Interpreting and Translating Training

Basic Boot Camp

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Laws and Regulations

Module 1
The most important Mandate governing language accessibility.

"No person in the United States shall, on grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance."

**Title VI**

**Civil Rights 1964**

(55 years ago)

- Applies to all recipients of federal funds.
- It covers doctors who treat Medicaid or Medicare patients.
- Providers are prohibited to single out patients based on race or national origin.
- Providers cannot employ practices that have discriminatory impact.

**Responsible agency:** OCR
Improving Access to Services for persons with Limited English Proficiency "L.E.P"

13166 Presidential Executive order  
Bill Clinton, August 2000

This order applies to all "Federally conducted and federally assisted programs and activities."

• Each Federal agency providing federal funding must issue L.E.P Guidance.
• All Federal agencies must develop and implement a plan to improve linguistic access.

Responsible agency: U.S. Department of Justice
According to the 2010 Census

35 million people are non-English speakers or speak English less than well

L.E.P
L.E.P.  
Limited English Proficiency

is the term used to refer to any person who is unable to communicate in English or who has a limited ability to communicate in English.

TARGET LANGUAGE

is the language of the listener, the language into which the interpreter is communicating the meaning of the words in the source language.
Cultural & Linguistics
Appropriated Services
CLAS Standards

Principal Standard
Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

April 2013
They are 15, but only 4 are for language access

Communication and Language Assistance:
5. Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
6. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.
What is an Interpreter?

Enables two or more parties who do not share a common language to communicate.

Interpreter types

Bilingual speakers
Ad-hoc interpreters

Librarian, Court, Conference, Community, Legal and Medical interpreters
Code of Ethics

Module 2
Code of Ethics

- **Completeness, Understanding and Accuracy**: Interpreters aim at comprehensive interpreting and do not leave out anything or add anything irrelevant.

- **Confidentiality**: Interpreters do not misuse any information received in connection with the interpreting assignment.

- **Intercultural Communication**: Interpreters must be prepared to interact between different cultures and if he is not, to be ready to mediate.

- **Impartiality**: Interpreters remain outsiders to the situation, and do not let their personal attitudes or opinions affect their work.

- **Acceptance of Assignment**: Do not accept assignments for which they do not meet the competence requirements or about which they are biased.

- **Professionalism**: Interpreters improve their professional skills continually.
Interpreting Protocols and Skills

Module 3
Standard of Practice and Protocols

Introduction
- Name
- Language
- Confidentiality
- Accuracy & Completeness
- 1st Person
- Pause
- Short statements
- Speak directly to each other

During the Session
- Positioning
- Direct Communication
- No Gestures
- Attend to verbal and non verbal cues
- Clarification or Intervention (3rd Person)
- Note Taking

Post-Session
- Appointments
- Debrief difficult situations
- Note Taking
Modes

Consecutive Interpretation
(participants take turns speaking)

Sight Translation
(oral communication of a written message)

Simultaneous Interpretation
(communication of messages in the background)

Yes!!!

Yes!!

Yes

NO!!!!

SOMETHING
WRONG WITH
INTERPRETATION
Modes of Interpreting

Consecutive Interpretation

The interpreter renders an interpretation after the speaker has stopped speaking. It requires more time. Most common use is in medical/community.

Simultaneous Interpreting

Rendering an interpretation continuously at the same time someone is speaking, intended to be heard by the person receiving the interpretation. It can be done by whispering or using equipment specially designed for this purpose in order to be as unobtrusive as possible.

Sight Translation

A hybrid type of interpreting/ translating whereby the interpreter reads a document written in one language while translating it orally into another language. In this mode of interpreting a written text must be rendered orally without advance notice and on sight.

Summarizing/ Paraphrasing

It "sums it up" or paraphrases into the target languages and only repeats what they feel is important and leaves the rest out. Never use it!
Techniques

Transmitting
(Basic, 1st Person, 80%)

Intervening
(Terminology, register, 3rd Person)

Mediating
(cultural, 3rd Person)

Representing
(advocate, legal, 3rd Person)
Interpreting Techniques

Transmitting
The most commonly used interpreting technique by which the interpreter listens to a message in a source language and transmits (conveys) the same message in the target language.

Intervening
Used when it's clear that the message being transmitted is not clearly understood.

Mediating
Used when there is a cultural misunderstanding. The interpreter will guide provider and the client to manage the cultural information.

Representing
The interpreter shifts from the restricted roles of transmitter, intervener or mediator to actively representing the client’s well being.
Positioning

- Patron will make eye contact with the associate that needs the interpreter.
- Interpreter will be behind the associate.
- Interpreter will gaze low when it’s possible to create fluency of communication between the other parties involved.
Memory

What do you need?

- Hearing
- Listening
- Understanding
- Recalling

Memory Techniques

Visualization:

- We use our Senses, our own memories, family, persons that we know.
- You can imagine that you are seeing a movie.
- You relate everything to your own experience.
Note Taking

If the story has a lot of details we will use a tool named Note Taking.
  • Help us to remember details
Interpretation Modalities? Which one is better?

- In Person
- Over the Phone
- Video Remote
Cultural Outreach Role
How to Cope with Emotions
Professional Development

Module 4
The corticolimbic system

Anterior cingulate cortex
- Affect, selective attention, social interactions

Dorsolateral prefrontal cortex
- Motivation/executive function

Amygdala
- Emotional stress and learning

Hippocampus
- Learning and memory

Brodmann areas 9, 10

Brodmann area 9

Brodmann area 10
Emotional Labor

Emotional labor is the process of managing feelings and expressions to fulfill the emotional requirements of a job. More specifically, workers are expected to regulate their emotions during interactions with customers, co-workers and superiors. This includes analysis and decision making in terms of the expression of emotion, whether actually felt or not, as well as its opposite: the suppression of emotions that are felt but not expressed.

Roles that have been identified as requiring emotional labor include those involved in public administration
How do you think stresses manifest themselves in interpreters?

- One may become more negative
- One may experience Low energy
- One gets easily distracted
- One may not sleep well and may be obsessed about work
- One may have an inability to enjoy life
- One may not feel very good about the people at work, may also feel like a victim
Emotional Labor Self-Care Recommendations

- Good nutrition
- Sleep well
- Exercise regularly
- Practice relaxation of the mind techniques
- Have conversations with others about how they can help meet your needs
- Learn how to take care of yourself emotionally and physically
- Identify your pressure points and your own weaknesses
- Sharing emotions with peers. Ask yourself with whom can you debrief?
- Having a healthy social life outside of work
- Being humorous
- Adjusting expectations of self and work

These coping skills will help turn negative emotion to positive and allow for more focus on the public in contrast to oneself
Some questions to think about...

- Am I liable if I don’t offer the appropriate language services?
- Where can I look for guidance?
- How do I know if I am a qualified interpreter/translator?
Resources:

- www.atanet.org
- www.najit.org
- www.IMIA.org
- www.ncihc.org
- https://najit.org/the-importance-of-training-for-the-community-interpreter/

Code of Ethics links

- http://www.ncsc.org/~/media/files/pdf/services%20and%20experts/areas%20of%20expertise/language%20access/resources%20for%20program%20managers/court%20interpretation%20-%20consortium%20model%20guides%20for%20policy%20and%20practice%20in%20the%20state%20courts.ashx

Interpreter Self Care, https://ncihc.memberclicks.net/assets/calls/8-22-08_open_call_minutes.pdf

- www.thinkculturalhealth.hhs.gov
- www.OCR.Gov
- www.LEP.Gov
More Resources...

List of roots-prefix and suffix
- https://msu.edu/~deforesl/gre/roots/gre_rts_afx1.htm
- http://resources.jjay.cuny.edu/erc/tutoring/pdfs/10.pdf - worksheet to practice

Lists of glossaries:
- http://www.uscourts.gov/glossary
- Handout on do's and Don't from NEW YORK

Simultaneous Interpreting examples/videos/Resources
- https://nci.arizona.edu/audio-practice-resources/
- https://www.courts.wa.gov/programs.orgs/pos_interpret/index.cfm?fa=pos_interpret.display&fileName=oralExamStudyResources
- https://www.courts.wa.gov/programs.orgs/pos_interpret/content/audio/Eng.Direct%20Examination/20of/20Mother_1.mp3
- https://www.courts.wa.gov/programs.orgs/pos_interpret/content/audio/Eng.Direct%20Examination/20of/20Victim_1.mp3
- https://soundcloud.com/the-interpreters-gym