



I·N·G·C·O
INTERNATIONAL

Complete Language Services Since 1999

INGCO International
interpreting & translating

Ingrid B. Christensen, President

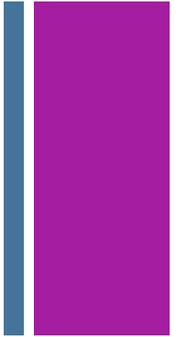


Interpreters as Professional Communication Facilitators

1. What is interpreting, and who can interpret?
2. What are their guidelines, policies and procedures?
3. What is my duty as an attorney, case manager, mediator, professional, in working with interpreters?

+ What is interpretation?

- Interpretation means the unrehearsed transmission of a message from one language to another
 - Qualified oral interpreters generally use:
 - Consecutive and
 - Simultaneous modes
- Interpretation is different from "translation," which relates to the conversion of a written text from one language into another language.

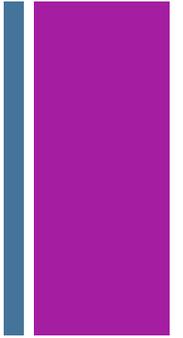


+ What do interpreters do?

- Listen
- Understand
- Summarize the message from the words and word order
- Retain ideas
- Understand the message's intent
- Recreate the exact message in the other language
- Do these things *while* speaking and listening for the next phrase to process

+ 3 Modes of Interpreting

- Consecutive
- Simultaneous
- Sight Translation



+ Consecutive Interpreting

- Providing the interpreted words after the speaker has stopped speaking. The length of the interpretation may near the limits of the interpreter's capacity for recalling what is said. Interpreters would typically take notes to help them interpret.

Message → Interpreter processes message →

Interpreter sends message → Client listens to message

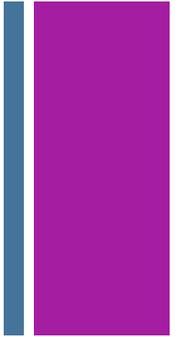
+ Simultaneous Interpreting

- Providing the interpreted words continuously *at the same time* someone is speaking

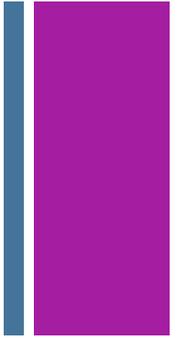
Speaker sends message → Interpreter processes message, sends interpreted message

+ Sight Translation

- “Hybrid type” of interpreting during which the interpreter reads a document written in one language while converting it orally into another language
 - Written text is interpreted without advance notice
 - Court interpreters often sight-translate legal documents such as plea agreements



+ Required Skills



- Know the language:
 - Full bilingual proficiency, ample vocabulary, and knowledge of standard grammar
- Educated, native-like mastery of both English and a second language:
 - Wide general knowledge, characteristic of someone who has a minimum of 2-years of a general college-level education;
 - Ability to perform the three major types of interpreting (consecutive, simultaneous, sight interpreting)

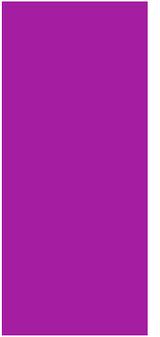
+ Interpreter's Duty

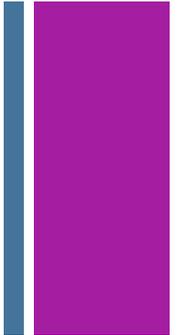
- Ensure that the proceedings in English reflect precisely what was said by a non-English-speaking person
- Place the non-English-speaking person on an equal footing with those who are proficient in English
- Interpret from one language to another everything that is said, preserving tone and level of the original language, adding and deleting nothing
- A bilingual individual is not necessarily qualified to interpret; interpreting requires additional knowledge and skills

+

**Only Federal and State Courts
provide for regulation of spoken
language interpreters in
Minnesota.**

***NOT* OAH, DOLI, or anywhere
else in the Workers
Compensation System**





■ Certified Interpreters

- Most are listed on the Roster

■ Non-Certified Interpreters

- On the Roster and not on the Roster

+ Certified Interpreters

- In addition to all the above, pass:
 - Simultaneous Interpreting Exam
 - Consecutive Interpreting Exam
 - Sight Translation Exam

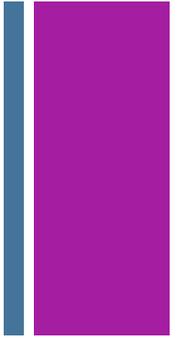
Certified Languages Available:

Spanish, Hmong, Somali, Arabic, Mandarin, Cantonese, Haitian Creole, Laotian, Korean, Russian, Vietnamese, French, and Portuguese

Minnesota only state to offer Somali and Hmong

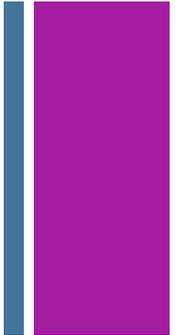
+ Minnesota Court Interpreter Program

- The Court Interpreter Program supports the Minnesota Judicial Branch goal of ensuring that people who are deaf or cannot speak English will have equal access to the courts.
- The program coordinates the court interpreter testing and training programs, as well as development and implementation of interpreter policy.
- It also performs various administrative duties, such as maintaining the Statewide Roster of court interpreters who are eligible to work in the state court system.





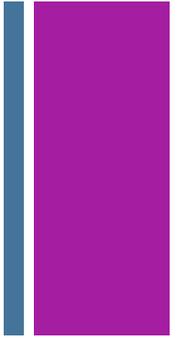
Minnesota Statewide Roster



- The State Roster is a list of interpreters who have completed the minimum requirements to become eligible to work in the state court system.
- The Roster is divided into two categories: court certified interpreters, and rostered interpreters.
- Court personnel refer to the Roster to locate and schedule court interpreters. The Roster is also used by public agencies and services as they search for qualified interpreters.
- Under the direction of the State Court Administrator's Office, the Court Interpreter Program maintains and publishes the Roster on-line.



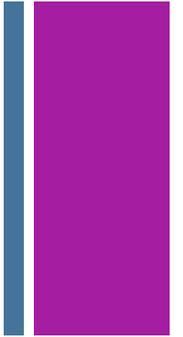
Consortium for State Court Interpreter Certification



- In 1995, Minnesota and 4 other states initiated the Consortium for State Court Interpreter Certification:
 - provide test materials and educational programs
 - set standards for interpreter test development, administration, and education
 - serve as a forum for information-sharing among members and other interested organizations
 - The Consortium currently has 46 member states

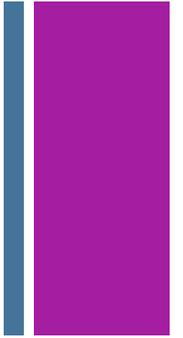
+ How the Consortium Exam Was Developed:

- Language and interpreting experts coordinated by the National Center for State Courts
- Led to Consortium's language proficiency exams





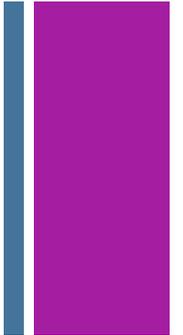
Additional Consortium Exam Information



- Published test documentation enhances the credibility and legitimacy of the testing program. The National Center for State Courts has prepared and maintains standardized manuals for test construction, test administration (including a candidate information booklet), and test rater training. This documentation serves as the foundation for meeting the Standards for Educational and Psychological Testing (Washington, DC: American Education Research Association, American Psychological Association, and National Council on Measurement in Education, 1985). Standard 5 relates to the publication of technical and user's manuals.
- Maintenance and publication of test validity and reliability statistics. Standards 1 and 2 of the Standards for Educational and Psychological Testing relate to validity and reliability. All members of the Consortium return test results to the National Center for State Courts. Because so many states use the same tests, it is possible to accumulate test results in large enough quantity for statistical analysis of item validity and test reliability for each test form for each language. The analysis protects the courts from legal challenges and helps identify test items that are not working as intended so that they can be replaced to strengthen subsequent test forms. Data is also maintained to support analysis of inter-rater reliability, a key component in the process of determining how test scores are properly interpreted.



Minnesota Statewide Roster



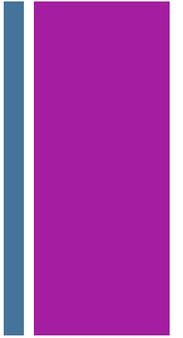
- The Minnesota Judicial Branch is committed to providing access to justice to everyone, regardless of the language they speak
- Minnesota Supreme Court created:
 - Court Interpreter Training and Certification Program
 - Code of Professional Responsibility for Interpreters
 - Rules that explain the role of interpreters in court

+ Roster Interpreters

- Pass ethics test based on the Code of Professional Responsibility for Interpreters
- Attend required orientation program
- Demonstrate language proficiency in English and working language(s)
- File an affidavit with the State Court Administrator's Office agreeing to be bound by the Code of Professional Responsibility

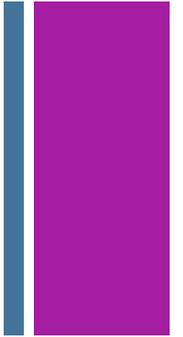
+ Working in other States:

- Interpreters who pass a Consortium proficiency exam for certification in any member state are eligible to apply for certification in Minnesota without having to retake the Minnesota exam
- Applicants must complete all requirements for inclusion on the Statewide Roster before applying for certification in the Minnesota State Court System



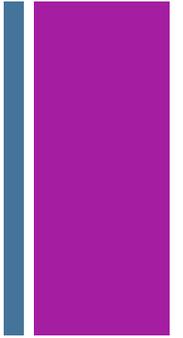
+ What to expect from a spoken language interpreter

- Seamless flow of conversation
- Honest representation of his/her abilities
- Disclosure of possible Conflict of Interest



+ What about using friends or family members?

- The use of untrained interpreters is dangerous and, in some instances, can be deadly
- Children, other family members and friends are often traumatized because they are used as interpreters:
 - Emotional, highly sensitive information
 - Private, conflict of interest
 - Role reversal of parent /child leaves lasting effects
 - No guarantee of unbiased communication



+ Interpreter Errors

- The consequences can be severe if an interpreter fails to interpret a legal proceeding accurately and fairly:
 - Poor interpretation may fail to capture the eloquence of a judge, attorney, or witness
 - Questions and testimony can be distorted, leading a judge or jury to be confused or uncertain
 - Especially in criminal matters, poor interpretation can result in a wrongful conviction or acquittal
 - The consequences can even extend beyond a single proceeding and compromise the integrity of the judicial system
- Interpreters are often required or strongly recommended to maintain professional liability or Errors and Omissions insurance

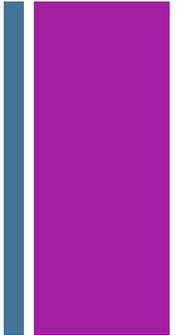
+ Interpreter Complaint Process

- The State Court Administrator's Office established a procedure for the filing of formal complaints about interpreter services, and conducting of formal complaint investigations.
- Languages:
 - English
 - Spanish
 - Somali
 - Hmong

Minnesota Court Interpreter Program 105 Minnesota Judicial Center 25 Rev.
Dr. Martin Luther King Jr. Blvd. St. Paul, MN 55155 (651) 297-5300



Goal of Court Interpreter:

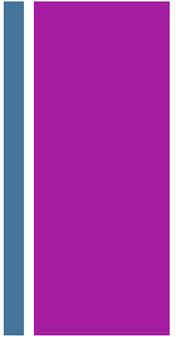


“The goal of court interpreting is [not verbatim interpretation but] to render a **legal equivalence**: a linguistically appropriate interpretation ... accurately reflecting a speaker’s nuances and level of formality ... The [judiciary] interpreter is required to interpret the source material **without editing, summarizing, deleting or adding; while conserving the language level, style, tone and intent of the speaker ...**”

González et al., Fundamentals of Court Interpretation, 1991 Carolina Academic Press, NC

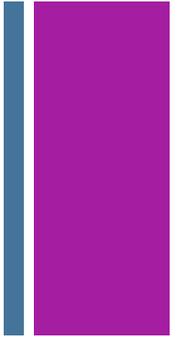
+ What does that mean?

- Interpreter CANNOT explain what you mean ...
- Interpreter CANNOT provide assistance, guidance or advice ...
- Interpreter CANNOT tell you when cultural nuances are going unnoticed or the entire conversation or proceeding is falling apart even though we know it as it's happening.



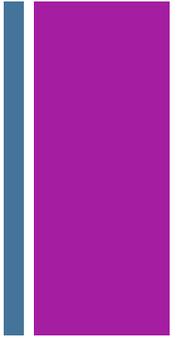
+ Why?

- “... interpreter is required to interpret the source material **without editing, summarizing, deleting or adding ...**”
- **Code of Professional Responsibility** does not allow the spoken language interpreter to do anything but be a ***conduit of information***, a bridge between the limited-English speaker and the English speaker



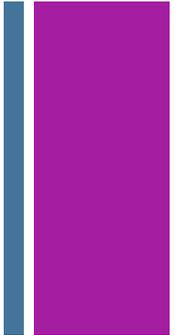
+ Honest Representation of Abilities

- Must disclose if Certified, Roster Certified or none
- Provided leave-behind material contain further information



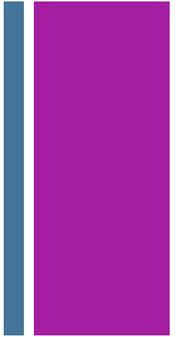
+ Conflict of Interest

- Have you ever interpreted for any of the parties or witnesses in this case?
- Have you interpreted in any incident related to this case?
- Are you able to remain fair and impartial in relationship to the parties and witnesses in this case?
- Will you remain objective based upon the subject matter of this case?



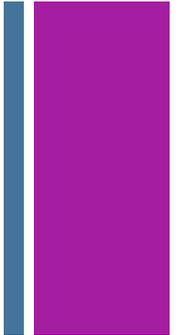
+ Professional Interpreter

- Regardless of their “Roster” status, a Professional Interpreter has taken the necessary steps to become educated in the field of interpreting
- Understand their role as an interpreter, understand and can perform 3 modes of interpreting
- Committed to continuing education, arrive prepared to all assignments (with dictionaries, vocab glossaries, computer, etc.)





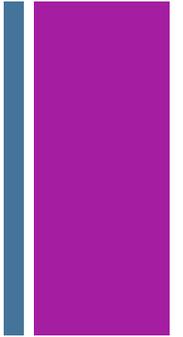
Best Practices Manual on Interpreters



- www.mncourts.gov/?page=463
- In 1999 the Minnesota Supreme Court Interpreter Advisory Committee compiled the *Best Practices Manual on Interpreters in the Minnesota State Court System*
- While this *Manual* is not legally binding, it is an important step toward achieving our statewide goal of providing equal access to justice; the *Manual* was revised in 2006
- guide judges and court administrators in appointing qualified interpreters
- using interpreters effectively in court

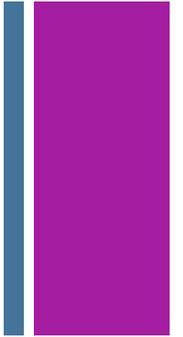
+ Why should I work with interpreters?

- Reduce liability, help ensure appropriate utilization, increase client compliance and satisfaction with services
- Provide quality service
- Assure effective communication between the you and your client
- Support effective use of time during your encounter
- Improve outcomes



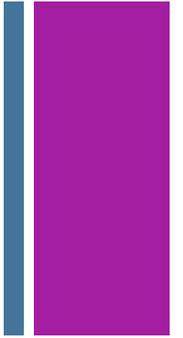
+ “My interpreter doesn’t interpret”

- By far, this is the biggest complaint:
 - Interpreter adds information
 - Long conversation between client and interpreter, yet interpreter responds with a “yes” or “no”



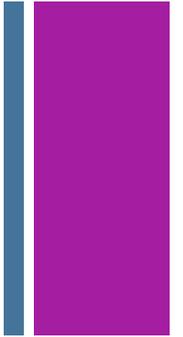
+ How to avoid problems

- Set the rules from the beginning
 - Role of interpreter, role of provider, role of client



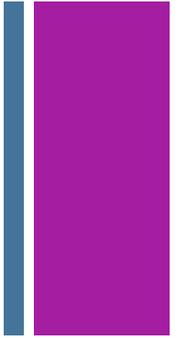
+ “It’s easier to use a family member”

- Why don’t we use family members as interpreters? If they know all of the details of the case, wouldn’t it be most natural to utilize them?
 - Untrained
 - Unprepared
 - Outside their role
- Emotional stress and trauma for the children has proven to greatly affect them when being forced, or even asked, to serve as an interpreter. While some children feel honored to take on these roles, it misplaces the position of the parent/child
- We have a special duty to uphold the relationship between the parent / child and to not cause undue stressors



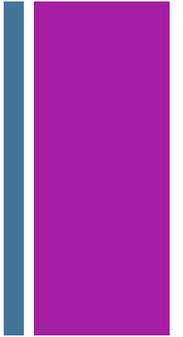
+ Do I need an interpreter?

- Ask the client
 - In their own language
 - Utilizing a neutral person
 - After brief conversation

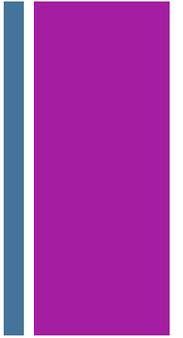


+ Before the interpreted session:

- A good match between client and interpreter can avoid many potential problems:
 - Gender
 - Age
 - Social/ethnic issues
 - Dialects
 - Family/Social ties
- Explain technical terms

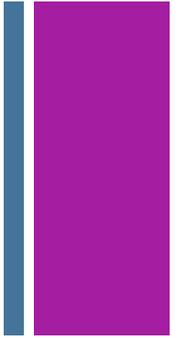


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- Remind interpreter to keep all information confidential
- Discuss eye contact, seating/positioning
- Discuss method
- Remind interpreter not to “screen” client’s speech
- Remind interpreter not to engage in independent conversation with the client or you during the session

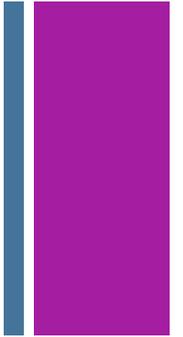
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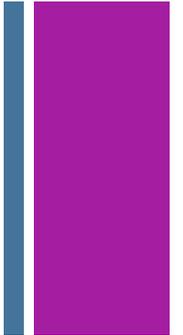
- Discuss whether the client or interpreter are likely to feel uncomfortable if certain matters are discussed
- Agree on, and welcome feedback:
 - Non-verbal cues
 - Speech pattern and tone
 - Cultural information

+ During the interpreted session:

- Introduce yourself and the interpreter to the client
- Tell the client the ground rules for communicating through the interpreter:
 - Everything you say and everything the client says will be interpreted
 - Speak in short phrases so the interpreter will be able to interpret more easily
 - Tell the client that what they say is confidential; neither you nor the interpreter will reveal anything about the interview to uninvolved parties
- Ask the client if they have any questions about the interpreting process



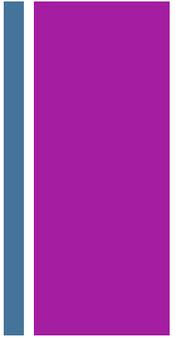
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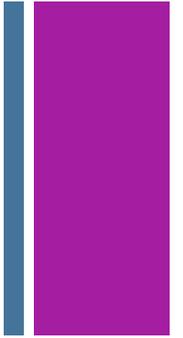
- Talk **through** the interpreter **not to** the interpreter. Respect your client by talking to them and not about them.
- Acknowledge your client with your body language
- Use time efficiently
- Use simple language and avoid jargon, technical terms, and slang
- **Speak slower** not louder
- Be patient, and encourage the interpreters understanding
- **Do not leave the interpreter and client alone together**

+ After the interpreted session:

- Offer suggestions
- Thank the interpreter



+ Cultural Cues



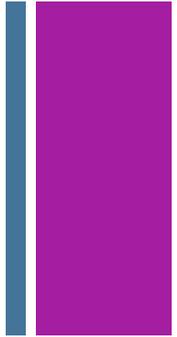
- Remember lifelong experience
- Avoid stereotyping
- Be familiar with folk illnesses
- Work with family and community leaders
- Consider the clients' priorities
- Learn about the beliefs and practices of the clients you serve

+ Resources

- Upper Midwest Translators and Interpreters Association
www.umtia.org
- American Translators Association www.atanet.org
- National Association Judicial Interpreters and Translators
www.najit.org
- Federal Court Interpreter Program
www.ncsconline.org/d_research/fcice_exam/index.htm
- University of Minnesota Program in Translating and Interpreting www.cce.umn.edu/creditcourses/pti/index.html



Languages Spoken in Minnesota



Abkhazain, Afar, Afghan, Afrikaans, Albanian, American Indian, Amharic, Arabic, Armenian, Asamese, Aymara, Azerbaijani, Basque, Bashkir, Bengali, Bhutani, Bihari, Bislama, Bosnian, Breton, Bulgarian, Burmese, Byelorussian, Cantonese, Catalan, Cebuano, Chippewa, Chinese, Corsican, Croatian, Cutchi, Czech, Dakotah, Danish, Dari, Dutch, Farsi, English, English (Creolized), Eritrean, Estonian, Faroese, Farsi (Persian), Fiji, Finnish, French Canadian, Frisian, Galician, Georgian, German, Greek, Greenlandic, Guarani, Gujarati, Hausa, Hawaiian, Hebrew, Hindi, Hmong, Hungarian, Ibo, Icelandic, Indonesian, Interlingue, Inupiak, Interlingua, Inuktitut, Irish, Italian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Kirundi, Kiyarwanda, Krahn, Korean, Kurdish, Lao, Lebanese, Latin, Latvian Lettish, Lingala, Lithuanian, Malay, Macedonian, Malagasy, Mandarin, Mandinka, Maori, Marathi, Maltese, Malayalam, Moldavian, Mongolian, Nauru, Nepali, Norwegian, Nuer, Occitan, Ojibway, Oriya, Oromo, Pashto, Polish, Portuguese, Pundjabi, Quechua, Rhaeto-romance, Romanian, Russian, Samoan, Sangho, Sanskrit, Scots Gaelic, Serbian, Sesotho, Setswana, Shona, Sinhalese, Sindhi, Siswati, Slovak, Slovenian, Spanish, Somali, Sudanese, Swahili, Swedish, Tagalog, Tajik, Tonga, Tamil, Tatar, Telugu, Thai, Tibetan, Tigrinya, Tsonga, Turkmen, Turkish, Twi, Uigur, Ukrainian, Urdu, Uzbek, Vietnamese, Volapuk, Wolof, Welsh, Xhosa, Yiddish, Yoroba, Zhuang, Zulu





Thank you.

Please contact INGCO International with any further questions or comments. We appreciate your time and attention.

Phone: 612-605-8006 Fax: 612-605-1991

www.ingcointernational.com

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