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# Consecutive Interpreting: An Instructor's Manual

by Pam Sherwood-Gabrielson, Veronica Newington, & Laurie Swabey

*A 45-hour generic interpreting course for bilingual speakers*

Builds on the Program in Translation and Interpreting's *Introduction to Interpreting: An Instructor's Manual*

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*Introduction to Interpreting: An Instructor's Manual*

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# Contents

Acknowledgements.....	7
<b>Introductory Information.....</b>	<b>8</b>
About this manual:.....	8
Student Languages.....	9
Program Philosophy.....	11
The Professional Context .....	12
The Multilingual Model.....	13
Admitting Students.....	15
Course Description.....	16
Target Skills.....	17
Resources for Instructors.....	17
Technology Requirements.....	17
Learning Units.....	18
Overview of Learning Units.....	19
Sample Consecutive Interpreting Schedule.....	23
<b>Unit One.....</b>	<b>26</b>
<i>Topic Content: Introduction to the Course.....</i>	<i>27</i>
<i>Skills: Introduction to Lab Structure &amp; Review of Interpreting Skills.....</i>	<i>37</i>
Lab Exercise 1-1: Prediction.....	38
Lab Exercise 1-2: Comprehension.....	41
Lab Exercise 1-3: Main Idea.....	42
Lab Exercise 1-4: Chunking.....	43
Lab Exercise 1-5: WIC Program Dialogue .....	44
LAB ASSIGNMENT #1: ROLE PLAY.....	47
<b>Unit Two.....</b>	<b>50</b>
<i>Topic Content: Skills Development.....</i>	<i>51</i>
Process for Change Model.....	52
<i>Skills: Role-play Practice &amp; Active Listening.....</i>	<i>59</i>
Lab Exercise 2-1: Visualization and Memory .....	60
Lab Exercise 2-2: Dialogue Practice .....	62
<b>Unit Three.....</b>	<b>64</b>
<i>Topic Content: Social Service Interpreting.....</i>	<i>65</i>
Sample Social Services Vocabulary List .....	66
<i>Skills: Introduction to Note Taking.....</i>	<i>67</i>
Lab Exercise 3-1: Introduction to Note Taking .....	68
Lab Exercise 3-2: Social Services Dialogue .....	70

Lab Exercise 3-3: Social Services Questionnaire on Daily Living Skills .....	74
Lab exercise 3-4: Chemical Health Assessment Sample Questions .....	75
LAB ASSIGNMENT #2: SIGHT TRANSLATION.....	78
<b>Unit Four</b> .....	82
<i>Topic Content: Codes of Ethics &amp; Dual Roles</i> .....	83
Ethical Dilemma Interpreting Situation # 1.....	84
Ethical Dilemma Interpreting Situation # 2.....	85
<i>Skills: Sight Translation</i> .....	87
LAB ASSIGNMENT #2: SIGHT TRANSLATION CONTINUED.....	89
<b>Unit Five</b> .....	92
<i>Topic Content: Education &amp; Early Childhood Settings</i> .....	93
Sample List of Education Terminology .....	94
<i>Skills: Analyzing Recordings of Consecutive Interpreting</i> .....	95
Lab Exercise 5-1: Interpreting Self-Assessment .....	96
Lab Exercise 5-2: Optional Extra Consecutive Interpreting and Sight Translation Exercises .....	102
LAB ASSIGNMENT #3: IDIOMATIC PHRASES.....	107
<b>Unit Six</b> .....	108
<i>Topic Content: Error Analysis &amp; Transcription</i> .....	109
Nine Categories of Interpreter Errors.....	110
<i>Skills: Sight Translation &amp; Consecutive Interpreting for Childhood Screenings</i> .....	112
Lab Exercise 6-1: Error Analysis Assignment .....	113
<b>Unit Seven</b> .....	120
<i>Topic Content: Discourse</i> .....	121
Study Guide: “The Problem of Discourse,” from <i>Little Bit Know Something</i> .....	122
MID-POINT COURSE EVALUATION.....	123
<i>Skills: Note Taking Review</i> .....	125
Lab exercise 7-1: Note Taking Review: Questions From a Social Services Setting .....	126
LAB ASSIGNMENT #4: ANALYSIS EXERCISE.....	127
<b>Unit Eight</b> .....	130
<i>Topic Content: Consecutive Interpreting &amp; Sight Translation in Medical Settings</i> .....	131
<i>Skills: Consecutive Interpreting &amp; Sight Translation in Medical Settings</i> .....	132
Lab Exercise 8-1: Pregnancy Check-up Dialogue .....	133
Lab Exercise 8-2: Pediatrics Clinic Dialogue .....	140
Lab Exercise 8-3: Sample List of Primary Care Documents.....	143

<b>Unit Nine</b> .....	146
<i>Topic Content: Student Presentations and/or Guest Speaker from Local Language Services Agency</i> .....	147
<i>Skills: Process Management for Fast or Difficult Speakers</i> .....	152
Lab Exercise 9-1: Domestic Violence Testimony.....	153
Lab Exercise 9-2: Difficult Speakers.....	154
<b>Unit Ten</b> .....	156
<i>Topic Content: Privileged Communication</i> .....	157
<i>Skills: Interpreting for Multiple Parties</i> .....	159
Lab Exercise 10-1: AV Example.....	160
Lab Exercise 10-2: Improvised Role Play.....	161
LAB ASSIGNMENT #5: SIGHT TRANSLATION .....	162
<b>Unit Eleven</b> .....	166
<i>Topic Content: Interpreting in Law Enforcement Settings</i> .....	167
Sample List of Law Enforcement-related Terminology.....	168
<i>Skills: Sight Translation &amp; Consecutive Interpreting in Law Enforcement Settings</i> .....	169
Lab Exercise 11-1: Miranda Warning (version 2).....	170
Lab Exercise 11-2: Motor Vehicle Implied Consent Advisory .....	171
Lab Exercise 11-3: Firearms Implied Consent Advisory.....	173
Lab Exercise 11-4: Complaint of Domestic Violence Informal Interview by Patrol Officer...175	
Lab Exercise 11-5: Questioning in Holding Cell.....	178
<b>Unit Twelve</b> .....	184
<i>Topic Content: Interpreting in Immigration &amp; Administrative Hearings</i> .....	185
Sample List of Immigration-related Terminology.....	188
<i>Skills: Interpreting &amp; Sight Translation for Immigration Interviews &amp; in Administrative Hearings</i> .....	189
Lab Exercise 12-1: Initial Questioning by Immigration Caseworker .....	190
Lab Exercise 12-2: Immigration Court Hearing (Questioning of Asylum Seeker).....	195
Lab Exercise 12-3: Sight Translation: Sample Questions from Asylum Application Form (I-589).....	200
Lab Exercise 12-4: Disability Compensation Hearing .....	203
LAB ASSIGNMENT #6: INTERPRETING ASSESSMENT.....	207
<b>Unit Thirteen</b> .....	210
<i>Topic Content: Interpreting in Legal Settings</i> .....	211
<i>Skills: Sight Translation &amp; Consecutive Interpreting in Legal Settings</i> .....	214
Lab Exercise 13-1: Sight Translation: Landlord and Tenant Agreement Lease.....	215

<b>Unit Fourteen</b> .....	218
<i>Topic Content: Simultaneous Interpreting</i> .....	219
Simultaneous Interpreting Exercises .....	220
Lab Exercise 14-1: Simultaneous Interpreting Exercises .....	223
<i>Skills: Simultaneous Interpreting</i> .....	223
Simultaneous Interpreting: (take it step-by-step with these exercises).....	224
<b>Unit Fifteen</b> .....	226
<i>Topic Content: Interpreting in Mental Health Settings</i> .....	227
Sample List of Mental Health-Related Vocabulary .....	228
Mental Health Symptoms.....	229
<i>Skills: Register, interpreting in Mental Health Settings</i> .....	231
Lab Exercise 15-1: Two Register Conversation Exercises .....	232
Lab Exercise 15-2: Optional Extra Mental Health Dialogue .....	233
<b>Assessments, Reference Materials, &amp; Additional Resources</b> .....	234
Midterm Exam .....	234
Interpretation Feedback Form.....	238
Final Exams .....	250
Bibliography of Required Readings .....	260
Supplementary Bibliography .....	261
Web Resources.....	264
Background Information About the University of Minnesota's Program in Translation and Interpreting .....	265
About the authors.....	266

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# Introductory Information

## About this manual:

The original purpose of this manual was to provide instructors with a framework for teaching the *Consecutive Interpreting* course at the University of Minnesota. However, as interest in interpreter training grows throughout the country, it also serves as a tool for those who plan to initiate interpreter training elsewhere or to supplement their existing courses.

This manual is divided into three sections.

### 1. Introductory Information

This provides background about the interpreting profession and offers practical suggestions for selecting students and staff when establishing interpreter training and an explanation of the organization of the multilingual model used for this course.

### 2. Learning Units

This manual includes 15 units that instructors can elect to include, or not, in their interpreting course. Each unit contains objectives, content, resources and exercises. A sample course schedule is also included.

### 3. Assessments, reference materials, and additional resources

Consecutive Interpreting at the University of Minnesota requires 45 contact hours of instruction, taught in three-hour classes over a 15-week semester. Other courses may not be organized similarly but hopefully the organization of these materials will allow all interpreter trainers to use the manual and its contents in a flexible manner to meet the needs of their students.



## Student Languages

This manual is non language-specific, and covers topics and skills that are germane to all interpreting. In the past this course has been taught to students who speak English in addition to Arabic, Cambodian, French, Hmong, Russian, Somali or Spanish. We would have liked to have included examples of training materials in languages other than English in this manual but this proved impractical because of the number of languages used in Minnesota, as elsewhere in the United States.

Examples of training materials for particular languages are available on a CD to accompany this manual. Some materials, including assessments and role-plays, are available in:

- French
- Hmong
- Russian
- Somali
- Spanish
- Vietnamese

*More resources are available for certain languages than others.*

## **This guide was written on the following assumptions:**

- The lead instructor for the course is a qualified, experienced, and/or certified instructor.
- The lead instructor has teaching experience.
- The lead instructor understands not only the practical components of interpreting but also the underlying process.
- The assistant (lab) instructors have sufficient experience and training to understand both the practical components and the underlying process of interpreting.
- Students have a high level of proficiency in both English and at least one other language.
- Students have a good general knowledge base and can think critically.
- Students have completed an introductory course on interpreting covering role, decision-making, and interpreting skills.
- The class size will not exceed 24 for instruction/discussion and 8 for bilingual practice groups.
- Instructors and students will have access to a language lab or at least a sufficient number of portable audio recorders and video recording equipment.

## Program Philosophy

Development of the interpreting courses at the University of Minnesota was based on the following underlying principles which are generally accepted in the field of interpreting.

- The ultimate goal of interpreting is to convey a message originally expressed in a different language so that the interpreted message has the potential for evoking the same cognitive, and, optimally, the same emotional response as does the original message (Cokely, 1988).
- Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. It also requires a broad base of general knowledge, for what is not understood cannot be interpreted. The mere transfer of the form of the original language instead of the meaning of the original message does not constitute an accurate interpretation.
- Interpreting requires a respect for consumers. Interpreters need to function in an ethical and professional manner, serving as communication and cultural mediators. This cultural aspect cannot be over-emphasized; it is frequently unrecognized cultural differences that create unforeseen communication breakdowns.
- Regardless of the languages involved, in order to interpret one needs to begin with linguistic and cultural competence and then complete an interpreter education program before being ready to interpret adequately in a variety of situations. The knowledge and skills necessary for interpreting cannot be learned in a weekend, short-term workshop or a one-semester class. Most of the community spoken language interpreter programs in existence are one to two years in length (Downing and Helms Tillery, 1992). The course sequence at the University of Minnesota now offers students 135 hours of 'core' course training and another 90 hours of instruction in a specialization. This number of hours should be considered a minimum for *basic* interpreter education.

## The Professional Context

Professions such as medicine, law and education, enjoy a common understanding amongst practitioners and the public of the professional's role and their need for training. This is not always the case for the interpreting profession, and training community interpreters is a relatively new activity in the United States. Therefore there is an extra demand on trainers to contribute to the development of the profession and thus help ensure that their students enter into a more fully recognized and robustly organized industry. Sign language interpreting in the U.S.A sets a good example for spoken language interpreting. The Register of Interpreters for the Deaf has a comprehensive code of ethics and a rigorous certification process. Thanks to these developments ASL interpreters are generally compensated better for their work than their spoken language colleagues. Their demands for professional status and satisfactory working conditions generally carry more clout. Given this reality, spoken language interpreter training should not take place in a vacuum. It needs to respond to developments in the language services industry. This includes awareness of the efforts of local interpreter organizations as well as state-level and national initiatives to improve interpreting standards.

### *Instructional Staff*

Finding qualified, certified interpreters with the background and experience necessary to teach interpreting has often proved difficult, particularly if, like the Program in Translation and Interpreting, your program seeks to reflect emerging refugee and immigrant languages in its student body. Useful resources, when locating the best instructors in your area, include:

- **Professional registries and directories**

These include the American Translators Association (ATA) listing of interpreters/translators and areas of specialty and the Conference of Interpreter Trainers directory.

- **Court and conference interpreters**

In most states there are a limited number of federally certified court interpreters in Spanish and certain other languages. Many states also belong to a consortium that certifies interpreters for a larger number of languages in state courts. An individual with such a background along with training experience may be an excellent addition to your teaching staff. Instructors trained in conference interpreting and translation are also excellent resources, provided they also have a grounding in the field of community interpreting.

- **ASL/English interpreter educators**

In the United States there are at least 60 interpreting programs that prepare ASL/English interpreters for community work. Many of the instructors are experienced and certified, with considerable teaching experience and a community interpreting background.

## The Multilingual Model

Over time the pool of qualified interpreter trainers (who have taken our course sequence, as well as our program's trainer training as a minimum) has grown. However, we have not set up separate programs of instruction for each language pair, but use a multilingual model. Several languages are accommodated in each course by splitting class time into two parts. The first third or half of the class is taught in English to all students and focuses on theoretical and practical topics that are germane to all interpreting students. In the second part of the class students break up into smaller language-specific groups, supervised by a bilingual instructor and work on practical bilingual interpreting exercises. Programs that focus uniquely on one language pair, such as English/Spanish, may not be obligated to follow this model (or something similar), but may choose to do so nonetheless because the best candidate available, with the experience and qualifications to teach may not share this language pair. This model allows such an individual to teach theoretical and practical topics, working with one or more bilingual lab instructors who supervise students' bilingual exercises. This multilingual format has previously been used successfully, for example, in the Community Interpreter project of the Institute of Linguists in Great Britain (Institute of Linguistics, 1990; Downing and Helms Tillery, 1992).

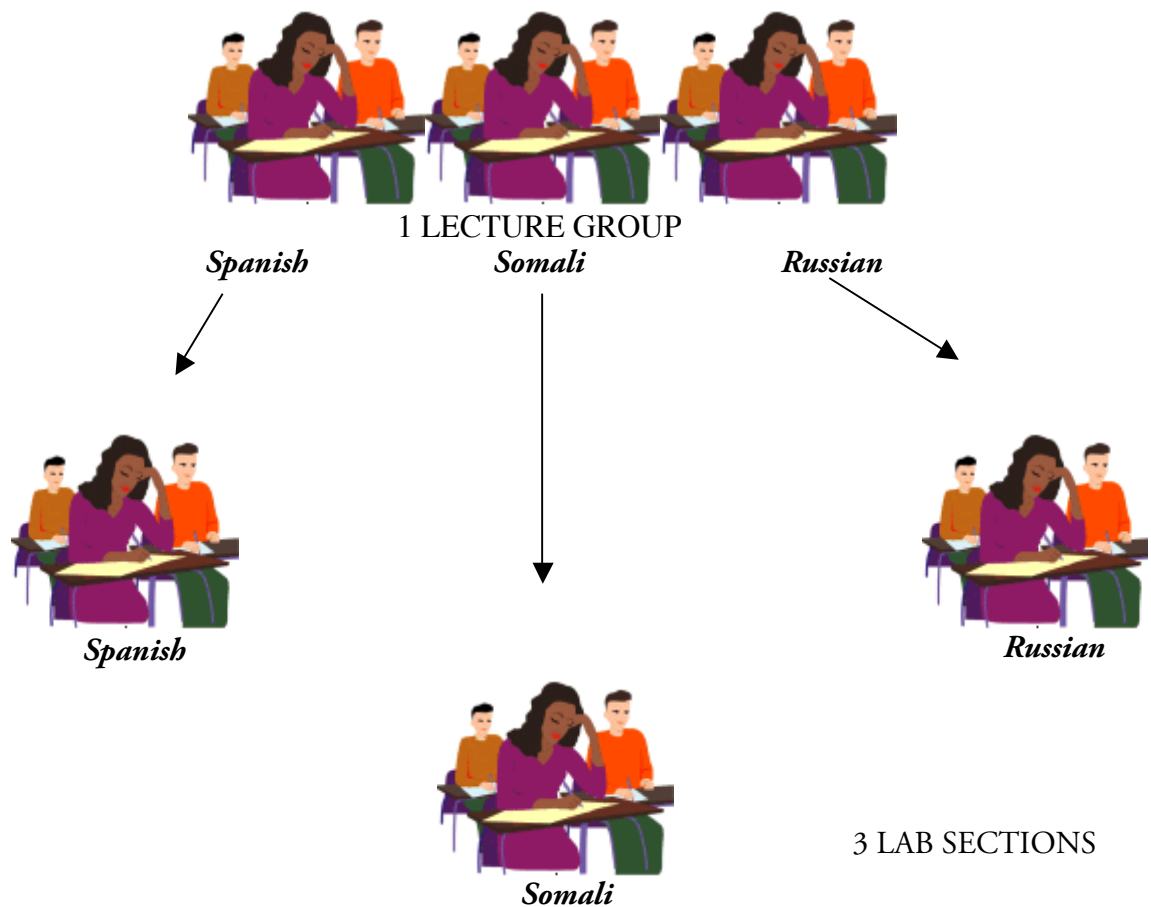
### ***The University of Minnesota's application of the multilingual model:***

#### **Course 1: Interpreting theory, skills and current issues**

The first course in the sequence, *Introduction to Interpreting*, is taught in English and covers interpreting issues that are germane to all language groups, including interpreting as a profession, the role of the interpreter, ethics and ethical decision-making, process management, protocols, and cultural issues for interpreters. The course is taught largely in a lecture/discussion style in English but there is also lab time for students to practice pre-interpreting skills needed to become proficient in interpreting, such as prediction, active listening, message analysis and memory techniques. Students are encouraged to practice these same techniques in both English and their other language. The class size is limited to 24 students who speak English and one other language fluently. This course offers students with all language pairs the chance to take an introductory course in interpreting.

#### **Course 2: Bilingual interpreting work by groups**

The second course in the sequence, *Consecutive Interpreting*, has a lecture component as above, but the majority of the time is used in developing accurate interpreting skills through practice and analysis. For this course, less time is spent (for most, but not all units) on the lecture/discussion component, and more time is spent in lab sessions. There may be two to three language sections represented in the class, for instance Spanish, Russian and Somali. During the lecture time, all students would meet in the same classroom, but during lab sessions, they would meet separately with an interpreting instructor fluent in the specific language pair for intensive interpreting work.



**This format has several merits:**

- It allows for a greater exchange of information and knowledge by involving students representing different languages and cultures.
- It focuses attention on the process of interpreting rather than on a particular language or pair of languages.
- It allows courses in interpretation to be taught even if there are not enough students with a specific language pair to justify a separate program or sequence of classes.
- It increases the pool of qualified instructors because the interpreter trainer does not have to have the same language pairs as the student. For example, instructors in our program over time have had various language pairs, including English/Spanish, English/French, and English/ASL.

## Admitting Students

This manual describes a course which is the final of the Program in Translation and Interpreting's three 'core' courses. These three courses (*Introduction to Translation, Introduction to Interpreting and Consecutive Interpreting*) together form a basic requirement for interpreting in situations which are not likely to jeopardize anyone's life, liberty, or property. To complete a Certificate in Interpreting students follow these courses with terminology and advanced medical or legal interpreting courses. *Introduction to Interpreting* is a pre-requisite for admission to *Consecutive Interpreting*. Although *Introduction to Interpreting* is taught in English and has no language proficiency requirements it is useful to evaluate student's bilingual proficiency before they progress into *Consecutive Interpreting*. This can either be done via an informal bilingual interview, or, ideally, a formal oral proficiency interview (OPI) in the student's second language<sup>1</sup>. This ensures that students go into this course with a better understanding of their linguistic strengths and weaknesses, even if no mandatory score for admission is implemented. Presently the Program in Translation and Interpreting uses the Center for Applied Linguistics' Simulated Oral Proficiency Interview for Spanish<sup>2</sup> and an in-person Oral Proficiency Interview for English<sup>3</sup> as an integral part of *Consecutive Interpreting*, before students take advanced legal or health care interpreting classes. Students cannot receive the University of Minnesota Certificate in Interpreting if they do not achieve the required score on the American Council on the Teaching of Foreign Languages (ACTFL) scale.

1. *This cost and time-saving strategy presumes that a student can pass an OPI in their stronger language if they can do so in their weaker language.*
2. see [www.cal.org/topics/ta/sopi.html](http://www.cal.org/topics/ta/sopi.html)
3. see [www.languagetesting.com/corp\\_opi.htm](http://www.languagetesting.com/corp_opi.htm)

## Course Description

*Consecutive Interpreting* is a practical course aimed at developing proficiency in community interpreting. Issues generic to all community interpreting are discussed during the lecture component. These include consecutive interpreting and sight translation skills, vocabulary research, intercultural issues, situational ethics, analysis of the interpreting process and error analysis. This course introduces several settings in which community interpreters commonly work and the protocols that apply to each one. Students learn about the kinds of communication that occur in each setting as well as some of the relevant terminology. They work on 'real-life' dialogues and sight translation documents that are typical of each setting in small, language-specific groups.

This manual provides you with 15 units, all with 'topics' and 'skills' components, which can be included in a Consecutive Interpreting course. This is followed by a sample course outline which is one example of how several of these units, student exercises and assessment could be integrated. Units 10-15 are more challenging, designed to stretch groups of students with strong skills.

Students must, as a prerequisite, have taken the Introduction to Interpreting course before they take *Consecutive Interpreting*. Therefore they have already received instruction in the following areas:

- Overview of interpreting and definition of terms
- The role of the interpreter
- The linguistic, cultural, situational, and professional tasks of the interpreter
- Processes and skills required for interpreting
- Preparation and protocol
- Comparison and analysis of ethical codes
- Ethical decision-making in a cultural context
- Overview of interpreting in medical and legal settings
- The development of the interpreting profession



## Target Skills

### In *Consecutive Interpreting* the student will:

- Increase the fluency and accuracy of their consecutive interpreting and sight translation skills.
- Apply the code of ethics and a decision-making model to interpreting situations.
- Improve specific interpreting skills such as prediction, chunking, memory skills, and note taking.
- Assess interpreting work in terms of identifying errors, analyzing the interpreting process and noticing error patterns in his/her interpreting work.
- Become familiar with professional standards of practice and apply them to assess his/her interpreting work.
- Practice and improve process management skills and professional communication skills.
- Become familiar with various interpreting settings, including the protocol and vocabulary, common to community interpreting work.
- Be introduced to the concept of simultaneous interpreting and the skills involved.

## Resources for Instructors

The course content in this manual requires instructors to have access to the materials listed in the “Additional Resources” section at the end of each Unit. Instructors at the University of Minnesota will find many of these resources available on campus. A full bibliography list for a student reading packet and a supplementary bibliography are also included in the “Resources for Instructors” section of this manual.

## Technology Requirements

The course content in this manual requires all students to have access to some means of recording sound. Ideally, for the sake of efficiency and sound quality, this would be a digital language lab but this is not absolutely necessary. Individual tape recorders, dictation machines, mp3 recorders and laptops all also work very well. The instructor will also need a VHS camcorder or digital camera or a classroom with built-in recording capacity to videotape student performances. Instructors at the University of Minnesota are able to use the CLA Language Center on the East Bank campus where necessary, pending availability.

## Learning Units

The following learning units are broken down into topic and skills areas. This organization presumes that class time will be divided into a lecture/discussion component and practical small-group work. The lecture component normally discusses the topic area and the lab section works on practical interpreting skills. For each topic area that deals with a particular setting (education, health care, social services, etc.), the class should discuss:

- the purpose of the setting;
- the types of communication that occur in the setting;
- the procedure/protocols that apply to the setting;
- the written materials and documents that might be used in the setting.

The organization and sequencing of the units is designed to build skills logically, introduce increasingly challenging material and ensure that the students' practical exercises complement their learning in the lecture. In this way learning about the interpreting profession and development of practical skills are consistently integrated. Each unit requires roughly 3 contact hours, although supplementary materials are included for most units. The focus of the course is on honing practical interpreting skills so students should spend at least twice as much time on lab exercises as in lectures.

## Overview of Learning Units

### UNIT ONE

#### Topic: Introduction to course and syllabus

##### Materials:

- Student information sheet
- Suggestions for an ice-breaker exercise
- Sample syllabus

#### Skills: Main idea, prediction, chunking (some revision of skills taught in *Introduction to Interpreting*)

##### Materials:

- Lab exercise 1-1: Prediction
- Lab exercise 1-2: Comprehension
- Lab exercise 1-3: Main Idea
- Lab exercise 1-4: Chunking
- Lab exercise 1-5: WIC program dialogue
- Lab assignment #1: Role play
- Lab assignments at a glance

### UNIT TWO

#### Topic: Skills development

##### Materials:

- Process for change model handout
- Skill development instructor notes
- Sample skill development plan for critique
- Log-book/journal-keeping student handout
- Glossary-creation handout
- Supplementary exercise: Student presentations on the role of the interpreter

#### Skills: Visualization and memory exercises

##### Materials:

- Lab exercise 2-1: Visualization and memory exercises
- Lab exercise 2-2: Work on student role plays assigned for lab Assignment #1

### UNIT THREE

#### Topic: Interpreting in the social services setting

##### Materials:

- Sample list of social services vocabulary

#### Skills: Introduction to note taking, consecutive interpreting and sight translation in social services settings

##### Materials:

- Lab exercise 3-1: Note-taking handout
- Lab exercise 3-2: Social services dialogue
- Lab exercise 3-3: Social services questionnaire on daily living skills
- Lab exercises 3-4: Chemical health evaluation sight translation
- Lab assignment #2: Sight translation

## UNIT FOUR

### Topic: Codes of ethics and dual roles

#### Materials:

- Ethical dilemma interpreting situation #1
- Ethical dilemma interpreting situation #2

### Skills: Sight translation

#### Materials:

- Ten tips for tackling sight translation
- Lab assignment #2
- Optional extra sight translation exercises

## UNIT FIVE

### Topic: Interpreting in education and early childhood settings

#### Materials:

- Sample list of education terminology

### Skills: Analyzing recordings of consecutive interpreting

#### Materials:

- Lab exercise 5-1: Interpreting self-assessment student handout, Instructor notes, Conferences night at an elementary school role-play
- Lab exercise 5-2: Optional extra consecutive interpreting and sight translation exercises
- Lab assignment #3: Idiomatic phrases

## UNIT SIX

### Topic: Error analysis and transcription

#### Materials:

- Categories of interpreter error instructor notes
- Transcription and error analysis student handout

### Skills: Error analysis and transcription

- Lab exercise 6-1: Error analysis assignment—instructor notes, student handout and sample childhood screening text

## UNIT SEVEN

### Topic: Discourse

#### Materials:

- Student study guide for *Little Bit Know Something, The Problem of Discourse*
- Mid-point course evaluation

### Skills: Note taking review

#### Materials:

- Advantages of note-taking student handout
- Lab exercise 7-1: Note-taking review: questions from a social services setting
- Lab assignment #4: Sight translation

## UNIT EIGHT

### Topic: Interpreting in medical settings

#### Materials:

- Instructor notes and resources ideas

### Skills: Consecutive interpreting and sight translation in medical settings

#### Materials:

- Lab exercise 8-1: Pregnancy check-up dialogue
- Lab exercise 8-2: Pediatric clinic dialogue
- Lab exercise 8-3: Sample list of primary care documents for translation and sight translation

## UNIT NINE

### Topic: Student presentations and/or guest speaker from local language services agency or local hospital interpreting service

#### Materials:

- Instructor notes
- Student handout with instructions for their presentation and/or community interview (to be distributed near to the beginning of the course)

### Skills: Process management for fast or difficult speakers

#### Materials:

- Lab exercise 9-1: Domestic violence testimony
- Lab exercise 9-2: Difficult speakers practice

## UNIT TEN

### Topic: Privileged communication

#### Materials:

- Instructor notes on discussion of privileged communication

### Skills: Interpreting for multiple parties

#### Materials:

- Lab exercise 10-1: AV example of interpreting for multiple parties
- Lab exercise 10-2: Practice interpreting for multiple parties
- Lab assignment #5: Sight translation

## UNIT ELEVEN

### Topic: Interpreting in law enforcement settings

#### Materials:

- Instructor notes
- Sample list of law enforcement-related terminology

### Skills: Consecutive interpreting and sight translation in law enforcement settings

#### Materials:

- Lab exercise 11-1: Miranda warning (two versions) and Vienna advisory
- Lab exercise 11-2: Motor vehicle implied consent advisory sight translation
- Lab exercise 11-3: Firearms implied consent advisory sight translation

- Lab exercise 11-4: Complaint of domestic violence patrol officer interview
- Lab exercise 11-5: Questioning in holding cell role-play

## UNIT TWELVE

### Topic: Interpreting in immigration and administrative hearings

#### Materials:

- Student handout: Overview of immigration court proceedings and terminology
- Sample list of immigration-related terminology

### Skills: Consecutive interpreting and sight translation for immigration interviews and in administrative hearings

#### Materials:

- Lab exercise 12-1: Initial questioning by immigration caseworker role-play
- Lab exercise 12-2: Immigration court hearing. Questioning of asylum seeker
- Lab exercise 12-3: Sight translation: sample questions from asylum application form (I-589)
- Lab exercise 12-4: Disability compensation hearing role-play
- Lab assignment #6: Interpreting assessment

## UNIT THIRTEEN

### Topic: Interpreting in legal settings

#### Materials:

- How the Minnesota Judicial Branch is structured student handout
- Discussion Questions: 'Towards a redefinition of the role of the court interpreter'

### Skills: Consecutive interpreting and sight translation in legal settings

#### Materials:

- Lab exercise 13-1: Landlord's and tenant's agreement lease

## UNIT FOURTEEN

### Topic: Simultaneous interpreting

#### Materials:

- Instructor notes
- Beginner simultaneous interpreting exercise (instructor notes and sample text)

### Skills: Simultaneous interpreting

#### Materials:

- Lab exercise 14-1: Initial simultaneous interpreting step-by-step. Student handout and 3 class exercises

## UNIT FIFTEEN

### Topic: Interpreting in mental health settings

#### Materials:

- Sample list of mental health-related vocabulary

### Skills: Register + interpreting in mental health settings

#### Materials:

- Lab exercise 15-1: Two register conservation exercises
- Lab exercise 15-2: Optional extra mental health dialogue

## Sample Consecutive Interpreting Schedule

*An alternative to this with some slight variations is provided in the Unit 1 sample syllabus.*

Week	Lecture	Reading for class	Assignment due	Lab
1	Introduction to class and syllabus			Recap of skills from 3101 <i>Introduction to Interpreting</i>
2	Process for change and skill development. Goal setting and preparation	<i>Consecutive Interpreting</i>	Lab assignment #1	Visualization and other short-term memory enhancing strategies
3	Social services setting			Social services setting CI and ST
4	Code of Ethics and Dual Roles	<i>Communication through Interpreters in Health Care...</i>	Lab assignment #2	Sight translation
5	Education and early childhood settings	<i>Guide to Interpreter Positioning</i>		Taping and analyzing dialogues
6	Error analysis and transcription	<i>Categories of Error</i>	Lab assignment #3	Childhood screening ST and role-play (to transcribe)
7	Discourse Mid-point evaluation	<i>Little Bit Know Something</i>	Transcription and E.A.	Note taking
8	Midterm (ST and interpretation of dialogue)		Lab assignment #4	Midterm (ST and interpretation of dialogue)
9	Student presentations and discussion of community interviews			Student presentations and discussion of community interviews
10	Interpreting in medical settings			ST and dialogues in a medical setting
11	Privileged communication	<i>On Guard</i>		Interpreting for multiple parties OR introduction to simultaneous interpreting
12	Law enforcement		Lab assignment #5	Law enforcement-related ST and dialogue
13	Immigration settings			Immigration-related ST + CI
14	Mental health settings	<i>Interpreting in Mental Health Settings</i>	Lab assignment #6	Register OR introduction to simultaneous interpreting
15	Final CI and ST			
16	Skills development planning		Take home final	

Sample assignments and exams		Points
<b>Lab assignments</b>	6 lab assignments during the semester. They will vary in content, but will focus on vocabulary, assessment of your skills and interpreting situations. Each assignment 15 points.	90
<b>Goal setting and skill development plan</b>	You will produce a detailed skill development plan, keep a record of your progress towards your goals, and talk about your experiences in class.	25
<b>Error analysis</b>	During class, you will interpret a text from English to Spanish. You will transcribe a section of that text. After you complete your transcription, you will examine your interpretation and look for errors. You will identify your errors and make the necessary corrections. You will also write a paper that analyzes the errors that you made and patterns that you see in your interpreting. Transcription: 40 points, Analysis paper: 60 points	100
<b>TWO OF THE FOLLOWING PROJECTS:</b>  <b>Presentation</b>  <b>AND/OR Interview in the community</b>  <b>AND/OR Case Studies</b>	<p>You will give a 5-minute presentation on interpreting. You will give the speech in your B language (or weaker working language). You will identify the target audience for your speech. Your speech should be well-organized, informative and appropriate for your audience. You will also respond to audience questions on the topic.</p> <p>AND/OR</p> <p>You will interview a working interpreter. If possible, you will try to interview an interpreter who has a dual role. You will prepare questions for your interview and turn them in to your instructor. You will also present a summary of your experience to the class in your B language (or weaker working language) and answer audience questions about the experience.</p> <p>AND/OR</p> <p>You will be given two different interpreting situations. For each one, you will use the decision making model to identify the problem and your options. During class, you will discuss your decision with other students. After the discussion, you will review your decision and make any changes that you would want to make. Each assignment will be worth 25 points each (15 for the initial decision and 10 points for the follow-up).</p>	100 (50 per project)
<b>Graded sight translations</b>	You will do two sight translations, as part of the Midterm and Final that will be graded for accuracy and fluency. Each translation will be worth 30 points.	60
<b>Midterm dialogue interpretation</b>	For your mid-term, you will interpret a dialogue in a role-play situation. The setting will be an early childhood screening.	100
<b>Final interpreted dialogue</b>	You will interpret a dialogue lasting at least 15 minutes for your final.	150
<b>Final written exam</b>	A written exam will be given that will cover the readings and information discussed during the lecture/discussion portion of the class.	75
<b>Assessment of final interpretation</b>	After your final interpretation, you will take your audiotape home and will complete and turn in an error analysis of your work.	50





# UNIT **one**

## TOPIC

Introduction to the course

## SKILLS

Introduction to lab structure and review of interpreting skills

## GOALS

At the end of unit, students will

- have had the opportunity to meet with their classmates and get to know each other a little
- understand the course goals, structure, and requirements.
- have had the opportunity to get to know both their lead and lab instructor
- have reviewed and practiced some of the component skills of interpreting (e.g. prediction, chunking) and interpreted an introductory role play.

## EQUIPMENT

Audio recording equipment may be useful, particularly for lab exercises 1-4 and 1-5.



## Topic Content: Introduction to the Course

- Students fill in Student Information Sheet as they arrive in class
- Icebreaker or other activity to get acquainted
- Introduce the students to the course syllabus, reading materials, format, and course requirements.



## STUDENT INFORMATION SHEET

Name:

Contact phone number (and convenient times for us to call you):

Which languages do you speak and how long have you been speaking them?

How did you learn each language?

Have you done any interpreting? If yes, please describe the experience:

What would you like to gain by taking this class?

Do you consider interpreting a career? Why/why not?

## Suggestions for Icebreaker Exercises

*These warm-ups can help you and your students to learn each other's names and get to know each other as well as helping to create a friendly, inclusive classroom.*

- Students interview and then introduce each other. They can ask a few basic questions—name/hometown/language pair—and then one off-beat question, e.g. “What do you *wish* you had done over the summer/over Christmas?”
- Have the students come up with two statements about themselves that are true and one that is false. They introduce themselves, give their statements and the others guess which one is false.
- Have the students choose one item from their wallet that they think tells you something about themselves or that has an interesting story behind it. Have them introduce themselves and then talk briefly about the item.
- Divide the class into groups of 4 people. Explain that they have a few minutes to come up with five things that they all have in common. The only restriction is that they can't use being bilingual or class/work related items.
- Have everyone stand up and say something about how they feel about being in the class. Some answers may be silly but everyone has the opportunity to express some of their issues about the class to you.
- Select a key word from the course title and have students do an “association exercise” where they report what first comes to mind. Write up their answers on a chalkboard or an overhead and then you can use them later in the class to start an overview of the class.
- Present a relevant problem about course content or structure for them to consider, e.g., “how do you think you can best learn from students who share your language pair and from students who have a different language pair?” Have them discuss it in groups and then have a larger discussion about it. Talk about how the course will address this question.

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Activities suggested by the Center for Teaching and Learning, University of Minnesota

## Sample Syllabus:

### CONSECUTIVE INTERPRETING

TRIN 3102

Sections 007, 008, 009

SPRING 200\_\_

Class meets: Wednesday, 6:10 p.m. to 9:00 p.m.

Lecture: 6:10 p.m. to 7:00 p.m. in XXX

Spanish Lab: 7:15 p.m. to 9:00 p.m. in XXX

Russian Lab: 7:15 p.m. to 9:00 p.m. in XXX

#### **INSTRUCTOR:**

Cell phone:

E-mail:

Office Hours:

#### **Lab Instructor-Spanish:**

Cell phone:

E-mail:

Office Hours:

#### **Lab Instructor-Russian:**

Cell phone:

E-mail:

Office Hours:

#### **COURSE DESCRIPTION:**

The Consecutive Interpreting course is a practical course aimed at developing proficiency in community interpreting. Topics covered include consecutive interpreting skills, sight translation skills, vocabulary research, intercultural issues, situational ethics, analysis of the interpreting process, and assessment of interpreting errors.

#### **REQUIRED MATERIALS:**

Two (2) audio tapes

1 VHS Videotape

Dictionaries: A general use bilingual dictionary

Two monolingual dictionaries are **highly recommended**, one in English and one in Spanish or Russian.

Reprints packet from bookstore

Handouts

Tape recorder or other recording device

#### **LANGUAGE PAIRS:**

Spanish/English & Russian/English

#### **COURSE FORMAT:**

Approximately the first hour of the course will be conducted as a lecture/discussion. There will be a 10-15

minute break between the lecture and lab portions of the class. The remaining class time will be spent in smaller groups focusing on specific interpreting skills. This will include practice work in the language lab and/or in groups of 3-4 students.

**COURSE GOALS:**

The students will

- increase fluency and accuracy of consecutive interpreting skills
- apply the appropriate code of ethics and/or a decision-making model to interpreting situations
- improve specific interpreting skills such as memory skills, chunking, prediction concentration and comprehension
- assess interpreting work by identifying errors, analyzing the interpreting process, and noticing error patterns in their interpreting work
- practice and improve process management skills and professional communication skills
- become familiar with various interpreting settings, including the protocol and vocabulary common to community interpreting work
- be introduced to sight translation and simultaneous interpreting, and the skills involved in both.

**READING ASSIGNMENTS:**

A packet containing all the reading materials covered in the course is available from the Coffman Union Bookstore on campus. Students are responsible for assigned readings and assignments as described in this Syllabus. The readings are to be completed by the date listed. **Late assignments** will be accepted if completed within one week, and will be given **half credit**.

**PARTICIPATION AND PRACTICE:**

You will get a lot out of this class *if* you actively participate in both the lecture/discussion component and your lab section. This is a practical interpreting course and those who work closely with their instructors and fellow students make the fastest progress. You will also find it easier and more productive to practice 'little and often'. 10-20 minutes every day is more effective for interpreting exercises than 2 hours on any given day.

**ABSENCES AND TARDINESS:**

Students are expected to come to class prepared for class and for lab. We have only a short time together so make every effort to be on time to class. Arriving late disrupts the learning process not just for you but also for all the students. Make-up exams will not be scheduled except for emergencies or business that requires the student to be out of town. Any make-up exam must be arranged beforehand, and will be scheduled by the lead instructor.

**CONTACT INFORMATION:**

Class announcements will be posted to a class electronic mailing list. Students should access their free email account and regularly check their email. You can contact your instructors by e-mail; they endeavor to be as responsive as possible to your questions. Other inquiries (e.g., about registering for other PTI classes) can be addressed to the program administrator, at 612-625-0591.

**CELL PHONES:**

When cell phones ring during class they disrupt our learning environment. Please turn them off or if necessary, on “vibrate” before coming into class.

**ASSIGNMENTS AND EXAMS:**

1. Lab assignments: Students will complete six (6) written assignments during the semester. These will vary in content, but will focus on vocabulary, self-assessment of skills, and interpreting situations. Each assignment will be worth **15 points**.  
Total: **90 points**.
2. Presentation: Students will give a 5-minute presentation on interpreting. The focus will be the role and function of the interpreter. This presentation will be given in English, identifying the audience for the speech. The presentation must be well organized, informative and appropriate for the target audience the student chooses.  
Total : **30 points**.
3. Error Analysis: During class students will interpret a text from English to Spanish or Russian. They will transcribe a section of that text. After completing the transcription, they will examine their interpretation and look for errors. They will identify their errors and make the necessary corrections. Students will also write a paper that analyzes the errors they made and patterns they see in their interpreting. Transcription with corrections is **25 points** and the error analysis paper is **50 points**.  
Total: **75 points**.
4. Interview in the community: Students will interview or shadow a working interpreter. Students will prepare questions for the interview and write a 2 -3 page summary of the interview, including personal impressions of the experience. Students will, in Russian or Spanish, present to the class a summary of their experience with the interpreter.  
Total: **70 points**.
5. Sight translations: Students will complete two (2) graded sight translation exercises. One will be for the **midterm** and one for the **final exam**. These will be graded for accuracy, fluency and delivery. Each sight translation will be worth 30 points.  
Total: **60 points**.
6. Midterm dialogue interpretation: Students will interpret a dialogue in a role-playing situation. Student will have the opportunity to talk to the instructor regarding the situation prior to interpreting.  
Total: **100 points**.
7. Error analysis and self assessment of midterm: All students will take home a recording of their midterm exam and transcribe it. They will identify their errors and make the necessary corrections. Each student will write a short paper analyzing the types of errors and any interpreting pattern(s) uncovered during the exercise. The transcription with corrections is worth **40 points**. The error analysis paper is worth **60 points**.  
Total: **100 points**.
8. Final written exam: Students will be given a written exam that will cover the readings and informa-



tion discussed during the lecture/discussion portion of the class.

Total: **75 points.**

9. Final interpreted dialogue and sight translation: For their final exam, the students will interpret a dialogue.

Total: **150 points.**

10. Goal setting, skill development planning, log book, glossary: Students will produce a detailed skill plan, keep a record of progress towards their goals, and talk about their experiences in class. They will work on a glossary throughout the semester.

Total: **50 points.**

### **GRADING:**

Students will be graded based on assignments, exams and attendance and participation. Grades will be determined as follows:

### **TOTAL POINTS: 800**

A = 720 – 800

B = 640 – 719

C = 560 – 639

D = 480 – 559

F = Below 480

Students taking the course S/N must earn at least a C- (70%) to receive a grade of S.

### **Grades as Defined by University**

Grades describe levels of achievement. University regulations prescribe the grades and symbols that will be reported on the student's transcript.

### **A–F Grade Base**

- A** Achievement outstanding relative to the level necessary to meet course requirements (no grade of A+ should be submitted; A, 4 grade points; A-, 3.67 grade points).
- B** Achievement significantly above the level necessary to meet course requirements (B+, 3.33 grade points; B, 3 grade points; B-, 2.67 grade points).
- C** Achievement meeting the basic course requirements in every respect (C+, 2.33 grade points; C, 2 grade points; C-, 1.67 grade points).
- D** Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect (D+, 1.33 grade points; D, 1 grade point; there is no grade of D-).
- F** Performance failing to meet the basic course requirements (0 grade points).

**S–N Grade Base**

- S** Achievement satisfactory to the instructor of the course in which the student is registered. This definition implies that the standards for S may vary from one course to another; however, the work required for an S may not be less than that required for a C- (1.67 grade points). The S is not figured into the GPA.
- N** No credit. The use of N is restricted to student performance not meriting an S on the S-N grade base. The N is not figured into the GPA.

**I (Incomplete) Policy:**

If circumstances warrant, a student who is unable to complete all course requirements by the last day of class will be considered for a grade of “I” provided a request is made, in writing, prior to the last day of class, stating adequate reasons why the work cannot be completed on time and giving a schedule for completion of the delinquent work. Documentation of personal emergencies will be expected. Absence from a scheduled exam must also be arranged in advance and will require adequate justification.

**The University Student Conduct Code** defines scholastic dishonesty as follows:

*“Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.”*

Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work.

\* \* \*

## Sample Class Schedule:

TRIN 3102 – SPRING 200\_

This syllabus is tentative and may be revised to suit the needs of the class.

	<b><u>THEORY / DISCUSSION</u></b>	<b><u>LAB</u></b>
<b>WEEK 1</b> (Wed., Jan. 23)	Intro to class and syllabus Course expectations & grading The role of the interpreter	Comprehension, prediction, and chunking exercises
<b>WEEK 2</b> (Wed., Jan. 30)	Keeping a journal Goal setting Sight Translation Reading: (Gonzalez) <i>Consecutive Interpreting</i>	Interpreting dialogues <i>ST practice</i> <b><u>Lab #1 due: Role Play</u></b>
<b>WEEK 3</b> (Wed., Feb. 6)	Introductions / glossary <i>Consecutive Interpreting</i>	Lab: memory, concentration, CI, visualization—social service note- taking and problem solving <b><u>Lab #2 due: ST into Spanish or Russian</u></b>
<b>WEEK 4</b> (Wed., Feb. 13)	Error analysis / transcription Reading: (Gonzalez) <i>Error Types</i>	Interpreting dialogue—education (early childhood screening) Audio taping for error analysis
<b>WEEK 5</b> (Wed., Feb.20)	<b><u>Students' 5 minute presentations due</u></b> Reading: (Linda Haffner <i>et al.</i> ) <i>NCIHC - Guide to Interpreter Positioning</i>	Continue dialogue Parent-teacher conferences
<b>WEEK 6</b> (Wed., Feb. 27)	Preparation / Codes of Ethics Reading: <i>Ethical Dilemmas.</i> <b><u>Error Analysis due</u></b>	Dialogue—medical with parent
<b>WEEK 7</b> (Wed., Mar. 5)	Code of Ethics / discourse Reading: <i>Little Bit Know Something</i>	Preparation for midterm ST practice/review terms from monologue. Dialogue practice— housing dialogue/job interview <b><u>Lab #3 due: Idiomatic Phrases</u></b>

<b>WEEK 8</b> (Wed., Mar. 12)	Midterm oral exam: CI & ST	
<b><u>SPRING BREAK: No class on Wednesday, March 19.</u></b>		
<b>WEEK 9</b> (Wed., Mar. 26)	Standards of practice in medical Assignment: Transcription and error analysis paper due. Reading: <i>NCIHC Code of Ethics</i> & <i>Standards of Practice</i>	Medical int. dialogues and ST settings
<b>WEEK 10</b> (Wed., Apr. 2)	Mental health interpreting Reading: (Benhamida) <i>Interpreting</i> <i>in mental health settings</i>	Mental health dialogues and ST Affect / register <b><u>Lab #4 due: ST into English</u></b>
<b>WEEK 11</b> (Wed., Apr. 9)	Code of Ethics—privileged communications. Reading: <i>On Guard</i> (Gardner) & <i>Code Videotaping of Professional</i> <i>Responsibility for Interpreters in the</i> <i>Minnesota State Court System</i>	Continuation of medical and mental health dialogues and ST
<b>WEEK 12</b> (Wed., Apr. 16)	Intro to Simultaneous Interpreting. Reading: (Gonzalez) Chapter 26 'Simultaneous Interpreting'	Practice SI with monologues in both languages Videotaping continued <b><u>Lab #5 due: Analysis Exercise</u></b>
<b>WEEK 13</b> (Wed., April 23)	Immigration / administrative settings Reading: (DeJongh) ' <i>Interpreting</i> <i>in immigration proceedings</i> '	Immigration dialogues <b><u>Lab #6 due: Interpreting Assessment</u></b>
<b>WEEK 14</b> (Wed., Apr. 30)	<b><u>Students' Presentations of</u></b> <b><u>interviews due.</u></b>	CI practice: Role play with multiple parties, medical roleplay
<b>WEEK 15</b> (Wed., May 7)	Written portion of final exam due	Practice for the final exam
<b>WEEK 16</b> (Wed., May 14)	Final Exam: CI & ST — oral portion	

# Skills: Introduction to Lab Structure & Review of Interpreting Skills

## Overview:

- Introduction of the lab instructor to the students
- Introduction of the lab structure and purpose:
  1. Small group and individual work
  2. Practice of consecutive interpreting dialogues and sight translations
  3. Review of individual work or partner's work for feedback
  4. Feedback from instructor
  5. Modeling of techniques and skills
  6. Discussion of how to respond to challenging ethical situations that can occur while interpreting
  7. Introduction of vocabulary for specific settings
- Discussion of the importance of prediction, prediction exercise
- Comprehension exercise, with focus on establishing main ideas
- Practice of chunking as a tool to help you remember as much as possible
- Consecutive Interpreting practice, in an introductory role play

## Lab Exercise 1-1: Prediction

*These exercises can be done in a language lab where each student has headphones and can hear the same source text. Or this can be done in the classroom with the instructor reading aloud.*

- Choose texts that cover a variety of topics and vary in difficulty.
- Give a brief description of the text to the students and ask them to predict content and vocabulary. They can brainstorm all the possible topics that might come up. Students can make a list of their ideas. They can brainstorm with a partner or they can do this individually.
- Have the students listen to the text. At the end of the text, discuss with the students why certain predictions were helpful or not. If the text is long, stop periodically so that you can discuss the use of prediction in these shorter segments.
- If students have listed what they predicted would be vocabulary and/or content, ask them to check off the vocabulary and/or content as they listen to the source text.
- As part of the discussion with students, emphasize the importance of using prior knowledge that they bring to the subject matter.
- If students find that their predictions were inaccurate, emphasize that prediction is still important in their preparation. They can still use prediction as they listen to the narrative to increase their attentiveness and focus on the message. Also, if their predictions are wrong, they need to learn to quickly drop their predictions and focus on the speaker's message.

### **Sample prediction text**

(adapted from <http://news.bbc.co.uk/2/hi/science/nature/>)

*Text to read to students before they predict content and vocabulary:*

#### **Global impact of Asia's pollution**

Research suggests that industrial pollution coming from Asia is having a wider effect on global weather and climate than previously realized.

*Text to read to students once they have predicted content and vocabulary:*

Scientists have discovered that pollution from Asia is making storms in the Pacific more extreme.

It is also enhancing the growth of large clouds, which play a key role in regulating the climate globally.

Writing in the journal *Proceedings of the National Academy of Sciences (PNAS)*, the researchers say impacts may be felt as far away as the Arctic.

Although clean air legislation has reduced production of dust, soot and sulphur in Europe and North America, the opposite trend is seen in Asia.

Here, rapid industrialisation has led to the formation of a pollution haze which is especially bad in winter when coal burning increases. Sulphur emissions have increased by more than one-third over the last decade.

In the latest research, Professor Zhang and his colleagues used satellite records to show that the amount of deep convective clouds over the north Pacific has increased.

Coverage for the period 1994-2005 was between 20% and 50% higher than in the preceding decade.

With increased clouds and increased convection came a growth in the number and severity of storms over the ocean.

Computer models suggest that Asian air pollution, rather than changes in ocean temperature, are behind these weather changes.

The researchers point out that if the number and size of the clouds grows they will transport the pollution particles further - even to polar regions.

Some studies have suggested that accumulation of these particles is changing the properties of Arctic ice, making it absorb more of the Sun's energy. This would mean the ice is more prone to melting, and reduces the Earth's capacity to reflect solar energy back into space.

*Discuss with the students:*

1. Which of your predictions did occur in the text?
2. Why do you think you made these predictions?
3. Which of your predictions did not occur in the text?
4. Why do you think you didn't make these predictions?
5. Was this a topic that you knew a lot about?
6. How might your ability to predict be connected to prior knowledge of the topic?

### **Sample prediction text**

(adapted from [http://en.wikipedia.org/wiki/George\\_W.\\_Bush](http://en.wikipedia.org/wiki/George_W._Bush))

*Text to read to students before they predict content and vocabulary:*

#### **Minnesota**

*Text to read to students once they have predicted content and vocabulary:*

Minnesota is a state located in the Midwestern region of the United States. The 12th-largest state by area in the U.S., it has just over five million residents. The state is known as the "Land of 10,000 Lakes"; those lakes, together with state and national forests and parks, offer residents and tourists a variety of outdoor recreational opportunities.

Nearly 60% of Minnesota's residents live in the Minneapolis-Saint Paul metropolitan area known as the Twin Cities, the center of transportation, business, and industry, and home to an internationally known

arts community. The remainder of the state, often referred to as "Greater Minnesota" or "Outstate Minnesota", consists of western prairies now given over to intensive agriculture; eastern forests, also heavily farmed and settled; and the less populated northern boreal forest. The state's image of being populated by whites of Nordic and German descent has some truth, but diversity is increasing; substantial influxes of African, Asian, and Latin American immigrants have joined the descendants of European immigrants and of the original Native American inhabitants.

The extremes of the climate contrast with the moderation of Minnesota's people. The state is known for its moderate-to- progressive politics and social policies, its civic involvement, and high voter turnout. It ranks among the healthiest states by a number of measures, and has one of the most highly educated and literate populations.

*Discuss with the students:*

1. Which of your predictions did occur in the text?
2. Why do you think you made these predictions?
3. Which of your predictions did not occur in the text?
4. Why do you think you didn't make these predictions?
5. Was this a topic that you knew a lot about?
6. How might your ability to predict be connected to prior knowledge of the topic?



## Lab Exercise 1-2: Comprehension

*Exercises in comprehension can be done in the classroom or in the lab situation with students using headphones. The exercises could also be done in small groups.*

- Give students the context for the text and allow them time to do prediction. Encourage them to make use of their prior knowledge in doing their prediction.
- Read the text aloud while students listen and have them answer some specific content questions about the text.
- Read the text aloud a second time and have the students review their answers to see if they were correct or not.
- Discuss how the students understood and remembered the information. Ask students if they listened for the overall goal, the main idea, or supporting details.

### **Small Group or Pair Work:**

- Students can work in groups of three with one student giving a short talk, another student being the listener and the third student taking notes in order to ask questions. The student who is taking notes can ask comprehension questions to the listener. They can discuss the accuracy and the ease or difficulty of the text.
- Students can also listen to a text and paraphrase it for a partner. The partner can be listening to the paraphrasing for its accuracy in terms of content.

**NOTE:** *When using paraphrasing as part of an exercise, be sure to emphasize that paraphrasing is not interpreting. Paraphrasing is restating the meaning of the message, using different words and phrases.*

- Students can also listen to a text and then record their paraphrasing onto their audio-tapes. They can then listen to their recording and compare it to the original for accuracy of the content. Or they can listen to the recording of their partner and check it for accuracy.
- Student can work in groups of three. (Students A, B, and C). Student C leaves the room and Student A tells Student B a two to three minute story – for example, about their favorite vacation. Student C returns to the group and Student B tells Student C the story. Student A listens for accuracy. Repeat the activity with each student assuming each role. If there is a group of four, the fourth student can take notes while Student A tells the story and can listen for the accuracy of the story when it is retold.

**NOTE:** *These exercises should first be done intra-lingually in both working languages. The exercises can then be done inter-lingually with the students answering the questions in the language they would be using to interpret into given the source language of the text.*

## Lab Exercise 1-3: Main Idea

*Students can do these exercises in the lab with headphones or in the classroom.*

- Read a short text and ask students to write down the main idea of the text.
- Discuss the students' responses. Notice if students are including many details in their main ideas. Students can be asked to keep their main ideas to under ten words. This will encourage them to eliminate details and focus on the main theme of the text.
- If the text is longer, stop after each paragraph and have students write the main idea. After hearing the complete text, have students compare their responses with a partner. Identify areas where there are differences or difficulties.
- The instructor can read out an item of news or short story that the next student, in turn has to condense down to half the length for example. The next student in turn must cut it down again in their version by 50%—and so on until the last student sums up the whole original speech in one word. This can be done inter-lingually or intra-lingually for increased challenge.

**NOTE:** *These exercises should first be done intralingually in the students' working languages. The exercises can then be done interlingually with the students writing their main ideas in the language that they would be interpreting into given the source language.*

## Lab Exercise 1-4: Chunking

- Find a short and simple text on an everyday topic and make a copy for each student. Read the text to students while they follow along and mark chunks of information with a // sign.
- Next have them turn their papers over and read the same text to them again as they try to chunk it 'orally'. To do this they may choose to count up chunks of meaning on their fingers and/or try to visualize each 'chunk' separately.
- The third time, read a few sentences of the text at a time and then ask the students to repeat the sentences as accurately as they can (either in front of the group or to a partner).
- Discuss as a group how they grouped the information so that they could remember as much content as possible.

## Lab Exercise 1-5: WIC Program Dialogue

*This is a good beginner dialogue which can alternatively be used as an additional exercise for Unit one, particularly if all the skills practiced in the previous exercises have been well covered in Introduction to Interpreting.*

### **WIC Program Dialogue**

**D=DIETICIAN**

**C=CLIENT**

**D:** Good afternoon Anne. What is your current address and phone number?

**C:** 2201 Fremont, 952-377-2244

**D:** How many people are in your household?

**C:** Four.

**D:** What is your monthly income?

**C:** \$621

**D:** What did your daughter have to eat yesterday for her first meal in the morning?

**C:** Two eggs and sausages.

**D:** Anything to drink?

**C:** One cup of juice.

**D:** How about lunch?

**C:** Chow mein.

**D:** How large a bowl?

**C:** About one cup of chow mein and rice.

**D:** Anything else?

**C:** She had one cup of Hi-C juice.

**D:** How about the evening meal?

**C:** She loves spaghetti. She had one and a half bowls.

**D:** Meat sauce?

**C:** Yes.

**D:** Anything to drink?

**C:** Probably some water. She still sucks a bottle.

**D:** How old is she?

**C:** Three years old.

**D:** You know, that is bad for her teeth.

**C:** I know, I only give her water in the bottle.

**D:** Does she have snacks during the day?

**C:** She eats vegetables like celery.

**D:** Try to stay away from food like chips. They are high in fat.

**C:** OK

**D:** How many glasses of milk does she drink in a day?

**C:** About four.

**D:** How about juice?

**C:** Two.

**D:** Does she drink Kool-aid or pop?

**C:** Yes, maybe three times a week.

**D:** Does she eat any candy or sweets?

**C:** About four times a week.

**D:** Does she like cheese?

C: Yes, she eats cheese every day.

D: Do you cook with beans or peas?

C: Yes, she loves them.

D: Do you serve her vegetables like broccoli, carrots, spinach or tomatoes?

C: Only very rarely.

D: These are good for her growth.

C: Oh.

D: She is low in the fruit and vegetable group. Try and use some of the ones I mentioned.

C: OK.

D: Has anyone in your family been on WIC before?

C: Yes.

D: Have you used WIC vouchers before?

C: Yes.

D: The vouchers are just like a check. The proxy signs his or her name on the top line of the voucher. Sign your name here.

C: OK, my brother will be my proxy.

D: Be sure to use the vouchers before they expire.

C: OK

D: Have your WIC book with you every time you pick up vouchers or go to the store. Your pick-up day next month is Tuesday the 14th.

C: Can I come in the morning?

D: OK, after 10 a.m.

## LAB ASSIGNMENT #1: ROLE PLAY

### DUE:

Develop a role-play that can be used for interpreting practice. Identify the setting (e.g. social services, health care, education) and the people involved. List ten questions that could be asked in this setting. Have the questions listed in the order they could be asked. Prepare to be the non-English speaker for this role-play. You do not need to write out your part in the role-play. Come prepared to act out the part.

These role-plays will be used for interpreting practice next week. You will be working in groups of three. One person will read your questions to you and you will be responding. The other person will be acting as an interpreter. Then you will use another classmate's role-play and switch roles.

**Lab assignments at a glance**

ACTIVITY	TO BE ASSIGNED IN...
#1: Development of a role-play	UNIT 1
#2: Preparation of sight translation text	UNIT 3
#3: Idiomatic phrases	UNIT 5
#4: Interpreting exercises and analysis	UNIT 7
#5: Preparation of sight translation text	UNIT 10
#6: Interpreting assessment	UNIT 12

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**Additional Resources*****The interpreting process***

1. Barker, Larry L. *Listening Behavior*. (1971).
2. Burley-Allen, Madelyn. *Listening, the Forgotten Skill*. (1982).
3. Friedman, Paul G. *Listening Processes: Attention, Understanding, Evaluation*. (1986).
4. Gonzalez, Roseann Duenas, Victoria F. Vasquez, and Holly Mikkelson. *Fundamentals of Court Interpretation*. (1991).
5. Larson, Mildred. *Meaning-Based Translation, A Guide to Cross Language Equivalence*. Second Edition. (1998). Pp. 3–28, 399–424.





# UNIT two

## TOPIC

Skills development

## SKILLS

Role-play practice and active listening

## GOALS

At the end of the unit, students will be able to

- describe the process for change model
- discuss the process and steps for establishing an individual skill development plan
- put together their own skill development plan and describe how they might use a log-book to support their learning in this course
- describe how they will use glossaries in and beyond this course to support their learning
- describe how to use visualization and other techniques to support their short term memory when interpreting
- think critically about the experience of interpreting a role-play created by one of their classmates.

## EQUIPMENT

Audio recording equipment may be useful for lab exercise 2-1

## ASSIGNED READING

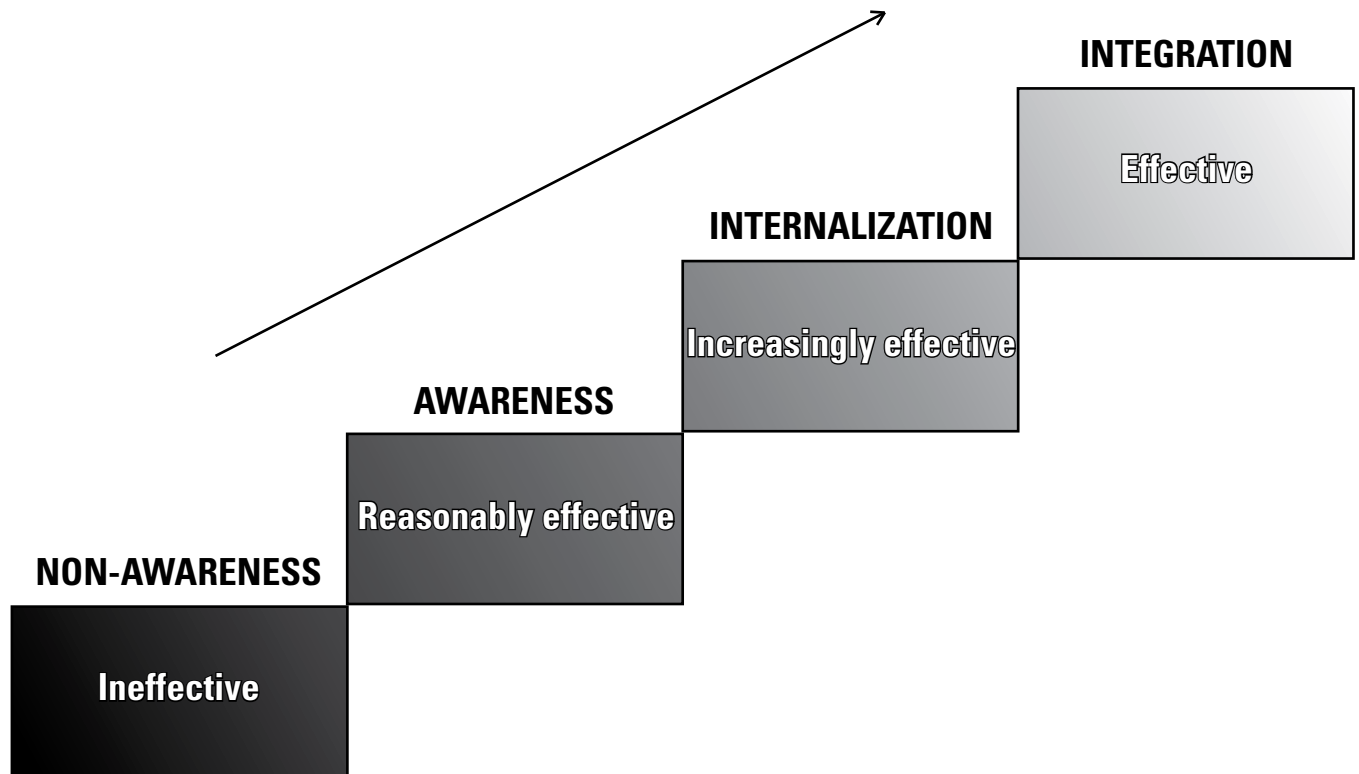
Roseann Duenas Gonzalez, Victoria F. Vasquez, and Holly Mikkelson. (1991). "Chapter 27: Consecutive Interpreting" *Fundamentals of court interpretation*. Durham, NC: Carolina Academic Press.



## Topic Content: Skills Development

- Introduce the process for change model including the steps of non-awareness, awareness, internalizing, and integration
- Discuss the process and steps for establishing an individual skill development plan from assessment to monitoring improvement
- Work on individual skill development plans
- Introduce the concept of keeping a log-book as a student and as a professional interpreter and make plans on how to use it for this course
- Possible supplementary exercise: student presentation on the role of the interpreter

## Process for Change Model:



This model helps us as interpreters to analyze where we are in our perception of our interpreting skills. We move from unawareness of the weaknesses in our interpreting to, after some training, awareness of the mistakes we are making. After more practice our consciousness of our errors increases, as does our effectiveness. After a long time interpreting skills are so effectively integrated that we do not even think about them. However, this model works as a spiral rather than a linear process. There is a continual need to come back and review different topics and skills to maintain and develop your skills.

## Skill Development Plan

- Discuss student self-assessment of skills and what skills they may need to improve, e.g., memory (visualization, chunking), language skills (generic rather than one-time errors, idioms, expansion of A and B languages), general knowledge, applying ethics and professionalism, communication skills (eye contact, speaking style, emotion management), dealing with cultural barriers.
- Have students prepare a plan with one or two skills they want to work on. They should plan to work on these skills over the next 6-8 weeks. Their plan must detail how they intend to improve in these areas and assess their improvement. They need to establish a time limit and set some interim goals as well as their final target. They should think of ways to get some feedback on what they have achieved as they work through their plan.

**Example:** Mary needs to be sure that she is starting to interpret at an appropriate gap from the speaker. So she records a sample of her interpreting at the beginning of the class, and keeps a journal of her efforts to improve this aspect of her work. Then she records herself again at the end of the 16 weeks and compares the recordings to gauge her progress.

***Look at the following plan and make suggestions to improve it:***

### **Skill development plan for Maria**

**Skill to improve:** My ability to express different moods when speaking

**Time:** 2 weeks

**Activities:**

1. Read a variety of articles in both of my working languages
2. Read a children's book in a variety of styles/moods
3. Record myself speaking a sentence and do it with different moods/styles
4. Have someone read/speak in different styles and shadow them

**Evaluation:** Ask people that I interpret for if I have improved in my expression

## Keeping a Log Book

To support your learning in this course we recommend that you buy an inexpensive medium-sized notepad with 100-200 pages that you can use solely as your interpreting logbook. The information you note down may include feedback from your instructors and classmates or your reflections when you record an interpreting exercise and then review it yourself. You will divide this notepad into two halves.

In the **FIRST** half of the book (i.e. starting on the front page and working forwards), you will note down comments that are **GENERIC**. This means those comments that apply to all your interpreting. These generic notes may include comments such as “try to speak slower—don’t rush!”, “be careful to preserve the register—don’t edit out swear-words,” or “don’t add ‘filler’ words that the speaker didn’t say.” It is important to note down positive feedback as well as negative feedback so you can focus on working to your strengths as well as identifying your weaknesses.

In the **SECOND** half of the book (i.e., starting on the back page and working towards the center page), you will note down one-time items of vocabulary or information that you didn’t know, e.g., “deportation order—l’arrêté d’expulsion” [in your language].

### ADVANTAGES OF KEEPING A LOG BOOK:

- You don’t have to hear a comment three times or make a mistake three times to learn from it. Noting things down and regularly reviewing your log-book can accelerate your learning.
- You can track your progress and see how things that used to be a challenge for you have stopped being a problem.
- Before the final exam or other assessments you can review what you really need to focus on to do well.
- The back section serves as a basis for constructing glossaries for use throughout your interpreting career.
- Your log book is a good place to store information and reflections that you can refer back to throughout your career, tracking your growth as an interpreter.
- **Note:** Your log-book is a private space and the content will not be graded.

## Activity

### Class discussion of glossary creation

1. How to predict what terminology might come up in a class exercise or interpreting assignment
2. Where to find good explanations of English terminology (good monolingual dictionaries, other electronic and paper resources)
3. Where to find good dictionaries for the particular language pair
4. Where to find parallel texts to compare terminology
5. How to organize your glossaries and where to store them
6. How to update them and revise terminology over time
7. When and how to use your glossaries during assignments
8. Suggestions for working with other students with different A and B language combinations to create glossaries





## ***Creating Glossaries:***

Throughout this course you should start to create glossaries for each of the topic areas the curriculum touches on (medical interpreting, education, law enforcement etc.). It would probably be helpful for you to create the glossaries in a form that you could potentially take to assignments. Your glossaries should include:

- Lists of terminology in English and your other languages, plus a brief explanation and an example of the word used in a sentence to provide context. If there is no direct equivalent in your other language for a particular item, note down the most standard way you could 'define' the English term in your other language
- Thematic organization. For example, within medical terminology you may chose to have a section on OB-GYN appointments, another on cardiology, etc.
- Typed or very clearly laid out presentation which allows you to quickly find the word you are looking for!

### **Other suggestions:**

Leave plenty of room for more terms to be added over time. Create a system for learning new terms and also checking back so that before an appointment in a particular setting that you haven't worked in for a long time, you can revisit tricky terms.

## Possible Supplementary Exercise

### ***Student presentation on the role of the interpreter***

*Students have a week (from week 1 to week 2) to prepare a brief presentation (5 minutes maximum) on an aspect of the role and function of the interpreter of their choosing. It may be something that they find challenging, that they particularly agree with, etc.*

#### Objectives:

- Review concepts learned in *Introduction to Interpreting* about the role of the interpreter
- Ice breaker exercise for the class
- Practice public speaking, particularly in B or weaker working language

#### Activity:

- Students should be encouraged to give a brief presentation with examples using a minimum of notes.
- They should identify the audience for their presentation. This doesn't have to be interpreting students. They could prepare something designed for interpreter services managers, local community members, law enforcement or even policy makers, for example.
- They should come prepared to give their presentation in their B language (or weaker working language). If time permits the audience can pose questions afterwards.

## Skills: Role-play Practice & Active Listening

### Overview:

- Continue work on memory building and comprehension of material in the language lab, in particular visualization and note taking using symbols and abbreviations rather than whole words.
- Lab exercise 2-1: Work on student role-plays that students have prepared for Lab Assignment #1.

## Lab Exercise 2-1: Visualization and Memory

1. Read or play a recording for students that describes a scene including numbers such as “nine passengers board the bus, 4 get off at the 2<sup>nd</sup> stop and 2 at the 6<sup>th</sup> stop.” Then ask students questions about the scene – “how many passengers are left at the final stop?”
2. Read students a list of ten common items and encourage them to visualize the objects in a vivid way (either static or ideally as part of a story). Ask students to write down the objects a minute or so after you have read them the list.
3. Read this list fairly quickly and see how many students can write down after you have finished reading the whole list.

apricot	iceberg lettuce	quince	banana
juniper berry	raspberry	cherry	kiwi
starfruit	date	lemon	tangerine
endive	mango	ugly fruit	fig
nut	voavanga	grapefruit	orange
walnut	honeydew (melon)	pear	

4. Read a text such as a recipe and have the students sketch pictures/symbols to assist them in remembering the information. The exercise can be done by pausing and allowing students time to make their sketches; or if students have practiced this activity, they can make their symbols/sketches as they listen to the text. Have the students work with a partner and use their sketches/symbols to retell the text to their partner.
5. This exercise can be done first intralingually and then can be done interlingually.
6. Students can work in pairs and tell each other directions from one location to another. First the listener can have directions given to a destination that they know, such as the language lab or the local airport. The student should consider how they were listening and visualizing the information. Next have directions given to a destination that the listener does not know, for example a little-known store that they like. Again, have the students consider how they used visualization when listening to this exercise.
7. Have students work in groups of three (Students A, B, and C). Student C can leave the room and Student A tells B a story. Student B uses symbols and sketching/drawing to remember the story. Student C returns and Student B retells the story with Student A listening for accuracy. Students repeat the exercise assuming different roles. Do this exercise first intralingually and then interlingually.
8. Students listen to a portion of the text and try to visualize the message. Pause the message. Students then repeat the text into the tape recorder. After the text is done, the student listens to his/her tape. Students can also share their tapes with a partner. The exercise can be done with the student using pictures/non-verbal representation as notes.

### Sample texts: From *The Interpreter's Edge*:

English: 2–10 Don't Call the Cop

Spanish: 2–6 La pena de muerte

## Supplementary Exercise

*Use of Mr. Augustin de la Mora's model for increasing the accuracy and capacity of your memory through visualization with certain criteria, which he has used to train interpreters throughout the country:*

- **MAKE IT YOURS**

Visualize what you are listening to as if it was your car, your house etc. Put yourself in the 'story'.

- **MAKE IT RIDICULOUS**

Imagine that what you are listening to is extreme—very colorful, very comedic, etc.

- **SIZE MATTERS**

Imagine that what you are listening to is either very small or very large.

- **LINK IT**

Chain the units of information together, linking each one into a connected series. If each chunk of information is linked properly to the previous one then you will only have to remember the first unit of information to replay the 'movie' you have made in your mind and accurately recall the information.

*This can be practiced first with a series of nouns and then examples of normal speech.*

## Lab Exercise 2-2: Dialogue Practice

You will be working in groups of three. One person will read your questions to you and you will be responding. The other person will be acting as an interpreter. Then you will use another classmate's role-play and switch roles each time until all three have had the chance to interpret.

If you have groups of four, one 'observer' can provide feedback on the interpreter's performance (two positive things and two problems with the performance, for example). Also try to think about your own performance and discuss it with your classmates.

Some questions you can answer together:

1. Were you able to understand both speakers easily?
2. Did you have to ask the speakers to repeat themselves or clarify something often?
3. Were you able to keep interpreting smoothly, or did you often have to stop speaking to think of a word or phrasing?
4. How accurately do you think you conveyed the message overall?
5. What kind of errors do you think you made? Can you think of why you may have made these errors?

## Additional resources

1. Frishberg, Nancy. (1986). *Interpreting: An Introduction*. Rockville, MD: Registry of Interpreters for the Deaf, Inc.
2. Gonzalez, Roseann Duenas, Victoria F. Vasquez, and Holly Mikkelson. (1991). *Fundamentals of Court Interpretation*. Durham, NC: Carolina Academic Press.
3. Isham, William. *Beyond the Classroom: Self-Directed Growth for Interpreters*.
4. Larson, Mildred. (1998). *Meaning-Based Translation, A Guide to Cross Language Equivalence. Second Edition*. New York: University Press of America. Pp. 3–28, 399–424.
5. Mikkelson, Holly. *Skills Enhancing Exercises for Interpreters of All Languages*. Monterey Institute of International Studies.

# UNIT three

## TOPIC

Social service interpreting

## SKILLS

Introduction to note taking

## GOALS

At the end of unit, students will have

- received an introduction to the social service setting as an interpreting setting. Know what issues social services deal with and how services are divided at the county/state/federal levels.
- identified vocabulary that is commonly used in the social services setting
- received a basic introduction to note taking as a support (not a replacement!) for the short term memory
- experienced interpreting one or two social services role plays.

## EQUIPMENT

Audio recording equipment for the lab section would help the students review their performance but is non-essential for the activities.





## Topic Content: Social Service Interpreting

- Introduce the local social services system—organization, role and procedures. A local social worker or representative from the service could be invited as a guest speaker to present this information.
- Present relevant vocabulary and brainstorm as a class or in language-specific groups to find equivalents in the target language and other terms that should be added to the list.
- Possible supplementary exercise: Review the definition of consecutive interpreting and the necessary skills identified in Chapter 27 ‘Consecutive Interpreting’ (pg. 379, Gonzalez et al.).

## Sample Social Services Vocabulary List

English term	Other language term/definition
<b>social worker</b>	
<b>intake worker</b>	
<b>referral</b>	
<b>WIC (Women, Infants and Children)</b>	
<b>screening</b>	
<b>foster parents</b>	
<b>eligible</b>	
<b>gross income/net income</b>	
<b>residence</b>	
<b>current status</b>	
<b>health insurance</b>	
<b>benefits</b>	

## Skills: Introduction to Note Taking

### Overview:

- Basic introduction to note taking for use in this course.
- Use the WIC Program dialogue as an interpreted dialogue practice. Have students work in groups of three. Students assume the roles of dietician, client and interpreter. The interpreter will interpret for the dietician and the client.
- Optional supplementary exercises:
  1. Use the daily living questionnaire for an additional interpreting exercise. Have students work in groups of three. Have one student review the questions and prepare responses (5 minute preparation). That student will be the client. The other students will be the social worker and the interpreter. The students can rotate in each role. The students should do the whole questionnaire so that each person has adequate interpreting practice.
  2. Students can experience the challenges of sight translation (before the next unit's discussion of this mode) by working with the text "Chemical Health Assessment: sample questions."

## Lab Exercise 3-1: Introduction to Note Taking

By the end of the discussion students will

- understand the importance of bringing a pen and paper to interpreting assignments and jotting down figures and names etc. to help support short term memory
- be aware of the existence of note-taking systems (most often used by conference interpreters)
- understand the implications of note taking for client confidentiality
- understand the limitations of note taking as merely a complement to, rather than a replacement for, memory.

### CONTENT:

1. Identify the types of information for which note taking is most often used (i.e. proper nouns, numbers) and the extent of note taking's usefulness.
2. Discuss note taking within the interpreting process and as a strategy to increase short-term memory capacity.
3. Provide examples of the types of information most often kept through note taking.
4. Discuss what is done with notes at the end of an interpreting assignment.
5. Assign extension readings for further information on commonly used symbols and the type of information noted.

**ADVANTAGES OF EFFECTIVE NOTE TAKING:**

- Boosts the accuracy and completeness of the message by supporting the short term memory
- Helps you to avoid interrupting the speakers when your short term memory is full
- Keeps the facts in order
- Can help you deliver the message more smoothly
- Increases professionalism
- Saves time
- Builds confidence
- Serves as a back up—if you want to check on certain details you can note which details these are
- Allows you to recall words and phrases you struggled to interpret so you can check on them later and improve our interpreting
- If the two speakers cannot maintain constant eye contact with the interpreter (because he/she is taking notes) they are more likely to look at each other and speak more directly to each other.

***Don't forget...***

Notes are not a replacement for your memory and in community interpreting should be kept to a minimum (names, numbers etc). Your notes could contain confidential information, even though they most likely won't make sense to anyone but you – and perhaps not even you! After the interpreted session they should be destroyed.

## Lab Exercise 3-2: Social Services Dialogue

### *Portion of a discussion between a social worker from a school and a foster parent.*

**Context:** The foster parent has identified some problem areas at home and has requested assistance from the school social worker in assessing the child's skills and behaviors.

**SW = Social worker**

**M = Mother**

<b>SW:</b> OK. This is basically saying that you are giving us permission to do an initial assessment to see if she qualifies for special education services. My name is Sara Smith. Here is my business card with my name, phone number, and address. I have a form here that you would need to complete in order for us to do an assessment.	
	<b>M:</b> Do you want me to complete this form and give it to you?
<b>SW:</b> Yes, you would need to sign the form and date it. But first, why don't you tell me about your concerns regarding Mary's development.	
	<b>M:</b> Well, she has problems walking on her feet.
<b>SW:</b> Can you describe what you mean?	
	<b>M:</b> She tiptoes. Since we got her she tiptoes a lot. She pinches and sometimes kicks. She will start having temper tantrums.
<b>SW:</b> Anything else? Speech concerns?	

	<b>M:</b> Yeah, because she talks so fast that you cannot understand what she is saying. And if you listen close enough and fast enough, maybe you can understand something that is coming out.
<b>SW:</b> You want us to see if she has some special education needs?	
	<b>M:</b> Yeah.
<b>SW:</b> Now, does she have a dentist?	
	<b>M:</b> Yeah, her dentist is Dr. Vielli.
<b>SW:</b> How do you spell that?	
	<b>M:</b> I don't know, but I can find out for you.
<b>SW:</b> Has she ever been tested by a speech clinician or psychologist?	
	<b>M:</b> Yes, I believe that she has but I don't know who the speech clinician is, but I do have a report from the psychologist.
<b>SW:</b> I would like to take this and make a copy; is that OK?	
	<b>M:</b> Fine. Do you want copies of anything else?
<b>SW:</b> Sure, whatever you have would be helpful. I would like to make copies and then send them back to you. Are there other agencies besides Clark County that is involved with her?	

	<b>M:</b> Just Clark County.
<b>SW:</b> The other questions we need to answer have to do with her birth and you might not have those answers. Did the mother have regular medical care during the pregnancy?	
	<b>M:</b> No, she did not have regular medical care. I do know that.
<b>SW:</b> Did your foster child have any problems when she was born with jaundice, breathing problems, infections, or feeding problems?	
	<b>M:</b> No, she did not have problems when she was born.
<b>SW:</b> Do you know at what age she sat alone, crawled, walked, spoke in two to three word sentences, or was toilet trained?	
	<b>M:</b> I am not sure when she started talking or crawling. She still is not toilet trained.
<b>SW:</b> OK	
	<b>M:</b> She was abused.
<b>SW:</b> How was she abused?	
	<b>M:</b> She was put in rooms and the doors were probably locked. We don't know for sure. But something happened so her mother was not always able to care for her. She would be left with other people—I'm not sure who they were.



<b>SW:</b> Has she had any other medical problems like hay fever or allergies?	
	<b>M:</b> No, but she is a very fussy eater.
<b>SW:</b> What about her vision? Is that OK?	
	<b>M:</b> I think so.
<b>SW:</b> Do you have any other comments that you think would be helpful in completing this assessment?	
	<b>M:</b> Well, her speech is hard for me and other people to understand. Often my husband has to ask her to repeat and then he won't understand it the second time he hears it.
<b>SW:</b> Do you have concerns about how she plays or does things?	
	<b>M:</b> If she is trying to put a puzzle together, she can not coordinate the pieces.
<b>SW:</b> All of this is very helpful. I will make the copies I need and then we will have you sign this form. Thank you for the information; it has been very helpful and I think we can get Mary assessed to see if she needs some special education services.	
	<b>M:</b> Thank you for your help.

## Lab Exercise 3-3: Social Services Questionnaire on Daily Living Skills

### CONTEXT:

This questionnaire is used to determine the needs of a client who has been injured. The form is being completed by a social worker who is interviewing a client.

### Social Worker Questions:

I will be asking you questions about yourself and your day-to-day activities. I will be asking you questions about your activities before and after your injury.

1. Describe what you were like before your impairment.
2. Describe what you were like after your impairment.
3. Please describe your appearance, personal hygiene, and grooming before your impairment. Do you need assistance with any of these activities now?
4. What do you do in a typical day? What household chores do you do? What are your recreational activities? Do you spend time with friends?
5. Tell me if you are able to do these tasks by yourself:

cooking?	doctor appointments?
transportation?	snow removal?
cleaning?	laundry?
shopping?	
6. If you cannot do these tasks by yourself, how do they get done?
7. What are your areas of interest or hobbies?
8. How do you get along with your family? What activities do you do with your family?
9. Have you had problems with drugs or alcohol? Please describe.

## Lab exercise 3-4: Chemical Health Assessment Sample Questions

Use this form as the basis of a dialogue/sight translation exercise for a chemical health evaluation. Have the students take it in turns to play the role of the client, government worker and interpreter.

---

### 1. PERSONAL PROFILE:

Name: \_\_\_\_\_

Soc. Sec #: \_\_\_\_\_

Age + D.O.B: \_\_\_\_\_

County: \_\_\_\_\_

Phone #: \_\_\_\_\_

Marital Status: \_\_\_\_\_

---

### 2. CIRCUMSTANCES OF INTAKE:

---

### 3. CURRENT RESIDENCE/ENVIRONMENT: (With whom do you live?, setting, etc)

For how long: \_\_\_\_\_ (yrs and mths)

---

### 4. PRIOR SERVICES FOR CHEMICAL USE: (date, program, outcome)

- None
- A.A/N.A
- Education/Prevention
- Primary Outpatient
- Primary Inpatient
- Detox
- Halfway house

---

## 5. CHEMICAL USE (QUANTITY, DURATION, ATYPICAL INGESTION)

- Alcohol
- Marijuana
- Cocaine/crack
- Opiates/heroin
- Hallucinogens
- Sedatives/tranquilizers
- Amphetamines
- Other

---

## 6. FAMILY HISTORY

Describe childhood environment and describe effects on client.

### Problematic chemical use:

- Biological parent
- Grandparents
- Other (specify)

### History of abuse or neglect (specify current or prior):

- None
- Physical
- Emotional
- Sexual

---

## 7. VOCATIONAL/EDUCATIONAL

### Vocational status:

- Employed
- Unemployed
- Student
- Homemaker
- Disabled
- Retired

---

## 8. LEGAL

**Pending legal:**

- Yes
- No
- Use related

**Court date:** \_\_\_\_\_**Prior chemical use rated offenses (date, outcome, incarceration, etc.):**

---

## 9. MENTAL HEALTH

**Psychiatric / mental health counseling:****Current care:**

- yes
- no

**Medications:**

- yes
- no

List: \_\_\_\_\_

**Suicide ideation:**

- current
- prior

**Suicide attempts:**

- current
- prior

## LAB ASSIGNMENT #2: SIGHT TRANSLATION

### DUE:

Two of your lab assignments this semester will be sight translations. For this one you will be working from English into your other language; for the next one you will work from your other language into English.

- You will receive a text for this sight translation. You will have one week to review and prepare the text. We will then briefly review the text next week together as a class before you go into the language lab and all record your sight translations at the same time.
- Prepare a list of ten words/phrases from the text you are given that are new to you or are the most challenging for you to interpret. Provide an equivalent translation for those words or phrases.
- Your mini glossary is due at the beginning of the class.

**Sample translation text:****Recertification at County Peds WIC Office****WHAT IS RECERTIFICATION?**

Every 6 months or so your infant or child needs to be recertified for the WIC Program to see if they are still eligible to receive coupons. To be eligible for WIC, applicants must have income at or below an income level or standard set by the State agency or be determined automatically income-eligible based on participation in certain programs.

**WHAT HAPPENS AT RECERTIFICATION?**

A special appointment will be set up for you to meet with the diet tech or dietician. She will screen the medical chart, check your family's monthly income, and ask what your child normally eats. This information will determine if the infant/child is eligible.

**WHAT DO YOU NEED TO DO BEFORE THE RECERTIFICATION APPOINTMENT?**

1. Make sure your infant/child is up to date in health care. If the child is behind in health care, schedule an appointment in Peds clinic before your recertification appointment.
2. Know your weekly or monthly income and the household income if you are living with others.
3. Know what your child normally eats during the day and how much.

**RECERTIFICATION WILL NOT TAKE PLACE AND COUPONS WILL NOT BE ISSUED IF:**

1. Your child is behind in health care.
2. Your child is receiving health care from somewhere other than the County Peds clinic.
3. You no longer live in the county.
4. You no longer meet the current eligibility requirements.

**Please note:** Certification/recertification for WIC is a separate appointment from a Well Child Care appointment.

Please try and keep your recertification appointment, since it may take 1–2 weeks to be rescheduled for the next appointment.

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The WIC program is an equal opportunity program and is operated in conjunction with the U.S. Department of Agriculture policy, which prohibits discrimination on the basis of race, color, national origin, age, sex or handicap. Any person who believes he or she may have been discriminated against should write: Administrator, Food and Nutrition Services, 3101 Park Center Drive, Alexandria, VA, 22303.

## Additional Resources

1. Geshke, Nancy. *Essential Spanish for Social Services*.
2. Gonzalez, Roseann Duenas, Victoria F. Vasquez, and Holly Mikkelson. *Fundamentals of Court Interpretation*. (1991).
3. Jones, Roderick. *Conference Interpreting Explained*. (1998).
4. Stresino, Edward. *Child Abuse Phrase Book: Family-Social Worker Interview Manual/Manual Bilingue Para Familias*.
5. WIC home page: [www.fns.usda.gov/wic/default.htm](http://www.fns.usda.gov/wic/default.htm).
6. WIC information in various languages for cross-reference: [www.oregon.gov/DHS/ph/wic/publications.shtml](http://www.oregon.gov/DHS/ph/wic/publications.shtml).
7. Spanish and Somali: [www.health.state.mn.us/divs/fh/wic/spanish/spindex.html](http://www.health.state.mn.us/divs/fh/wic/spanish/spindex.html).

### Note taking

8. Alexieva, Bista. On teaching note-taking in consecutive interpreting. *Teaching Translation and Interpreting 2: Insights, Aims Visions*. (1994). Pp. 199–206.
9. Lederer, Marianne. The role of cognitive complements in interpreting. *ATA Interpreting—Yesterday, Today and Tomorrow*. American Translators Association Scholarly Monograph Series. Vol. IV. (1990). Pp. 53–60.
10. Mikkelson, Holly. 'Consecutive Interpreting and Note Taking' (42 minute DVD and accompanying booklet, legal focus). [www.acebo.com/convid.htm](http://www.acebo.com/convid.htm).
11. Nicholson, Nancy Schweda. Consecutive note-taking for community interpretation. *ATA Interpreting—Yesterday, Today and Tomorrow*. American Translators Association Scholarly Monograph Series. Vol. IV. (1990). Pp. 136–145
12. Rozan, Jean-François. (1979). *La prise de notes en interprétation consécutive*. Librairie de L'Université Georg & Cie S.A. Genève.





# UNIT **four**

## TOPIC

Codes of ethics and dual roles

## SKILLS

Sight translation

## GOALS

At the end of this unit, students will

- have reviewed some of the ethical issues associated with interpreting and the application of the NCIHC Code of Ethics to challenging situations using the ethical decision making process
- be able to identify a situation in which an interpreter has a dual role position
- understand some of the challenges for interpreters working with dual roles
- be aware of some important strategies to use when they are asked to sight translate a document

## EQUIPMENT

Recording equipment required for lab section activity

## ASSIGNED READING

Kaufert, Joseph, and Robert Putsch. Communication through interpreters in health care: Ethical dilemmas arising from differences in class, culture, language and power. *Journal of Clinical Ethics*. Vol. 8, No. 1. (1997). Pp. 71 –87.



## Topic Content: Codes of Ethics & Dual Roles

- Discussion of the article “Communication through Interpreters in Healthcare: Ethical Dilemmas Arising from Differences in Class, Culture, Language and Power.”
- Review of the concepts of ‘transparency’, ‘neutrality’ and ‘accuracy’ (introduced in *Introduction to Interpreting*) and their implications for the interpreter. Discussion of the additional challenges for dual-role interpreters.
- Discussion of ethical scenarios and how to make an ethical decision in each case. AV examples can be used as an additional source (see ‘Extra Resources’).
- Two ethical dilemmas are included here as an option for class discussion. A response to one of the following ethical scenarios may be assigned as homework. Class discussion may also touch on how to avoid such situations (for example by limiting conversation with the LEP client outside of the consultation, introducing your role as the interpreter).

## Ethical Dilemma Interpreting Situation #1

For this interpreting situation, identify the following steps in the problem-solving process:

1. The ethical issue in the situation as it pertains to the role of the interpreter and any cultural issue
2. Factors which may influence how the interpreter handles the situation
3. Options that the interpreter has and the consequences of each option
4. Which option you consider to be the best choice.

### THE SITUATION:

You have been called at the last minute to an interpreting assignment at a clinic. The interpreter originally assigned to the job is sick. As you arrive, the doctor is already in the room with the patient. The patient is an elderly woman and she has her son with her.

You enter the room and state your name and sit down with brief introductions to everyone. The son introduces himself to you in broken English. Right away the doctor asks the patient, Mrs. B., how she is doing.

Mrs. B. responds: (*Talking to the interpreter.*) You tell the doctor that I know he is good, but I think I know what is wrong. My friend's sister had something similar to me and she is better now. She . . . (*Mrs. B. starts to describe a home remedy that she has been trying.*)

As this point, the son says to his mother (*not in English*): Mom, the doctor doesn't need to know about that silly stuff. (*To the interpreter he says:*) Just tell the doctor my mom is still in lots of pain.

**Follow the steps above to determine the best way the interpreter could handle this situation at this point.**

**NOTE:** *You will be discussing your problem-solving process and your decision in small groups next week. After your discussion, you will write a follow-up paper (3 – 5 paragraphs) stating if you have changed your mind or what additional aspects of the situation you considered in your group discussion.*

Initial, individual decision:

Explanation:

Secondary, group decision:

Explanation:

## Ethical Dilemma Interpreting Situation #2

For this interpreting situation, identify the following steps in the problem-solving process:

1. The ethical issue in the situation and any cultural issue
2. Factors which may influence how the interpreter handles the situation
3. Options that the interpreter has and the consequences of each option
4. Which option you consider to be the best choice.

### THE SITUATION:

Your client is a twenty-four year old individual who is the same gender as yourself. You began interpreting for this person when he/she was hospitalized for depression and attempted suicide. You initially interpreted in the inpatient unit for this client. After being in the hospital for four weeks, the client is now in the community and is being seen on a regular basis

for counseling. You have continued to be the interpreter for him/her. This is the eighth out-patient counseling session for the client. The therapist has indicated that the weekly sessions will be tapered off and soon the individual will be seeing the therapist once a month.

The therapist is discussing with the client what type of support system he/she has so that he/she can address problems when they come up and can seek support from people who are in the community. The client has said that he/she does not want anything to do with his/her family. When asked to give some examples of who can be supportive to him/her the client looks at you and says, "Well, you are my friend and I can always count on you to help me out; you have been here to help me and I can count on you for support." The therapist does not respond in any way to this comment. What do you do?

**Initial, individual decision:**

**Explanation:**

**Secondary, group decision:**

**Explanation:**

## Skills: Sight Translation

### Overview:

1. Discuss the definition of sight translation and the settings in which it is used.
2. Describe the process used to prepare for and interpret a sight translation.
3. The following student handout can be provided in week 3 at the same time as Lab Assignment #2 to help them prepare for this week's exercise (attempting Lab Assignment #2).
4. Students work on recording their attempt at Lab Assignment #2.
5. Optional extension activity: further sight translation practice, using suggested texts.

## Ten Tips for Tackling Sight Translation

Written information is always more dense than spoken language. Do not underestimate the difficulty of sight translation. Reading and simultaneously translating a document smoothly and accurately is a skill that takes practice and technique. Here are some tips...

1. Practice reading aloud in both of your languages.
2. Arrive early and ask for the documents that you will be asked to sight translate ahead of time.
3. Before diving in and starting your sight translation, take a minute to review the text.
4. Scan the document for content, style, and meaning.
5. Figure out abbreviations and look up unfamiliar words before you start to translate.
6. Only start to translate a 'chunk' once you have the meaning established rather than working though on a word-by-word basis. Identify the subject and predicate of each sentence.
7. Try not to read in a monotonous fashion but rather use pitch and volume - within reason - to enliven the document.
8. Follow through the document with the client so they can see where you are in the document. This helps when you come to a point where they need to sign or have an acronym explained to them.
9. Never be tempted to summarize or skip certain parts. Even if you might not read the fine print yourself this may well be an important, even legally binding, document.
10. Don't forget to sign to certify that the client is signing this document as it was presented orally by the interpreter.



## LAB ASSIGNMENT #2: SIGHT TRANSLATION CONTINUED

Have students work in the language lab and record their sight translation (lab assignment #2) onto their audiotapes. They can either listen to their own tapes for review or they can work with a partner and have their partner listen to the sight translation and give them feedback.

Before beginning the sight translation, have each student follow the preparation steps listed in the handout.

### ***OPTIONAL EXTRA SIGHT TRANSLATION EXERCISES:***

Useful sample translations are available from:

- Social security card application instructions: [www.ssa.gov/online/ss-5.pdf](http://www.ssa.gov/online/ss-5.pdf)
- New York Task Force on Immigrant Health's *Introduction to Medical Interpreting*.

## Additional resources

### ***Ethics and professional standards in interpreting situations***

1. Bierman, Bernard. Translation and interpreting in the 90s: Major economic and legal issues confronting the community. *ATA Professional Issues for Translators and Interpreters*. American Translators Association Scholarly Monograph Series. Vol VII. (1994). Pp. 151-167.
2. Frishberg, Nancy. *Interpreting: An Introduction*. (1986).
3. Gish, Sandra. *Ethics and Decision Making for Interpreters in Health Care Settings, A Student Manual*. (1990).
4. Kaufert, Joseph and Putsch, Robert. Communication through Interpreters in health care: Ethical dilemmas arising from differences in class, culture, language and power. *Journal of Clinical Ethics*. Vol. 8, No. 1. (1997). Pp. 71 –87.
5. National Council on Interpreting in Health Care. 'National Code of Ethics for Interpreters in Health Care.' [www.ncihc.org/mc/page.do?sitePageId=57768&orgId=ncihc](http://www.ncihc.org/mc/page.do?sitePageId=57768&orgId=ncihc).
6. Seleskovitch, Danica. *Interpreting of International Conferences*. (1978).

### ***AV examples***

7. 'Points of Departure: Interpreters in the Justice System.' Open Learning Agency and Vancouver Community College.
8. 'The Professional Interpreter.' Vancouver Community College.

### ***Sight translation***

9. Gonzalez, Roseann Duenas, Victoria F. Vasquez, and Holly Mikkelson. *Fundamentals of Court Interpretation*. (1991).
10. Weber, Wilhelm K. The importance of sight translation in an Interpreter training program. In *Interpreting—Yesterday, Today, and Tomorrow*. American Translators Association Scholarly Monograph Series Vol. IV. (1990).



# UNIT five

## TOPIC

Education and early childhood settings

## SKILLS

Analyzing recordings of consecutive interpreting

## GOALS

At the end of this unit, students will

- understand the various educational settings in which interpreters work (i.e. classroom, parent teacher conferences, phone calls to parents, assessments)
- be aware of extra demands of special education processes and the dual role played by bilingual para-professionals
- be aware of the possibility of positioning themselves in different places during interpreting assignments to maximize direct professional-client communication
- record an example of their interpreting and reflect on their performance
- have practice interpreting a role play based on a school setting and giving classmates feedback on their performance.

## EQUIPMENT

Videotaping facilities are necessary for this unit

## ASSIGNED READING

National Council on Interpreting in Health Care Working Papers Series “Guide to Interpreter Positioning in Health Care Settings”: [www.ncihc.org/mc/page.do?sitePageId=57022&orgId=ncihc](http://www.ncihc.org/mc/page.do?sitePageId=57022&orgId=ncihc)



## Topic Content: Education & Early Childhood Settings

- Again an educator and/or other representative from a local school district could be invited in to talk for this session, especially if none of the students represent this field and the instructor does not have experience of working in it.
- Discussion of page 4 of “Guide to Interpreter Positioning in Health Care Settings”
- Discussion of terminology that might occur in educational settings



## Sample List of Education Terminology

English term	Other language term/definition
<b>student identification number</b>	
<b>bilingual education</b>	
<b>State Department of Education</b>	
<b>school district</b>	
<b>family guardian</b>	
<b>academic credit</b>	
<b>academic achievement</b>	
<b>counselor</b>	
<b>marks adjusted to the normal curve</b>	
<b>educational prerequisites</b>	
<b>home language</b>	
<b>language assessment scale</b>	
<b>district bilingual office</b>	
<b>ELL (English language learners)</b>	
<b>Para (professional)/ESP</b>	

## Skills: Analyzing Recordings of Consecutive Interpreting

### Overview:

1. Videotape the students as they interpret for the following Conferences Night role-play. Each person should have a turn as the teacher, the parent and the interpreter. Students playing the teacher and the parent should be encouraged to improvise to build on the dialogue.
2. Give students a chance to analyze their own performance using the handout provided and also the chance to give each other some feedback.
3. If time permits, work on the additional role-play and sight translation in lab exercise 5-2.
4. Assign lab assignment #3.

## Lab Exercise 5-1: Interpreting Self-Assessment

### FEEDBACK ON STUDENT INTERPRETATIONS:

Once students have worked on the role play they should view the tape together in their group of three. They can discuss the strengths of their performance and then any problems with their interpretation of particular aspects of the dialogue and/or generative errors.

Feedback can be focused on message accuracy and how the interpreter handled the situation. Items for discussion include the following:

1. How does the interpreter handle asking for clarification?
2. Are there other options for the interpreter to get clarification?
3. Has the interpreter stepped beyond what would be appropriate for the role of the interpreter? Why? What are other ways the situation could be handled?
4. How accurately is the message conveyed? Is the message content, affect and style being conveyed? Give examples.
5. Is there a pattern that can be identified that is affecting the overall accuracy of the message?



## Interpreting Self Assessment Handout

You will be reviewing your videotape of an interpreting practice you did during your lab time. After reviewing your videotape, consider the questions listed below and then answer the questions about your interpretation.

1. Overall, how do you assess your interpretation of this situation? Were you able to convey the overall meaning and information? If not, what types of information caused you the most difficulty?
2. Did you ask the speaker for repetition or clarification? How did this work for you? How does it seem to affect the speaker's ability to convey what they wanted to say?
3. View the most difficult part of this interpretation. What are the factors that make this the most difficult? (vocabulary, speed, content, emotion?)
4. How would you rate yourself in terms of vocabulary usage, grammar, and accuracy of the interpretation?
5. Compared to other interpreting exercises that you have done in class, what improvements do you see yourself making as you view this interpretation?
6. What do you consider to be the skill area you would want to focus on based on your interpretation of this dialogue?

## Role Play: Conferences Night at an Elementary School

**T = Teacher**

**P = Parent**

<b>T:</b> Hello. It's so good to meet you. I'm Mrs. McEnroe, but the students call me Mrs. M. Please take a seat. First of all do you have any questions for me?	
	<b>P:</b> No, not really.
<b>T:</b> I have some of Magali's work here. As you can see Magali doesn't seem to be putting forth a lot of effort. Do you know why she isn't doing her homework?	
	<b>P:</b> No! I always ask her if she has any homework but she says no, she did it at school.
<b>T:</b> Well, we send home a folder with Magali's assignments in it everyday.	
	<b>P:</b> Yes I know but it's very difficult because I can't read English very well.
<b>T:</b> I'm sorry but my high-school French is a bit rusty! I don't think it would help you at all if I tried to write instructions in French! Maybe you have someone in your family that you know who could read or translate it for you? Or someone who could just help Magali with her homework—kind of an unofficial tutor?	
	<b>P:</b> We don't have anyone like that.
<b>T:</b> Well if Magali doesn't start doing her homework and trying at school she'll fall even further behind than she already is.	

	<b>P:</b> We would like for our child to have French-speaking teachers so they can talk to us and Magali in French.
<b>T:</b> Well, you could send Magali to the French immersion school—but are you sure she'd be accepted with her current work ethic?	
	<b>P:</b> We'd like to send her there because she might respect the teachers more and work harder.
<b>T:</b> I think the students should...well... uhm...Chances are that if Magali doesn't respect English-speaking teachers she won't respect French-speaking teachers either.	
	<b>P:</b> I think it's been very difficult for Magali to adjust because she was a very good student in the Ivory Coast, but she's one of the lowest in the class here because her English isn't good.
<b>T:</b> She has the potential to be an excellent student. The French immersion school could be a good thing to look into. If not, could you try to connect Magali with a tutor? It could be a friend, brother or sister who can help her with her homework.	
	<b>P:</b> We can try and find somebody.
<b>T:</b> I also am slightly concerned about Magali's health. Does she get plenty of sleep every night?	
	<b>P:</b> Well we try to put her to bed at about 10.

<p><b>T:</b> It's just that she often complains of feeling very tired in the afternoons and finds it difficult to concentrate. Here we encourage parents to put their children to bed no later than 9 so they can get plenty of sleep. How many hours of sleep do you think she gets on average?</p>	
	<p><b>P:</b> Well she gets up between 6.30 and 7, so 8 or 9 hours.</p>
<p><b>T:</b> Okay—it's strange that she's so tired then. Is she very active in the evenings?</p>	
	<p><b>P:</b> No, she always says she's too tired to go out and play. She normally just watches TV.</p>
<p><b>T:</b> I'm not sure but maybe you should mention it to the doctor next time Magali goes for a check-up. She seems very lethargic for a child of her age. Sorry—I hope you don't mind me mentioning this? I've just noticed it particularly over the last few weeks. We recommend no more than one hour of television each night. Children should spend more time being active and doing interactive activities.</p>	
	<p><b>P:</b> I guess neither of us is a doctor, so we don't know if she is just like that naturally.</p>
<p><b>T:</b> Sure. I just thought maybe it's worth checking out when Magali is next at the doctor.</p>	
	<p><b>P:</b> She's a very healthy child so she doesn't have to go to the doctor very often...but I'll ask when I next have to take her in. Thanks.</p>
<p><b>T:</b> It's my pleasure. Now I think that's all I need to discuss with you. If you have any questions you can call me anytime. Here's my number.</p>	

## Lab Exercise 5-2: Optional Extra Consecutive Interpreting and Sight Translation Exercises

### CONSECUTIVE INTERPRETING

- Either use the dialogue provided or the Early Childhood Screening Information Sheet to work in groups of three and improvise role plays (this will probably depend on the students' familiarity with this setting).
- Students work in groups of three (or four). Have one person be the professional, one person the parent and one person the interpreter. If you have a 4<sup>th</sup> person, that person can be an observer.
- Have the parent in the role play create a problem with his/her child who is 3–5 years old.
- Encourage students to stay within their roles. This will encourage the student who is interpreting to problem solve and practice handling the situation as an actual interpreting situation.

### SIGHT TRANSLATION

Agreement for alternative to expulsion. Students can either record their work and independently assess their performance or can work in pairs to monitor each other's work. Students should tackle the text several times to observe the improvement they make each time and have the experience of doing a good job with the text.

## Parent–Teacher Conferences Night

**T = Teacher**

**P = Parent**

<p><b>T:</b> My name is _____ (shake hands). I am Erica's ELL social studies and science teacher.</p>	
	<p><b>P:</b> It's nice to meet you. I'm sorry but Erica was sick today so she couldn't come to school or to Conferences.</p>
<p><b>T:</b> I have Erica 5<sup>th</sup> period and this is her grade. (Show parent 61% D-.) This grade is based on both tests and homework that we have done in this class. This is an example of Erica's homework. You can see that she does not do all the work. Often times she will not do what she doesn't understand. I think she doesn't understand for two reasons. One, she doesn't pay attention when I am giving instructions. I often have to remind her to stop talking to Sonia when I am giving instructions.</p>	
	<p><b>P:</b> She needs to listen to her teachers.</p>
<p><b>T:</b> I think the problem is that Erica is very smart, so she thinks she will just know what to do so she will let herself become distracted. Sometimes this works and she can do the assignment without paying attention to me, but many times we get this...(shows half completed sloppy paper).</p> <p>The second reason is that I don't think Erica is that interested in the U.S. government. That is ok that she is not that interested. We all have subjects that we don't find interesting.</p>	

<p>When I was her age I didn't like math. What I want Erica to learn is that if you are not interested it doesn't mean that you can just waste time and get a bad grade. You still need to do the work. However, I usually find that when students start to do the work they start to like the subject more.</p>	
	<p><b>P:</b> She should learn about the government. I tell her that we live here so we should know the government.</p>
<p><b>T:</b> I tell the students that if you know about the government you know why we do things the way we do them in the USA. I have one more thing to talk about. Erica was caught cheating on a test today. I gave the students this small packet to write about the different branches of government. (shows parent packet) Each page is on a different part of the government. I said they could use this on the test. I gave them time to work on it in class with a partner. We had a review day where we played a game and I told them to write the answers to what they don't know in the packet, because they could use it on the test. Erica didn't work very hard on the packet. She did not write many things down.</p> <p>When I was walking around the class when the students were taking the test I saw Erica with a packet with a lot of writing in it. I looked on the front and the name on it was not hers. I took the packets and let the girls finish the test without them. After class I told them that they needed to write a letter to me apologizing for cheating and have it signed by a parent. I then told them that they must take the test again.</p>	

<p>I do this because it does not do them any good to just get an F. I want to help Erica to do well in my class. Erica doesn't need to cheat to do well. She can do it on her own. I know she can do it; she just needs to start working.</p>	
	<p><b>P:</b> I will make sure Erica does her work. If you have any problem you can call me.</p>
<p><b>T:</b> That would be great. Can I have your number?</p>	
	<p><b>P:</b> Yes. Here it is. (writes down #.)</p>
<p><b>T:</b> How about Erica comes in Thursday after school to retake this test? Will that day work for Erica and you?</p>	
	<p><b>P:</b> She will come Thursday.</p>
<p><b>T:</b> Thanks for coming today. And I'll see Erica in class tomorrow.</p>	



**RIDGEMOUND SCHOOL DISTRICT**  
**AGREEMENT FOR ALTERNATIVE TO EXPULSION**

We, [student] \_\_\_\_\_ and Mr. \_\_\_\_\_ and Ms. \_\_\_\_\_, residing at 1527 LaSalle Avenue N, Minneapolis, MN, do hereby agree:

1. That [student] \_\_\_\_\_ engaged in behavior on February 4, 20\_\_\_\_ that warranted recommendation for expulsion.
2. That the District provided notice to us of our right to proceed to an expulsion hearing if we disagree with this. The School District has further informed us of our right to have legal counsel at such a hearing and to examine ... [student]'s records before the hearing; to present evidence at the hearing; and confront and cross-examine witnesses at the hearing.
3. That we agree to participate in alternative instruction for 45 school days instead of proceeding to exercise our rights through an expulsion hearing. We agree to the proposed alternative education suggested by the District and agree that we will not proceed with an expulsion hearing at this time.
4. The form of alternative instruction agreed to above shall begin as soon as possible and end May 31, 20\_\_\_\_. The student is required to attend this program unless enrolled in another school outside of District 8926.

We understand that the student may elect to remain in the alternative school placement beyond the forty-five days but no longer than the end of a semester.

- A. \_\_\_\_\_ We are choosing to have the student return to the home school immediately following the forty-five school day placement.
  - B. \_\_\_\_\_ We are choosing to wait until a later date to determine whether a return to the home school at the end of the forty-five school day placement is appropriate.
  - C. \_\_\_\_\_ We are choosing to remain in the alternative placement until the end of the second semester of the 2008-09 school year.
5. We understand that, during the period of alternative instruction, the student may not re-enter any district school; and that he may not enter the school premises or attend school-sponsored games or activities.
  6. We understand that if we change our minds, the District will proceed with an expulsion or exclusion hearing. The District is holding off on expulsion only because of our agreement.

Dated: \_\_\_\_\_  
Parent

Dated: \_\_\_\_\_  
Parent

Dated: \_\_\_\_\_  
Student

Dated: \_\_\_\_\_  
Administrator

Offensive Behavior in Class

Insight Class

Needs help with Basic Skills:

Reading

Math

Writing

The student may be on campus for ACT/SAT testing:

Yes

No

---

*This is a sample form based on an actual form kindly made available by a local Twin Cities school district.*

## LAB ASSIGNMENT #3: IDIOMATIC PHRASES

### DUE:

During the next two weeks, listen to the conversations that you hear around you at work and at home. Listen to conversations in both of your working languages.

- Listen specifically for idiomatic phrases and make a list of those phrases. List 10 idiomatic phrases that you have heard during these conversations. List 10 for both working languages.
- For five idiomatic phrases from both lists, try to provide a written equivalent translation.
- Hand in your list of idiomatic phrases along with the translations.

## Additional Resources

# UNIT **six**

## TOPIC

Error analysis and transcription

## SKILLS

Sight translation and consecutive interpreting for childhood screenings (+ transcription/error analysis)

## GOALS

At the end of this unit, students will

- have reviewed error categories and be able to provide examples of the different types of errors interpreters commonly make
- explain the process for producing a transcription and conducting an error analysis.

## EQUIPMENT

Audio recording equipment is necessary

## ASSIGNED READING

Gonzales, Roseann Duenas, Victoria Vasquez and Holly Mikkelson. “Chapter 23: Categories of Interpreter Error: The University of Arizona Study.”; “Chapter 13: Consecutive Interpretation.” *Fundamentals of Court Interpretation*. Carolina Academic Press. Durham, NC. 1991. Pp. 281–292.



## Topic Content: Error Analysis & Transcription

- Discussion of the nine categories of errors made by interpreters found in Gonzales et al. A group discussion may end up with some ideas that students can use to help them with error analysis. The conclusions of one group of students are found in the following tables.
- Discussion of the relationship between these types of error, their symptoms and causes
- Instruction on how to complete the transcription and error analysis exercise. This might include modeling the process and the final product.

## Nine Categories of Interpreter Errors

Interpreter Error	Possible Reasons
<b>Omission</b>	Lack of language proficiency * (e.g. unawareness of idioms or terminology), overloaded short term memory, speaker's use of curse words (deletion)
<b>Addition</b>	Overclarification and overcompensation for weaknesses elsewhere in the interpretation, prediction errors
<b>Substitution</b>	Short term memory failures and imprecise vocabulary
<b>Conceptual error (e.g. literal translation, distortion)</b>	Lack of language proficiency, problem with discourse and the sequence of the narrative (all other errors can lead to a conceptual error)
<b>Role exchange</b>	Lack of training, cultural factors, difficulty of ethical decision making
<b>Grammatical error</b>	Listening errors, volume inadequate, memory, lack of language proficiency
<b>Lexical error</b>	Listening errors, volume inadequate, lack of language proficiency
<b>Non conservation of register</b>	Language proficiency
<b>Non conservation of paralinguistic features</b>	Interpreter doesn't think they're important, short term memory problems

*\*This group worked on the assumption that although Gonzales et al. describe "inadequate language proficiency" as a category of error, it is actually a cause of errors.*

Notes: \_\_\_\_\_

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## Transcribing and Reviewing a Sample of Interpreting

### OBJECTIVES:

1. To record and review your interpretation. This will allow you to listen to any errors you have made and identify WHAT kind of error they are and WHEN you made them
2. To Identify at WHAT stage of the interpreting process you make CERTAIN errors, i.e.



- For example, do you have difficulty finding equivalent vocabulary as you work into the target language?
  - Do you grasp the message but forget certain aspects of it when it comes to working into the target language?
  - Did the speed of the original impede your understanding?
3. When transcribing it is important to use punctuation correctly to illustrate every aspect of the speech. Only put in a period if it sounds like you have definitely finished your sentence, a question mark if you are clearly asking a question. Some other useful punctuation:

// = pause

[...] = missing words

... = speaker trailing off

Don't leave out the repetitions, 'umms,' 'ehhs,' or 'likes' or mispronunciations that make it hard to understand the meaning of the speech.

### Overview:

## Skills: Sight Translation & Consecutive Interpreting for Childhood Screenings

Recording of interpretation for use in transcription and error analysis exercise.





## Lab Exercise 6-1: Error Analysis Assignment

- Students will need to have a blank audiotape to record their interpretation. This activity will be done in the language lab. The instructor can use a pre-recorded narrative or can read the narrative live. The script for the assignment is found on the following page. Students should have received a context for this exit interview based on the activities and exercises they have completed in previous weeks.
- Students can be given a copy of the assessment materials that could have been used for the screening. One example of these materials is the DIAL-R, Developmental Indicators for the Assessment of Learning-Revised Edition. Students could have a copy of this assessment booklet to follow as they interpret the narrative.
- Providing a sample copy of the DIAL-R assessment form would be helpful as preparation for the students prior to doing this interpretation.

## ***Consecutive Interpreting Error Analysis Assignment:***

### **STEP 1:**

You will audiotape your interpretation of the early childhood screening.

Transcribe a 3–4 minute section of your audiotape that is assigned by your instructor.

As you transcribe your work, be sure to include all that you have said on your tape; also, be sure to identify your pauses (you may use the markings . . . or [ ] for a pause). Type your transcription using double-spacing.

### **STEP 2:**

On your transcript, underline your errors.

### **STEP 3:**

Correct your errors. You can do this by numbering your errors on your transcript. Write your corrections on another sheet of paper and number the correction to correspond to the error on your transcript.

### **STEP 4:**

Make a copy of your transcript and error corrections for your own use in writing your error analysis. Hand in your original to your instructor. You will also need to hand in your audiotape to your instructor. You may want to listen to your audiotape and take notes before handing it in.

### **STEP 5:**

You will be writing an error analysis of your interpretation. Your analysis should consider your whole interpretation.

**As you write your error analysis, you should be answering the following questions:**

1. What types of errors did you make? Did you make more errors in any particular category compared with other categories? Can you identify a specific error pattern? If so, explain and give examples.
2. Were some of your errors more serious than others? Give examples.
3. As you look at your interpretation, where do you think your errors are occurring in terms of the interpreting process? Can you identify problem skill areas that were affecting your interpretation?
4. How did you monitor yourself during this interpretation? Give an example of an error that you made and how you corrected yourself.
5. What strategies or techniques did you use to handle the incoming message during this interpretation?

**NOTE:** *Your paper should be typed, double-spaced and written in English. If you give examples, they can be written in the actual target language that you were using. Your paper should be 3–4 pages in length.*

**ALTERNATIVE STRUCTURE FOR ERROR ANALYSIS:**

Students can transcribe their interpretation into three columns, with identification of errors and suggestions for better solutions where an error occurred all integrated into one chart:

<b>ORIGINAL</b>	<b>INTERPRETATION</b>	<b>BETTER SOLUTION (IF NECESSARY)</b>
What the English speaker said	What the interpreter said in the TL	What the interpreter should have said
What the speaker of the other language said	What the interpreter said in the TL	What the interpreter should have said
What the English speaker said next	What the interpreter said in the TL	What the interpreter should have said
What the speaker of the other language said next	What the interpreter said in the TL	What the interpreter should have said

*\*This model assumes a role-play. The source and target languages would not switch if this model was applied using a source text document which was all in one language.*

## Preschool Screening Exit Interview for the Consecutive Interpreting Error Analysis Assignment

*(Pauses in the narrative are marked as //.)*

Hello, Mrs. Smith. Your son John has completed his preschool screening so what we will do now is called an exit interview. // I will go through the questionnaires you filled out about John, and I will discuss the testing that took place today. We'll start with the health form that you filled out. // I see that the health history of your family members does not include serious diseases like cancer, epilepsy, or things like that. That's good. // You have said that you have no concerns in terms of John's regular development.

I see that you took him to the doctor recently and that all of his tests came out normal. // You indicate on the last page of the health form that John has had several ear infections and that he currently has tubes in his ears. // That may be important when we get to talking about some of the other testing. //

It seems like he's in really good health. His height and his weight are both at the 10<sup>th</sup> percentile. // So compared to other children his age he is a small child. But he looks like he is probably on a good growth curve. // Looking at the immunization schedule, I see that he has all of his immunizations up-to-date which means that he will need only one more immunization and that will be at the time of his kindergarten entrance. //

His vision checked out fine. He's 10/15 in his right and left eyes. // For his hearing, he had some difficulty responding to some of the sounds. // We would like to have him come back to be rechecked since he could not hear all of the sounds. // After his ears and eyes had been checked, he went through a test which is called the DIAL-R—the Developmental Indicators for the Assessment of Learning—the Revised Edition. // It is a test that is broken down into three areas—motor, concepts, and language. //

I'd like to go through the concept area first, which is the one we do first with the child. // Your son is four years and three months old. We compare all the areas of the test with how the average three year old or four or five year old child would do. // So, on knowing his body parts, John scored on a three to four year old level. // For counting, his rote counting was excellent and he had pretty good understanding of meaningful counting. // Rote counting is counting that kids can memorize—you know, like 1 2 3 4 5 6 7 8 9 10. They don't really have to understand it. // The meaningful counting is where he is given a bunch of blocks and he is asked to separate one block, three blocks, seven blocks and so on. He did very well in that area. // He also has a good idea of positions—things like on, under, and between. // He also knows concepts like biggest and littlest. He was in the 4 – 5 year old level.

// He's beginning to learn some of his letter names, that's good. // He also understands the idea of categorization—being able to sort things based on likenesses, similarities. //

Next is the motor area—both the gross motor and fine motor areas. // Gross motor is things like jumping, hopping, skipping, and catching. He did very well. He scored higher in the motor area than he did in the concept area. //

In the language area, we do have a few concerns. // He was initially shown several different pictures and asked to identify the pictures. He didn't know the names for a lot of the pictures. // He also had a significant amount of difficulty in the area of articulation. He is missing a lot of the beginning and ending sounds. // This may be related to his ear infections. Earlier on, he maybe was not able to hear the sounds, so he couldn't learn to duplicate them. // In naming pictures of everyday articles, he had a difficult time. // He knew a lot of common names but when asked to differentiate among things—like a pen, pencil, or marker—he could not do that. // He did better on naming verbs—if we showed him a picture of a cat he could tell us what the cat was doing—like sleeping, driving, flying. //

In the language problem solving, he did very well. He scored as a 4–5 year old in answering questions. // We would ask what would you do if you were hungry, what do you do if you want to go into a dark room or what do you do if you want to go out and it is raining? // His overall score keeps him in the average range which is great. But the area of concern is the language area. //

I had noticed on one of your forms you said you often have to give him direction two or three times before he catches on. // There might be a connection with that concern and his difficulty in pronouncing words and with his articulation. // With his frequent ear infections and his tubes it makes us wonder how well he is hearing. // That is why we would like to recheck his hearing. // You have also mentioned that he has had no early education experience. But you are planning to enroll him in preschool this fall. // I think that is excellent. He really seems to be ready to be sitting down and playing with other kids in a structured environment. // So I would encourage you to keep that in his schedule for the fall. //

I will fill out this comment area on my sheet and say that we do have some concerns about his hearing and his language. // Some of the speech concerns might stem from the fact that English is a second language at home and that he has had a past history of ear infections. // I will write here that he does need to be re-screened for hearing and that he seems to have some language difficulties. // You can take a moment to look over my comments while I get some other forms for us to discuss. I will be back in a moment.

## Additional resources

### *Error analysis*

1. Gonzalez, Roseann Duenas, Victoria F. Vasquez, and Holly Mikkelson. *Fundamentals of Court Interpretation*. Durham, NC: Carolina Academic Press. (1991).
2. Larson, Mildred. *Meaning-Based Translation, A Guide to Cross Language Equivalence*. Second Edition. New York: University Press of America. (1998). Pp. 3–28, 399–424.

# UNIT seven

## TOPIC

Discourse

## SKILLS

Note taking review

## GOALS

At the end of this unit students will

- be able to discuss discourse and how it may affect the interpreting process, in conjunction with examples from ‘The Problem of Discourse’
- have provided the instructor with feedback on the course to date
- have further practiced note taking as a memory support.

## EQUIPMENT

Students may like to record their work in lab exercise 7-1 but this is not essential.

## ASSIGNED READING

‘The Problem of Discourse’ from *Little Bit Know Something; Stories in a Language of Anthropology*. (Ridington Robin, Iowa City, University of Iowa Press).





## Topic Content: Discourse

- Using the article “The Problem of Discourse” from *Little Bit Know Something*, discuss the following ideas related to discourse:
  1. What is discourse; how is it defined?
  2. How can differing discourse styles affect communication?
  3. What are the implications for the interpreter?
  4. What are suggestions for how the interpreter can handle a situation where differing discourse patterns/styles are influencing how the individuals/groups are understanding one another?
  5. What are possible problems for discourse between cultures (cross-purposes, conflict, ambiguity, oppression)?

*Refer to the Study Guide on the following page*

- **Mid-point Course Evaluation:**

As this can be a complex course to administer and take, it is very valuable for the instructors and students to communicate via some form of midpoint evaluation about how the course is going, and what could be improved. It could just be as simple as students writing three comments on an index card and submitting them anonymously, or it could take the form of an evaluation form.

*A sample evaluation form is included below.*

## Study Guide: "The Problem of Discourse," from *Little Bit Know Something*

1. What is the legal transaction that the Indians have brought to court? When did the transaction occur?
2. The lawyers argued that the court would need to understand the discourse of the Dunne-za/Cree in order to rule on the matter. From the response of the Justice, do you think that he understood the manner of discourse? Why / why not?
3. Why does the Justice think that the Dunne-za/Cree are interested in this matter now?
4. From reading the author's description of discourse, does it change your view of the meaning? How does the author see the relationship of discourse and culture?
5. How does the author see the discourse of native people being different from the general society's discourse?
6. How does the shared knowledge of the group of hunting and gathering people affect how they communicate? What is the metaphor of the hologram?
7. What may result when people attempt to have discourse between cultures?
8. How did Chief Gerry Attachie gather information about the history of the situation? What was his perspective on how the elders felt about being questioned?
9. How does Hugh Brody (the anthropologist) describe the court setting? How does he feel this impacted the testimony of the elders?
10. How did the judge perceive the decision-making process of the Dunne-za/Cree people?
11. What was the importance of the summer gathering place? How did the Crown present the importance of the summer location?
12. How does Mr. Brody explain the purpose of cross-examination within a legal proceeding? How does this impact the perspective that a court trial should be looking for the truth?
13. How do you explain this court trial as a conflict in discourse and culture?

**MID-POINT COURSE EVALUATION:**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I know what I have to do in order to get a good grade in this class.				
2. The instructor checks to see if we understand the material.				
3. I rarely miss class.				
4. I understand the connections among topics in this course.				
5. I feel free to ask questions in this class.				
6. My interest in the course content has increased.				
7. I actively participate in this class.				
8. I generally leave class sessions with an understanding of the major points from the lecture or discussion.				
9. I understand what we're supposed to learn in class, i.e., the course objectives.				
10. The course activities relate well to the course objectives.				
11. I receive helpful feedback on my work.				
12. Assignments/tests seem fair to me.				

13. I feel that I know how to study effectively for this class.				
14. Overall, I feel I'm learning a lot in this course.				

15. On average, how many hours do you spend studying for this class per week?

16. What things about this class help you learn?

17. What could the instructor do to improve your learning in this class?

18. What could you do to improve your learning in this class?

**Additional comments:**

## Skills: Note Taking Review

### Overview:

1. Further practice of note taking using lab exercise 7-1
2. Assign lab assignment #4



## Lab exercise 7-1: Note Taking Review: Questions From a Social Services Setting

Work in groups of three for this exercise. Take turns to ask the questions, be the client who improvises the answers to these questions, and the interpreter. Once you have gone through this once, try it again, increasing the speed of your delivery and/or the complexity of the information.

1. Please give me your full name, address and phone number.
2. What was your previous address? How long did you live there?
3. What is your social security number?
4. How many people live in your household and what are their names and ages?
5. How long have you been living at this residence?
6. What is your current employment status?
7. Please give me the address of your place of employment, your supervisor's name and the telephone number.
8. What are the problems you are having that caused you to seek help from us today?
9. Where do your children go to school and what grades are they in?

## LAB ASSIGNMENT #4: ANALYSIS EXERCISE

### DUE:

Use Chapter 26 'Simultaneous Interpreting' article from *Fundamentals of Court Interpretation*. Follow the instructions for #2 found on page 378. Do all the steps outlined (a)–(e). Write a summary of your experience in doing the exercises. Do the exercises for both of your working languages.

## Additional resources

### ***Discourse***

1. Kaufert, Joseph, and Robert Putsch. Communication through interpreters in health care: Ethical dilemmas arising from differences in class, culture, language and power. *Journal of Clinical Ethics*. Vol. 8, No. 1. (1997). Pp. 71–87.
2. Ridington, Robin. The problem of discourse. *Little Bit Know Something*. (1990). Pp. 186–205.
3. Ridington, Robin. Technology, world view, and adaptive strategy in a northern hunting society. *Little Bit Know Something*. (1990). Pp. 84–97.
4. Roy, Cynthia. *Interpreting as a Discourse Process*. (2000).
5. Tannen, Deborah, and Cynthia Wallat. Interactive frames and knowledge schemas in interaction: Examples from a medical examination/interview. *Social Psychology Quarterly*. Vol. 50, Issue 2, Special Issue: Language and Social Interaction. (1987). Pp. 205–216.

### ***Note taking***

6. Alexieva, Bista. On teaching note-taking in consecutive interpreting. *Teaching Translation and Interpreting 2: Insights, Aims, Visions*. (1994). Pp. 199–206.
7. Nicholson, Nancy Schweda. Consecutive note-taking for community interpretation. In *Interpreting—Yesterday, Today, and Tomorrow*. American Translators Association Scholarly Monograph Series. Vol. IV. (1990). Pp. 136–145.
8. Bell, Roger T. *Translation and Translating*. (1995).
9. Lederer, Marianne. The role of cognitive complements in interpreting. In *Interpreting—Yesterday, Today and Tomorrow*. American Translators Association Scholarly Monograph Series. Vol. IV. (1990). Pp. 53–60.



10. Mikkelson, Holly. 'Consecutive Interpreting and Note Taking.' (42 minute DVD and accompanying booklet, legal focus). [www.acebo.com/convid.htm](http://www.acebo.com/convid.htm).
11. Rozan, Jean-François. *La prise de notes en interprétation consécutive*. (1979).

# UNIT eight

## TOPIC

Consecutive interpreting and sight translation in medical settings

## SKILLS

Consecutive interpreting and sight translation in medical settings

## GOALS

After this unit students will

- have received an overview of where interpreters work in medical settings, and a review of some key ethical principles for health care interpreters
- understand the NCIHC paper “Guide to Interpreter Positioning” and its recommendations for interpreting for various types of medical consultations
- have discussed how to start putting together a basic glossary of medical terminology (prior to taking a health care terminology class)
- have practiced one or more role-plays with a medical setting.

## EQUIPMENT

Audio or video recording equipment non-essential. May be useful if students wish to record their performance to review at home.

## ASSIGNED READING

National Council on Interpreting in Health Care Working Papers Series “Guide to Interpreter Positioning in Health Care Settings.” [www.ncihc.org/mc/page.do?sitePageId=57022&orgId=ncihc](http://www.ncihc.org/mc/page.do?sitePageId=57022&orgId=ncihc).



## Topic Content: Consecutive Interpreting & Sight Translation in Medical Settings

- Review the nine principles of the NCIHC Code of Ethics and, for each, discuss its importance and implications (such as those found in the NCIHC Standards of Practice).

**Accuracy**

**Confidentiality**

**Impartiality**

**Respect**

**Advocacy**

**Role Boundaries**

**Professionalism**

**Professional Development**

**Cultural Awareness**

- Possibly invite a guest speaker, such as a member of the interpreting staff at a local hospital, to talk about challenging aspects of the job.
- Select one of the AV resources in the “Additional Resources” section as a stimulus for discussion.



## Skills: Consecutive Interpreting & Sight Translation in Medical Settings

### Overview:

1. Students take turns as interpreter, patient and health care provider working with lab exercise 8-1 and 8-2.
2. Discuss and possibly review examples of the documents listed in lab exercise 8-3.

## Lab Exercise 8-1: Pregnancy Check-up Dialogue

**M** = Midwife

**W** = Pregnant Woman

<b>M:</b> Is this your first pregnancy?	
	<b>W:</b> Oh no! I have three children.
<b>M:</b> In that case you will be familiar with most of the questions I will be asking you. Why don't we start out with your age? How old are you?	
	<b>W:</b> I'm 36.
<b>M:</b> How many pregnancies have you had? And this includes stillborn babies, miscarriages and abortions.	
	<b>W:</b> Well...the first ones are twins, then I had a miscarriage...
<b>M:</b> Wait, wait! Lets get back to the twins. Were they full term or premature?	
	<b>W:</b> They were 5 days late.
<b>M:</b> How long were you in labor?	
	<b>W:</b> About 12 hours – but they put me on pioticin about six or seven hours after I got to the hospital. Boy! Does that stuff hurt!
<b>M:</b> So they induced you. Did you have a vaginal birth?	
	<b>W:</b> No, in the end I had a caesarean section.
<b>M:</b> What kind of anesthesia did they use? Did they give you a spinal block, or did they put you under?	

	<b>W:</b> I don't know. They just gave me general anesthetic.
<b>M:</b> Were both babies alright?	
	<b>W:</b> Yes.
<b>M:</b> How much did they weigh and what sexes were they?	
	<b>W:</b> The girl weighed 5 lbs. ½ oz., and the boy 5 lbs. 6 oz.
<b>M:</b> You mentioned that you suffered a miscarriage. How many weeks gestation?	
	<b>W:</b> What do you mean?
<b>M:</b> I'm sorry. How far along were you in your pregnancy when you lost your baby?	
	<b>W:</b> I was about 3 months along when I started spotting; It was like a very light period. I went to the doctor and she told me that if I was gonna miscarry nothing was gonna stop it, but to try and lay down. It must have been a week later when things started to feel heavier and I was having wave-like cramps. I lay down and almost immediately I felt a soft ball coming out. And that was it.
<b>M:</b> How far apart were the pregnancies?	
	<b>W:</b> See. I guess that was the thing. I got pregnant when the twins were not quite 10 months old. My body wasn't ready for another baby; it wasn't meant to be.
<b>M:</b> Did the doctor say what caused you to miscarry?	

	<b>W:</b> She said something about the placenta and hormones...it's hard for me to explain. Also my blood pressure didn't help.
<b>M:</b> Did you have another baby and when was that?	
	<b>W:</b> Yes: she's almost 3 now.
<b>M:</b> Did you have any complications with this one?	
	<b>W:</b> My blood pressure was a bit high again and they were concerned that I was gonna get sick because my hands and feet were all swelled up.
<b>M:</b> Did they tell you that you had toxemia?	
	<b>W:</b> No, but they said there was the risk.
<b>M:</b> Did you have another C section?	
	<b>W:</b> Well...I was supposed to have another one but the baby beat them to it!
<b>M:</b> Was the baby OK?	
	<b>W:</b> Yes! And she was a beauty! She weighed almost seven pounds.
<b>M:</b> Good for you! Now let's talk about your present pregnancy. When was your last menstrual period?	
	<b>W:</b> It was December 27th.
<b>M:</b> Was that the last day of your menstrual period?	
	<b>W:</b> Uh huh.
<b>M:</b> So that will put you at 12 weeks. Have you had any bleeding or spotting?	

	<b>W:</b> No.
<b>M:</b> How about nausea or vomiting?	
	<b>W:</b> No – it's really different from my other pregnancies.
<b>M:</b> Do you use drugs or alcohol?	
	<b>W:</b> No, well, not now, but I like to have some wine once in a while.
<b>M:</b> Are you currently taking any medication?	
	<b>W:</b> No.
<b>M:</b> How about dizziness or visual disturbances?	
	<b>W:</b> None.
<b>M:</b> How are your bowel movements?	
	<b>W:</b> I'm a little constipated. But that's normal for me.
<b>M:</b> Do you have any abdominal pains?	
	<b>W:</b> No.
<b>M:</b> Vaginal discharge?	
	<b>W:</b> I've noticed it's more than usual.
<b>M:</b> But, did you notice a funny color or a bad smell? Any itching?	
	<b>W:</b> No.
<b>M:</b> You see it's pretty common to have a heavier discharge when you're pregnant, but if you notice any of these symptoms, and if you're also running a temperature, it might be an infection. How about any burning, pain or discomfort when you urinate?	



	<b>W:</b> Sometimes it burns, not too bad, but it's there.
<b>M:</b> We'll do a culture but we'll talk about it when I explain to you the routine tests that you are going to need. OK?	
	<b>W:</b> OK.
<b>M:</b> Have you gained any weight so far?	
	<b>W:</b> I figure around 6 or 7 pounds.
<b>M:</b> Considering your past medical history we have to watch out for edema. It is important that you watch your diet, take a lot of liquids, elevate your legs and not overexert yourself.	
	<b>W:</b> So far so good!
<b>M:</b> I don't suppose you've felt the baby move yet?	
	<b>W:</b> No, but that is the one thing that I'm looking forward to.
<b>M:</b> It's fun isn't it? Alright. Looking at your chart here, I see that today your blood pressure was normal: that's a good start. Keep it up.	
	<b>W:</b> I will.
<b>M:</b> Now, let me explain the tests you'll have done. We'll do some today and schedule the others for later.	
	<b>W:</b> I have a question. A friend told me that she had a test, I can't remember what it's called, because the doctor told her that she was too old or something. Do I need that?

<b>M:</b> We'll get to that in a minute. First we need to draw blood to check for several things, like blood type, Rh, hemoglobin, rubella, and for syphilis, and to check the sugar and albumin. Am I going too fast?	
	<b>W:</b> No it's OK.
<b>M:</b> Do you remember what to do to take a midstream specimen for the urine analysis?	
	<b>W:</b> Yes.
<b>M:</b> Also a culture for gonorrhea, chlamydia, a pap smear, unless you had one recently...	
	<b>W:</b> No.
<b>M:</b> We also offer the HIV test to all our patients.	
	<b>W:</b> What's that?
<b>M:</b> To check for AIDS.	
	<b>W:</b> No, I don't think so.
<b>M:</b> We might also want to schedule an ultrasound, since you have a history of twin gestation, but we'll have to wait a couple of weeks before we can do it. That will help confirm your dates, show the position of the baby and detect certain abnormalities. Now, the test you were wondering about is called amniocentesis. With this test we can diagnose or evaluate many conditions like congenital or genetic defects; the risk for these defects increases with the mother's age. You said you are 36 years old?	
	<b>W:</b> Yes.

<b>M:</b> You might want to think about it and we'll talk again during your next visit. There are some risks involved also in the procedure itself, so it's important for you to make a sound decision. Do you have any questions or concerns?	
	<b>W:</b> Not right now. When should I come back?
<b>M:</b> If any of the tests that we'll do today turn out positive we'll call you and give you instructions then; otherwise I would like to see you again in a month to discuss these tests and see how you're doing, OK?	
	<b>W:</b> That sounds fine. Thank you doctor.
<b>M:</b> Goodbye now, and take care.	
	<b>W:</b> Yeah, see you, bye.

## Lab Exercise 8-2: Pediatrics Clinic Dialogue

***A 16 month old child is brought into pediatrics clinic after three days of not eating, vomiting, lethargy, fever, etc.***

Dr = Doctor

M = Mother

<b>Dr:</b> Good morning. What seems to be wrong with your child?	
	<b>M:</b> My child has been acting funny. I don't know what's wrong with him, doctor...He's cranky, he doesn't eat anything, what he eats he throws up.. He just wants to lay down all the time...
<b>Dr:</b> Do you mean he sleeps all the time, or is he more lethargic?	
	<b>M:</b> Well it just seems like he doesn't want to do anything.
<b>Dr:</b> Any fever?	
	<b>M:</b> Yes, he's hot all the time.
<b>Dr:</b> Have you actually taken his temperature?	
	<b>M:</b> No, but I know when he's hot. He's hot.
<b>Dr:</b> Has anyone else at home been sick?	
	<b>M:</b> My two older kids have come back from school with runny noses. Maybe there's something going round at the school. My husband is the one who has been really sick. He went to the doctor yesterday, and the doctor told him that he has strep throat.

<b>Dr:</b> Did the doctor prescribe medication for your husband?	
	<b>M:</b> Yes, but I don't know the name. Could it be an antibiotic?
<b>Dr:</b> It could be. Now I would like to examine the child and when I'm done I'll ask the nurse to come in. We'll need to draw some blood.	
	<b>M:</b> Do you need to get a lot of blood, doctor?
<b>Dr:</b> I think two tubes should be enough to run the tests.	
	<b>M:</b> OK.
<i>Dr. leaves the room. After test results are back, the Dr. re-enters the room.</i>	
<b>Dr:</b> We have the results back and I'm afraid your child is very sick. His white count is 28,900. That is very high and shows very serious signs of infection.	
	<b>M:</b> Can you help him, doctor...please...can you give him some medicine? Will he get better?
<b>Dr:</b> I would like to do a lumbar puncture to rule out meningitis. Meningitis is an infection around the lining of the brain and is very serious. We have to treat it without delay.	
	<b>M:</b> What is a lumbar whatever?
<b>Dr:</b> It is a procedure that we do routinely when we suspect meningitis. I will use a needle to take some fluid from his spinal cord in the back.	

	<p><b>M:</b> No – I don't want that. My cousin's child had something like that taken from her back and then she died. I'm not going to let you do something like that.</p>
<p><b>Dr:</b> I understand how you feel, Madam. But remember not all cases are the same. I can't say that your niece died as a result of the procedure alone, maybe there were other complications. In your case I feel very strongly that the way to go is to do the lumbar puncture.</p>	
	<p><b>M:</b> Are you telling me, Doctor, that there is nothing else you can do for my son?</p>
<p><b>Dr:</b> If you decide against that course of treatment, then I will have to admit your child for ten days treatment with antibiotics.</p>	

## Lab Exercise 8-3: Sample List of Primary Care Documents

English term	Other language term/definition
<b>Birth Certificate</b>	A legal record of birth, filed in the country of birth. All children in the United States must have one in order to obtain a social security number.
<b>Death Certificate</b>	A legal record of death. This document is also filed in the country where the person dies. It lists the cause of death and any contributing factors.
<b>immunization record</b>	This is a written record of a person's vaccinations. It is often required for school entry or for travel outside of the country.
<b>well child/ well person form</b>	This is a document used to perform a routine physical exam on a child or adult. They often contain a parent portion. Often there are different forms for different ages and genders.
<b>school physical form</b>	Many schools, camps and childcare providers require a doctor's visit before a child can attend. There is usually a standard form provided by the school or camp that must be filled out by a health care professional.
<b>sports physical form</b>	Also known as a "pre-participation exam," the sports physical is a type of screening exam designed to identify problems that may occur during athletic training and participation.
<b>job readiness form</b>	Also known as "pre-employment physical," the job readiness form is a type of screening exam designed to identify problems that may occur in a particular work setting.
<b>informed consent form</b>	A form that lets the patient know about all the important risks and benefits of a medical procedure. The patient or their representative must sign the form in order to undergo a procedure.
<b>patient education materials</b>	Handouts or brochures that teach patients about their health or diseases.
<b>prescription</b>	A legal document that is signed by a health care provider that instructs a pharmacist to dispense medicine for a patient.
<b>risk factor</b>	A condition that increases the chance of having a disease. For example, smoking is a risk factor for heart attacks and for lung cancer.
<b>screening test</b>	An intervention that is designed to identify a disease either early in its course or even before it occurs. This allows for prevention or early treatment of the disease. For example, mammograms are screening tests for breast cancer.

## Additional Resources

### ***General medical glossaries for many languages:***

1. Cross Cultural Health Program, Seattle. [www.xculture.org](http://www.xculture.org). Follow the links to 'Our Products' and then 'Medical Glossaries.'
2. General medical terminology for Spanish and Hmong: [www.minnesotalanguageconnection.com](http://www.minnesotalanguageconnection.com). Follow the link to "For Interpreters."
3. Sources for real-life sight translation documents (in multiple languages including English): [www.immunize.org/vis/#chickenpox](http://www.immunize.org/vis/#chickenpox).
4. Fact sheets in various languages about lead poisoning: [www.health.state.mn.us/divs/eh/lead/fs/index.html](http://www.health.state.mn.us/divs/eh/lead/fs/index.html).

### ***Other dialogues (the latter more challenging):***

5. Cross Cultural Communication Systems *Introduction to the Art of Medical Interpretation Manual*. [www.cccsorg.com](http://www.cccsorg.com).
6. Cross Cultural Communication Systems *Introduction to Substance Abuse for Medical Interpreters*. [www.cccsorg.com](http://www.cccsorg.com).
7. Berinstein E., Hardt E., McCarthy C., Pearlmutter M. *Medical Dialogues for Interpreting Practice*.

### ***Audiovisual resources:***

8. Cross Cultural Communication Systems *Vol. 2 Interpreting for Sensitive Topics*. (for death and dying situations, STDs).





# UNIT **nine**

## TOPIC

Student presentations and/or guest speaker from local language services agency

## SKILLS

Process management for fast or difficult speakers

## GOALS

After this unit, students will (depending on the activities selected)

- be able to connect the training with the 'real world' of community interpreting outside the classroom
- have had an opportunity to present information about interpreting to a select audience. (This provides students with an opportunity to review their idea of the role of the interpreter from the previous course, as well as a chance to practice their public speaking skills and the ability to think on their feet.)
- have received feedback about their presentation's content and format
- have had an opportunity to talk to an interpreter working in the community and then to share their various experiences with the rest of the class
- have had an opportunity to think about how they plan to use this training and if/how/where/when they might like to enter or progress in the field of interpreting.

## EQUIPMENT

Necessary for lab exercise 9-1 depending on the activity selected.



## **Topic Content: Student Presentations and/or Guest Speaker from Local Language Services Agency**

- Select one presentation topic (either an aspect of interpreting or a report back after a interpreter interview and shadowing experience)

OR

- Invite a guest speaker from a local interpreting referral agency or hospital interpreting department.

## Student Presentation

Possible presentation topics (if not a report back after an interpreter interview) include the interpreter's role, how to work effectively with an interpreter and/or an interpreter's code of ethics. Students will select a specific audience to address. Suggested audiences could be teachers, health care providers, social service workers or LEP clients. The audience should be encouraged to ask questions of the speaker following the presentation to give the presenter the experience of thinking on his/her feet.

***NOTE:** If students have already interviewed and/or shadowed an interpreter for 'Introduction to Interpreting' the instructor for 'Consecutive Interpreting' may chose to assign a presentation rather than a report of an interpreter interview.*

Criteria for grading could be some or all of following:

- Presentation provides accurate information
- Presentation material is specific to the audience members needs and interests
- Specific audience is identified
- Presentation is within the approximate time limit of 5 minutes
- Speaker uses a clear speaking voice with correct grammatical usage and vocabulary choices to convey the ideas and content
- Presentation is well-organized and informative
- Speaker uses notes if needed and does not read the presentation.

***NOTE:** Depending on the size of the class, the instructor may split the class into two or three groups so that the students will be audience members for 6–7 presentations. The other students can be working on the lab exercises for the week and rotate to do their presentations.*

### STUDENT PRESENTATIONS: LANGUAGE CHOICE

*This assignment can either be done in English or in the student's 'B' language (which may require splitting into the different lab sections for the exercise).*

The advantage of working in English is that all the various lab sections can be the 'audience' for each presentation (presuming English is a common language). The advantage of asking students to work in their B language in that it requires them to work on presentation skills in their weaker language. It may be that English is the B language of most of your students, enabling you to hit two birds with one stone.

## Presentation Assignment

You will be giving a 5–6 minute presentation in English about interpreting. This could be a topic such as the interpreter's role, working with an interpreter and/or the interpreter's code of ethics.

You should first determine your audience. Suggested audiences are teachers, health care providers, social service workers, or employers. Your audience should not be interpreters or people who want to be interpreters.

### Criteria for grading the presentation:

- The information provided is accurate
- The specific audience is identified
- The material is relevant and specific to the selected audience
- The presentation is completed within the 5-6 minute timeframe
- The speaker uses a clear speaking voice
- The presentation is well-organized and informative
- The speaker does not read the presentation (notes are OK)
- The speaker uses correct grammar and appropriate vocabulary to convey the ideas
- The speaker is able to respond to one or two follow-up questions coherently.

## Interview in the Community Assignment

This assignment provides you with an opportunity to interview an interpreter that works in our community. You will need to make contact with an interpreter working in the community and request an interview with him/her and/or observation of her or him interpreting. Please be VERY careful to be polite and respectful when approaching the interpreter. You must make sure that it is appropriate and that you have permission to observe him or her working. Certain settings are much easier than others, for example many courts (with some exceptions, e.g. Juvenile Court) are open to the public and you can watch the interpreters work there. Other settings (e.g. health care and education) are sometimes difficult to observe because of patient confidentiality issues. If you are already working as an interpreter please explore the possibility of contacting an interpreter who speaks a different language to you and/or who works in a different setting (e.g. health care rather than medical interpreting).

### **Some possible questions you could think about in an interview:**

- What languages does the interpreter speak and work in?
- What setting does the interpreter mostly work in?
- How did he/she get into the field of interpreting?
- What training does he/she have?
- What does this interpreter love or loathe about the job?
- What advice would this interpreter give to a newcomer to the profession?

### **Possible questions you could think about if observing the interpreter:**

- What mode(s) does this interpreter use to interpret?
- Does he or she introduce him/herself before starting to interpret?
- What strategies does he or she use to manage the flow of communication?
- What are some of the challenges of working in this setting: time pressure, emotional strain, etc?
- Were you familiar with the terminology used in the setting?
- If you would have found this setting very challenging to interpret in, what resources could you use to prepare yourself for working there? Does the interpreter have any recommendations for preparation?
- Does this setting require particular skills that another setting may not require?
- Would you like to work as an interpreter in this setting? Why/why not?

*Please note that these questions are just here as examples. Please feel free to have an open conversation with the interpreter and to ask your own questions.*

You will give a five-six minute presentation about what you discovered. You should give the presentation in your B language and be prepared to answer questions from the audience, also in your B language. You are not required to write a paper/essay about the interview, but you should turn in a list of questions that you asked.

**The required elements for this assignment are as follows, including the points for each part (total points 100):**

- List of questions for your interview = **15 points**
- Description of the interview = **5 points**
- Reflections on the interview (time, location, setting for interpreter's work) = **30 points**
- Presentation itself and response to audience questions = **50 points**

## Skills: Process Management for Fast or Difficult Speakers

### Overview:

1. Students work on interpreting a source text that is delivered at high speed. This can either be done in the language lab with the instructor reading the text and breaking it up into chunks, while all students attempt an interpretation OR with the students working in pairs, taking turns to read or to interpret. The latter allows the students to practice process management strategies (for example a hand signal to pause the speaker and request for repetition and clarification)
2. Students work on a second piece of interpreting which features a speaker with a challenging accent or way of speaking.





## Lab Exercise 9-1: Domestic Violence Testimony

“My husband came home very late...well about 11 or 12 pm. He was smashed. He came in, insulting me and I stayed in the bedroom because I know what was in store for me. It wasn't the first time he'd come home like this. He was out of it and in the mood to slap me around. I was sure that he'd been with that other tramp.

Well, he kicked the door and I didn't say a word. He began to threaten me and tell me that I am disgusting, a bitch, that he hates me. He took out a picture of the tramp and told me that he didn't loves me anymore, that I make him sick.

I kept quiet. I was trembling so hard that I couldn't control myself. I started to cry. He told me to stop crying...that it wouldn't help any. He slapped me so I'd keep quiet. I started to cry because the blow hurt so bad...he kept shaking me and punching me. I couldn't defend myself because I was knocked down, and every time I tried to get up, he would knock me down again with another blow.

After a few seconds I managed to escape to the other side of the bed, although I fell to the floor because I got wrapped up in the sheets in the rush to escape from the blows.

He continued to shout and insult me. He began to take off his belt. I begged him not to leave me, that I hadn't done anything, not to leave. He said “no”, that I was the one who was leaving and the bastards along with me. He cornered me in the bathroom and began beating me with the belt. I started to shout and the children woke up. The oldest, the twelve year old, came to the bathroom in his pajamas to separate us.

My husband would accuse me of being partial to the children. He didn't want me to pay attention to anything but him. Anyway, he hit the boy...I think it was without meaning to...because he got between us. The boy lunged against his father; I tried to separate them because he would take it out on him.

I'm terribly nervous remembering everything that happened that night. I have a lot of memories. It's been a lot of years trying and losing, of hoping that everything would work out but there's absolutely no way. There are beatings and more beatings, humiliation, mistreatment, being the brunt of everything and being belittled as his wife. I don't deserve this.

He walked out and I was trying to dial the police and then he surprised me. He grabbed the phone out of my hands so hard that he pulled it out of the wall. He smacked me and he whacked me. I managed to kick him in the balls. The son of a bitch doubled over in pain. When he recovered, he took a pistol out of his waistband.”

## Lab Exercise 9-2: Difficult Speakers

Consider bringing in a guest speaker with a different dialect or accent to that which the students are regularly exposed to in class. If materials can be created with particularly localized expressions and vocabulary this can give students the experience of dealing with unfamiliar speech patterns. Materials in this manual that have not been covered thus far due to time restrictions can be revisited and altered slightly to reflect a particular regional accent or dialect.

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### Additional resources



# UNIT ten

## TOPIC

Privileged communication

## SKILLS

Interpreting for multiple parties

## GOALS

At the end of this unit students will

- be able to define privileged communication and understand the appropriate laws relating to privilege
- understand the implications for interpreters working in privileged communication situations
- understand which situations are covered by privileged communication
- have experienced interpreting for multiple parties.

## EQUIPMENT

Recording equipment useful for students to review lab exercise 10-1 but non-essential

## ASSIGNED READING

Gardner, Elaine. On Guard. *Gallaudet Today*. 1987 *Legal Review*. (1987). Pp. 31–37.



## **Topic Content: Privileged Communication**

1. Discussion of 'On Guard'
2. Discussion of the interpreting situations

## Discussion of Privileged Communication (in conjunction with 'On Guard')

- What is the meaning of 'privileged communication' as opposed to 'confidentiality'—the former is a legal concept.
- Page 53 criteria for something being 'privileged communication.'
- See local statutes to find out WHO has privileged communication in your state.
- Why have privileged communication? For the client or patient?
- Privileged communication is broken as soon as a third party (not the professional or client) is present, but the interpreter is not classed as a third party, but someone who is working FOR the other parties.

### *“Minnesota Statutes 2005, Chapter 246, Subd. 4.:*

**Disclosure.** A person serving as an interpreter pursuant to sections 546.42 to 546.44, shall not, without the consent of the person handicapped in communication, be allowed to disclose any privileged communication made by the person or any privileged information gathered from the person which was communicated or gathered during the time of service as the interpreter”

- The limits of privileged communication (e.g., not applicable in conversation outside the consultation room)
- Implications of working in a privileged communication setting (e.g., getting subpoenaed)

## Skills: Interpreting for Multiple Parties

### Overview:

1. Model and then practice the particular challenges of interpreting for more than one provider and one client through lab exercises 9-1 and 9-2.
2. Assign lab assignment #5.



## **Lab Exercise 10-1: AV Example**

View a segment from the video “The Professional Interpreter” (Vancouver Community College). This includes a vignette which demonstrates how an interpreter manages a conversation between a lawyer, her Spanish-speaking client and her client’s bilingual brother in law.



## **Lab Exercise 10-2: Improvised Role Play**

Have students improvise a role-play between either two English speakers and one speaker with LEP or two individuals with LEP and one English speaker. If the students are not willing or able to improvise something from scratch, use one of the role-plays in this manual as a basic text and have a confident student either script or improvise an additional 'character'. Possible variations include adding another foster parent to the dialogue in lab exercise 3-1 or a child in one of the Conferences Night dialogues in Unit 5.

## LAB ASSIGNMENT #5: SIGHT TRANSLATION

### DUE:

This is the second of the two sight translation lab assignments in this course. For this one you will be working into English from your other language.

- You will receive a text for this sight translation. You will have one week to review and prepare the text.
- We will then briefly review the text next week together as a class before you go into the lab and all record your sight translations at the same time.
- Prepare a list of fifteen words/phrases from the text you are given that are new to you or are the most challenging for you to interpret. Provide an equivalent translation for those words or phrases. **Your mini glossary is due at the beginning of the class.**

## MIRANDA WARNING (version 1)

Before I ask you any questions, I will read you your Miranda Rights.

1. You have the right to remain silent. Anything you say can and will be used against you in a court of law.
2. You have the right to talk to an attorney now, and to have the attorney present during questioning now and at any time in the future. If you cannot afford an attorney, one will be appointed for you free of charge. Do you understand?
3. If you decide to answer questions now, without an attorney present, you will still have the right to stop answering my questions at any time, until you talk to an attorney. Do you understand?
4. Do you understand each of these rights as I have explained them to you?

Knowing and understanding your rights as I have explained them to you, are you willing to answer my questions now without an attorney present?

## **Vienna Convention Treaty Advisory (Consular Notification Advisory)**

As a non-U.S. citizen who is being arrested or detained you are entitled to have us notify your country's consular representatives here in the United States. A consular official from your country may be able to help you obtain legal counsel, and may contact your family and visit you in detention, among other things. If you want us to notify your country's consular officials, you can request this notification now, or at any time in the future. After your consular officials are notified, they may call or visit you. Do you want us to notify your country's consular officials?

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## **Additional resources**

# UNIT eleven

## TOPIC

Interpreting in law enforcement settings

## SKILLS

Sight translation and consecutive interpreting in law enforcement settings

## GOALS

After this unit students will

- be aware of the challenges of interpreting for the police
- have given thought to whether they are ready to accept assignments in this setting and whether they would like to do so.

## EQUIPMENT

None required



## Topic Content: Interpreting in Law Enforcement Settings

It may be easiest to invite a local representative from the police force to talk about the assignments interpreters typically are called for by the local police force. These may include

- arrest and interrogation (Miranda warning)
- interrogation, investigation and follow up
- court proceedings
- transcription and translation of wire-tap conversations
- community meetings.

This speaker may also be well-placed to talk about and ask questions on the kinds of terminology required for this setting.

A 'starter list' of common terminology is also provided for student use.



## Sample List of Law Enforcement-related Terminology

English term	Other language term/definition
<b>warrant (for arrest)</b>	
<b>dispatcher</b>	
<b>traffic violation</b>	
<b>DUI / DWI</b>	
<b>citation</b>	
<b>implied Consent Advisory</b>	
<b>wiretap</b>	
<b>sheriff / Police Officer</b>	
<b>community crime-prevention worker</b>	
<b>parole</b>	
<b>remand</b>	
<b>hit and run</b>	
<b>background check</b>	



## Skills: Sight Translation & Consecutive Interpreting in Law Enforcement Settings

### Overview:

1. Complete lab assignment #5 [see previous unit].
2. Further practice with the Miranda Warning (version 2) in lab exercise 11-1
3. Further common sight translation practice with lab exercises 11-2 (Motor Vehicle Implied Consent Advisory) and 11-3 (Firearms Implied Consent Advisory)
4. Practice with role-plays based on actual interviews in lab exercises 11-4 (Complaint of Domestic Violence Informal Interview) and 11-5 (Questioning in Holding Cell)

## Lab Exercise 11-1: Miranda Warning (version 2)

You have the rights to protection against self-incrimination listed below. Please initial each statement if you understand it.

1. You have the right to remain silent and refuse at any time to answer any questions asked by a police officer. \_\_\_\_\_
2. Anything you do or say can be used against you. \_\_\_\_\_
3. You have the right to talk to a lawyer and to have the lawyer with you during any questioning. \_\_\_\_\_
4. If you cannot afford a lawyer, one will be appointed for you, and you may remain silent until you have talked to the lawyer. \_\_\_\_\_

The above rights have been read to me. I have initialed each paragraph to show that I understand my rights. I have received a copy of this form.

\_\_\_\_\_  
**SIGNATURE OF RECEIPT**

\_\_\_\_\_  
*Document based on authentic advisory kindly made available by the Saint Paul Police Department.*

## Lab Exercise 11-2: Motor Vehicle Implied Consent Advisory

### MOTOR VEHICLE IMPLIED CONSENT ADVISORY

Time started \_\_\_\_\_ Location read \_\_\_\_\_

\_\_\_\_\_, I believe you have been driving, operating or controlling a motor vehicle in violation of Minnesota's D.W.I. laws and "you have been placed under arrest for this offence" or "you have been involved in a motor vehicle resulting in property damage, personal injury or death".

- \_\_\_\_\_ 1. *[insert state]* law requires you to take a test to determine:
- \_\_\_\_\_ a. if you are under the influence of alcohol
  - \_\_\_\_\_ b. if you are under the influence of hazardous controlled substances or to determine the presence of a controlled substance listed in schedule I or II, other than marijuana or tetrahydrocannabinols.
- \_\_\_\_\_ 2. Refusal to take a test is a crime.
- \_\_\_\_\_ 3. (*Read ONLY if probable cause to believe violation of criminal vehicular homicide and injury laws*) Because I also have probable cause to believe that you have violated the criminal vehicular homicide or injury laws, a test will be taken with or without your consent.
- \_\_\_\_\_ 4. Before making your decision about testing, you have the right to consult with an attorney. If you wish to do so, a telephone and directory will be made available to you. If you are unable to contact an attorney, you must make the decision on your own. You must make your decision within a reasonable time.
- \_\_\_\_\_ 5. If you refuse to make a decision within a reasonable period of time, you will be considered to have refused the test.

Do you understand what I have just explained? \_\_\_\_\_

Do you wish to consult an attorney? \_\_\_\_\_

Time telephone made available: \_\_\_\_\_

Will you take the (Breath) or (Blood or Urine) test? \_\_\_\_\_

*(If person refuses):*

What is your reason for refusing?

---

---

Name of officer: \_\_\_\_\_

Time and date completed: \_\_\_\_\_

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*Document based on authentic advisory kindly made available by the Saint Paul Police Department.*

## Lab Exercise 11-3: Firearms Implied Consent Advisory

### FIREARMS IMPLIED CONSENT ADVISORY

\_\_\_\_\_, I believe you have been carrying a pistol on or about your person or clothing in a public place in violation of Minnesota's firearms law and you have been placed under arrest for this offence, or you have been involved while carrying a firearm in a firearm related accident resulting in property damage, personal injury or death, or you have refused to take a preliminary screening test or the test was administered and indicated an alcohol concentration of 0.04 or more.

- \_\_\_\_\_ 1. *[insert state]* law requires you to take a test to determine:
- \_\_\_\_\_ a. if you are under the influence of alcohol
  - \_\_\_\_\_ b. if you are under the influence of hazardous or controlled substances
- \_\_\_\_\_ 2. Refusal to take a test may result in a civil penalty of \$500 and revocation of your permit to carry a pistol for a period of one year from the date of refusal
- \_\_\_\_\_ 3. *(Read ONLY if probable cause to believe violation of criminal homicide, assault laws, [Minnesota] stat. § 609.66, or other crime for which involuntary testing based upon proper cause is permitted)*. Because I also have probable cause to believe that you have violated the criminal homicide or injury laws, a test will be taken with or without your consent.
- \_\_\_\_\_ 4. Before making you decision about testing, you have the right to consult with an attorney. If you wish to do so, a telephone and directory will be made available to you. If you are unable to contact an attorney, you must make the decision on your own. You must make your decision within a reasonable time.
- \_\_\_\_\_ 5. If you refuse to make a decision within a reasonable period of time, you will be considered to have refused the test.

Do you understand what I have just explained? \_\_\_\_\_

Do you wish to consult an attorney? \_\_\_\_\_

Time telephone made available: \_\_\_\_\_

Will you take the (Breath) or (Blood or Urine) test? \_\_\_\_\_

*(If person refuses):*

What is your reason for refusing?

---

---

Name of officer: \_\_\_\_\_

Time and date completed: \_\_\_\_\_

---

*Document based on authentic advisory kindly made available by the Saint Paul Police Department.*

## Lab Exercise 11-4: Complaint of Domestic Violence Informal Interview by Patrol Officer

PO = Police Officer

YF = Young Female

<b>PO:</b> I'm Officer Chang and this is my colleague Officer Johnson. How can we help you?	
	<b>YF:</b> Well, I called you out because I've been speaking to a counselor and my cousin and they told me that I should get a restraining order against my boyfriend.
<b>PO:</b> What's been going on that makes you think that?	
	<b>YF:</b> Well he's been hitting me these past 6 months. We've been dating like...a year... and he was fine at first but recently he's started punching me in my stomach and on my back.
<b>PO:</b> So how often has this been going on these past six months?	
	<b>YF:</b> Like 2 or 3 times. I don't have any bruises to show you now but I'm scared to be with him.
<b>PO:</b> Does he always get angry for the same reasons?	
	<b>YF:</b> Normally he gets jealous. He sees me with some other guy when we go out to the bars and when we get home he gets super angry. But sometimes it just starts from little things, like one time he thought I was laughing at him and he took a pickle jar and threw the pickles everywhere and started hitting me with the jar.

<b>PO:</b> Do you live together?	
	<b>YF:</b> No, I go over to his apartment.
<b>PO:</b> What's his address?	
	<b>YF:</b> No! I don't feel ready to give you guys that information yet. I haven't seen him for a while but he keeps calling me.
<b>PO:</b> Well I recommend that you change your phone number or stop accepting his calls.	
	<b>YF:</b> I really feel like it shouldn't be me that has to change my number.
<b>PO:</b> Well, it shouldn't be you, yeah, but it's really probably better if you do... So what's your boyfriend's name?	
	<b>YF:</b> No, I can't give you his name 'cuz maybe we'll...like...fall back in love and maybe he can work it out and I don't want to get him into trouble.
<b>PO:</b> Well, maybe, but he sounds jealous and violent so you should think carefully about whether it's worth being with him.	
	<b>YF:</b> But I don't want to have to move out of the state. I need to keep my job.
<b>PO:</b> You really don't need to even leave the city. We could have a restraining order put on him or you can just have no contact with him and see how that works out.	
	<b>YF:</b> The thing is that we work together - we both work at the airport and normally it's cool...last time we broke up he didn't bother me at all—he told me that if I had a restraining order put on him he'd tell everyone at work that I'm a whore...



<b>PO:</b> Well, have you thought that your co-workers probably know you better than that? Are you sure you don't want to give us his name and address?	
	<b>YF:</b> Yeah, I can't...
<b>PO:</b> Well, for now, if you're sure that you don't want to give us his name and address I'll give you my card. This has my name and voice-mail number. Here you go... Okay?	
	<b>YF:</b> Okay.

## Lab Exercise 11-5: Questioning in Holding Cell

### QUESTIONING IN HOLDING CELL OF 'POSSESSION WITH INTENTION TO SELL' SUSPECT

**S = Suspect**

**PO = Police officer**

<b>S:</b> Right, well I was going over to my cousin's house 'cuz his car needed a jump so I...	
	<b>PO:</b> Hang on hang on...my name is Officer Kleinman, I'm going to talk to you about yesterday and what went on but first I'm going to read you your Miranda rights okay? Okay so...case # 08479328, today's date is March 5, 2009, time of interview 3.53 p.m, here talking to <i>[insert name]</i> . How old are you?
<b>S:</b> I'll be 19 next month.	
	<b>PO:</b> Date of birth?
<b>S:</b> April 20, 1990.	
	<b>PO:</b> Address?
<b>S:</b> It's um, 2015 no...1520 ... it's on Pleasant and 35 <sup>th</sup> on the Southside...I think actually it's 1523.	
	<b>PO:</b> Single, married, divorced...?
<b>S:</b> Single.	
	<b>PO:</b> Last grade completed?
<b>S:</b> Let's see...11 <sup>th</sup> grade, community based.	

	<b>PO:</b> OK, now I'm going to read you your Miranda rights; the interpreter will translate everything I say. I need you to initial each one and then sign at the bottom to show that you've understood everything. OK?
<b>S:</b> Yeah.	
	<b>PO:</b> [reads Miranda Warning; <i>see lab exercise 11.1</i> ]
<b>S:</b> I just want to say that I need treatment. I need help. I've got no place to stay here, I'm just staying with my girlfriend at the moment.	
	<b>PO:</b> Why do you need help?
<b>S:</b> I haven't finished school, they won't let me see my daughter – it makes me want to smoke.	
	<b>PO:</b> What do you smoke?
<b>S:</b> Crack.	
	<b>PO:</b> How long have you been smoking crack?
<b>S:</b> I recently got started when I got off parole	
	<b>PO:</b> When did you get off parole?
<b>S:</b> Just 3 months ago.	
	<b>PO:</b> So let's talk about yesterday first and then see if we can get you some help. Where were you going?
<b>S:</b> I was just going over to my cousin's house with some jump leads 'cuz his car was broken down. He always gives me rides to interviews and stuff 'cuz I don't have my license.	

	<b>PO:</b> Did you have anything illegal on you when the police stopped you?
<b>S:</b> Some crack.	
	<b>PO:</b> How much crack?
<b>S:</b> Like 1.7 grams or 1.6 grams.	
	<b>PO:</b> So what happened?
<b>S:</b> I walked away. I was kind of scared. I know what you can go to jail for and the time before that I was trying to get some help from the downtown social security board.	
	<b>PO:</b> How did you try and get away? Did you run?
<b>S:</b> I wasn't running...kind of skipping.	
	<b>PO:</b> So did you have anything illegal on you when the police officer stopped you?
<b>S:</b> Yeah. Some crack.	
	<b>PO:</b> How much?
<b>S:</b> 1.6 ... 1.7 ...[grams]	
	<b>PO:</b> Did you try and throw it away?
<b>S:</b> No, it was in my pocket.	
	<b>PO:</b> Were you going to try and sell it?
<b>S:</b> No. If I was selling, how come I didn't have no money on me?	
	<b>PO:</b> So you were going to smoke all 15 rocks?
<b>S:</b> No it was diamond, so like 17.	

	<b>PO:</b> How did you buy it? As a whole package?
<b>S:</b> I bought a rock.	
	<b>PO:</b> How much did you pay?
<b>S:</b> 40 bucks.	
	<b>PO:</b> That's kinda cheap for 1.7 grams.
<b>S:</b> Well I paid 70 actually...	
	<b>PO:</b> When was the last time you smoked before the police stopped you?
<b>S:</b> I threw my pipe away.	
	<b>PO:</b> You on paper?
<b>S:</b> <i>[quickly]</i> No I'm off paper. Like I said I just need treatment and some place to stay, I'm for real, you know what I'm saying, I need some help real bad. I'm going to blow out my brains I just don't know which way to go.	
	<b>PO:</b> Well let's finish talking about yesterday and then see if we can get you some help. So were you riding with <i>[insert name]</i> ?
<b>S:</b> I don't know who that is.	
	<b>PO:</b> Isn't he your cousin?
<b>S:</b> I'm telling you, I don't know him. So if I get charged what time can I get out? What if they don't charge me?	
	<b>PO:</b> At some point this morning, if they don't charge you. If they do charge you, you may or may not get bail.
<b>S:</b> So what...my charge is Intention to Sell?	

	<b>PO:</b> What if I told you that I have it all on tape? The guy you sold to, the money on you matches the money the guy gave you?
<b>S:</b> You think I'm stupid doncha?	
	<b>PO:</b> No, I think you're very smart.
<b>S:</b> I still haven't made my phone call yet.	

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## Additional Resources

1. The Summit-Lorain report provides a model for police services for LEPs. This is a useful overview of how the police can use language services.  
[www.co.summit.oh.us/Sheriff/LEP.pdf#search=%22Summit%20Lorain%20%22](http://www.co.summit.oh.us/Sheriff/LEP.pdf#search=%22Summit%20Lorain%20%22).
2. The Philadelphia Police have a similar (but more abridged) report: Philadelphia Police Department Directive 71 (12-09-05) Limited English proficiency.
3. Cross Cultural Communication Systems *Introduction to Substance Abuse for Medical Interpreters*. [www.cccsorg.com](http://www.cccsorg.com).
4. [www.LEP.gov](http://www.LEP.gov) provides a useful short (10 minute) example of a 'how-to' and 'how not to' for law enforcement regarding language services.



# UNIT **twelve**

## **TOPIC:**

Interpreting in immigration and administrative hearings

## **SKILLS:**

Consecutive interpreting and sight translation for immigration interviews and in administrative hearings

## **GOALS:**

At the end of this unit students will

- understand the path asylum applicants and others take through the U.S. legal system
- know how to prepare for assignments relating to immigration
- be aware of some types of administrative hearings, through role-playing some examples.

## **EQUIPMENT:**

Videotaping equipment required

## **ASSIGNED READING:**

DeJongh, Elena M. 'Interpreting in Immigration Proceedings' *An Introduction to Court Interpreting: Theory and Practice*. University Press of America. Lanham, MD. 1992. Pp. 104–108. (Some terminology now outdated.)





## Topic Content: Interpreting in Immigration & Administrative Hearings

- Discuss the court system immigration structure. For example, the Executive Office for Immigration Review [www.usdoj.gov/eoir](http://www.usdoj.gov/eoir).
- View excerpts from the June 2000 PBS documentary *Well-Founded Fear*. Discuss with students problematic examples of the interpreting (inaccuracies, omissions, differences in affect, 3<sup>rd</sup> person interpreting).
- Discuss DeJongh, Elena M. 'Interpreting in Immigration Proceedings' *An Introduction to Court Interpreting: Theory and Practice*. University Press of America. Lanham, MD. 1992. Pp. 104 – 108 (some terminology now outdated). Point out more recent changes in terminology using provided student handout. (Alternatively just use student handout, sample list of terminology or other resources and do not assign DeJongh's article).
- Discuss resources for pre-assignment research e.g. country reports on the multilingual site [www.amnesty.org](http://www.amnesty.org).
- Discuss the procedure (i.e., skills test) required to become certified to work in immigration court provided by referral agencies that supply interpreters for immigration cases (i.e., [www.lionbridge.com](http://www.lionbridge.com)).

## Student handout

### OVERVIEW OF IMMIGRATION COURT PROCEEDINGS AND TERMINOLOGY

- Immigration Law is federal law. See **Title 8, U.S. Code**. What used to be called the INS (Immigration and Naturalization Service) is now the U.S. Citizenship and Immigration Services (**USCIS**), a dependency of the **Department of Homeland Security**.
- Hearings are held before immigration law judges in Immigration Court. Decisions by Immigration Court Judges may be appealed to the **Board of Immigration Appeals (BIA)**. Both courts are under the jurisdiction of the executive branch rather than the judicial branch, although occasionally asylum cases are appealed all the way to the U.S. Supreme Court. Immigration courts are operated by the Executive Office for Immigration Review (**EOIR**), a component of the Department of Justice.
- All Immigration Court proceedings are audio-recorded and are **interpreted consecutively**. A **Petitioner**, that is the government, represented by **ICE** (Bureau of Immigration and Customs Enforcement, a dependency of the Department of Homeland Security), presents a petition to an **Immigration Court Judge**. The petition states the **grounds** upon which ICE seeks the **removal** of the alien, and a **Respondent** (the alien) who has been or is then **served** with an **Order to Appear and Show Cause**. The alien may have been previously **paroled** (not to be confused with being “paroled” from prison after serving time for a criminal offense). S/he may have bonded out. In addition, the alien may be in detention, either because s/he was picked up by ICE agents or because s/he has been transferred to ICE custody from federal or state court, or from a federal or state prison pursuant to an **ICE hold**. Respondent must show by **clear and convincing evidence** why s/he should not be **removed** from the country. An alien may apply for a change of **status, asylum** or for a **waiver**.
- An **alien** is “any person not a citizen or a national of the United States” (8 U.S. Code, Chapter 12, Subchapter I, Sec. 1101). Any alien, whether s/he is in the country legally or illegally, may be **subject to removal proceedings**, if s/he has been convicted of certain crimes, including crimes involving **moral turpitude**.
- **Relief**: Voluntary departure, asylum, cancellation of removal, adjustment of status.
- **Asylum** applications. **Credible fear** review: Applicant must show a well-founded fear of persecution.
- **Removal** (previously called *deportation*) proceedings. Alien may apply for a **Suspension of Deportation/Cancellation of Removal**.

- **Undocumented aliens** are subject to removal proceedings even if they have not been previously convicted of any crime. **Entering the country illegally is a federal crime**, and **illegal reentry** after deportation is a very serious federal offense, punishable by up to 20 years in federal prison and/or up to a fine of \$250,000. If the alien does not have a criminal record in the U.S., s/he may apply for **voluntary departure**, (alien pays for his/her trip back to his/her home country). This allows the alien to apply for a visa to re-enter the U.S. legally.
- If the alien is removed (at U.S. government's expense) because s/he is not able to pay for his/her ticket out of the country or because s/he is denied voluntary departure, there is a 10-year bar to applying for a visa to enter the U.S. Aliens who have been convicted of certain crimes, even aliens who are **legal residents** (holders of green cards), are subject to removal and may not reenter the U.S. without prior written permission from the Secretary of Homeland Security. They may be barred permanently from re-entering the U.S.

### Grounds for Removal:

Crimes involving **moral turpitude** such as:

- drug offenses
- aggravated felonies
- crimes involving firearms or destructive devices
- convictions for domestic violence, stalking and violations of protective orders
- repeat offenders.

## Sample List of Immigration-related Terminology

English term	Other language term/definition
<b>Department of Homeland Security</b>	
<b>removal (proceedings)</b>	
<b>Immigration and Nationality Act</b>	
<b>USCIS (United States Citizenship and Immigration Services)</b>	
<b>petitioner</b>	
<b>citizen</b>	
<b>well-founded fear</b>	
<b>status</b>	
<b>Notice of Rights and Consequences</b>	
<b>alien</b>	
<b>waiver</b>	
<b>Immigration Officer</b>	
<b>ICE (Immigration and Customs Enforcement)</b>	

## Skills: Interpreting & Sight Translation for Immigration Interviews & in Administrative Hearings

### Overview:

1. Practice consecutive interpreting skills using lab exercise 12-1 or 12-2.
2. Practice sight translation skills using lab exercise 12-3.
3. Optional extension exercise: sight translation skills in a disability hearing, lab exercise 12-4.
4. Assign lab assignment #6.

**NOTE: Each student should be videotaped at least once during this session to have a recorded interpretation to analyze for this week's lab assignment.**



## Lab Exercise 12-1: Initial Questioning by Immigration Caseworker

**C** = Caseworker

**A** = Asylum seeker

\*Details to be modified as appropriate for the language pair in [ ]s

<b>C:</b> So, [Mr. Deby], are you still on parole?	
	<b>A:</b> Yes.
<b>C:</b> And when do you get off?	
	<b>A:</b> Do you mean when did I get out of prison?
<b>C:</b> I mean off the parole.	
	<b>A:</b> I got out of prison on March 28, 2003, and I have three years of parole.
<b>C:</b> Since...mmm...are you employed now?	
	<b>A:</b> Yes.
<b>C:</b> And where do you work?	
	<b>A:</b> In the kitchen at Hong Kong Low.
<b>C:</b> I'm sorry, <i>where</i> are you working now?	
	<b>A:</b> The restaurant's name is Hong Kong Low.
<b>C:</b> [writing] Hong...Kong...Low - Hong Kong as in the city. Low L...O...W... Thank you. How much do you earn?	
	<b>A:</b> \$800 per month.
<b>C:</b> And out of those 800 dollars you give practically one hundred a week to your parents?	

	<b>A:</b> Every month, you mean?
<b>C:</b> No, every week.	
	<b>A:</b> ummm..yes.
<b>C:</b> Do your parents have any other income?	
	<b>A:</b> They are retired so they just get their social security – “welfare.”
<b>C:</b> All right. So they receive income from the United States government in the form of social security payment is that correct?	
	<b>A:</b> Yes, they receive like 4 or 5 hundred a month. It's not enough to live on.
<b>C:</b> That 4 to 5 hundred dollars they collect in social security; is that the total sum for both of them?	
	<b>A:</b> Yes.
<b>C:</b> So, why do you think that you can't go back to [the Ivory Coast]?	
	<b>A:</b> I'm afraid of the militia who threatened me before.
<b>C:</b> Which militiamen?	
	<b>A:</b> They work for the [New Forces]. They searched my house and beat up my cousin. We escaped in a jeep - if we hadn't got away they would have kidnapped us and taken us to the north to...to...
<b>C:</b> Why do you think that they would have taken you up north?	
	<b>A:</b> To torture us. They have their detention camp in [Korhogo].

<b>C:</b> I'm sorry...where?	
	<b>A:</b> In [Korhogo]. It's the biggest town in the north.
<b>C:</b> Why do you think that they wanted to harm you?	
	<b>A:</b> Because in 1990 I became friends with the head of the [New Forces] and I joined the movement. But then my son was born - in 1993, and I couldn't work with him any more—it was too dangerous. But he thinks that I'm a traitor—and he wants revenge.
<b>C:</b> But that was all a very long time ago—about 15 years. Don't you think that you will have been forgotten about now, so it's safe for you to go back to your hometown, or if not there, somewhere else in the country?	
	<b>A:</b> No, not at all! [Sidiki Sono] is still the head of militia. He knows me. I'm not safe anywhere in [the Ivory Coast]. And my sister and brother-in-law have sent me e-mails warning me.
<b>C:</b> Do you have any evidence that you can show me to prove that you were, indeed, part of the [New Forces] group in the 90s? Any photos...documents.	
	<b>A:</b> No, I left everything in [Africa]. I didn't want to keep the evidence...in case...
<b>C:</b> So can you tell me anything about the organization when you worked for them in the 90s. When did you start?	
	<b>A:</b> In '91.
<b>C:</b> When exactly in '91?	



	<b>A:</b> I don't remember—May, June, July maybe.
<b>C:</b> And what was your role?	
	<b>A:</b> I did odd jobs for them. I was a driver for the boss...made phone calls...
<b>C:</b> Earlier you said that you were friends with the top guy – but you were also his driver?	
	<b>A:</b> Yes...we were friends...but I drove his car for him.
<b>C:</b> So you wouldn't think say that your role in the organization was very significant?	
	<b>A:</b> Yes it was! I was there right from the beginning...I know everybody...it's too dangerous for me to go back.
<b>C:</b> So could you please tell me some of the names of the most important members of the [New Forces]?	
	<b>A:</b> Umm...well...there was [Sidiki Sono], he's the head, there's [Guillame Konaté]...
<b>C:</b> Yes, he's the spokesperson. Who else did you work for?	
	<b>A:</b> Umm...I can't really remember. It's a long time ago, my memory is letting me down.
<b>C:</b> Right, well how about you tell me how you escaped from the Ivory Coast without them stopping you.	
	<b>A:</b> I was lucky—a friend got me a fake passport. He's a trader, buys and sells clothes. He smuggled me into [Guinea].

<p><b>C:</b> Were you motivated to come to America to work? And now, 15 years later, do you really still think that [the Ivory Coast] is dangerous for you? Do you really fear for your life there?</p>	
	<p><b>A:</b> No, I came here for security. [The Ivory Coast] is a very dangerous place at the moment. They're going to kill me if I go back.</p>
<p><b>C:</b> But is it really any more dangerous for you than anybody else who lives there? Your wife and family still live there, right?</p>	
	<p><b>A:</b> No, they're staying in [Burkina Faso] with friends—[bukinabés].</p>
<p><b>C:</b> Can't you go and live with them there?</p>	
	<p><b>A:</b> No, I don't have a work permit.</p>
<p><b>C:</b> Can you give me any other specific reason why your life would be at risk if you returned to your home country?</p>	
	<p><b>A:</b> No, but I tell you, the militia will torture me and kill me if I go home. They've tortured my friends and they're definitely going to harm me. Please please listen to me and understand—it's not possible for me to go back to Africa.</p>

## Lab exercise 12-2: Immigration Court Hearing (Questioning of Asylum Seeker)

A = Attorney

AS = Asylum seeker

\*Details to be modified as appropriate for language pair in [ ]s

A: How long were the guerrillas in your house?	
	AS: They just went by there. They just pass by there. They stayed about twenty or thirty minutes.
A: What did they say, if you can remember, when they were talking to you?	
	AS: They told me that I was with the government.
A: Continue.	
	AS: They told me that I was with the army and they threatened me with a lot and that they were going to kill me. Thank God nothing happened to me.
A: How did these men threaten you?	
	AS: They had arms.
A: How did they threaten you with these arms?	
	AS: They threatened me and they said they were coming back for me. I don't know whether they came back or not because I left.
A: After this incident with the guerrillas, how long did you stay in (El Salvador).	

	<b>AS:</b> I stayed there. I went to [Sanpunte] and in April I came here.
<b>A:</b> Anything with a [Spanish] name, a town, if you could spell it for the record I'd appreciate it. Can you spell [Sanpunte] please?	
	<b>AS:</b> I can't read or write.
<b>A:</b> Okay, when you left your home for two months and you went to [Sanpunte], did you have any further problems there with the guerillas?	
	<b>AS:</b> No, in that town there's not a lot of problems.
<b>A:</b> Were you safe there?	
	<b>AS:</b> No. Not very safe, because they came close to the town.
<b>A:</b> Did you report the guerilla incident to any government officials?	
	<b>AS:</b> Uh, no, I just left and didn't have a chance to do that.
<b>A:</b> Aside from the incident that you have recounted, has any other member of your family had any problems with the guerrillas?	
	<b>AS:</b> No.
<b>A:</b> Have you ever personally or has any member of your family openly criticized the guerillas?	
	<b>AS:</b> Yes, because of the unjust things they are doing. But I have not publicly expressed any bad things because one can't express these things with them.

<b>A:</b> Why not?	
	<b>AS:</b> I want to be free.
<b>A:</b> Did you register to serve in the military in your country?	
	<b>AS:</b> No, not to be a soldier, no.
<b>A:</b> What do you believe would happen if you were to return to your country?	
	<b>AS:</b> Well I would be in danger because everybody knows that I came here.
<b>A:</b> How do they know that you came here?	
	<b>AS:</b> Well, since I'm not there, they may think that I came here.
<b>A:</b> Since you left your house in [El Salvador], do you know if the guerillas have come back to look for you?	
	<b>AS:</b> No, they have not because they already know that I'm not there.
<b>A:</b> How do they know this?	
	<b>AS:</b> Because they always have... the people, the people, that have what they call "ears."
<b>A:</b> No further questioning your honor.	

**CROSS-EXAMINATION OF ASYLUM SEEKER****A = Attorney****AS = Asylum seeker****\*Details to be modified as appropriate for language pair in [ ]s**

<b>A:</b> Mr. [Lopez], did any one tell you that it was important to say certain things today when you testify?	
	<b>AS:</b> Yes, no.
<b>A:</b> The threat that you received from the guerillas, is that the most significant confrontation that you had with them?	
	<b>AS:</b> Yes. But it frightened me a lot. I lost the love for the place where I lived.
<b>A:</b> Let's get back to the application, the one your attorney filled out for you. This application says that you applied for a passport to come in the U.S. in January '91. That was a month or 2 months before you were threatened by the guerillas.	
	<b>AS:</b> I have not taken out any passport.
<b>A:</b> Did you have to get a document from the government of [El Salvador] before you traveled to the United States?	
	<b>AS:</b> No I had just my birth certificate and my [cedula] with me.
<b>A:</b> Could you tell us what a [cedula] is?	
	<b>AS:</b> It's a little booklet. It's a little book and it has a photograph in it and all the personal documents of the person.

<b>A:</b> Did you walk through other countries to come to the United States?	
	<b>AS:</b> Yes.
<b>A:</b> Did you go through [Honduras]?	
	<b>AS:</b> No, through [Guatemala].
<b>A:</b> Do you know of any political strife in [Guatemala]?	
	<b>AS:</b> No
<b>A:</b> Why didn't you choose to live and stay in [Guatemala]?	
	<b>AS:</b> Because my destination was to come here.
<b>A:</b> Is it because there were more opportunities to work here?	
	<b>AS:</b> No. I did not come for the work. I came here for the tranquility. I am at risk in my country.
<b>A:</b> But are you at more risk than any of your other countrymen?	
	<b>AS:</b> Others are persecuted but they just stay there suffering.
<b>A:</b> Why are you more at risk than them?	
	<b>AS:</b> It's just that I don't want to get involved in the groups.

## Lab exercise 12-3: Sight translation: Sample Questions from Asylum Application Form (I-589)

### INFORMATION ABOUT YOUR APPLICATION

When answering the following questions about your asylum or other protection claim you should provide a detailed and specific account of the basis of your claim to asylum or other protection. To the best of your ability, provide specific dates, places and descriptions and each event or action described. You should attach documents evidencing the general conditions in the country from which you are seeking asylum or other protection and the specific facts on which you are relying to support your claim. If this documentation is unavailable or you are not providing this documentation with your application, please explain why in your responses to the following questions. Refer to Instructions, part 1 : Filing Instructions, Section II, "Basis of Eligibility," Parts A-D, Section V, "Completing the Form", Part B, and Section VII "Additional Documents that You Should Submit" for more information on completing this section of the form.

1. Why are you applying for asylum or withholding of removal under section 241 (b) (3) of the Act, or for withholding of removal under the Convention Against Torture? Check the appropriate box(es) below and then provide detailed answers to questions A and B below:

- Race
- Political Opinion
- Religion
- Membership in a particular social group
- Torture Convention

2. Have you, your family, or close friends or colleagues ever experienced harm or mistreatment or threats in the past by anyone?

- No
- Yes

If your answer is "Yes" explain in detail:

1. What happened;
2. When the harm or mistreatment or threats occurred;
3. Who caused the harm or mistreatment or threats; and
4. Why you believe the harm or mistreatment or threats occurred.



3. Do you fear harm or mistreatment if you return to your home country?

- No
- Yes

If your answer is "Yes" explain in detail:

1. What harm or mistreatment you fear?
2. Who you feel would harm or mistreat you; and
3. Why you believe you would or could be harmed or mistreated.

4. Have you or your family members ever been accused, charged, arrested, detained, interrogated, convicted and sentenced, or imprisoned in any country other than the United States?

- No
- Yes

If "Yes" explain the circumstances and reason for the action.

5. Have you or your family ever belonged to or been associated with any organization or groups in your home country, such as, but not limited to, a political group, student group, labor union, religious organization, military or paramilitary group, civil patrol, guerilla organization, ethnic group, human rights group, or the press or media?

- No
- Yes

If "Yes" describe for each person the level of participation, any leadership or other positions held, and the length of time you or your family members were involved in each organization or activity.

6. Do you or your family continue to participate in any way in these organizations or groups?

- No
- Yes

If "Yes" describe for each person, your or your family members' current level of participation, any leadership or other positions currently held, and the length of time you or your family members have been involved in each organization or group.

7. Are you afraid of being subjected to torture in your home country or any other country to which you may be returned?

No

Yes

If “Yes” explain why you are afraid and describe the nature of the torture you fear, by whom, and why it would be inflicted.

8. Have you, your spouse, your child(ren), your parents, or your siblings ever applied to the United States Government for refugee status, asylum, or withholding of removal?

No

Yes

If “Yes” explain the decision and what happened to any status you, your spouse, your child(ren), your parents or your siblings received as a result of that decision. If you have been denied asylum by an Immigration Judge or the Board of Immigration Appeals, please describe any change(s) in conditions in your country or your own personal circumstances since the date of the denial that may affect your eligibility for asylum.

9. After leaving the country from which you are claiming asylum, did you or your spouse or child(ren), who are now in the United States, travel through or reside in any other country before entering the United States?

No

Yes

If “Yes”, provide for each person the following: the name of each country and the length of stay; the person’s status while there; the reasons for leaving; whether the person is entitled to return for lawful residence purposes; and whether the person applied for refugee status or for asylum while there, and, if not, why he or she did not do so.

## Lab Exercise 12-4: Disability Compensation Hearing

ATTORNEY	WITNESS
Mr. [Petrovich], could you tell us, first of all, what problems you have with your right hand?	
	I have numbness and pain in my right hand.
How is your ability to grip?	
	Not too good.
Is there a time when your hand feels worse than at other times?	
	Yes, cold weather.
What about your finger, is that...	
	That hurts more than the other two in cold weather.
Is that your right index?	
	It would be the one that was injured, wouldn't it?

**ATTORNEY:** With regard to the claim petitions involving 83-9654 and 83-4638, the petitioner and the respondent both agree on the extent of the injury to the petitioner on January 14, 2005. He lacerated his right index finger on that day and, as he was earning wages of \$495 a week, was eligible to receive the maximum rate in effect at that time. Since that time the exposure during the course of his employment from 1998 to 2005 has also given rise to bilateral carpal tunnel syndrome. The respondent agrees to pay 15 weeks of temporary disability benefits, at the rate of \$199. That amounts to \$2,985, which should be deemed adequate as to time and amount. The sole remaining issue is the nature and extent of permanent disability.

## DIRECT EXAMINATION

ATTORNEY	WITNESS
How about you back? How does it bother you?	
	My back bothers me when I am sitting too long, if I drive and when I walk. At night I have to get up, walk around, lay back down again. I'm in constant pain.
Have your nerves been affected by these accidents?	
	Yes. I'm depressed and irritable with my family. Some days I don't even talk to them.

## CROSS-EXAMINATION

ATTORNEY	WITNESS
Do you suffer loss of strength in both hands because of the operation?	
	Yes.
How about sensation, either pain or numbness that you feel? Is it just in the hand? Does it go into the forearm?	
	Well it starts from the wrist and goes into the fingers. And sometimes into my forearm and I also have pain in my elbows.
Are there things that you used to be able to do, say around the house, like fixing things, that you don't attempt to do or can't do now because of your hands?	

	Yes. I was always active and using my hands and doing things that I can't do anymore. It's frustrating as hell.
How is your bending and lifting restricted?	
	Very restricted.
Give us some examples perhaps	
	Lifting up objects, maybe 20, 30, 40 pounds. I used to do that with one hand and now I can't pick it up with two. I get pains.
How about driving?	
	I always have my wife with me because I can't sit for too long in one position. When I can't take it any more I stop and let her drive.
How about sitting in one position?	
	Not too long. I've tried a hard and a soft chair. It doesn't matter. The pain radiates out of my back to my legs.
Have you ever used a back brace, a cane, a walker?	
	Never.
How about medications prescribed by a doctor?	
	Just aspirin and Tylenol.
How has all of this affected your sleep?	
	I toss and turn all night. I can't get comfortable. Maybe I'll doze for a half hour, then it starts again.
No further questioning, your honor.	

**THE COURT:** I have considered the testimony of the petitioner as to his complaints resulting from the accident. I have considered the reports of examining physicians offered in evidence on behalf of the respective partners and I am satisfied that the terms of the settlement – strike that – that the petitioner sustained permanent disability resulting from the accident. This entitles the petitioner to 152.8 weeks at \$47 per week rate amounting to \$7,181. Counsel fees and medical fess are payable by both parties.

## LAB ASSIGNMENT #6: INTERPRETING ASSESSMENT

### DUE:

You will be reviewing your videotape of an interpreting practice you did during your lab time. After reviewing your videotape, consider the questions listed below and then answer the questions about your interpretations.

1. Overall, how do you assess your interpretation of this situation? Were you able to convey the overall meaning and information? If not, what types of information caused you the most difficulty?
2. Did you ask the speaker for repetition or clarification? How did this work for you? How does it seem to affect the speaker's ability to convey what they wanted to say?
3. View the most difficult part of this interpretation. What are the factors that make this the most difficult? (vocabulary, speed, content, emotion, side conversations, other distractions?)
4. How would you rate yourself on a scale of 1-5 in terms of vocabulary usage, grammar, and accuracy of the interpretation?
5. Compared to other interpreting exercises that you have done in class, what improvements do you see yourself making as you view this interpretation?
6. What do you consider to be the skill area you would want to focus on, based on your interpretation of this dialogue?

**NOTE: You may opt to use the Feedback Form used for the Midterm and Final Consecutive Interpreting exams for this activity.**

## **Additional resources**





# UNIT thirteen

## TOPIC

Interpreting in legal settings

## SKILLS

Consecutive interpreting and sight translation in legal settings

## GOALS

After this unit students will be

- aware of the different courts that interpreters may work in
- aware of the state's legal Interpreter's Code of Professional Responsibility (and some differences between this and the Code of Ethics for medical interpreters).
- informed about the State and Federal legal interpreter certification programs
- aware of where to find information about continuing education opportunities for interpreters interested in legal interpreting.

## EQUIPMENT

Audio recording equipment useful for student self and peer evaluation in lab exercises

## ASSIGNED READING

Mikkelson, Holly. *Towards a redefinition of the role of the court interpreter* (used previously in 'Introduction to Interpreting'). [www.acebo.com/papers/rolintrp.htm](http://www.acebo.com/papers/rolintrp.htm).



## Topic Content: Interpreting in Legal Settings

- Overview of the courts interpreters often work in and the court system in general
- Discussion of *Towards a redefinition of the role of the court interpreter* (or review if previously discussed in another course)
- Discussion of the legal interpreter's 'Interpreter's Code of Professional Responsibility' (Minnesota version: [www.mncourts.gov/documents/0/Public/Interpreter\\_Program/Code\\_of\\_Professional\\_Responsibility.doc](http://www.mncourts.gov/documents/0/Public/Interpreter_Program/Code_of_Professional_Responsibility.doc)). Discussion of the differences between this and the National Code of Ethics for Interpreters in Health Care (NCIHC).
- Video examples of the modes of interpreting used in the court setting and the importance of accuracy in legal interpreting in *Points of Departure: Interpreters in the Justice System* (Open Learning Agency and Vancouver Community College)
- Guest speaker (state or federally certified legal interpreter) to talk about these topics
- Information about the State and Federal legal interpreter certification programs
- Information about continuing education opportunities for interpreters interested in legal interpreting.



## HOW THE MINNESOTA JUDICIAL BRANCH IS STRUCTURED

<b>MINNESOTA SUPREME COURT</b>
<p><b><i>Appeals from:</i></b>            Court of Appeals            Trial court decisions if Supreme Court chooses to bypass the Court of Appeals            Tax Court Appeals            Workers' Compensation Court of Appeals</p> <p><b><i>Original Actions:</i></b>            First-degree murder convictions            Writs of Prohibition**            Writs of Habeas Corpus***            Writs of Mandamus****            Legislative election contests</p>
<b>MINNESOTA COURT OF APPEALS</b>
<p><b><i>Appeals from:</i></b>            All trial court decisions, except first-degree murder convictions            Decisions of Commissioner of Economic Security            Administrative agency decisions, except Tax Court &amp; Workers' Compensation Court</p> <p><b><i>Original Actions:</i></b>            Writs of mandamus or prohibition, which order a trial judge or public official to perform a specified act, such as permitting media coverage of a hearing</p>
<b>MINNESOTA TRIAL (DISTRICT) COURTS</b>
<p><b><i>Original Actions:</i></b>            Civil Actions            Criminal Actions            Family            Juvenile            Probate            Violations of city ordinances</p> <p><b><i>Appeals from:</i></b>            Conciliation Court</p> <hr style="width: 20%; margin: 10px auto;"/> <p>Conciliation Division: Civil disputes up to \$7,500</p>

SOURCE: [www.mncourts.gov/default.aspx](http://www.mncourts.gov/default.aspx)

**DISCUSSION QUESTIONS:**

Mikkelson, Holly. *Towards a redefinition of the role of the court interpreter* (used previously in 'Introduction to Interpreting') [www.acebo.com/papers/rolintrp.htm](http://www.acebo.com/papers/rolintrp.htm).

1. What are some examples of standards of practice for legal interpreters?
2. What is the difference between the common-law tradition and the civil-law tradition?
3. How does the reliance on oral evidence affect the role and function of the interpreter?
4. Why is the accurate interpretation of the testimony of the witness so important?
5. How might an interpreter influence a jury?
6. What does the interpreter do if there is no equivalent in the target language?

# Skills: Sight Translation & Consecutive Interpreting in Legal Settings

## Overview:

1. Practice of lease sight translation
2. Practice of sample legal consecutive interpreting text (see “Additional Resources” for resources)

## Lab Exercise 13-1: Sight Translation: Landlord and Tenant Agreement Lease

THIS LEASE, made this 15th day of September, 2000, between Joseph Smith hereinafter called the Lessor, and Thomas A. Jones hereinafter called Lessee. WITNESSETH: that Lessor, in consideration of the rents, covenants and agreements hereinafter agreed to be paid and performed by said Lessee, does hereby demise, lease and let to Lessee, and said Lessee does hereby hire and take from said Lessor, all that real property located in the city of Charlesville, County of Scott, State of Minnesota, described as follows: TWO (2) bedroom, TWO (2) baths, Living room and Kitchen, with appurtenances, for the term of TWO (2) years commencing on the FIRST (1) day of October, 2000 and ending on the THIRTIETH (30) day of September 2002, at the total rental of \$20,300.00 (TWENTY THOUSAND AND THREE HUNDRED DOLLARS), payable at the rate of \$850.00 per month, in advance in lawful U. S. Currency on the FIRST (1) day of each and every month. Lessee hereby covenants and agrees as follows:

1. To pay Lessor the said rent as the same falls due as hereinabove provided.
2. Not to let or sublet the whole or any part of said premises, nor to assign this lease, and not to make any alternations, additions, or improvements in said premises, without the prior written consent of Lessor.
3. That all alternations, additions, or improvements made in and to said premises shall, unless otherwise provided by written agreement between the parties hereto, be the property of Lessor and shall remain upon and be surrendered with the premises.
4. Lessee acknowledges that the said premises are leased to him in their present condition unless otherwise provided by written agreement between the parties hereto, and Lessee agrees to keep said premises in as good repair and condition as they now are, or may hereafter be placed, at his own expense.
5. At the expiration of the term of, or at any sooner termination of, this Lease, Lessee agrees to surrender possession.

Signed in agreement thereof, this 15th day of September of the year two thousand.

\_\_\_\_\_  
**LESSOR**

\_\_\_\_\_  
**LESSEE**

## Additional resources

### ***Resources for legal interpreters:***

1. [www.courts.state.mn.us/interpreters](http://www.courts.state.mn.us/interpreters) (follow “Tools for Interpreters” link for glossaries, practice materials, certification self-assessment tool, video clips, etc.).
2. Your state court’s website for general information about the legal system, e.g.,: [www.courts.state.mn.us/?page=162](http://www.courts.state.mn.us/?page=162).
3. The National Association of Judiciary Interpreters and Translators: [www.najit.org](http://www.najit.org).
4. Particularly NAJIT’s free resource page: [www.najit.org/Resources.html](http://www.najit.org/Resources.html).
5. *The Interpreter’s Edge*: Sample role plays and sight translations (both generic, i.e. English-English and for various language pairs): [www.acebo.com/oprods.htm](http://www.acebo.com/oprods.htm).





# UNIT fourteen

## TOPIC

Simultaneous interpreting

## SKILLS

Simultaneous interpreting

## GOALS

After this unit students will

- understand the skills needed for simultaneous interpreting.
- know in which situations simultaneous interpreting is used in community settings (e.g., in certain circumstances in court, certain scenarios in healthcare, public meetings, etc.)
- provide suggestions for practice to prepare for simultaneous interpreting and skills exercises that can be done individually and/or outside of a classroom setting.

**NOTE: This class is a consecutive interpreting class and so does not devote much time to working on simultaneous interpreting skills. Students can, however, use the suggestions provided here to work on their skills independently, as their ability and confidence increase.**

## EQUIPMENT

Language lab facilities to record both the original track and the student's simultaneous interpretation useful but non-essential



## Topic Content: Simultaneous Interpreting

- Discuss the student's understanding of simultaneous interpreting. One definition is: "oral conversion of messages in the source language to the target language almost at the same time as the speaker."
- Brainstorming of the skills used and the community interpreting settings in which simultaneous interpreting is appropriate.

### SKILLS

#### Analysis

**Listening for chunks of meaning**

**Décalage (lag time)**

**Paraphrasing**

#### Prediction

**Notetaking (numbers and names)**

**Cueing (to catch up in pauses)**

**Self monitoring**

### SETTINGS

- Very often in ASL interpreting
  - Family conferences or other situations where not everybody needs an interpreter
  - The ER
  - Mental health
  - Opening and closing statements etc. in court
- Taster of simultaneous interpreting exercise
  - Optional supplemental exercise: Discussion of Simultaneous Interpreting chapter in Roseann Duenas Gonzales, Victoria Vasquez, and Holly Mikkelson. "Chapter 27: Consecutive Interpretation." *Fundamentals of Court Interpretation*. Carolina Academic Press. Durham, NC. 1991.

## Simultaneous Interpreting Exercises

Read a text aloud and complete the following exercises to give the students a taster of preparing to interpret in the simultaneous mode. The text can be either in English or the students' other language. Useful texts can be found easily on the web. The text included here is just one example.

1. Read the text out loud and have the students shadow it (i.e., in the same language). They should leave a few seconds gap before they start to work and should stop speaking the same number of seconds after you finish reading if they have maintained a steady time lag throughout the shadowing exercise.
2. Read the same text aloud and have the students shadow it and simultaneously write 1, 2, 3, etc on their notepad. To make it more challenging they can count down rather than up – 100, 99, 98 etc.
3. Read the text one more time and have the students simultaneously paraphrase what they are hearing (in the same language as the text).

## Sample Text

### ***Excerpts from a speech entitled “China—You ain’t seen nothin’ yet,” given by Alan Johnson MP at the Smith Institute, London. Wednesday, February 1, 2006***

“Every now and then, phenomena emerge that are so massive in scale and so huge in effect, that the consequences are felt in every corner of the world.

Today, there are three such phenomena taking place.

The advance of technology. The huge shift in demographics. And, the massive transformation in Asia that we are discussing here.

Napoleon said, “Let China sleep, for when she awakes she will shake the world”.

We are feeling the tremors today.

Chinese demand for energy is driving our fuel prices up. Cheap Chinese workers are forcing our manufacturers to relocate. Chinese foreign exchange decisions quickly reverberate across the world.

But Chinese manufacturers have also given us cheaper clothes, toys and computers. And cheaper electronics from China have been a huge contributory factor in keeping our inflation low.

China is not only waking up. She’s had her breakfast, put her coat on and left for work. Imagine what will happen when she gets there.

For a thousand years, China’s position as the pre-eminent world power was beyond doubt. Whilst we were in the dark ages, China was inventing paper, gunpowder and printing.

But then in the 1500s, China withdrew, pulled up the drawbridge, and turned her back on the world.

But since, 1978, when China started opening up its economy, their long process of economic, technological and industrial catch up has accelerated.

China’s population is gargantuan. Far greater than America, Europe and Japan combined. Her ambition is equally gargantuan too. Shanghai has the world’s tallest hotel, the world’s biggest shop, the world’s highest TV tower, the world’s fastest train. In the last decade, China has built enough roads to loop around the equator sixteen times.

And the speed with which she is embracing new technology and global change is astonishing. Thirty years ago, China was poorer than Africa. Today, China is five times richer per head

than many African states.

This kind of growth is unprecedented in history. It has amazed economists, startled statisticians and terrified not a few of her competitors.

This success has a flip side. The gap between rich and poor is widening. Social unrest is on the rise, after job losses and land seizures. And the country still has to feed a fifth of the world's population with just seven per cent of the world's arable land.

But, still, the scope for further growth remains huge. Although hundreds of millions of Chinese have been lifted out of poverty in recent years, more than half the workforce is still employed in agriculture, two thirds live in rural areas and 600 million, nearly half the population, live on less than two dollars a day.

By 2050 the Chinese middle class will comprise an even larger chunk of the nation - enjoying and spending their unprecedented wealth. Chinese scientists will be winning Nobel Prizes. We will lose our Western monopoly on invention. And China will not only be by far the most populous country in the world, it will be by far the largest economy in the world.

In 2050, we will have forgotten there was ever a time when China was a developing nation.”

## Skills: Simultaneous Interpreting

### Overview:

### Lab Exercise 14-1: Simultaneous Interpreting Exercises

Distribute and discuss the following student handout. Then selected exercises can be tried in the lab section under the supervision of the lab instructor. Exercises 4, 6 and 7 are particularly suitable for class time.

## Simultaneous Interpreting: (take it step-by-step with these exercises)

Take the approach of a professional athlete and divide up the simultaneous interpreting task into its constituent skills: listening, analysis, understanding, short term memory, re-producing, self-monitoring. Work on these skills separately and gradually build up to using them all at the same time.

1. As you walk down the street repeat the license plates of vehicles that pass you, as well as the color and make of the car. Try to remember as many as you can and then repeat the details back to yourself. When this becomes easy try translating the information into your second language.
2. Take a piece of paper and divide it into two columns. Listen to two tapes (in your two languages) and take notes on both at the same time, dividing your notes into the appropriate column. This helps you to cultivate split attention.
3. Listen to the stock exchange announcements in both of your languages or have a friend read you an article from the financial section of the newspaper. Note down all the figures to work on accuracy of numbers and names.
4. To improve your short term memory take a text, read the first sentence, cover it and repeat it. Then read the first and second sentences, cover them and repeat them. Then read the first, second and third sentence...and so on....
5. Increase your concentration levels by listening to and/or shadowing a radio program with a lot of background noise (your kids watching cartoons for example!) This will increase your ability to concentrate massively.
6. 'Shadow' a radio broadcast. This means repeating exactly what you hear word for word but with a time lag of a few seconds. As this becomes easier try to increase the time lag between you and the original, to paraphrase or to work in your second language.
7. Practice 'frozen' interpreting. For example listen to a section of speech, stop the recording and then interpret it instantly afterwards. This practices all of the elements of simultaneous interpreting but removes the time pressure. When you have practiced the recording a few times and are familiar with it try to simultaneously interpret several sections without stopping the recording.
8. Maintain a log book in which you record progress made and weaknesses to work on. Divide this book into two sections: one for 'generative' mistakes that you can work on that will have more of an impact (e.g., not saying 'um' or 'err' when interpreting) and one for one-time errors (e.g., items of vocabulary).



9. Try to simultaneously paraphrase - from English to English, etc. Leave a short time lag (until you have a unit of meaning) and then start to simultaneously paraphrase what you are listening to in a radio broadcast/on a recording. Radio is better than TV as it is generally slower and the meaning is contained in the words, without images supporting the meaning.
  10. Listen to an interview or other broadcast in your second language on the radio and silently (just mentally) interpret it into your mother tongue language. Then try to interpret it out loud—and compare the difficulty.
- 

## Additional resources

### *Simultaneous interpreting*

1. DeGroot, Annette M.B. The cognitive study of translation and interpretation. *Cognitive Processes in Translation and Interpreting*. (1997). Pp. 25–56.
2. Gonzalez, Roseann Duenas, Victoria F. Vasquez, and Holly Mikkelson. *Fundamentals of Court Interpretation*. (1991). (Simultaneous Interpreting chapter.)
3. Mikkelson, Holly. *The Interpreter's Edge*, Generic Edition (all languages). [www.acebo.com](http://www.acebo.com).
4. Patrie, Carol. *Effective Interpreting Series: Simultaneous Interpreting from English* (Study Set on DVD.) [www.dawnsign.com/shopping/Detail.cfm?ProductID=184](http://www.dawnsign.com/shopping/Detail.cfm?ProductID=184).
5. Visson, Lynn. *From Russian into English: An Introduction to Simultaneous Interpretation*, second edition. (1999). Focus Publishing / R. Pullins Company.

# UNIT **fifteen**

## TOPIC

Interpreting in mental health settings

## SKILLS

Register, interpreting in mental health settings

## GOALS

After completing this unit students will

- be aware of some of the challenges of interpreting in the mental health setting
- have given thought to whether they are ready to accept assignments in this setting and whether they would like to do so.

## EQUIPMENT

Audio recording equipment useful for student review of lab exercises but non-essential

## ASSIGNED READING

Benhamida, Laurel. *Interpreting in mental health settings for refugees and others: A guide for the professional interpreter.*

And possibly: Pollard, Robert. *Mental health interpreting: A mentored curriculum* (particularly Chapter Eight: “Dynamics of mental health interpreting work”).



## Topic Content: Interpreting in Mental Health Settings

- Discussion of the assigned readings
- Some discussion of the settings in which mental health interpreting is done (hospitals and clinics, special schools, competency hearings, law enforcement, social services) and key terminology (handouts provided)
- Brainstorming of specific cultural issues (e.g., taboos about mental health issues, common mental health issues for particular refugee or immigrant groups) that may come up for student interpreters in the class
- Discussion of the technical challenges of mental health interpreting, e.g., incoherent speakers, preserving register and structure of the original, liaising with providers when they are using questions that rely on assessment of English (for example, idioms) to diagnose certain conditions.
- View tape - 'Interpreting in Refugee Mental Health Settings' (if not used in *Introduction to Interpreting*). This 33-minute video provides an overview of the interpreter's role in mental health care, detailing the kinds of skills that interpreters must have. The need for planning language interpreting services is highlighted, with special focus on the risks involved in using untrained interpreters. Viewers are introduced to the complexities of the interpreting process and to ethical and interpersonal issues. The special aspects of interpreting in mental health care settings are highlighted in contrast to interpreting in other settings. This videotape is available through the Program in Translation and Interpreting.

## Sample List of Mental Health-Related Vocabulary

English term	Other language term/explanation
<b>affect</b>	Emotions e.g. flat affect, which means showing no feeling
<b>dependency</b>	The need to have something, especially certain drugs, regularly
<b>depressed</b>	Low in spirits, sad
<b>anxiety</b>	Apprehension, uncertainty, and fear resulting from the anticipation of a realistic or fantasized threatening event or situation, often impairing physical and psychological functioning
<b>disturbance</b>	A change in the usual condition, e.g. sleep or eating disturbance
<b>hallucination / perceptual disturbance</b>	Seeing something that is imagined but which is not really there
<b>self esteem</b>	Opinion of oneself, e.g., low self esteem – having negative feelings about oneself
<b>self respect</b>	Pride in oneself, the feeling that one need not be ashamed of oneself
<b>stress</b>	Force or pressure caused by difficulties in life
<b>substance abuse</b>	The use of drugs or alcohol in a harmful way
<b>psychologist</b>	A person trained and educated to perform psychological research, testing, and therapy.
<b>psychiatrist</b>	A physician who specializes in psychiatry
<b>psychotropic medications</b>	Medications which have an altering effect on perception, emotion, or behavior

## Mental Health Symptoms\*

English term	Other language term/definition
unable to get going (no 'get up and go')	
avoiding activities with others	
hear voices	
trouble eating (too much, too little)	
recurrent thoughts	
lapses in memory	
get special messages (from the TV, radio)	
think someone is trying to hurt you	
think you have special powers	
things look strange	
think everyone can hear your thoughts	
trouble talking so people can understand	
feel like you are losing control of your thoughts	
someone is controlling or putting thoughts in your head	

English term	Other language term/definition
<b>speech problems</b>	
<b>sexual concerns</b>	
<b>religious concerns</b>	
<b>heart pounding</b>	
<b>feel like you are really not here</b>	
<b>feel pressure in your head</b>	
<b>feel like something terrible or strange is happening to your body</b>	
<b>can't stop doing something over and over</b>	
<b>feel like being controlled by a device (computer, electrodes)</b>	
<b>feel like hurting others or yourself</b>	
<b>everyone around you seems dead</b>	
<b>others tell you that you are strange</b>	
<b>getting harassed by others</b>	
<b>difficulty thinking or concentrating</b>	

\* Based on McCandless-Glimcher et al. (1986) Register + interpreting in mental health settings.

## Skills: Register, Interpreting in Mental Health Settings

### Overview:

1. Work on register conservation in lab exercise 15-1
2. Consecutive interpreting practice in mental health settings using resource suggestions in lab exercise 15-2



## Lab Exercise 15-1: Two Register Conservation Exercises

Work through the interpretation of the following text, written in two radically different registers, to analyze the difficulties of maintaining register. Students can also improvise a dialogue in which the provider tries to maintain particularly high register and the patient uses examples of low register (curse words, profanities and all!) to put the interpreter's range of register to the test!

### ***Situation 1 : A mother has a sick child and needs to call in to work to explain that she won't be in today. The mother also calls a close friend.***

- A. I'm sorry that I sound so tired, but my daughter was sick all night. She has a fever and I'm worried that she's becoming dehydrated. I'm afraid that I won't be in to work at least for this morning. I need to take her to the doctor. I know that I have the report due by the committee meeting tomorrow morning. I assure you that I can get it done. I may need to come in this evening to complete the final revisions; but don't worry, I can get it done.
- B. I'm beat. Sara was up all night. She's running a temp and seems to be dehydrated. I've got to skip work and run her in to see the doctor. I've got this deadline for a report—for a committee meeting tomorrow morning. If I don't get it done on time, I think the shit will really hit the fan. I'll just have to work my butt off tonight to get the final changes made. I just don't want my boss to think I can't keep up.

### ***Situation 2 : This is the introduction of a speaker at a meeting. The first is a large formal meeting; the second is a smaller, more informal discussion group.***

- A. Ladies and gentlemen, it is my pleasure to introduce our speaker for today's meeting. Many of you know of this man as a person who has served his whole life as a public servant. In recent years he has written several books on our nation's foreign and domestic policies. It is with great respect that I introduce to you Mr. Robert Maxwell. Mr. Maxwell has chosen for his topic today: 'The Fact and Fiction of President Clinton's Foreign Policy.'
- B. I'm so glad that we could meet today with our guest speaker, Mr. Robert Maxwell. As you know, Mr. Maxwell's lifetime work has been as a public servant. I'm sure you are also familiar with his more recent writings on foreign and domestic policy. I'm very happy Mr. Maxwell could join us for a discussion of the Administration's foreign policies.



## Lab Exercise 15-2: Optional Extra Mental Health Dialogue

Possible role-play materials (*The Interpreter's Rx*). [www.acebo.com](http://www.acebo.com).

Consecutive Lesson 16: 'Psychiatrist' 3-25 'Prozac Discussion' (Simultaneous)

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### Additional Resources

1. Cross Cultural Communication Systems, *Introduction to Substance Abuse for Medical Interpreters*. [www.cccsorg.com](http://www.cccsorg.com).
2. Benhamida, Laurel. *Interpreting in Mental Health Settings for Refugees and Others: A Guide for the Professional Interpreter*. Refugee Assistance Program—Mental Health, University of Minnesota. (1988).
3. Frishberg, Nancy. *Interpreting: An Introduction*. (1986).
4. Gish, Sandra. *Ethics and Decision Making for Interpreters in Health Care Settings, A Student Manual*. (1990).
5. Gonzalez, Roseann Duenas, Victoria F. Vasquez, and Holly Mikkelson. *Fundamentals of Court Interpretation*. (1991).
6. Pollard, Robert. *Mental health Interpreting: A Mentored Curriculum*. [www.urmc.rochester.edu/dwc/products/MHI.htm](http://www.urmc.rochester.edu/dwc/products/MHI.htm).

# Assessments, Reference Materials, & Additional Resources

## Midterm Exam

### 1. Preparation for midterm – one week before

The instructor will hand out instructions describing the process.

### 2. Preparation for midterm—one week before or on the day of the midterm

Students can work in groups of three to 'warm up' by practicing a relevant interpreting assignment. With an instructor or in small groups, students can also review terminology from the childhood screening narrative that was done last week for the error analysis text.

The school consent form in Unit Five could be used as sight translation materials. The instructor should hand out the following Midterm sight translation instructions. To facilitate this activity, students could (1) work in pairs and practice the sight translation together; (2) initially work independently on the sight translation and then actually sight translate the text with a partner; or (3) work as a group led by the instructor and go through the text line by line or paragraph by paragraph practicing the sight translation as a whole.

## Midterm Dialogue

Students should be scheduled in advance for a specific 20-minute time for the videotaping of the mid-term dialogue. Students should be asked to arrive outside the exam room 10 minutes early at the most (to avoid anxiety building up and the possibility of cheating).

Prior to the mid-term dialogue, students should be given the situation for the interpreted dialogue (an exit interview with the parent and school psychologist). Actual preparation during a role-play situation can be done during a previous class, allowing students 5 minutes with the school psychologist as a preparation for the interpreting assignment.

## Midterm Sight Translation Assignment

Students will meet on a one-to-one basis with the instructor to complete their sight translation. Students should assume the role of the interpreter as they begin their interpretation, and the instructor should assume the role of a client (i.e., not giving feedback or correcting the student's work).

Students should also hand in their vocabulary list. Suggested material for this assignment is the Childhood Screening.

Students should be assigned a time to record their sight translation exercise. This can be scheduled for the language lab. Each student should have the same amount of time (20 minutes is recommended). The language lab should be monitored by staff.

Students work independently and the staff do not assist with vocabulary questions. Directions should be given in advance to all the students so that when they enter the language lab, they are able to work independently.

Audio-tapes are collected at the end of the twenty minutes. Scheduling only 2–3 students per twenty minutes will allow for fewer distractions.

**NOTE:** For scheduling the mid-term dialogue consecutive interpretation, students should be scheduled for a minimum of twenty minutes for each dialogue. A twenty-minute break should be scheduled every 6–7 students. This allows for the role-play participants to have a short break and also to catch-up with the videotaping if they have fallen behind schedule. To ensure a smooth exam session it is normally advisable to create a schedule sign-up sheet or pre-prepared schedule that is e-mailed out to student before the day of the exam.

### Sample schedule: Consecutive Interpreting (CI) and Sight Translation (ST)

	Room A – CI	Room B – ST
<b>6:00</b>	Betty	Veronica
<b>6:20</b>	Veronica	Betty
<b>6:40</b>	Ana	John
<b>7:00</b>	John	Ana
<b>7:20</b>	Cynthia	Andrew
<b>7:40</b>	Andrew	Cynthia
<b>8:00</b>	BREAK	BREAK

## Mid-term Directions

**You will be doing two interpreting tasks for your midterm. You will be interpreting a dialogue and performing a sight translation.**

***Please follow these directions for your midterm:***

- 1. *Interpreting a dialogue:*** This will be done as a role-play with your instructors playing the roles of a school psychologist and a parent. This is a follow-up discussion about the early childhood screening that was done for the child.

You have interpreted the psychologist's explanation to the parent about the child's progress and the concerns that the screening raised. The school psychologist is going to suggest that the child be referred for a hearing test and for a speech assessment. The parent may have some questions for the school psychologist.

When you come into the interpreting role-play, please take time to make a very brief introduction. The role-play will be about 15 minutes.

The role-play will be videotaped so that your lab instructors can view the interpretation and rate them. This is a graded interpretation. You do not need to bring a videotape.

- 2. *Sight Translation:*** You will be scheduled for a twenty-minute period in the language lab. **You need to bring an audiotape that can be left with the instructor.**

You will have twenty minutes to review the sight translation and to record your translation onto your audiotape. Your sight translation should be done without starting and stopping your tape. Once you start, let the tape continue to record until you are done. If there are pauses on your tape, that is fine—but study your text before you actually begin the translation; so it can be as fluid/fluent as possible.

You cannot share audiotapes for this assignment. You will need to be sure that your machine is working properly and that you are actually recording on your tape. Your tape needs to be left with your lab instructor before you leave.

# Interpretation Feedback Form

Name of Interpreter: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

**I. Language Use: (circle language you are evaluating: French, Hmong, Khmer, Lao, Oromo, Russian, Somali, Spanish, Vietnamese)**

Other Lg.	English
-----------	---------

**A. Pronunciation, Articulation and Fluency (10 pts)**

- 5 = Pronunciation approximate that of a native speaker. Articulates clearly. Speech is fluent and effortless.
- 4 =
- 3 = Pronunciation or articulation problems require concentration on the part of the listener and occasionally lead to misunderstanding. Interpreter pauses to search for the correct word or phrase.
- 2 =
- 1 = Pronunciation is difficult to understand; listener must ask for repetition. Interpreter is hesitant; often at a loss for the appropriate word or phrase.

Other Lg.	English
-----------	---------

**B. Grammar and Naturalness of expressions (10 pts)**

- 5 = Uses gender, verb tense, and pronouns correctly. Uses correct prepositions. No grammar errors. Appropriate use of synonyms and linking words. Target language is not literal translation of source language where appropriate.
- 4 =
- 3 = Makes only minor grammatical errors.
- 2 =
- 1 = Makes major grammatical errors, that affect and distort the message. Use of literal interpretation, including the use of false cognates.

Other Lg.	English
-----------	---------

**C. Vocabulary: Medical and Ordinary (10 pts)**

- 5 = vocabulary that of a native speaker, and uses medical terminology correctly. Does not use false cognates. Rich vocabulary.
- 4 =
- 3 = Sometimes uses incorrect words; vocabulary seems somewhat limited.
- 2 =
- 1 = Incorrect words that significantly alter the meaning of the message; poor vocabulary, inadequate for conveying correct idea.

Other Lg.	English
-----------	---------

**D. Accuracy of Interpretation (50 pts)**

- 5 = Very accurate; the entire message was interpreted successfully. No omissions
- 4 = Mostly accurate; although errors were made, the important information was conveyed accurately. Minor distortions of meaning or omissions.
- 3 = 2 to 4 major omissions and additions.
- 2 =
- 1 = Message was inaccurate; many errors made in the interpretation; patient would have left with incorrect and/or incomplete information.

## Interpretation Feedback Form

Page 2

Interpreter's Name: \_\_\_\_\_

### II. Professionalism (20 pts)

General guidelines for evaluation of different skill and presentation aspects	Excellent	Good	Satisfactory	Poor	Inadequate
A. Process management, protocol and procedure. Transparency. Ethical aspects.	4	3	2	1	0
B. Problem solving skills: unfamiliar terms and unexpected situations. Poise. Self correction and self monitoring. Confidence.	4	3	2	1	0
C. Memory skills. Length of sections that interp. can retain. Number of times interp. pauses speaker.	4	3	2	1	0
D. Pace of speech. Pitches voice appropriately. Adequate volume. No hesitations or fillers.	4	3	2	1	0
E. Maintains register. Imitates emotive aspect of speaker. Paralinguistic elements. Adequate body language, gestures, eye contact, facial expressions, if relevant.	4	3	2	1	0

TOTAL = \_\_\_\_\_

### III. Comments

Overall comments and impression of interpreting. Outstanding positive skills and primary areas to develop further.

# Interpretation Feedback Form

Page 3

## SCORE SHEET

Interpreter's Name: \_\_\_\_\_

### I. Scoring

A. Pronunciation + articulation + fluency

(OL Score) \_\_\_\_\_ (+ English Score) \_\_\_\_\_ = \_\_\_\_\_ x 1 = \_\_\_\_\_

B. Grammar + naturalness of expressions

(OL Score) \_\_\_\_\_ (+ English Score) \_\_\_\_\_ = \_\_\_\_\_ x 1 = \_\_\_\_\_

C. Vocabulary: medical and every day

(OL Score) \_\_\_\_\_ (+ English Score) \_\_\_\_\_ = \_\_\_\_\_ x 1 = \_\_\_\_\_

D. Accuracy of Interpreting: omissions and distortions

(OL Score) \_\_\_\_\_ (+ English Score) \_\_\_\_\_ = \_\_\_\_\_ x 5 = \_\_\_\_\_

**Subtotal = \_\_\_\_\_**

### II. Professionalism

A \_\_\_\_\_ + B \_\_\_\_\_ + C \_\_\_\_\_ + D \_\_\_\_\_ + E \_\_\_\_\_

**Subtotal = \_\_\_\_\_**

**Total (I + II) = \_\_\_\_\_**  
**(100 possible)**

### Auxiliary aid for determining accuracy:

- Accuracy of facts, figures, names:    > 90% accuracy    90-70 % accurate    <70% accuracy
  - Completeness of content:               > 90% complete    90-70 % complete    <70% complete
- And/or
- Omissions: Major (vital information or very long section) max of 3.  
Minor max of 10.
  - Distortions: Major max of 4.  
Minor
  - Additions:



## Error Categories for Annotating Role-play Script:

- **A = Addition**
- **FC = False Cognate**
- **GR = Grammatical error (gender, verb tense, etc.)**
- H = Hesitation (false start)
- **Inc. = Incomplete**
- Ind. = Indecision (more than one option provided)
- Lex = Lexical Error
- L = Too literal
- **MT = Mistranslation**
- **O = Omission**
- **R = Register**
- T = Term (not the best word)

*Categories in **bold** are often more serious because they are often the errors that change the meaning of the message.*

## Lab Monitor Directions for the Midterm Sight Translation

- **Students have 20 minutes. Please start on time.**
- **Students work on their own.**
- **Give these directions to the students:**

*You have 20 minutes to complete the sight translation. You can use your time as you would like. You cannot talk with any other student in the room and the instructor cannot answer any questions about language/meaning. If you brought a dictionary, you may use it.*

*Record your sight translation onto your audiotape. Label your tape and leave it with the instructor. Be sure that it is cued to the starting point. (Ignore if recording simultaneously using the language lab.)*

*Turn in the sight translation text. You can leave when you are done.*

**Be sure to get the tape from the student before she/he leaves. Collect the sight translation text from each student. They cannot take the text with them.**

## Sight Translation Grading

**This assignment is worth 30 points. You can grade the assignment on the following criteria:**

1. The assignment was completed in the given amount of time (5pts).
2. The interpreter used appropriate vocabulary to express the equivalent meaning (5 pts).
3. The interpreter used appropriate syntax and pronunciation (4 pts).
4. The interpreter's rendition was fluid and easy to understand (in terms of speech/volume (4 pts).
5. The interpreter accurately conveyed the meaning of the correspondence. (4 pts).
6. The interpreter interpreted with no or few hedges (umms, errs etc.) (3 pts).
7. The interpreter made appropriate corrections as needed (5 pts).

## Sight Translation Feedback Form (alternative to previous grading rubric)

Name of Interpreter: \_\_\_\_\_

Target language for this sight translation: Amharic, Arabic, English, French, Hmong, Khmer, Lao, Oromo, Somali, Spanish, Russian, Vietnamese, English)

5 points: whole ST completed in time allowed and with one attempt: YES / NO

### A. Pronunciation, Articulation and Fluency (5 pts)

5 = Pronunciation approximate that of a native speaker. Articulates clearly.

Speech is fluent and effortless.

4 =

3 = Pronunciation or articulation problems require concentration on the part of the listener and occasionally lead to misunderstanding. Interpreter pauses to search for the correct word or phrase.

2 =

1 = Pronunciation is difficult to understand; listener must ask for repetition. Interpreter is hesitant; often at a loss for the appropriate word or phrase.

### B. Grammar and Naturalness of Expressions (5 pts)

5 = Uses gender, verb tense, and pronouns correctly. Uses correct prepositions.

No grammar errors. Appropriate use of synonyms and linking words. Target language is not literal translation of source language where appropriate.

4 =

3 = Makes only minor grammatical errors.

2 =

1 = Makes major grammatical errors that affect and distort the message. Use of literal interpretation, including the use of false cognates.

### C. Vocabulary: Medical and Ordinary (5 pts)

5 = Vocabulary that of a native speaker, and uses medical terminology correctly.

Does not use false cognates. Rich vocabulary.

4 =

3 = Sometimes uses incorrect words; vocabulary seems somewhat limited.

2 =

1 = Incorrect words that significantly alter the meaning of the message; poor vocabulary, inadequate for conveying correct idea.

### D. Accuracy of Sight Translation (5 pts)

5 = Very accurate; the entire message was interpreted successfully. No omissions, self-corrects where necessary.

4 = Mostly accurate; although errors were made, the important information was conveyed accurately. Minor distortions of meaning or omissions.

3 = 2 to 4 major omissions and additions.

2 =

1 = Difficult to understand; vocabulary inadequate for interpreting; message was inaccurate; many errors.

## Sample Role Play for Midterm Dialogue

This is the final portion of the exit interview for a pre-school screening. The school psychologist (P) is talking with the mother (M), Mrs. James, about her son.

P = Psychologist

M = Mother

<p><b>P:</b> I'm done discussing the various areas of the screening and would like to take a few minutes to discuss some concerns and the possibility of referral.</p>	
	<p><b>M:</b> I don't understand. You said that he did well in all the areas, so what should I be concerned about?</p>
<p><b>P:</b> Well, as you remember, your son did well in the fine motor and gross motor areas. And his counting and other concept areas, like making comparisons, was good. I had wanted to talk to you about the language area. Your son did have some problems with knowing the names for things and sometimes he had a problem with articulation and pronunciation of words.</p>	
	<p><b>M:</b> So what does that mean I need to do? My son talks fine at home. And I think he knows the words for many things—we talk all the time at home.</p>
<p><b>P:</b> I'm sure that you do. But because you are speaking [<b>Russian/Spanish/Chinese</b>] he is missing being exposed to English—so that might be part of the problem. I noticed that on the form you filled out, you said that he has problems with directions. Is that right?</p>	

	<p><b>M:</b> Often I ask him to do something, or I tell him how to do something and I need to repeat it. I don't understand why he can't understand it the first time.</p>
<p><b>P:</b> That is what we would like to find out. I would like to do two things. First, have his hearing test done again by an audiologist, and then have his language evaluated.</p>	
	<p><b>M:</b> I really don't want to take him to the doctor again – he just gets so nervous about having to get shots and things like that. It's hard for me to get to the office too – I don't have a car.</p>
<p><b>P:</b> He doesn't have to see a doctor. An audiologist is not a doctor [<b>directly to the interpreter</b>] (interpreter's name)...why don't you explain the difference; explain what the audiologist does so she can understand. [<b>If the interpreter explains it him/herself go to the next section, if the interpreter asks you to explain continue as follows</b>]: Sure, I can explain. The audiologist is someone who is trained at testing hearing. She would check your son's hearing to make sure his ears work OK and that he is hearing all the sounds he should. She checks two things – how soft or loud he can hear sounds and how high or low he can hear sounds.</p>	
	<p><b>M:</b> That's all right. I guess he wouldn't be scared to do that, and then I can know if there's a problem.</p>
<p><b>P:</b> It is important to find out if there is any problem with his hearing. I suspect that he has some language delays with English. So I would also like to have a bilingual language evaluation or an evaluation in his native language done.</p>	

	<b>M:</b> Well, this seems like a lot to have to do. I think that he will get better with his English when he starts school. He talks a lot and talks real good at home.
<b>P:</b> If we can do the language evaluation, then we can decide if he needs any help before he starts school. We don't want to have him starting behind the other kids. We want to have him get off to a good start and hit the ground running. <b>[If the interpreter asks you to explain the phrase explain it].</b>	
	<b>M:</b> So what do we need to do for that? Will it be more testing? He's very shy and sometimes doesn't do well when he gets nervous.
<b>P:</b> I need you to sign this form that allows us to make a referral for the audiologist and for the language evaluation. <b>[hands form to parent]</b>	
	<b>M:</b> [takes form] What does this mean?
<b>P:</b> This gives me permission to have the audiologist and the speech clinician see your son and do the additional evaluations that we have talked about.	
	<b>M:</b> <b>[Directly to interpreter]</b> Should I sign this?
<b>P:</b> <b>[If interpreter redirects question to you, respond as follows]:</b> You need to decide this yourself – I can't make the referral without your permission.	
	<b>M:</b> OK, I'll sign it.

<p><b>P:</b> I wanted to give you a copy of our ECFE brochure so you can see what classes are being offered. Have you seen this before?  <b>[If the interpreter asks you to explain the acronym let them know that it stands for “Early Childhood Family Education”]</b></p>	
	<p><b>M:</b> I don't know. I will have to check our mail to see if we have it.</p>
<p><b>P:</b> You can take this one with you. Also I wanted to say that it is great that you have your son enrolled in preschool. He seems ready to be part of a group and play with other kids.</p>	
	<p><b>M:</b> There aren't many children his age where we live so I hope he will like it.</p>
<p><b>P:</b> Do you have any questions? If not, we are all done here for today and you can expect someone to call next week or the following week to schedule a time for you to come back.</p>	
	<p><b>M:</b> No I don't have any questions. I'll wait for the call. Thank you.</p>
<p><b>P:</b> Thank you very much. It was nice to meet you.</p>	
	<p><b>M:</b> You too. Thanks.</p>

**NOTE: An ECFE brochure can be downloaded from:**

[http://education.state.mn.us/mde/Learning\\_Support/Early\\_Learning\\_Services/Early\\_Childhood\\_Programs/Early\\_Childhood\\_Family\\_Education/index.html](http://education.state.mn.us/mde/Learning_Support/Early_Learning_Services/Early_Childhood_Programs/Early_Childhood_Family_Education/index.html)

## Sample Text for Midterm Sight Translation

### PLEASANTVILLE PUBLIC SCHOOLS

*Lifelong learning*

#### Early Childhood Screening (second language interview)

Name \_\_\_\_\_

DOB \_\_\_\_\_

Home language \_\_\_\_\_

Interviewer \_\_\_\_\_

#### Do you have any questions or concerns about your child's speech (language)?

Y \_\_\_\_\_ N \_\_\_\_\_

- Do you understand you child's speech in your language? Y / N
- Do other people understand your child's speech in your language? Y / N  
(age 3 – 50%, age 4 – 75%, age 5 – 95%)
- Is your child able to talk by using sentences? Y / N  
(e.g. point, cry, single words or sentences to communicate? Expect: age 3–4 four-word sentences, age 5, five-word sentences)
- Does your child ask questions? Y / N
- Can your child tell a story? Y / N  
(e.g. go home and tell someone what happened at screening today)

#### Do you have any concerns about your child's learning or development?

Y \_\_\_\_\_ N \_\_\_\_\_

- Does your child act like other children who are the same age? Y / N
- Does your child play with other children? Y / N
- Does your child use imagination or pretend while playing? Y / N
- Is your child able to get dressed and undressed without much help? Y / N
- Is your child able to follow 2-step directions? Y / N  
(e.g. Go upstairs [or to the other room] and get your shoes)



**Do you have any concerns about your child's behavior?**

Y\_\_\_\_\_N\_\_\_\_\_

- Does your child usually follow directions if they are understood? **Y / N**
- Can you take your child to the store or to someone's home without your child having behavior problems? **Y / N**
- Does your child go to ECFE\_\_\_\_\_, Headstart\_\_\_\_\_, or any other pre-school program \_\_\_\_\_ this year? **N\_\_\_\_\_**

Comments:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	<b>PASS</b>	<b>REFER</b>
Speech	_____	_____
Development	_____	_____
Behavior	_____	_____

## Final Exams

### ***Final Directions***

You will be doing two interpreting tasks for your final. You will be interpreting a dialogue and interpreting a sight translation.

#### **Please follow these directions for your midterm:**

- 1. Interpreting a dialogue:** You will be interpreting for a client/patient and a therapist. The therapist is meeting the client for the first time. The client has been referred to the therapist by her family doctor. The therapist has used an interpreter before and you are aware of this. The client has never used an interpreter before and you are aware of this. The client has never met you before and has only been in this country a few months.

When you come into the interpreting role-play, please take time to make a very brief introduction. The role-play will be about 15 minutes.

The role-play will be videotaped so that your lab instructors can view the interpretation and rate them. This is a graded interpretation. You do not need to bring a videotape.

- 2. Sight Translation:** You will be scheduled for a twenty-minute period in the language lab. **You need to bring an audiotape that can be left with the instructor.**

You will have twenty minutes to review the sight translation and to record your translation onto your audiotape. Your sight translation should be done without starting and stopping your tape. Once you start, let the tape continue to record until you are done. If there are pauses on your tape, that is fine—but study your text before you actually begin the translation; so it can be as fluid/fluent as possible.

You cannot share audiotapes for this assignment. You will need to be sure that your machine is working properly and that you are actually recording on your tape. Your tape needs to be left with your lab instructor before you leave.

## Sample Role Play for Final Dialogue

*This is the first consultation between a client and a therapist.*

T = Therapist

C = Client

<b>T:</b> Mrs. Perez? Good morning, I'm Dr. Newman. Would you please have a seat.	
	<b>C:</b> Thank you.
<b>T:</b> I understand you're not feeling well. Could you tell me what is bothering you?	
	<b>C:</b> Well. I don't know. I'm tired all the time, but I can't sleep. I have too many things in my head; I worry a lot.
<b>T:</b> Do you mean you have a hard time falling asleep at night?	
	<b>C:</b> No. When I go to bed I'm exhausted, and I get a little sleep. But then all of a sudden it's like something tells me "don't sleep," and there I am all awake again.
<b>T:</b> Do you try to go back to sleep?	
	<b>C:</b> Sometimes I try, but then I toss and turn for a long time and start thinking about things that make me very anxious and Ah! It never ends! I hate it!
<b>T:</b> What about your appetite?	
	<b>C:</b> I'm not hungry. My stomach feels very tight.
<b>T:</b> It would be helpful if you told me what you think is causing this.	
	<b>C:</b> I miss my children a lot and worry about them all the time.

<b>T:</b> Oh! So they don't live with you?	
	<b>C:</b> I haven't seen them for two and a half years. They stayed with my mother when I came here. I don't hear from them very often; sometimes the letters don't make it. We live in a small village and it is really hard to get to a phone, and it's really expensive to call.
<b>T:</b> How old are your children?	
	<b>C:</b> 9, 11, and 12. Two boys and a girl. I know that it has not been easy for them, but I was too afraid to bring them with me; everybody told me horror stories, about all that could happen to you trying to cross the border. Now I know what they meant.
<b>T:</b> Do you plan to get them here soon?	
	<b>C:</b> I wish it were that easy. I applied for asylum and it is very slow. The situation at home is getting worse too.
<b>T:</b> How does this make you feel?	
	<b>C:</b> Scared. I have nightmares about my children going through some of the things I went through. If something happened to them I don't know what I'd do. I would have no reason to go on living.
<b>T:</b> Do you think about that a lot?	
	<b>C:</b> About what?
<b>T:</b> I mean, have you seriously considered hurting yourself?	
	<b>C:</b> I feel so sad, so lost. I had imagined that once I came here things were going to be easy. That's why I left my children behind. They said that once you were here you could bring your family. Well, that's not true.

<b>T:</b> Would you like to go back home?	
	<b>C:</b> But I can't do that. I'm just lucky that they haven't tried to hurt my family.
<b>T:</b> What do you do during the day?	
	<b>C:</b> Once in a while I get hired to do some housework but that's all. I'm a young woman and strong: I always worked a lot. They think that just because I don't speak the language I'm no good.
<b>T:</b> Do you have friends or relatives in this country?	
	<b>C:</b> I know a lot of people: many of them are very kind and well-meaning. But I have a hard time talking about these things with them. I used to be so much fun! I made everybody laugh, always wanting to dance and sing. Now I have a hard time even trying to get up in the morning.
<b>T:</b> There are a few things that we could try. First I'd like to prescribe some pills for you to get some sleep. Also there is a woman therapist who runs a women's therapy group that I think would help you a lot. In the meantime I will refer you to our social worker to talk about practical things. Do you want to try?	
	<b>C:</b> Do I have to come back and see you though?
<b>T:</b> Yes. Let's plan on meeting next week to see how things are going. By then I will have all the information about this. Okay?	
	<b>C:</b> Thank you very much doctor.

## Sample Other-language Text for Final Sight Translation (English version)

This is a letter that an individual has brought to the immigration hearing. The letter is from a friend who is still in the home country and is written to the person who is seeking asylum.

(To translate this text to be used in various languages, the letter can be modified to reflect the situation in the home country so that the situation will be as realistic as possible and may include some names or references specific to that location.)

Dear **[name]**,

I hope that you will get my letter. I am sending it to **[another person's name]** in **[either another country or city]** to send on to you in the USA. I hope that you are well and that your life is good in the States.

My work continues to be the same and everyone in the family is fine. However, we are still sometimes bothered by the police because they still come to ask about you. **[Another name]** was recently taken by them and held for two days. So far, he has not told me what happened to him, but I know that they interrogated him for long hours. I am glad that you were able to leave when you did because I think it would be worse for you—they have always considered you more of a threat and the rest of us insignificant except for our connection to you.

It seems that the police do not bother me when I stay around home or just go to work. But, if I decide to go to **[some city or place in the city, e.g., the west end]**, then they are likely to approach me on the street and question me about why I am hanging around. It seems impossible for me to just sit and chat at the café. So my social life is limited, and watching TV or reading becomes very dull at times.

I know that it is difficult for you to write and dangerous for me to receive any mail from you; but you remain in my thoughts and I hope you are feeling well.

Take care of yourself and greet all those who are dear to me.

In friendship **[or an appropriate closing]**,

## Final Written Test

The following are examples of possible questions for the final test of the course:

1. How would you handle your introductions to a patient and health care provider you have never met before for this situation:  
*You are in a hospital emergency room. The medical staff are very busy. The patient is uncomfortable and nervous. She is waiting to be seen for a sprained or broken ankle.*
2. Why is simultaneous interpreting so difficult? What strategies can the interpreter use to be successful with simultaneous interpreting?
3. What is *décalage*? When does an interpreter use this skill?
4. After completing an interpreting assignment, what criteria will you use to assess how well you did your interpreting job?
5. In terms of the “process for change model” that we discussed in class, what happens in the internalizing stage and the integration stage?
6. In the chapter “*Consecutive Interpreting*” by Gonzalez, Vasquez and Mikkelson, the authors describe five specific skills that interpreters must possess. List and describe these skills.
7. What are six types of errors that interpreters may make during the interpreting process? What are four general causes for these errors?
8. Give three examples of non-verbal language that are used within your language group. Describe how these could possibly lead to misunderstanding in an interpreting situation. How would you handle these situations?
9. Describe the purpose for one of these four main types of immigration proceedings: deportation, exclusion, rescission, or bond re-determination.
10. What are two settings where an administrative hearing may occur?
11. What is privileged communication? Why is it necessary for an interpreter to be aware of privileged communication?
12. Identify if these settings would be covered under privileged communication or not. Write **yes** if it is a privileged communication setting and write **no** if it is not.
  - police interrogation \_\_\_\_\_
  - a meeting with a client and his/her lawyer \_\_\_\_\_

- a public meeting \_\_\_\_\_
  - an interview with a client and government worker \_\_\_\_\_
  - a session with a member of the clergy and client \_\_\_\_\_
  - a job interview \_\_\_\_\_
  - a conversation between an interpreter and a client \_\_\_\_\_
  - a counseling session with a mental health worker \_\_\_\_\_
13. In the article Little Bit Know Something by Robin Ridington, the author writes that “the elders from the Dunne-za/Cree bring their case to court because they believe there is some direct relationship between knowledge and justice.” Did this turn out to be true for them or not? Why or why not?
14. You are interpreting in a mental health setting. Describe three ways in which this interpreting situation may be different from other community interpreting settings.
15. With mental health interpreting, what are two reasons that the client/professional communication may be difficult or challenging for the interpreter?
16. For the mental health setting, what is the purpose of a pre-session and a post-interview session with the mental health professional and interpreter?
17. What is transference in the mental health setting? Why is it important for the interpreter to be aware of transference?
18. Use the following example [**take an example from the course reading materials**], to assess the interpreter’s ability to follow and/or maintain his/her role. Use the principles of the interpreter’s code of ethics that we have used in class. What factors may be influencing this situation?
19. Read the following and answer the questions about this situation:

*You are a freelance interpreter and have been scheduled to interpret for a doctor and a patient. The doctor will be discussing the results of the patient’s test and possible treatment options. When you arrive, the doctor politely informs you that she speaks [the patient’s language] and will not need your services. Your gut feeling is that the doctor has only basic conversational skills and is not capable of conducting the interview in the patient’s language. The patient does not feel comfortable saying anything about the doctor or her communication skills.*

What strategies could you use to effectively communicate to the doctor about this problem? Describe two ways you could approach the doctor to solve this problem. Also give two examples of ineffective ways to approach this problem.



## TRIN 3102 — TAKE HOME WRITTEN FINAL EXAM

*Each question in Part I is worth 8 points. Each question in Part II is worth 3 points.*

*(Total 70 points.)*

*Please **type** your answers.*

*The written exam is due **in class** on \_\_\_\_\_*

**No handwritten exams will be accepted. Late exams will be penalized.**

*Please, provide **brief** answers to the following questions:*

### **PART I: Ethical Situations. Five (5) questions worth eight (8) points each.**

1. You are a female interpreter and have been hired by a male doctor to meet with his patient. In the waiting room, before the patient is called in, the patient, a middle-aged woman, discloses to you that lately she has been experiencing a lot of pain while having sexual intercourse with her husband. Moreover, the female patient tells you that she is not comfortable discussing “those things” with a male doctor and asks you not to say anything to him.
  - a. What should this female interpreter do with this information and why?
  - b. What should a male interpreter do if a male patient tells the interpreter he does not want to be examined by a “woman” doctor?
  - c. What does the NCIHC National Standards of Practice for Interpreters in Health Care tell you regarding these challenges?
  - d. What should the interpreter do, based on your reading of *Communicating through Interpreters in Health Care: Ethical Dilemmas Arising from Differences in Class, Culture, Language, and Power* in the readings package?
  - e. How could you avoid this kind of situations?
2. You are hired by a police investigator to assist in interviewing a suspect—a very young-looking man. At one point the investigator leaves the interview room briefly to take a telephone call in the next room. At that point, the suspect starts to cry and tells you that he has not been able to call his mother; that she must be sick with worry because he did not return home from work the previous night, and he asks you if you would call his mom after the interview and tell her where he is.
  - a. What would you do?
  - b. Based on your reading of *On Guard* (Gardner), what are your ethical obligations in this case?

- c. Under which code of professional responsibility are you working in that situation?
  - d. Does the *MN Supreme Court's Code of Professional Responsibility* apply to a situation such as the one described above? If so, which canon or canons?
  - e. How could you avoid the above dilemmas?
3. You work at a large high school, mostly as an interpreter. You suspect that a young Latino student is hanging out with known gang members. At the end of a school day, your suspicions are confirmed when you observe the young man getting into a car driven by a former student. That former student had been expelled from the school because of repeated gang-related activities at school. One day you are called into the office for a meeting with the youngster's parents who require the services of an interpreter. It seems that the student's performance at school has been suffering, and his parents are concerned because he does not come home when told. You **know** this child may be taking the wrong turn in life, and you also realize that neither the teachers nor the parents have any inkling as to what may be going on.
  - a. What is the professional duty of an employee who also works as an interpreter in a school setting?
  - b. What would **you** do?
4. An agency hires you to interpret for an employee training session at a local plant. They do not have any more information regarding the assignment but you accept it anyway. You arrive at a large factory and meet with the foreman who is in charge of retraining three of their employees—all Spanish-speaking—in the use of some new machines for the assembly line. As the foreman explains the workings of these machines, you realize that you are not familiar with the vocabulary that he is using. Moreover, you do not have any specialized dictionaries with you that could help you with the technical terminology, especially the names of the different parts that are being discussed and the functions of the machines.
  - a. Under what circumstances, if any, would it be OK for you to stay and continue with the assignment?
  - b. Would it make any difference if the employees were being trained in the use of dangerous chemicals and you have never heard of those products?
5. Some of the above challenges could be avoided by proper preparation. What would you do to prepare for the above assignments? Please give detailed preparation procedures.

## **PART II: Ten (10) questions worth three (3) points each.**

1. Why is simultaneous interpreting so difficult? What strategies can the interpreter use to be successful with simultaneous interpreting?
2. What is *décalage*? When does an interpreter use this skill?
3. In the chapter *Consecutive Interpreting* (Gonzalez, Vasquez, and Mikkelson), the authors describe five specific skills that interpreters must possess. List and describe these skills.
4. For the skills that were listed in #3, choose three of the skills and relate them to the *Colonomos* interpreting model.
5. Give three examples of non-verbal language that are used within your language group. Describe how these may lead to misunderstanding in an interpreting situation. How would you handle those situations you describe?
6. What is privileged communication? Why is it necessary for an interpreter to be aware of privileged communications?
7. Identify if these settings would be covered under privileged communication or not. Write **yes** if it is a privileged communication, and write **no** if it is not privileged.
  - \_\_\_\_\_ Police interrogation
  - \_\_\_\_\_ A meeting between a lawyer and her client
  - \_\_\_\_\_ A meeting of the local school board
  - \_\_\_\_\_ An interview with a client of a social worker
  - \_\_\_\_\_ A session with a clergy and client
  - \_\_\_\_\_ A job interview
  - \_\_\_\_\_ A conversation between a client and the interpreter
  - \_\_\_\_\_ A counseling session with a mental health worker
8. What are six types of errors that interpreters may make during the interpreting process? What are four general causes for these errors?
9. You are interpreting in a mental health setting. Describe three ways in which this interpreting situation may be different from other community interpreting situations. How would you prepare for such an assignment? Please refer to *Interpreting in Mental Health Settings* (Benhamida).
10. After learning about interpreting from the book *First Do No Harm* (Belkin), do you view the interpreting task any differently? Why or why not? In which of the situations detailed in the book would you find it most difficult to interpret? Explain your answer.\*

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\*Assumes that Lisa Belkin's book *First, Do No Harm* is assigned as reading to accompany the course.

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## Web Resources

### THE ACCESS PROJECT

What A Difference an Interpreter Can Make (downloadable PDF file)

[www.accessproject.org/campublications.htm](http://www.accessproject.org/campublications.htm)

### DIVERSITY RX

Promoting language and cultural competence to improve the quality of health care for minority, immigrant, and ethnically diverse communities.

[www.DiversityRx.org](http://www.DiversityRx.org)

### FEDERAL INTERAGENCY WORKING GROUP ON LIMITED ENGLISH PROFICIENCY

[www.lep.gov](http://www.lep.gov)

### HABLAMOS JUNTOS

Commissioned papers on language access models and interpreter training models plus other resources on health care access for Spanish-speakers.

[www.hablamosjuntos.org](http://www.hablamosjuntos.org)

### NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

[www.ncihc.org](http://www.ncihc.org)

### NATIONAL HEALTH LAW PROGRAM (NHELP)

Various documents regarding the federal mandate for the provision of adequate language services in health care settings. [healthlaw.org](http://healthlaw.org)

### OFFICE FOR CIVIL RIGHTS, DHHS

"Policy Guidance on the Title VI Prohibition Against National Origin Discrimination As It Affects Persons with Limited English Proficiency," (August 2000)

[www.hhs.gov/ocr/lep](http://www.hhs.gov/ocr/lep)

### PROGRAM IN TRANSLATION AND INTERPRETING, CCE, UNIVERSITY OF MINNESOTA

Courses in translation and interpreting in several languages; instructors manuals.

[www.cce.umn.edu/pti](http://www.cce.umn.edu/pti)

### THE VISUAL THESAURUS

Great vocabulary-building and synonym-finding tool. [www.visualthesaurus.com](http://www.visualthesaurus.com)

### ACEBO MATERIALS

Interpreter's Rx and other instructional materials. [www.acebo.com](http://www.acebo.com)



## Background Information About the University of Minnesota's Program in Translation and Interpreting

The University of Minnesota has been offering courses in interpreting since 1991. The original course sequence was funded by the Federal Office of Refugee Resettlement and was designed to take account of the unique characteristics of the local health care scene and the available resources for training as well as certain conditions imposed by the funding source. Subsequent development of the Community Interpreter Training program, which served as the foundation for the present course, was supported by the Bush Foundation of St. Paul.

The languages for which interpreting has most often been required has reflected the ebb and flow of various refugee groups in the state since the establishment of the program. This has included, over time, Amharic, Cambodian, French, Hmong, Lao, Oromo, Russian, Somali, Spanish, and Vietnamese.



## About the authors

**VERONICA NEWINGTON** has been working with the Program in Translation and Interpreting since completing an M.A. in Interpreting and Translation (French / English) at the University of Leeds, England, in 2005 and is currently the Associate Director. Veronica also holds an M.A. (Honors) degree in English Literature and French from the University of Edinburgh and has previously taught English in India and China. Throughout her service at the University of Minnesota, she has been working on curriculum development as well as teaching courses and workshops.

**PAM SHERWOOD-GABRIELSON** received her Master of Arts in Teaching from Northwestern University in Evanston, Illinois. She began working as an American Sign Language interpreter in 1976. Pam has worked full time as an interpreter in educational and medical settings and, as a freelance interpreter, has worked primarily in legal and mental health settings. Pam has supervised interpreters working in the social service field. She has been an instructor with the Program in Translation and Interpreting at the University of Minnesota since 1991. She holds a Comprehensive Skills Certificate from the national Registry of Interpreters for the Deaf.

**LAURIE SWABEY** has been an interpreter educator for over 25 years. Before moving to Minnesota in 1990, she was the director of the interpreting program at the University of New Hampshire where she developed the Bachelor of Science degree in Sign Language Interpreting. After moving to Minnesota she received her Ph. D in Linguistics and developed and taught interpreting courses at the University of Minnesota for the Program in Translation and Interpreting. She is currently an Associate Professor and Chair of the ASL/Interpreting Department at the College of St. Catherine in St. Paul. She has been a nationally certified ASL/English interpreter (CSC) since 1977 and has interpreted in a variety of community settings. She presents workshops on interpreting and teaching interpreting at the national and international level.

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