ensure that the interpreters and translators of modern Greek whom it accredits:

- i) are capable of understanding and rendering correctly all forms of the modern Greek language which they are likely to encounter commonly in practising at the Level at which they have been accredited;
- ii) are aware that use of contrived archaisms or popularisms in Greek can vitiate the accuracy of a rendering of English;
- iii) are aware that contrived archaisms and popularisms can be unintelligible or offensive to Greek-speaking clients.

Accordingly, in the accreditation tests in modern Greek, candidates at all Levels are required to speak and write Greek in accordance with normal educated usage, except where accurate rendering of a peculiarity in the English original calls for a non-standard form. The occurrence of such a peculiarity would be exceptional at Levels I-III, and candidates will normally be expected to adhere with reasonable consistency to the morphology and phonology either of the most recent edition of the official school grammar of modern Greek (1) or of the grammar of simple katharevousa compiled by A. Tzartzanos (2). (The introduction and the body of the text of these grammar books can be taken as a sample of continuous prose in the respective form of the language.) Candidates will also be required to display common sense in selecting appropriate forms of language for effective communication with Greek-speaking clients.

In recognition of the fact that many official documents written in katharevousa are likely to remain in circulation for some time yet, candidates at Level II and above will be required to demonstrate comprehension of forms of simple katharevousa in the accreditation tests in translation. At Level II they will have to translate a small amount of simple katharevousa into English. At Level III a whole passage of katharevousa of the type commonly encountered in official, legal or medical documents will have to be translated into English. Translation from katharevousa will also be required at Levels IV and V.

With regard to the accentuation of modern Greek, the Authority requires candidates to use the conventional system of acute and circumflex accents in the accreditation tests at Levels II - V. At Level I candidates may opt to use the monotonic (single-accent) system of accentuation published by the Triandafyllidis Institute, Thessaloniki. It is emphasized that use of the monotonic system in the Level I tests will gain no more credit than use of the conventional polytonic system, and that incorrect or inconsistent use of either system will be penalized equally.

The Authority's position is intended to imply neither a desire to promote the monotonic system, nor disapproval of it.

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- (1) At present Νεοελληνική Γραμματική (ἀναπροσαρμογή της Μικρῆς Νεοελληνικῆς Γραμματικῆς τοῦ Μ.Τριανταφυλλίδου), Ἀθήνα (Ο.Ε.Δ.Β.) 1976 (or later impression).
- (2) Α.Τζάρτζανος, Γραμματική τῆς Ἀπλῆς Καθαρευούσης, Ἀθήνα (Κακουλίδης) 1954. If this is not available an acceptable substitute is Α.Βαμπούλης - Γ.Ζούκης, Γραμματική τῆς Ἑλληνικῆς Γλώσσας (πρὸς χρῆσιν μαθητῶν Δημοτικοῦ Σχολείου), Ἀθήνα (Ο.Ε.Δ.Β.) 1973.

## APPENDIX X

## ADVICE TO CANDIDATES FOR ACCREDITATION IN CHINESE

Modern Chinese comprises seven or eight major groups of dialects, which, in their spoken form, differ among themselves to such an extent that they may be considered as being virtually separate languages. They are largely mutually incomprehensible, even the tonal structure differing widely among them. Mandarin (Modern Standard Chinese) for example, has four tones, Yue dialects on the average have nine tones and Min seven to eight tones. Among the more important of these dialect groups are the following:

1. Northern or Mandarin dialects, also known under the Chinese term of beifanghua, putonghua, guanhua and guoyu. About seventy per cent of the total population of China are native speakers of one of the Northern dialects. By decision of the government of the People's Republic of China, the dialect spoken by the native inhabitants of Beijing (i.e. Pekingese) has been selected for setting the standards of pronunciation for the variety of Mandarin which has been adopted as the official language for all China and which has been given the name of putonghua ("the common language") or Modern Standard Chinese (MSC). Mandarin is also one of the official languages in Taiwan, Singapore and Hong Kong.
2. Yue dialects, popularly known in English as Cantonese. These dialects are native for about five per cent of the population of China and are widely spoken in Hong Kong. Many overseas Chinese, including many residents of Australia with ethnic Chinese background, are native speakers of Cantonese.
3. Wu dialects. These are spoken mainly in Changjiang (Yangtze) delta, including the cities of Shanghai and Suzhou. Native speakers of the Wu dialects make up about eight per cent of the population of China.
4. Hakka or Kejia dialects. These are spoken by about four per cent of China's population spread over many parts of southern China as well as in areas of Chinese settlement in South-East Asia, especially Indonesia.



5. Min or Hokkien dialects, sub-divided into Northern (Minbeihua) and Southern (Minnanhua) dialect groups. The Min dialects are spoken mainly in Fujian, Taiwan and Guangdong provinces of China, as well as among overseas Chinese, especially those settled in Malaysia, Singapore, Thailand, Philippines, Vietnam and other countries of South-East Asia. They account for about four per cent of all native Chinese speakers.
6. Xiang or Hunanese dialects, spoken throughout most of Hunan province. They account for over two per cent of all Chinese speakers.
7. Gan or Jiangxi dialects, spoken throughout most of Jiangxi, southern Anhui and southeastern Hubei. They account for about one and a half per cent of all Chinese speakers.

Nowadays, virtually every Chinese in the People's Republic of China and in Taiwan who is under 40-50 years of age and has had some formal education will either speak Mandarin or know it to the extent of understanding it. However, many, if not most, overseas Chinese, including Chinese residing in Australia and Chinese refugees from Indo-China, are likely to be native speakers of some non-Mandarin dialect and may not know Mandarin. Hence, in Australian conditions, candidates for tests in Interpreting in Chinese should specify in what particular variety of spoken Chinese they are claiming proficiency. Separate oral tests will be designed for each main dialect group and the dialect will be identified on the certificate of accreditation.

Candidates for accreditation in Translation will, because the dialect differences do not manifest themselves in the written form of the language, be tested only in Modern Standard Chinese (putonghua). Candidates at Level I will be given the option of being tested in either the standard or simplified form of the characters. The two versions of the same text will therefore be printed side by side. Candidates at Level II and above will be expected to know both forms of script; accordingly standard and simplified characters will be employed in alternating passages.

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