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# Multilingual Careers, Language Access, and Technology Tools

Multicultural Affairs Conference,  
*“Changing Faces in Higher Education”*

November 15 and 16, 2012

Minnesota State University, Mankato



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## Who Am I?

B.S. and minor in Spanish,

B.S. and minor in Political Science

M.A.T in Education

IMIA Minnesota Chair

IMIA U.S. State Chair Secretary

NBCMI certified

TCI licensure

LinguaOne, Inc. CEO

ISG At-Large Board Member

UMTIA member





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- **What do you know?**

interpreting?

translation?

interpreter credentials?



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# Multilingual Careers



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**Face to Face  
(Freelance or employee – Pros/Cons)  
Conference interpreting  
Telephonic  
Video  
Translation**



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# Overview of Interpreting



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## The primary role of an interpreter

- The role of the interpreter is to facilitate direct communication between two parties

### Examples:

- Parent/teacher
- Patient/doctor
- Employee/employer



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## Differences between someone who is bilingual and someone who is an interpreter?

### **Bilingual versus**

- Limited fluency
- Advocate
- Limited experience
- No or little training
- Family member

### **Trained Interpreter**

Fluent in both languages

Follows ethical practices

Knows terminology,  
procedures

Trained to process and  
relay message accurately

Culturally competent,  
educates participants bring  
about how to use an  
interpreter





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## Interpreting Venues

- Community
- Court
- Special Education
- Business

Special education is a mixture of community, education and court due to the different kinds of terminology used on the forms, medical documentation, interviewing and speaking to parents.



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## Code of Ethics

- Confidentiality
- Accuracy
- Impartiality
- Maintains boundaries
- Culturally competent
- Respectful
- Mediation/Advocate – last resort (In court situations this is basically non-existent)
- Continuing education
- Professional

\*From the National Code of Ethics for Interpreters in Health Care – July 2004 – p. 3



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# Interpreter v. Translator: Is there a difference?



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# Modes of Interpretation

- Consecutive
- Simultaneous
- Translation
- Sight Translation



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## Simultaneous interpreting

- Saves time if interpreter is extremely competent and proficient
- Fewer interruptions
- Requires memorizing the message and converting, then speaking the message all at the same time
- Can distract if not accustomed to it
- Information can be lost if interpreter not skilled
- Use a lot in court or where there is a large group



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## **During an interpreting session, the interpreter is cognitively at work!**

- \*Facilitate direct communication – use 1<sup>st</sup> person (there are a few exceptions)
- \*Manage the flow of the communication
- \*Non-verbal is 60 – 80% of communication
- \*Observing environment
- \*Prediction
- \*Positioning
- \*Main idea/Chunking
- \*Visualization/Note-taking
- \*Maintaining register
- \*Maintaining the same spirit, style, and tone of speaker
- \*Help us to focus!
- \*Respect our concentration.
- \*Understand our work.

**Keep in mind curriculum variations**

Mediation v. Cultural Broker



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## Consecutive interpreting

- Allows for complete thought
- Interpreter has more “control” over the message-can ask for clarification or repetition
- Gives more “thinking” time
- One person speaks at a time, minimizing distraction
- Quicker interpreter fatigue
- Takes longer
- More “interruptions” than simultaneous
- Use mainly for interviews



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## Communication barriers go beyond language....

- Pain
- Education level
- No, little, or bad hospital/court/school experience
- Anesthesia
- Hormones
- Family members
- Feeling vulnerable, trapped
- Exhaustion from pain, surgery, anesthesia etc.
- High context v. Low context speaker
- Mental health may be compromised (i.e. PTSD)





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## Translation

- Often confused with “Interpreting”
- Is a completely different skill
- Is a different set of skills
- Is written transformation of a document into the target language v. interpreting which is the oral transformation of the message into the target language

## Sight Translation



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# Laws & Mandates



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## Laws and Mandates surrounding Limited English Proficiency Speakers – It's about Access

- **Title VI** requirement: all recipients of federal aid to open their services to LEP individual and provide them with meaningful access to their federally subsidized services by using competent interpreters and accurately translated 'vital documents'.
- *Rodriguez v. Lucas County Department of Job and Family Services*
- **National Standards on Culturally and Linguistically Appropriate Services (CLAS)**
- Standards 4, 5, 6, 7 - CLAS mandates are current Federal requirements for all recipients of Federal funds.
- Other CLAS standards are recommendations



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## CLAS Standards:

- **Standard 4:**

- Healthcare organization must offer and provide language assistance services, including bilingual staff and interpreter services, at no cost to each patient/consumer with limited English proficiency **at all points of contact**, in a timely manner **during all hours** of operations.

- **Standard 5:**

- Healthcare organizations must provide to patients/consumer in their preferred language both **verbal offers and written notices** informing them of **their right** to receive language assistance services.

- **Standard 6:**

- Healthcare organizations must **assure the competence of language assistance** provided to limited English proficient patients/consumer by interpreters and bilingual staff. **Family and friends should not be used** to provide interpretation services (except on request by the patient/consumer).

- **Standard 7:**

- Healthcare organization must make available **easily understood patient-related materials** and **post signage** in the languages of the commonly encountered groups and/or groups represented in the service area.



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# Technology Tools



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**For the face to face (live) interpreter:**

Online glossaries and dictionaries

Can download dictionaries for nominal costs onto cell phone for quick use.

Example: [Davis's Medical Terminology Online](#)



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**For the conference interpreter:**

**ICT Information and Communication Technologies**  
**in Conference Interpreting: a survey of their**  
**usage in professional and educational settings**

By Diana Berber

University of Turku and Åbo Akademi University, Finland and Universitat Rovira i Virgili,  
Tarragona



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**For the video interpreter:**

**Private quiet & uncluttered area**

**Network access (inc. wireless)**

**Laptop**

**2 megapixel camera**

**Web browser**

**Need to be familiar as to how to make the video a  
quality video – lighting, acoustics, internet speed,  
sound etc.**





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**For the telephonic interpreter:**

**Private, quiet area**

**Head set**

**Laptop**

**Web browser**



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**For the translator:**

**Trados – terminology management and TM  
(translation memory)**

**Wordfast**

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Resources:

[International Medical Interpreter Interpreter Association](#)

[National Association for Judiciary Interpreters and Translators](#)

[United Nations Careers](#)

[Upper Midwest Translator and Interpreter Association](#)

Get medically certified!

[Certification Commission for Healthcare Interpreters](#)

[National Board of Certified Medical Interpreting](#)



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Going green!

If you would like a copy of this presentation emailed to you, please email:

[tessa@lingua-one.com](mailto:tessa@lingua-one.com) or call 507-351-8787.

Thank you all for this opportunity to speak to you. Best wishes to you all in using your linguistic talent to pursue a career in the interpreting field.