MULTILINGUALISM AND INTERPRETING TRAINING FOR THE EU

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Abstract

This article context is located in the realm of multiculturalism and multilingualism as characteristics of modern Europe. Addressing this issue, Peter Hans Nelde affirms that "Language planning and language policy have thus become established in the cultural planning of the EU members in such a way that they are now even recognized by outsiders" (Nelde, 2007: 60). According to my interpretation of his words, the language planning policy of the EU members should also pay attention to the second generation immigrants who return to their parents' homeland, Portugal, which is the focus of this article among bilinguals.

I wish to address bilingualism in the training of Conference Interpreting, approaching multilingualism in the context of the European institutions as potential working places for our students and trainees in their future professional field, that is, interpreting. According to Joanne Winter and Anne Pauwels, "the second generations are seen as threats or challenges to language maintenance as well as potential transformers for bi/multilingualism and linguistic diversity" (Winter & Pauwels, 2007: 180). I approach the issue from another perspective: the contribution that the second generation can give to the market place after having been trained in higher education because bilinguals are fundamental in the field of conference interpreting.

The current analysis is inspired by my own post-graduation as a student at ETI (Geneva's University "École de Traduction et Interprètation"), the experience of briefly

interpreting at the European Parliament, in the late nineteen eighties, in Brussels, Luxembourg and Strasbourg, by the experience of training interpreters for twelve years and from the analysis of specialized literature on the subject.

Resumo

O presente artigo tem como preocupação o multiculturalismo e o multilinguismo como características da Europa moderna. Quanto a este assunto, Peter Hans Nelde afirmou que "[o] planeamento e a política da língua estabeleceram-se no planeamento cultural dos estados-membros da UE de tal forma que agora são mesmo reconhecidos por terceiros" (minha tradução de Nelde, 2007: 60). A minha interpretação das suas palavras leva-me a pensar que a política do planeamento linguístico dos estados-membros da União Europeia também deveria focar-se nos imigrantes de segunda geração que regressam à mátria dos seus pais, Portugal, sendo esta a principal preocupação neste artigo quanto aos bilingues. Aqui se discorre acerca do bilinguismo na formação de Interpretação de Conferência, abordando o multilinguismo no contexto das instituições europeias como potenciais empregadoras dos nossos estudantes e estagiários na sua futura área profissional em interpretação. De acordo com Joanne Winter e Anne Pauwels, "as segundas gerações são vistas como ameaças ou desafios à manutenção linguística, bem como potenciais transformadores para o bi/multilinguismo e a diversidade linguística" (minha tradução de Winter e Pauwels, 2007: 180).

De igual forma, abordo o assunto segundo uma outra perspetiva: o contributo que a segunda geração pode dar ao mercado de trabalho após ter sido formada ao nível do Ensino Superior, já que os bilingues são fundamentais na área da interpretação de conferência.

A presente análise inspira-se, assim, na minha pós-graduação na ÉTI (*École de Traduction et Interpretation* da Universidade de Genebra), na breve experiência de interpretação profissional no Parlamento Europeu, nos finais dos anos oitenta em Bruxelas, no Luxemburgo e em Estrasburgo, na experiência de doze anos a formar intérpretes e na literatura crítica sobre o tema.

Keywords: Interpreters' Consecutive and Simultaneous Interpreting Training, Community and Conference Interpreting, European Institutions.

Palavras-chave: Formação de Intérpretes em Interpretação Consecutiva e Simultânea, Interpretação de Acompanhamento e Interpretação de Conferência, Instituições Europeias.

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1. *Towards a Definition of Multilingualism*

Conference interpreting trainers might probably prefer to teach bilingual students because they think that at least the students will not have language problems. I would say that language problems are probably the biggest obstacle to become a good interpreter. The ideal interpreter has no difficulties expressing herself in both working languages she is using. It is important to understand that if we are multilinguals, however, it does not necessarily mean that we are better interpreters just because of our multilingualism. This might look strange at first sight, but the truth is that there are many variables involved in the interpretation task that prevent us from saying that multilingualism is a *sine qua non* condition to be a great conference interpreter. The key-words and the key-issues here are undoubtedly the concepts of real and unreal multilinguals.

"Within the great European project, national identity and national language are still closely linked for the most part" (Carson, 2003: 18). My hypothesis comes from the observation of bilingual and non-bilingual students of interpretation in class. I have been trained to be a professional conference interpreter when I was around twenty-two years old, since then I have been practising sporadically it on a voluntary basis, and I became a conference interpreters trainer in 2001. Our classes involve consecutive and simultaneous conference interpreting. The students' behaviour and difficulties have called my attention to a possible division between bilingual and non-bilingual future interpreters. In the multilingualist global world where we live today, travelling between geographical frontiers is no longer an important event in someone's life, because it became a common happening. In

particular in Europe, where twenty-eight countries have changed the concept of their boundaries since 2007, people's circulation becomes more and more common either for economic reasons, business relations or, specially, due to tourism. Modern Europe demands the principles of equalitarian democracy based on the respect towards difference and minorities, no matter their backgrounds: being either an ethnic minority, a religious minority, a political minority and a minority of a specific sexual orientation. According to Guus Extra, "[t]he concepts of ethnicity and ethnic identity have a complex load. They may refer to objective and / or subjective properties of majority and minority groups in terms of shared language, culture, religion, history, ancestry, or race." (Extra, 2007: 31). Besides, "[t]he expansion of the EU has had some impact on language education/preservation, but these developments are too recent to have had any measurable effect" (Baldauf Jr. and Kaplan, 2005: 10).

The notion that each country has only one language which identifies a nation does not longer exist in our days, because foreign or second languages are being taught at school and many languages are spoken in the streets of any big city in Europe. Migration is a fact that nobody can ignore in modern times; and migrants bring their language habits with them to the new host country where they move to: "Postulating a necessary relationship between a 'national' language and citizenship seems anachronistic at a time characterized by moves away from the fixity of categories of nationhood and so forth" (Stevenson, 2006: 160).

The importance of multilingualism to the European Commission was highlighted by the appointment of a Commissioner to direct the portfolio for the first time in 2007, but during the second term from José Manuel Barroso, multilingualism was included in the portfolio of a Commissioner for education, culture, multilingualism and youth. "Rather than recognising the value of diversity to economy, most states develop outmoded policies associated with state homogeneity or policies from a time when minority language education provision was imposed on them following the two World Wars" (Williams, 2005: 88). But "[t]he European Union arguably represents one of the most eloquent examples of the need to develop novel solutions to the problem of communication between social actors with a large number of different mother tongues" (Grin, 2008: 73).

This brings me back to the notion of multilingualism: probably most of us have a mother-tongue, at least it is likely to be so. When a child is brought up, the most probable chance is that she or he grows up in a monolingual family in a multilingual society. The most common situation is that the parents speak the same language with their children. Of course that mixed couples are very common in cosmopolitan capitals and not only there. A "functional bilingual" is someone who has two languages equally balanced in her language combination. It means that she can function well in both languages. To function well in both languages means that the communicative skills are enough developed to effectively survive in an environment with two languages.

But in an environment as in Portugal, the situation is very different: people learn, hear and speak mostly Portuguese, and all other languages will be of foreign influence. Of course that English is widely widespread due to the media and because its learning was introduced in the primary school curriculum. "If English continues its ascendancy as the global lingua franca, we may see a steep increase in the study of English as a second or foreign language possibly impacting on the study of other (foreign) languages" (Pauwels, 2007: 2). "Since the 1970s the circumstances of English have changed dramatically and its increasingly global use has ensured that it now also dominates transactions within EU institutions" (Craith, 2006: 47). In Portugal, when we find someone who claims to be a multilingual, it is because she comes from parents with different mother-tongues, she has lived abroad or her parents are Portuguese emigrants out of Portugal or foreign immigrants in Portugal.

Coming now and concretely to the case of Oporto's Polytechnic High Institute of Accounting, where I have been teaching since 1993, I would like to point out that we find many students who have lived mostly in France or Germany and who are, therefore, bilinguals of French and Portuguese or German and Portuguese. So far, I had also bilinguals who are children of Russian or Ukranian or Chinese immigrants in Portugal. I mention these three nationalities, because they constitute the greatest majority of immigrants in this country whose mother-tongue is other than Portuguese. I am not referring now to the immigrants' children whose mother tongue is Creoule and/or who usually speak Portuguese as well. These come usually from Lusophone countries in Africa,

such as Angola, Mozambique, Guinea-Bissau, Cape Verde and Saint Tomé and Prince, or even from South America, that is, from Brazil.

The typical bilingual student in the case of Oporto's Polytechnic High Institute (if we can ever speak of typical people, since there are so many variants in people's life experiences) was born from and raised by Portuguese parents in Europe, particularly in France or Germany. What happens in this type of situation is the immediate clash between the home's culture and the culture outside. It is no wonder that the parents' culture ends up not being totally assimilated by their children. We cannot forget that society puts a lot of pressure in the assimilation of young students in the new society. Therefore, it is common that the parents speak to their children in their mother-tongue, let us say, in Portuguese, and their children answer in French or German, according to whether they are living in France or Germany, respectively.

The concept of *real* and *unreal* multilinguals comes from exactly the contexts I have been describing. "In 1995 the White Paper on education and training (...) proposed that EU citizens should be proficient in three European languages, that is to say, in their mother tongue and two other Community languages, in an attempt to keep multilingualism as one of the main characteristics of Europe's identity" (Lasagabaster and Huguet, 2007: 234). What I have been noticing during my experience of interpreters training is that very rarely can we find a true bilingual. Usually, the interpreter-to-be is apt on certain vocabulary areas but inapt or has serious difficulties on others; there are certain sectors in their communicative skills which are restricted to one of the two cultures and therefore, languages. My hypothesis comes from the observation of difficulties at several and different levels in the training of future interpreters who are recognizably bilinguals and of those who are not. Some, but few, are really very good in both languages. "Bilingualism is always asymmetrical, bilingual people will for some reason or the other, depending on their socio-economic status, their cultural identity, and so on, always prefer *one* language" (Nelde, 2007: 71). They express themselves correctly, they know well their idioms in both languages, they know how to interpret well; others, that is, most bilinguals I have worked with, have certain limitations, which come from being away from a monolingual environment. In extreme cases, I have seen bilinguals for whom having had such a close contact with both languages has brought them more disadvantages than advantages; in other words, they are not

satisfactorily proficient in any of the two languages, they do not function well in any of the two, their communicative skills are compromised, and therefore, their training to become conference interpreters is very hard, or, at least, it has to be more intense.

2. Training Interpreters in Class

In our pursue to train interpreters in Europe, we make a difference between community and conference interpreting. According to the students' goals, we emphasise one of the two in terms of training curricula class management to prepare the students better for their future career paths. I will now concentrate on both concepts, since they can have future perspectives in the EU as a market place.

By community interpreting I understand the interpreting that has the social function of connecting people with different languages at an institution. Therefore, a court session or a mother care consultation at the hospital can be two different cases of community interpreting. Court interpreting is very common in the United States of America, because Federal Law guarantees the defendant the right to speak her or his own language other than English in Court. Hence, all that is said during a hearing or trial is translated from and into English and the defendant's language. This is not only sometimes a matter of life and death to the defendant, but also constitutes a source of work for many interpreters in the USA. Court interpreting has been pointed out by many fellow interpreters who do it as very tiring and of a very high responsibility: sometimes interpreters are called upon duty to the police stations at very unexpected early or late hours when people are arrested in a city precinct, the following court sessions can be very long, they can occur during a very long day or take some weeks sometimes. It does not go without saying that every word has to be stated for the record in both languages, so interpreters must be very careful with the way they express themselves. Maybe the destiny of the defendant can be influenced by the way the interpreter expresses herself. I do not say that the defendant's sentence depends directly on the interpreter's action, but it is clear that the professionalism of the interpreter with a constant necessary accuracy is absolutely essential. Also a deep knowledge of the national Law and legal terms is required, whatever the country in which the interpreter's work is. Some court interpreters even consider their activity as a subgenre

of community interpreting because it is such a specific task. That is also one of the reasons why it can be considered a very tiring work, since it can easily become a routine.

I have worked with bilingual and non-bilingual students with material that imitates a real court session and it has been a good experience in terms of training practice, especially because it is used intensively. But we practice other forms of community interpreting training in our classes as well. For instance, we put a play on where there are clients, the institutions and the interpreters. This type of exercise involves the students a lot because they all have an active role and take part in the short performance. Students take some time planning a practical situation that they will have to interpret as actors in class, pretending they are doing it in real life as professionals. Group work is strongly encouraged and this is where the bilinguals mostly show their abilities.

I have seen in class performance situations in terms of community interpreting that can range from an acupuncture session to a day care centre for the aged or a mother talking to the teacher about the child's performance at school. It is necessarily a deeply imaginative activity that brings the students a rich experience in terms of personal development: they write the play, they practice both the source and the target languages, they develop their acting ability, they perform in public in front of their class and they become better interpreters as a result.

In a class of conference interpretation we have basically two main types of training: the consecutive and the simultaneous mode. During a speech with consecutive interpreting, the speaker delivers her speech for some minutes, from two or three to ten to fifteen minutes maximum, then stops, and the interpreter delivers her version of the speech in the target language for ideally a shorter amount of time. Then, the interpreter stops and the speaker continues the speech following where it had been interrupted. In the case of the consecutive interpreting, both the speaker and the interpreter face their same audience, and while the speaker delivers a speech, the interpreter takes notes. I have noticed that while the bilingual interpreter-to-be may face problems of note taking which are connected to the summary of ideas and to the relation of words and ideas that are being taken down, the other trainees have a stronger and more secure way of taking down notes. It can also be nerve wrecking to be in front of an audience delivering a speech which is not from the interpreter, but from the speaker and which, maybe, the interpreter does not subscribe. This

is the inherence of the interpreter's work and that cannot be questioned or changed. If the interpreter has a really big problem interpreting a special kind of speech, then the interpreter should better refuse that contract. Furthermore, interpreters should always be responsible citizens. "If universities are the gateway to leadership in our society and in our professions, it is important to educate our students to be responsible civic leaders and not merely competent professionals" (Bok, 2010: 22).

Note taking for interpreting has a specific methodology which can be slightly inspired by the old way stenographers used to do in the old days, before the current administration and managing secretaries have started using tape recorders to register letters or messages from the people they are assisting and later write down at the computer with WinWord. The former stenographers learned symbols according to the language sounds they heard from the people they were assisting. It was based on abbreviations and phonetics. The note taking system that I teach to the future interpreters is based on the relation of ideas rather than registering sounds. I understand that every speech has a logical sequence. When we speak, we make part of a sentence depend on the other as a cause, consequence, with time dependence or other. This has been described by discourse analysis studies, which constitute a source of inspiration for the note taking methodology training for interpreting. I advise my students to register their notes as if they were drawing. Apparently, a future interpreter has to be a good actor and also a plastic artist. They have to use a sheet of paper as if it were a painting; by the end of a speech sequence, they will have to see in their paper something like an escalator in which the higher steps are the most important parts of the sentences, the lower steps are the least important parts and in the middle we see the relation between the two parts. Writing from the top to the bottom of the page, from the left to the right side, the interpreters develop their symbolic, personal note taking system. In Europe, two systems of note taking for interpretation still coexist in time: the collective and the individual styles. The former is where the interpreters are encouraged to adopt the same symbols to be able to work as a team, in the same interpreters enterprises and even with the same interpreting contracts, at the same time – when one interpreter is at work, the other member of the team rests. The individual style above mentioned is inspired by Western Europe competition system. In this way, the interpreter is encouraged to develop a personalised, individual way of note taking. Thus a

symbol that for some interpreters might mean something, means something else for another interpreter. However, there are certain symbols that are more or less "universally" used by most interpreters: a country is represented by a square, whereas the world comes as a ball; an "X" might mean war, a conflict, opposition, because it looks like two spears in a battle, fighting; a tick might mean that the situation is good, the problem is solved, peace conversations are fruitful, a solution is at hand, everything is "OK". Also arrows have proved to be incredibly handy: if an arrow is turned upwards, it means it is good, if downwards, is has a negative meaning; so, if the speaker says "the economic situation has been flourishing in the past two months", for instance, the only thing the interpreter notes is an arrow going up. If the speaker says that "the development of expenses has not exactly bloomed since 2011", the only thing the interpreter notes is an arrow going upwards with the negation symbol (the word with two letters "No" or an "X" over the arrow). "The rate of development has decreased in the late decade" might be taken down as only an arrow going downwards. If, on the other hand, we talk about "fluctuations in the price rate or percentage", our arrow would be drawn as if it were a little snake, going upward and downward. If we want to express emphasis, we underline what we take note; if we want to say "a slight" increase, for instance, we underline interdentally the arrow going up.

Abbreviations and acronyms also play an important part in note taking for consecutive interpreting, because they are quickly written down and they can mean an only sequence with many words, such as names of organizations, parties, unions, associations or institutions.

Numbers and dates should immediately and fully be written down, because they are easily forgotten. Memory development is essential in an interpreter's training process: we have a short term and a long term memory. While we are interpreting consecutively, we use the short term memory and we have a memory aid which is the notes we are taking; when we are interpreting simultaneously, the very short term memory is at work. We usually retain in our short time memory no more than five elements, so we should not wait more than this limit before starting to interpret.

But with the help of notes, the elements we retain in our memory increase substantially, just because we are writing them down. Even if we were not reading our notes when we were repeating the speech of the speaker but in the target language, we would

have a better performance, just because we had taken down notes. Of course the real purpose of taking down information about the speech that is being delivered is to help our memory, but sometimes the speaker speaks at such speed, that the interpreter has to, very quickly, note just the most important elements and in a readable way, in an easy and presentable way.

3.   Tentative Methodology for Multilinguals

Not only symbols, arrows, shorter words in different languages, initials, acronyms, but also the way we take down the relations between the two segments of a sentence is very important. Thus, the word "so", which is very short, with only two letters may relate two groups of information being one the consequence of the other; a little cross or a simple comma mean we are simply adding elements of the same idea, such as an enumeration; I usually express the idea of "because" with the two initials "pq" (coming from the Portuguese "porque"). The practicality of note taking has to be based on high speed and readability with clarity.

When the future interpreters are mentally rearranging the speech with the help from their notes, delivering the speaker's speech in the target language, they have to pretend that they are at ease. Ideally, they will be really at ease and will not have to pretend! It is during their performance as consecutive interpreters that I notice most the problems that bilingual students, but not only bilinguals, present. They may initially stammer, they start and restart their sentences, there are certain words that are not the best choices. Even their gestures and posture can be considered hesitant. These features probably come from linguistic insecurity with their target language. A possible methodology to overcome these difficulties is to boost their ego, so that they become more confident. A little word of praise here and there, a short compliment on a good word choice, for instance, can sometimes produce true miracles in interpreters training.

In the case of liaison interpreting, like community interpreting, bilinguals have performed very well. I am referring to situations when, for instance, a business person needs to go abroad and hires an interpreter to be able to participate in business meetings or business meals or to go shopping souvenirs for the family and so on. Of course in class we

can only simulate real situations, but it is incredible how stimulating it can be for a student if she does a real job once in a while if she has a real interpreting work, even if it is episodic. We train the interpreters to escort their clients, to interpret business associates in different countries and assist their clients in several situations where they have to act as cultural bridges, rather than just serve as mere language translators.

I have seen among my students who claim themselves to be multilingual difficulties at two main levels: form and content, that is, performance and substance. Usually the so called bilinguals may have a performance difficulty due to their accent. I have seen excellent students who, however, have a problem with their self confidence and even self esteem, because they have a different accent when they speak Portuguese or English as a consequence of linguistic influence from their other language. Although this is, by no means, subject to penalties in their evaluation, it contributes to their insecurity. The difficulties with the contents are, however, much more important. It is common that after a segment of a speech, the bilingual student complains like that: "I could not find the right word...". In fact, they may have problems finding words in the target language, because one of the language codes they know may be more active than the other. That is, when it comes to passive knowledge of the languages, they are equally balanced, but the active knowledge is a different story – they have more difficulties.

The future interpreters who have a very strong mother-tongue into which the speech is being translated find similar problems, but not as much. They usually know what the speaker means in the source language and, therefore, transmit it well in the target language, which is usually their mother tongue; there are no difficulties in finding the right words. They come easier and quicker to their minds than in the case of some bilingual students sometimes.

The same insecurity is apparent during simultaneous interpreting. This type of interpreting implies that both the speaker and the interpreter speak at the same time with a very short interval of time. The speaker speaks, let us say, in English and the interpreter-to-be is trained to speak at the same time in Portuguese, saying approximately the same, but in a different language. If the student is bilingual, she or he will be translating into a language which she or he does not fully feel comfortable with. In the beginning of the training, we start the technique with no particularly difficult speeches at the vocabulary level. The

practice is already difficult enough, so we try to avoid other parallel problems. So, simple speeches are introduced through a microphone, and the students who are training themselves to become interpreters deliver their interpretations at the same time at their own microphone. At the start, only the teacher can hear what they say, but later on, during class de-briefing, their interpreting records are listened to and commented on by all colleagues and the trainer.

Also in this type of interpreting, bilinguals have shown more difficulties than the non bilinguals. "I could not come around this or that structure rapidly" or " I could not remember the exact word in Portuguese" are the bilinguals' most common complaints. This happens because they are unreal bilinguals. At the brain level, the codes are not known at an equally efficient way, which causes the very short term memory not to be able to come up with the best word and/or structure rapidly. I would not like to get into neurological analysis to justify this (although this is a viable path of investigation, of course), but my observation tells me that it so happens. A possible methodology to overcome this problem should be based on intensive practice and endurance. We should start the training with a "warming up", like all gymnastics' session – a bit of sight translation, for instance can result in a better performance in the simultaneous interpreting session that follows. We should train specific vocabulary from the conference we are proposing our students to interpret, so that the degree of difficulty of the session is diminished. We should augment the speech speed and length little by little, so that the conferences they interpret become easier and easier with time, even if they are more complex or sophisticated.

The contribution that the second generation can use in the market place after having been trained in higher education as bilinguals is fundamental, at least in the field of conference interpreting because they have not only overdeveloped knowledge of the languages they are working with, but they also have acquired or trained the skills that a regular interpreter must have: short and medium term memory, ability to speak and perform in public, capacity to understand complex speeches and reproduce them in a different code at a light speed, general culture that prepares them to interpret speeches that can range from astronomy to sculpture or other subjects, depending on the conference theme.

4. Closing Remarks

We train conference interpretation by using speeches with humanitarian principles or ideologically interesting subjects from important historical characters or politicians, intellectuals, artists, business people, scientists, doctors or others. Or else the students prepare a speech themselves about a certain theme and deliver it at the microphone in English, so that their colleagues interpret it. This exercise develops their speaking ability. An exercise that I particularly cherish is the preparation of "unwonted speeches". In ten or fifteen minutes, the students have to speak about a theme they have chosen themselves and the only rule that I impose is that they have to defend a perspective which is contrary to their ideology. I have heard various types of speeches that can go from pretending they agree with certain politics (centre, left or right) which are not their own, or speaking as if they were fans from a different football club (*F.C.P.* or *Benfica* are the most chosen ones), to saying that smoking can have many advantages (if they are anti-smokers). This helps them to learn detachment, to walk in somebody else's shoes.

In terms of community interpreting, the difference between multilinguals and non multilingual interpreters is not as evident as in conference interpreting, both consecutive and simultaneous modes, because both multilinguals and non multilinguals have more time to think during the community and liaison interpreting.

But would it not be just wonderful if we all were real bilinguals or even knew more languages perfectly? Maybe many of my fellow colleagues and I would not be language teachers – and that would be a pity for us, many would say, because we take real pleasure doing that… What I mean is that when a child starts language learning at home, it is so much nicer in emotional terms, so much more practical in economical terms than when we have to force a teenager to come to class to learn a foreign or even a second language instead of letting her get busy with also some other skills development.

If we were real multilinguals, we would not need our dictionaries as our best friends, we would face field trips abroad with much better expectations and we would be autonomous on what two or more languages are concerned. But what would happen to language teaching and to interpreters training if most people were multilingual? This is merely a hypothetical scenario, but I tell you it might be possible. We would be able to learn

more uncommon languages or dialects even at school and the interpreting trainers would have to develop a different approach: imagine that I would have a class of bilinguals of English and Portuguese. First the choice of class material would have different criteria; instead of wondering "will my students have difficulties with understanding this or that word, will they have problems with this or that structure?", I would be able to depart with no language problems – the students would know actively the source and the target language, so no problem of understanding would be at stake. If this were the case, the so called "language barriers" would no longer exist. I would be able to choose even more challenging speeches rhetorically and thematically speaking, that is.

As a way to sum up, I wish to stress that there is a difference between conference and community interpreting in terms of training and future career paths when we have the EU as a possible place where to work. As far as real bilingualism and interpreter training are concerned, I defend that it is useful to have in our combination a strong foreign language, which was learnt after a mother-tongue is well supported by the surrounding environment. When the linguistic environment has more than one language, new challenges are at stake.

I tried to present some ideas from the students' and the trainers' points of view, which support my thesis: it is easier for an interpreter to have strong foreign languages in their language combination and an active mother-tongue than to be an unreal bilingual; I have in mind that there are real bilinguals but somehow, they are rare in our ranks. What has proven me so is my own experience as a trained interpreter who lived abroad in several countries to practice languages from my language combination, the contact with interpreters at the international level and, above all, my observation during interpreters training.

Bilingualism is not a guarantee that an interpreter is a better one only because she is a bilingual – there are many other conditionings that have to be fulfilled in order to get a more effective training, so that skills and capacities can be developed by the trainee that compensate for her not being bilingual. But a true Higher Education has to reschedule patterns of goals and renovate teaching paradigms based on notions of "Humanism" adapted to the neo-liberal market demands. Europe has to educate citizens to become politicized, civically responsible, socially active, culturally enlightened and at the same time

economically productive, prepared for competition with developing market demands: "Teaching a diverse student body requires more than simply giving lectures, however polished those lectures may be. We need to discover how to help students from poor families surmount their initial handicaps and how to help minorities perform up to their capabilities" (Bok, 2010: 24). So, heterogeneity and equal treatment among students helps to fulfill Europe's objectives of having democracy among citizens.

Europe has to find a balance between the economic needs demanded by the market, and at the same time preserve humanist values defending education for second generation immigrants who are bilinguals, readjusting education goals as skills' development and rethinking the training paradigms so that trainers become personal development helpers, which Socrates called "*maieutics*".

The necessary conclusions of this article range from the notion that bilingualism is not a guarantee that an interpreter is the best just because she is a bilingual to the notion that intensive training can create skills and capacities in the trainee that compensate for her not being bilingual. According to Peter Scott, there has been a 20th century shift and it is probably wrong to conclude that "'humanism' and 'the market' are fundamentally opposed" (Scott, 2010: 30). Our European Universities, Polytechnic Institutes and Schools of Higher Education have to reschedule their patterns of goals and modernize their teaching paradigms based on notions of "Humanism" adapted to the neo-liberal market demands, as previously pointed in this article. Mathilde Anquetil has affirmed: "Le programme Erasmus a longtemps répresenté le volet humaniste du projet européen par rapport à la construction technocratique d'une union économique" (Anquetil, 2008: 233). Sending future interpreters abroad with humanism related principles is fundamental. So, the Europeans have to establish a balance between the economic needs demanded by the market, and at the same time preserve humanist values defending education for second generation immigrants who are bilinguals.

The implications for Higher Education in this context are, forcibly, that a preparation of curriculum adaptation is crucial, if we are to train future interpreters, bilinguals or multilinguals to work for the European Institutions.

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