

ONLINE COMMUNITY INTERPRETER

Training Course Syllabus

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COURSE CONTENT

UNIT 1:	INTRODUCTION TO COMMUNITY INTERPRETING	1
UNIT 2:	THE COMMUNITY INTERPRETER'S CODE OF ETHICS AND STANDARDS OF PRACTICE	4
UNIT 3:	THE ROLES, BOUNDARIES, AND ESSENTIAL PRACTICES OF THE COMMUNITY INTERPRETER	7
UNIT 4:	THEORY OF INTERPRETING AND MEMORY DEVELOPMENT	9
UNIT 5:	CULTURE BRIDGING SKILLS	10
UNIT 6:	COMMUNICATION SKILLS AND INTERPRETING	11
UNIT 7:	SIGHT TRANSLATING AND NOTE-TAKING	13
UNIT 8:	MANAGING THE INTERPRETATION	15
UNIT 9:	INTERPRETATION PRACTICE	17

UNIT 1: INTRODUCTION TO COMMUNITY INTERPRETING

CONTENT

What is the Definition of a Community Interpreter?
Where Does the Community Interpreter Work?
What is the Difference between an Interpreter and a Translator?
Glossary of Common Terms Used in Interpreting
What Skills Does a Community Interpreter Have?
The Seven Skill Categories of Community Interpreting
What the Research Says About Interpreter Skills
Exercises

INTRODUCTION TO COMMUNITY INTERPRETING

Unit One offers students a general introduction to community interpretation. It answers questions about what a Community Interpreter does, where he or she works, and the unique skills that he or she must develop in order to become a competent interpreter.

This Unit also provides students with a glossary of terms unique to interpretation. It is essential that students read these terms carefully because they will be seen throughout the curriculum.

OBJECTIVES

By the end of this Unit, students will understand:

1. The professional activities of the Community Interpreter
2. Where Community Interpreters work
3. What skills are needed to be a competent Community Interpreter
4. Common vocabulary related to interpreting and translating

KEY CONCEPTS COVERED IN THIS UNIT

Community Interpreter
 Consecutive Interpreting
 Simultaneous Interpreting
 Translator
 Sight Translation
 LES/LEP
 Service Provider
 Register
 Conduit Role
 To Recuse Oneself

SYLLABUS

How is a Community Interpreter Defined?

Where Does the Community Interpreter Work?

Social services: public welfare agencies and family services
 Medical and mental health facilities
 Volunteer service groups: settlement agencies, crisis intervention centres
 Educational institutes
 Civil organizations: police, fire, paramedical services
 Law offices (except courts)
 Tribunal hearings and arbitrations

What is the Difference between an Interpreter and a Translator?

Glossary of Common Terms Used in Interpreting

Ad Hoc Interpreting
 "A" Language
 "B" Language
 Interpreter's Code of Ethics
 Conference Interpreting
 Consecutive Interpreting
 Court Interpreting
 Cultural Interpreting
 Escort Interpreting
 First-Person Voice
 LES/LEP
 Literal Interpretation/Translation
 Medical Interpreting
 Message Relay
 Register
 Reported Speech
 Service Provider
 Sight Translation
 Simultaneous Interpreting
 Source Language
 Standards of Practice
 Short Term Memory (STM)
 Target Language
 Telephone interpreting
 Third-Person Self-References
 Triad/Triadic Interview
 Whispered Interpreting

What Skills Does a Community Interpreter Have?

The Seven Skill Categories of Community Interpreting

Language and Communication Skills
 Cultural Knowledge
 Understanding of Interpreter Role and Interpreting Protocols
 Interpretation Process Management Skills
 Interpreting and Sight Translation Skills
 Professionalism
 Self-Management

What the Research Says About Community Interpreter Skills

What Skills Does the Ideal Interpreter Have?

Which Interpreter Skills are Most Important to the Client/Service User?

Which Interpreter Skills are Most Important to the Service Purchaser?

Interactive: 15 quizzes

UNIT 2: THE COMMUNITY INTERPRETER'S CODE OF ETHICS AND STANDARDS OF PRACTICE

CONTENT

Introduction to the Community Interpreter's Code of Ethics
The Three Core Values of the Interpreter's Code of Ethics
The Seven Categories of the Interpreter's Code of Ethics
The Code of Ethics and the Community Interpreter's Responsibilities
The Interpreter's Code of Ethics in Depth
Limitations of the Interpreter's Code of Ethics
Additional Reading
Introduction to the Standards of Practice
The Eight Categories of the Standards of Practice
Differences Between the Standards of Practice and Code of Ethics
The Standards of Practice in Depth
Exercises

INTRODUCTION TO THE COMMUNITY INTERPRETER'S CODE OF ETHICS AND STANDARDS OF PRACTICE

The Interpreter's Code of Ethics is an invaluable source of guidance for all interpreters. It provides an ethical framework that helps interpreters decide courses of action when difficult matters arise. It is the interpreter's single most important tool for solving ethical and moral dilemmas when they arise during interpretations.

Where the Interpreter's Code of Ethics deals with the *shoulds* of providing professional services, the Standards of Practice deal with the *hows* of performance. The Standards of Practice provide practical information on how an interpreter should manage his or her professional activities.

Solutions to most of the problems that interpreters experience during interpretations can be found in the Code of Ethics and the Standards of Practice.

OBJECTIVES

By the end of this Unit, students will:

1. Have a comprehensive understanding of the Interpreter's Code of Ethics and the Standards of Practice
2. Be able to determine which elements of the Code of Ethics apply to a variety of circumstances
3. Know how to apply the Standards of Practice to their interpreting experiences

KEY CONCEPTS COVERED IN THIS UNIT

Code of Ethics
 Standards of Practice
 Real and Perceived Conflicts of Interest
 Core Values
 Censoring Offensive Content
 Managing Untranslatable Words/Phrases
 Recognizing and Managing Culture-Based Meanings
 Maintaining the Essence or Spirit of an Utterance
 Remaining within the Scope of One's Ability
 Dealing with Exceptions to the Rules of Confidentiality

SYLLABUS

Introduction to the Interpreter's Code of Ethics

The Three Core Values of the Code of Ethics

The Seven Categories of the Interpreter's Code of Ethics

Confidentiality

Fidelity

Impartiality

Conflict of Interest

Professionalism

Competence

Respect and Dignity for all Parties

The Code of Ethics and the Community Interpreter's Responsibilities

The Interpreter's Code of Ethics in Depth

Rules for Breaking Confidentiality – Steps to Take

Sharing Information with Family Members

The Core Meaning of Fidelity

- Completeness

- Cultural Context

- Culture and Implied Meaning

- Culture and Symbolic Meaning

Fidelity and Offensive Content

- Fidelity and Interpreter Errors

Impartiality

- Non-Judgmental Attitude

- Neutrality and Difficult Content

Conflict of Interest

- Personal Involvement and Conflict of Interest

- Perceived and Potential Conflicts of Interest

- Maintaining Boundaries

- Steps to Take if there is a Real, Perceived, or Potential Conflict of Interest

- Service Provider Concerns

- Determining Conflict

Professionalism

- Punctuality

- Continued Learning

- Culture Studies

- Language and Interpretation Skills

- Duty to the Profession

- Professional Manner

- Collegiality and Responsible Management

- Accountability

- Self-Evaluation

- Reporting Ethical Violations

Competence

- Scope of Ability

- Common Reasons for Declining an Assignment

- Transparency

- Steps to Take when the Interpreter Lacks the Skills or Knowledge Needed for an Interpretation

Respect and Dignity for all Parties

Limitations of the Code of Ethics and Additional Reading

INTRODUCTION TO THE STANDARDS OF PRACTICE

The Eight Categories of the Standards of Practice

Accuracy

Confidentiality

Impartiality

Respect

Cultural Awareness

Role Boundaries

Professionalism

Professional Development

The Standards of Practice in Depth

Interactive: 14 quizzes
 13 case studies

UNIT 3: THE ROLES, BOUNDARIES, AND ESSENTIAL PRACTICES OF THE COMMUNITY INTERPRETER**CONTENT**

The Principal Goal of the Community Interpreter

The Three Roles of the Community Interpreter

The Interpreter as Conduit

The Interpreter as Clarifier

The Interpreter as Culture Broker

Differing Opinions about the Interpreter's Role

Additional Reading

Register and Tone

Meanings, Not Words

Obscenities

Exercises

INTRODUCTION TO THE ROLES, BOUNDARIES, AND ESSENTIAL PRACTICES OF THE COMMUNITY INTERPRETER

This Unit looks at the interpreter's various roles, from Conduit to Clarifier, to Culture Broker. Clarity about the roles and expected ethical behaviours of interpreters will provide students with guidelines for creating clear boundaries in their role as interpreter and will assist them in performing their interpreting tasks with confidence.

OBJECTIVES

By the end of this Unit, students will be able to:

1. Describe the three principal roles of the Community Interpreter
2. Describe the differences between the Conduit, Clarifier, and Culture Broker roles and explain the conditions under which Community Interpreters apply the principles of each role
3. Describe why client advocacy conflicts with the Code of Ethics rule of impartiality
4. Discuss why register and tone are critical issues to all Community Interpreters
5. Define what is meant when we say that interpreters must concentrate on meanings, not words
6. Explain why the Community Interpreter must be able to render translations, even obscenities, without altering the content, tone, and intended emotional content of the message

KEY CONCEPTS COVERED IN THIS UNIT

The Three Roles of the Community Interpreter

Default/Fallback Role

Linguistic Equivalents

Polishing the Message

Painting Word Pictures

Literal Interpretations

Focus on Meanings, not Words

Speaking in the First Person

Reported Speech

Symbolic Meaning

Changing Register

Culture Brokering/Culture Clarifying

Advocacy

Side Conversations

SYLLABUS

The Principal Goal of the Community Interpreter

The Three Roles of the Community Interpreter

The Interpreter as Conduit

- Speaking in the First Person

- Concentrating on Meanings, not Words

- The Two Actions of the Conduit Role

The Interpreter as Clarifier

- Changing Register

- Painting Word Pictures

- Interpreting Symbolic Meaning

- Checking for Comprehension

The Interpreter as Culture Broker

- When to Offer Cultural Interpretations

- Maintaining Clear Boundaries

Differing Opinions about the Interpreter's Roles, and Additional Reading

Interactive: 16 quizzes
Nine exercises
One interpretation practice: obscenities (audio)

UNIT 4: THEORY OF INTERPRETING AND MEMORY DEVELOPMENT

CONTENT

The Seleskovitch-Lederer Model of Interpretation
The Five Constituent Tasks of Interpreting
Memory and Interpreting
Improving Memory
Exercises

INTRODUCTION TO THEORY OF INTERPRETING AND MEMORY DEVELOPMENT

This Unit will look at the Seleskovitch-Lederer Model of interpretation and the five constituent tasks that inform the interpretation process. The principal message behind both of these is that interpreting demands excellent short term memory.

OBJECTIVES

By the end of this Unit, students will be able to:

1. Describe the three principal phases of the interpreting process as outlined in the Seleskovitch-Lederer Model of Interpretation
2. Use the Five Constituent Tasks of Interpreting
3. Explain the importance of short term memory on the interpretation process

KEY CONCEPTS COVERED IN THIS UNIT

Chunks/Chunking as Units of Information
 Short Term Memory (STM)
 Working memory
 Long Term Memory (LTM)
 Digit Span

SYLLABUS

The Seleskovitch-Lederer Model of Interpretation

The Three Phases of the Interpreting Process

The Verbal Phase I
 The Non-Verbal Phase
 The Verbal Phase II

The Five Constituent Tasks of Interpreting

Active Listening
 Note-Taking
 Memory
 Transposing into Target Language
 Verbalization in the Target Language

Memory and Interpreting

Short Term Memory Recall
 Improving Memory
 Six Tips for Developing Memory Capacity

Interactive: Four units of memory exercises (audio, computer timed)
 Two comprehension recall exercises (text, computer timed)
 Two comprehension exercises (audio)
 Five exercises

UNIT 5: CULTURE BRIDGING SKILLS

CONTENT

Culture Bridging Skills
Definition of Culture
Values
Bridging Value and Culture Gaps During Interpretations
Value Classification Systems for Different Cultures
Cultural Issues in Interpretations
Exercises

INTRODUCTION TO CULTURE BRIDGING SKILLS

Effective communication in interpretations depends on both language and culture fluency. Each culture has rules that are not written down about how people should behave and interact. The focus of this Unit is culture. The activities in this Unit are divided into two groups, the first part deals with culture (and cultural self-awareness) and values. The second part focuses on case studies that involve cultural issues.

OBJECTIVES

By the end of this Unit, students will be able to:

1. Discuss the key cultural and value-driven issues of which an interpreter must be aware
2. Describe how cultural issues and differing value systems can have an impact on interpretations
3. Develop their own strategies for recognizing and dealing with cultural issues that are impeding communication

KEY CONCEPTS COVERED IN THIS UNIT

The Iceberg Theory of Culture
 Values
 Biculturalism
 The Principal of Same Effect
 Face
 Culture Gap

SYLLABUS

Culture Bridging Skills

Definition of Culture

Values
 Why Understanding Value Systems Helps Interpreters

Bridging Value and Culture Gaps during Interpretations

Six Steps to Bridging Value and Culture Gaps during Interpretations

Value Classification Systems for Different Cultures, with Additional Reading

Cultural Issues of Interpretation

Face
 Emotion
 Emotional Weight and Pragmatic Function
 Register: Perceptions of Intelligence and Education

Interactive: Eight exercises
 Four case studies

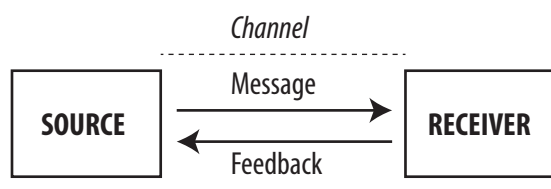
UNIT 6: COMMUNICATION SKILLS AND INTERPRETING

CONTENT

The Communication Process
Elements that Influence Communication
Speech Patterns and Rhythms of Dialogue
Communication Styles Across Cultures
Language and Context
Speech Patterns and their Effects on Interpreting
Introduction to Discourse Analysis
Additional Reading
Effective Listening for Interpreters
Enhancing Listening Skills

INTRODUCTION TO COMMUNICATION SKILLS AND INTERPRETING

Every time we say something, we are trying to communicate. We are trying to carry the speaker's message to people who can be informed by that message. The process of communication can be described in a simple diagram:



Any message must have a source and a receiver. The message is carried over a channel. But the process does not stop there. Communication is not really complete until the receiver has shown, by feedback, that the message has been received and understood. Feedback can take many forms—it may be a nod of the head or a smile. It may be a second message in reply to the first one.

Interpreters provide the channel by which people who speak different languages communicate. They deliver the message from the source to the receiver, then deliver a response to the original source.

Anything that interferes with the relay of a message is a little like electrical static that sometimes interrupts radio broadcasts. Interpreters must be watching for static all the time. The only way to do that is to think always about the recipient of the message.

The words chosen by the interpreter in relaying messages must reflect, as closely as possible, the meaning and spirit of each speaker's words.

OBJECTIVES

By the end of this Unit, students will be able to:

1. Describe the communication process, including elements that interfere with communication
2. Describe how speech and discourse patterns can influence the way in which interpreters listen to and translate messages
3. Explain the differences between high and low context languages and describe how each affects interpretations

KEY CONCEPTS COVERED IN THIS UNIT

High Context and Low Context Languages
Circuitous Speech and Verb Placement
Discourse Markers
Triadic Communications
Cultural Influences on Communication

SYLLABUS

The Communication Process

Elements that Influence Communication

Speech Patterns and Rhythms of Dialogue

Communication Styles across Cultures

Language and Context

Speech Patterns and their Effects on Interpreting

Late Verb Placement versus Early Verb Placement

The Concept of Time

Turn Taking and the Use of Silence

Introduction to Discourse Analysis

The Rules of Conversation
Discourse Markers
The Rules of Talk
The Social Context of Talk
The Situational Context of Talk
The Topic of the Talk
Turn Taking
Backchannel Cues
Recognizing Discourse Markers

Effective Listening for Interpreters

Enhancing Listening Skills

Interactive: Six quizzes

UNIT 7: SIGHT TRANSLATING AND NOTE-TAKING

CONTENT

Introduction to Sight Translating
Steps to Take when Sight Translating
Introduction to Note-Taking
The Five Principal Items to Note During Interpretations
Common Note-Taking Symbols
Exercises

INTRODUCTION TO SIGHT TRANSLATING AND NOTE-TAKING

This unit introduces students to sight translation and note-taking. Sight translation is the oral translation of a short, written text. It is a common practice wherever service providers use such things as application forms, medical consent forms, instruction sheets, and so forth.

Note-taking is one of the five constituent tasks of interpreting and is an essential tool for every Community Interpreter. While there is no universal system for note-taking, this unit looks at several of the more common symbols and abbreviations that interpreters might use when taking notes. Each Community Interpreter must develop his or her own system.

OBJECTIVES

By the end of this Unit, students will be able to:

1. Determine when it is appropriate and not appropriate to sight translate
2. Apply the principles of sight translation
3. Develop an individual system for note-taking

KEY CONCEPTS COVERED IN THIS UNIT

Sight Translation
 Appropriateness of Sight Translation
 Note-Taking Systems

SYLLABUS

Introduction to Sight Translation

Common Sight Translated Documents
 Steps to Take when Sight Translating

Introduction to Note Taking

Why is Note-Taking Important for an Interpreter?
 What are the Purposes of Note-Taking?
 The Four Ways that Note-Taking Helps Interpretations
 The Five Principal Items to Note During Interpretations
 When Should Note-Taking Start?
 What to do Before You Start Taking Notes
 Which Language Should be Used in Note-Taking?
 Abbreviations and Symbols
 Frequently Occurring Notations
 Links and Linking Words
 Points to Remember

Common Note-Taking Symbols

- Standard Math, Accounting, and Science Symbols
- Standard Abbreviations
- First Syllable of the Word
- Creating Emphasis
- Dividing the Page
- The Disadvantages of Note-Taking

- Interactive:**
- Six sight translation practice exercises (English to L1)
 - Four sight translation practice exercises (L1 to English)*
 - Three note-taking exercises (audio)

* Note: Sight translation documents are available in 13 languages plus English

UNIT 8: MANAGING THE INTERPRETATION

CONTENT

Introduction to Managing an Interpretation
Introducing Yourself and Your Role in Interpretations
What to Include During Introductions
Positioning Yourself in the Interpretation
Dealing With Problems that Might Arise During Interpretations
Interrupting Skills Introduction
When to Interrupt an Interpretation
Review: Main Points in Interpretation Management
Video Demonstration
Exercises

INTRODUCTION TO MANAGING THE INTERPRETATION

Being able to manage an interpreted session is an essential skill for all interpreters. The points covered when an interpreter introduced him or herself, and the process involved, can prevent many problems from arising. This Unit introduces interpreters to all elements of interpretation management, including when and how to interrupt the session.

OBJECTIVES

By the end of this Unit, students will be able to:

1. Discuss the main points of interpretation management
2. Explain the importance of the pre-interpretation introduction
3. Describe the specific interventions that can be used to prevent or manage miscommunication
4. Apply effective interruption techniques

KEY CONCEPTS COVERED IN THIS UNIT

The Importance of Transparency
 Introduction Protocols
 The Position of the Interpreter's Gaze
 Interrupting Protocols

SYLLABUS

Introducing Yourself and Your Role in Interpretations

What to Include in Your Introduction

Sample Introduction Dialogue

Positioning Yourself in the Interpretation

Factors that Affect Positioning

- The Physical Configuration of the Room
- The Nature of the Interpreted Session
- The Number of Speakers in the Room
- The Emotional State of the Client
- Cultural Boundaries
- Positioning During Family Conferences
- Standing versus Sitting
- Positioning of the Interpreter's Gaze
- Positioning During Medical Interpretations
- Positioning During Teaching Sessions

Managing Problems that Might Arise During Interpretations

Introduction to Interrupting Skills

Reasons for Interrupting

Guidelines for Managing Interruptions

- Transparency

- Switching to Third Person

- Return to Interpreting

- Professionalism

Interactive: Eight case studies
 Five exercises
 Video demonstration

UNIT 9: INTERPRETATION PRACTICE

INTRODUCTION TO INTERPRETATION PRACTICE

The exercises herein are aimed at enabling students to produce correct, coherent and fluent translations. It is obvious, of course, that real-life conditions will be different and sometimes more difficult than simulated ones. To improve your skills, we recommend that you develop your own simulations. You can do this by creating audio recordings of radio and television interviews in both English and your L1.

EXERCISES

Eight dialogues have been recorded for you: six in English and three that combine English and your L1. Recordings vary in length. The speakers will pause after each statement to allow you to interpret.

The L1 Languages:

Arabic
Cantonese
Farsi
French
Hindi
Korean
Mandarin
Portuguese
Punjabi
Russian
Somali
Spanish
Urdu
Vietnamese

