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PLOUTOS: Cooperation for achieving third country nationals' financial independence through financial literacy tools and entrepreneurship bootcamps

Project ID: 101038463

Work package 3:

Community Interpreting Training

Expected Output 3.5:
Development of the content of the curriculum

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This is a short version of the original Curriculum in English

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Course title	Community Interpreting Training
Languages	**EN**
Weeks	**13**
Hours per week	**2**
Participants	**At least 4 TCNs per partner country (both TCNs and local civil servants with some experience in community interpreting)**

Course Description

Across Europe, TCNs often work as ad hoc interpreters in highly sensitive settings with little or no training. Despite this dire need for interpreting services, very few programs for training community interpreters have been created in the EU, mainly because 1) the profession of a community interpreter is not clearly defined in many EU countries, and 2) such programs face the ongoing problem of a constantly changing language demand and of the lack of trained teachers for the languages in need. PLOUTOS will open up possibilities for both TCNs, but also civil servants from partner countries, to acquire training in community interpreting, with a special focus on the financial sector. In particular, one of the main aims of this WP is the development of a community interpreting curriculum for amateur interpreters who have already practiced community interpreting, but are not trained by institutions specialised in interpreting training. The programme will partly address the deficit in adequate community interpreting training in the majority of partner countries, and offer some long-lasting guidance since this material will be available online. As a result, beneficiaries will get a very good idea of the necessary skills and competencies required, so that they can better understand the community interpreting process, and be encouraged to pursue ways to further improve their knowledge, skills and competencies. The programme is also expected to empower them and strengthen their confidence in communicating and facilitating communication in the host country and, therefore, enhance their and their community's participation and inclusion in the host society and civic life. Furthermore, this WP will set the basis for the implementation of ongoing community interpreting courses.

Learning outcomes

After participation in the course, participants will:

- Understand different terms related to the practice (translation, interpreting, community interpreting (CI), interpreting for public services, simultaneous interpreting, consecutive interpreting, sight translation/interpreting, note-taking);
- Acknowledge CI as a tool for addressing communication gaps;
- Identify skills needed for CI;

- Practice and improve certain interpreting skills, including listening, note-taking, sight-translation, summarizing;
- Know CI legislation in the EU;
- Develop a fundamental grounding in the nature of intercultural communication and intercultural communicative competence including nonverbal intercultural competence;
- Be familiar and refer to CI ethics;
- Understand how listening works, with a particular reference to interpreting;
- Know some useful tools for the CI practice;
- Be informed of prospects for continuing professional development.

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1. Introduction

1.1 Interpreting: Old practice, new discipline

Interpreting Studies, which is considered a sub-discipline of Translation Studies and an inter-discipline, as many scholars have suggested (Holmes, 1988; Snell-Hornby et al., 1994; Toury, 1995; Wadensjö, 1998/2013; Angelelli, 2004; Hale, 2007; Vargas-Urpi, 2011). The first steps for the establishment of Translation Studies as a scientific discipline started in the 1950s, with the new discipline perceived as an offshoot of linguistics, where the focus of discussions were issues of translatability, equivalence, faithfulness and accuracy, and discussions were made in clear dualisms: translatable vs untranslatable, literal vs free, formal equivalence vs dynamic equivalence, semantic translation vs communicative translation, etc. The 1970s mark a shift to more communicative approaches (integrated approach, skopos theory) and the 1980s the "cultural turn" in Translation Studies.

As many scholars have pointed out, interpreting is an age-old practice, given the need for communication across languages and cultures, but a comparatively new discipline. Simultaneous interpreting as an acknowledged practice was established after World War II, with the Nuremberg trials, and it evolved through the years. Brian Harris presents a chronological development of the field – whose various branches developed at different periods – in his Foreword to the selected proceedings of the first Critical Link conference held in 1995 in Ontario (pp. 1-2); "[t]he 1940s, 1950s, and 1960s were […] the decades of the conference interpreters, the first branch to achieve a universally recognized status", through the emergence of accreditation, training, professional status, adequate remuneration, good working conditions, and research; "[t]he 1970s and 1980s were in the same way crucial decades for two other branches, namely court interpreting and sign language interpreting"; he concludes his remarks with the question: "[w]ill the 1990s turn out to be the decade of the medical interpreters and the social service interpreters?".

In this introductory unit, I would like to offer a brief overview of interpreting, which will create some context for this short course.

1.2 Interpreting: A Definition

After hinting on the complexity of the interpreting process and the interpreter's role, we should start this overview with a clarification of terms for those who are not familiar with the practice of interpreting. For this purpose, I choose Franz Pöchhacker's definition from his book *Introducing Interpreting Studies*:

> Interpreting is a form of Translation in which a **first and final rendition in another language** is produced on the basis of a **one-time presentation** of an utterance in a source language. (2004, p. 11, emphasis in original)

In this definition, Pöchhacker attempts to distinguish interpreting as a separate practice, because it is often confused with translation, thus hiding its distinct characteristics, namely the fact that it is a single occurrence of an utterance, unlike translation where the written text has a "tangible" and continuous presence.

It involves both spoken and sign languages (signed language interpreting[1]) and is performed in different modes and settings, some of which may involve special equipment, like interpreting booths, headsets, special consoles, etc. In recent years, especially during the covid pandemic, remote forms of interpreting have gained ground.

1.3 Working modes

Two of the major working modes in interpreting are simultaneous and consecutive interpreting:[2]

1.3.1 Simultaneous interpreting

In this mode, there is a minimal time lag between the speaker and the interpreter, and the latter usually works in an interpreting booth with relevant equipment.

1.3.2 Consecutive interpreting

The distinction between simultaneous and consecutive interpreting arose after the 1920s

[1] Signed language is defined as "interpreting between a signed language and a spoken language or another signed language" (Napier & Leeson, 2015, p. 376).
[2] For a detailed discussion of interpreting modes, see Pöchhacker, 2015, p. xxviii.

when available equipment gave rise to different forms of interpreting. Until then, interpreting was possible only in the consecutive mode, i.e. after the utterance.

1.4 Types of interpreting based on settings

Interpreting is differentiated based on the settings where it takes place. Nadja Grbić (2015, p.371) gives a short definition of the term in her short contribution in *The Routledge Encyclopedia for Interpreting Studies*, although she acknowledges that settings are subject to spatiotemporal conditions: "[S]ettings can be defined as the socio-spatial contexts of interaction in which interpreting events take place. A specific setting is therefore shaped by the interplay of the agents (including their mental, social and cultural dispositions) and the locations involved (including all physical, material structures), both of which are governed by institutional conditions as well as broader social forces".

The following list of interpreting settings is included in the *Routledge Encyclopedia of Interpreting Studies* (2015, p. xxviii):

2. Introduction to Community Interpreting (CI)

2.1 Beginnings

Community Interpreting falls under the umbrella of Interpreting Studies. Brian Harris's chronology puts the beginning of community interpreting in the 1970s and 1980s, starting with court and sign language interpreting. Franz Pöchhacker in his book *Introducing Interpreting Studies* briefly refers to this beginning:

> It was only in the 1980 and 1990s, in the face of mounting communication problems in the public-sector institutions (healthcare, social services), that 'interpreting in the community' (**community-based interpreting**) acquired increasing visibility. Thus **community interpreting**, also referred to as **public service interpreting** (mainly in the UK) and **cultural interpreting** (in Canada), emerged as a wide new field of interpreting practice, with **healthcare interpreting** (**medical interpreting, hospital interpreting**) and **legal interpreting** as the most significant institutional domains. (2004, p. 15, emphasis in original).

Judging from the evolution of the field, we can now safely say that recent decades have indeed seen a significant rise in community interpreting scholarship.

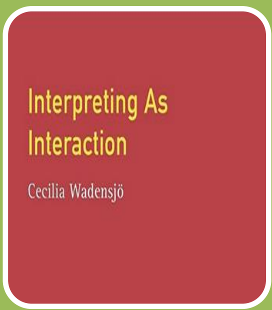
2.2 Definitions and terms

The two basic terms that refer to this type of interpreting are 'community interpreting' and 'public service interpreting', while many other terms refer more or less to the same practice, as we will see below. This practice supports communities of people who have a different linguistic and cultural background in their efforts to communicate successfully with public services in a country and vice versa, given the increasing mobility of populations across the globe, and the increasing multiculturalism and multilingualism within countries.

There are a number of definitions of the concept and I will quote the one by Cecilia

Wadensjö, who in 1998 wrote *Interpreting as Interaction*, a seminal book for "still an undertheorized field of research" (Wadensjö, p. 15) that set the stage for further research in the field, aiming to provide "a set of analytical tools, food for thought and fuel for discussions" and "to develop a theoretical model of interpreter-mediated interaction shaped on the relevant practice" (p. 3).

Definition



Interpreting carried out in ***face-to-face encounters*** between ***officials*** and ***laypeople***, meeting for **a *particular purpose*** at a ***public institution*** is (in English-speaking countries) often termed ***community interpreting*** […].

(Wadensjö, 1998/2013, p. 49, emphasis added)

2.3 Knowledge and competencies

Sandra Beatriz Hale (2007, pp. 177-78)[3] gives an extensive list of the knowledge and competencies required by a community interpreter. The length of the list and the number of skills identified showcase the complexity of the practice:

[3] I have taken out the bibliographic references of the list, mentioned at the end of each bullet point, and I have changed its graphic presentation.

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1 •Knowledge of professional issues: a clear knowledge of the role and ethical requirements of community interpreters.

2 •Advanced language competence: mastery of different registers in both languages; ability to understand different regional varieties, colloquialisms, idioms and slang; a wide mastery of general and specialised terminology; and adequate pronunciation in both languages.

3 •Excellent listening and comprehension skills: the ability to listen actively and analyse text simultaneously in order to comprehend its full meaning and intent. This is a very complex skill, as it depends on many other factors.

4 •Excellent memory skills: good short- and long-term memory.

5 •Adequate public speaking skills: the ability to speak clearly and audibly in public.

6 •Adequate note-taking skills: knowing when and how to take notes to aid memory and ensure completeness.

7 •Advanced interpreting skills: these include short and long consecutive interpreting, simultaneous interpreting and sight translation.

8 •Good management skills: the ability to assess when it is necessary to intervene and how to do it; the ability to coordinate and control the interpreted situation.

9 •A knowledge of the context and subject matter: background knowledge of the different settings and main topic areas.

10 •An understanding of the goals of the institutions where the interpreting is taking place, as well as of their discoursal practices.

11 •Cross-cultural awareness.

12 •A knowledge of the theories that underpin the practice: knowledge of linguistics, sociolinguistics, pragmatics, discourse analysis, translation theory.

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2.4 Conclusion

Community interpreting, as a practice that has been in growing demand throughout the world, has been facing multiple challenges, mainly because of the reluctance of governments to support it as a necessary tool that facilitates communication between pubic services and users who have limited or no knowledge of the country's official language. The practice has been struggling in many countries with conflicting roles, lack of ethical guidelines, low remuneration, limited and non-regulated training, fragmented availability of services, among other things. On a positive note, interest in the field has been growing in recent years, training programmes have been established in a number of countries, the CI practice has been regulated on a national level in some countries, resulting in better remuneration and better working conditions for practitioners.

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3. Intercultural Communication

Louisa Desilla

3.1 Why study intercultural communication?

As Jackson (2014) observes:

> there are many imperatives for learning more about intercultural communication, and the impact of language in intercultural relations. Because of globalizing forces, internationalization, transportation and technological advances, changing demographics and conflict situations, ethical intercultural communication is now more important than at any other time in history of our planet. We need to learn how to adapt and thrive in unfamiliar environments and contribute to our planet in a constructive, peaceful manner.

3.2 Intercultural communicative competence

According to Chen and Starosta (2006), intercultural communicative competence is "the ability to acknowledge, respect, tolerate, and integrate cultural differences". As Jandt (2007, p. 184, in Jackson, 2014) points out "good intercultural communicators have personality strength (with a strong sense of self and are socially relaxed), communication skills (verbal and non-verbal), psychological adjustment (ability to adapt to new situations) and cultural awareness".

As interpreters it is of paramount importance that we:

1. Regard people as equal and treat them with respect and dignity regardless of their backgrounds (e.g., ethnic, religious, gender, linguistic, disabled etc.);
2. Seek to include all voices in intercultural interactions;
3. Listen attentively and refrain from making snap, negative comments about the behaviours of people from different cultural and/or linguistic backgrounds;
4. Patiently ask questions to confirm the intended meaning;

5. Seek and provide verbal and non-verbal feedback to ensure that messages are received as intended;
6. Recognise that misunderstandings may arise due to linguistic and/or cultural differences;
7. Value intercultural cooperation and peaceful conflict mediation/resolution;
8. Make a genuine effort to learn about the language to learn about the language and cultural practices of people who have been socialized in different cultural backgrounds.

(adapted from Jackson, 2014, pp. 22-23)

With the view to further developing these key characteristics and skills of an ethical intercultural communicator, in the second half of this session we will explore certain aspects of non-verbal communication and how they differ across cultures as well as managing language and intercultural conflict.

3.3 Nonverbal communication across cultures

As Jackson (2014, p. 99) affirms, "learning to communicate effectively and appropriately in intercultural interactions requires knowledge of both verbal and nonverbal code systems. Just as our verbal behaviors are influenced by the cultural socialization process many of our nonverbal actions are affected by our cultural background".

Why study nonverbal communication? Several scholars believe that it is the single most powerful form of communication (Jackson, 2014). Psychologist Albert Mehrabian (1982), for example, estimated that 93% of meaning is conveyed through nonverbal communication channels/systems such as:

- Paralanguage (vocal cues)
- Kinesics (body movement, facial expressions)
- Oculesics (eye contact/movement)
- Proxemics (social distance)
- Haptics (touch)
- Olfactics (smell)
- Physical appearance and artifacts

- Chronemics (time)

(Jackson, 2014, p. 109)

More recently, researchers have suggested that this figure is an overestimation (e.g., Matsumoto & Hwang 2012). Nevertheless, most agree that a significant amount of our communication is nonverbal. It should be stressed that the nonverbal codes listed above:

- can be innate or learnt
- can be intentional or unintentional
- can be universal or culture-specific
- can be used to different degrees by different cultures
- are context-dependent

(Jackson, 2014, pp. 102-118)

Furthermore, nonverbal language can be used, *inter alia* to display emotions, replace/repeat/emphasise verbal messages, relay awkward messages and regulate interactions (Jackson, 2014, pp. 102-118).

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4. Community Interpreting ethics

Mette Rudvin

4.1 Ethics in the Professions[4]

All the 'classical' professions (especially those related to law, medicine and theology) have clearly defined ideas regarding ethics; indeed, it is crucial that they have an articulated set of ethics expressed in a formal *code of ethics*. This is true especially of those professions that adjudicate life-and-death decisions, or decisions that profoundly impact the lives of human beings. The profession of medicine – that can potentially do a great deal of harm as well as good – needs a set of ethical guidelines precisely to help people make important beneficial decisions but also to avoid causing harm. The greater the potential damage a professional can cause, the more that profession – and professionals – need a set of guidelines to help them avoid doing harm.

Whether or not each item on the code of ethics is to be seen as entirely normative or more as a guideline (or somewhere on the spectrum form legally binding to 'simply' being a recommendation) will vary on a case-to-case basis. Where an ethic is binding by law (for example to 'not cause death' or to not 'appropriate someone else's property') is ultimately a matter of adjudication for the tribunals and courts if and when a dilemma occurs (see below). These situations give rise to the classical dilemmas such as the "trolley cart problem"[5]: is it 'better' to actively kill one person to save many lives?

4.2 Community interpreting as an established profession[6]

Established, traditional professions – such as the legal and medical ones – will have more

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[4] For an extensice general discussion see Freidson's seminal 1994 volume.

[5] https://www.merriam-webster.com/words-at-play/trolley-problem-moral-philosophy-ethics

[6] A word on the umbrella term 'dialogue interpreting' is necessary here: by dialogue interpreting we simply mean the mode of simple consecutive interpreting between two or more people engaged in a dialogue (conversation) in two or more languages that is being (orally) translated by an interpreter. On community interpreting more generally see Hale 2007, Corsellis 2008, Angelelli 2004. On community interpreting as an emerging profession see Pöchhacker 2004; Pöchhacker and Schlesinger 2002; Wadensjö,1998; Mikkelson 1996 and 1999; Roberts et al 2000. On community interpreting in the framework of the professions, see Mikkelson and Jourdenais 2015; Rudvin 2015.

robust and more well-defined prescriptive codes of ethics than newer and less well-organized professions. Community interpreting is still not a fully-fledged profession, so codes of ethics are even more helpful in order to make choices and justify difficult decisions. There are many reasons for community interpreting not (yet) being an established profession, not least the fact that it has become recognized in the broader community and in academia very recently, since the 1980's. Some of these reasons have to do with community interpreting being seen as a 'natural skill' that anyone with the right language combinations is able to carry out.

A code of ethics is a useful guide that provides interpreters with rules, strategies and procedures to follow in order to best represent their role, to behave professionally towards their clients and to set a standard for the benefit of their own practice. Since the profession of community interpreters frequently lacks a valid compulsory pre-service training, the codes help professional make challenging choices and help them to justify difficult decisions. They serve as a direct and constant reminder of the ethical criteria that every professional interpreter needs to uphold.

4.3 Ethical dilemmas

We have a tendency to categorize domains of public and private life into neat sections in order to relate more easily and smoothly to the enormous complexity, interconnectedness and 'messiness' of human life. This helps us to creates order and neatness in the enormity of life and to process the overwhelming load of information and constant decision-making that we are subject to on any given day. Classifying and categorizing may reduce the nuances of human behaviour and society, but it is nonetheless necessary in order to not be overwhelmed by it. There are times, however, when that complexity will surface and put us in a position where it is difficult to make beneficial decisions. At times, we must choose the path of least harm, or simply acknowledge that there is no perfect solution. Many of these situations, frustrating and stressful to us both as individuals and as professionals, can present as 'dilemmas'. Well-defined ethics help us, as professionals, precisely to tackle these difficult situations and to make decisions with less anxiety.

4.4 What are the cardinal Interpreter Ethics?

The three principal interpreting ethics in most codes of ethics are Accuracy, Impartiality and Confidentiality (see e.g. Hale 2007). The following links are examples of two widely used codes of ethics in the legal sector and in the medical sector respectively; both foreground – as most codes of ethics do – the three core principles mentioned.

- **National Association of Judiciary Interpreters & Translators Code of Ethics and Professional Responsibilities** https://najit.org/wp-content/uploads/2016/09/NAJITCodeofEthicsFINAL.pdf

- **The National Council on Interpreting in Health Care. Working Papers Series (NCIHC)** https://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Code%20of%20Ethics.pdf

4.4.1 ACCURACY[7]

The primary ethic of all translation activities, in my opinion, is accuracy[8], namely the obligation to translate a text as accurately as possible to the best of one's abilities and to the degree that the context (and language pair) allows it. The interpretation must be true to the original text and not omit, add, edit or embellish content (including insulting and vulgar content). Where possible, non-verbal cues should be conveyed in order to facilitate understanding.

Accuracy could be described as a 'contract' between the interpreter and the client, between the interpreter and the source text, between the interpreter and the textual/translation process, and between the interpreter and the profession. And at the heart of the accuracy ethic, lies the broader social ethic of honesty, truth-telling and loyalty – in the sense of upholding the 'contractual' relationship between the people involved and thus creating a relationship of trust; loyalty is based precisely on the ability to create *trust.*

4.4.2 IMPARTIALITY

The core tenet of impartiality requires that the interpreter be impartial, objective and unbiased, to the degree that this is possible. He/she must not take sides with either

[7] See Rudvin 2019.

[8] What has traditionally been called 'faithfulness' or 'equivalence' in Translation Studies; both are complex terms and problematic in their own ways, but nonetheless fundamental in that they refer to an inherent bond between source and target text.

parties or give advice, or alter the content of what is said. Even the most professional interpreter is a human being, and it may be difficult not to react towards the content of what is being said. That reaction, however, should not be openly expressed. It is often advisable that the interpreter does not interpret for friends or relatives, where the risk of positive or negative bias is greatly increased. The interpreter may however have to warn the people involved if any misunderstanding is arising for linguistic or cultural reasons. It is also crucial to remember that the interpreter is not responsible for what is said! If any conflict of interest should arise, the interpreter should withdraw from the session.

4.4.3 CONFIDENTIALITY

By ‘confidentiality’ we mean not disclosing information that emerges during an interpreted session. Maintaining confidentiality is crucial because it creates trust between the interlocutors; both institutions and foreign speakers must be able to trust the interpreter not only to translate accurately, but to not repeat private information. It is the interpreter’s duty not to disclose any professional or personal issues. There are exceptional cases where confidentiality can be broken to protect individuals, such as in cases of life-threatening situations.

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5. Preparation

5.1 Introduction

Preparation is a *sine qua non* for all interpreting assignments. Sylvia Kalina, in her entry for Preparation in *The Routledge Encyclopedia for Interpreting Studies*, starts by stating that "[p]reparation for an interpreting assignment is a crucial element of quality in all types of interpreting" (2015, p. 318). The better prepared an interpreter is, the more successful and seamless the communication process. As Luigi Lucarelli very aptly states in his short essay "Tips on helping interpreters prepare for your meeting" (2016), addressing event organisers,

> Preparation is the invisible work that contributes to the success of meetings large and small – and one of the main reasons why interpreters are so often heard but not really noticed.

The level of importance given to preparation was evident in the AIIC Workload Study 2002,[9] where lack of preparation was one of the three main contributors to stress for conference interpreters (p. 123).[10]

5.2 Basic information

When preparing for a specific assignment, the preparation starts from the basics. Zora Jackman, author of the CIOL leaflet "Preparing for a Public Service interpreting assignment",[11] advises practitioners to seek basic information like date, time, location and

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[9] The Study, initiated by the Research Committee of AIIC (International Association of Conference Interpreters), aimed at examining "the job characteristics and work environment of simultaneous interpreters", and investigating "the extent of physical, physiological and psychological stress which constitute part of their professional lives" (2002, p. 3).

[10] The other two were difficulty of delivery and text, and booth conditions.

[11] CIOL is the acronym for the Chartered Institute of Linguists, a UK body for language practitioners, whose purpose, as stated on their website, is: "To contribute towards international goodwill by encouraging the

expected duration, remuneration; interpreters will also have to ensure they know what language or dialect is going to be required, so that they can be sure they have the language skills for the job (Jackman, 2020, pp. 3-4). Jackman suggests that they should also know the name(s) of the clients/beneficiaries, in case there is a conflict of interest. However, I am not sure that information can be disclosed in all cases. Finally, the interpreter asks for the contact details for client and the person you need to find on arrival (Jackman, 2020, p. 4).

Jackman presents this in a list of questions (p. 5), adapted here in a graphic presentation:

When and where will I be needed?	Do I speak the correct language and dialect?	What is the assignment about?
What is the name of the other languge speaker?	Have I agreed on fees and payment terms and has it been confirmed in writing?	Do I have all necessary contact details?
Where are you going (hospital, police station, home visit, solicitor's office); have you been there before?	Who is going to be part of the interpreting session (patient/doctor, social worker/parent, victim of crime/police officer, etc.)	What will they be talking about?

5.3 Physical setting

Once the basic information has been obtained, an interpreter needs to know the setting in which s/he will be interpreting. By setting, we do not only refer to the broader field we will

effective study and practice of languages; to promote the exchange and dissemination of information on matters of interest to linguists and persons interested in the study of languages; and to provide means of recognising persons who are qualified as linguists in the professions, the arts, the sciences, industry, trade and commerce". (https://www.ciol.org.uk/about) be interpreting in, e.g. health, legal, asylum, education, etc., but also the physical setting. We need to know where our assignment is, how to get there, how long it would take us (taking into consideration the time of day and parking issues – parking facilities, distance from assignment – if you are driving to the assignment), even the physical space of the assignment, if we can visit it beforehand.[12] If we cannot visit the place beforehand, we have to make sure we leave ample time for any unexpected delays. For example, courts can be complicated structures which may be difficult to navigate; therefore, knowing the particular office where your services will be required and where that office is located in the court house is crucial information that will relieve us of any extra unnecessary stress on the day of the assignment.

Visits to the venue can also serve other purposes as we see from Ann Corsellis's suggestion for "observation visits [for students] to places where interpreting assignments are likely to take place" (pp. 159-160); her suggestions for these visits could also help for real assignments:

Prepare for the visit in terms of gaining an understanding of the foundation terminology, the roles of people working in the service and how to recognise them, transport systems [...]

Complete a fact sheet and their own notes during the visit

Contribute to the de-briefing session afterwards on such matters as: terminology (including acronyms and informal terminology, and the equivalents in the other language), security measures and clothing (e.g. when interpreters have to wear a mask or gown in medical situations and how they put them on).

[12] In a Clarity Interpreting video on preparation (2019), there is a reference to the Logistics of the assignment, which includes Destination, Site contact, Client expectations, and Billing.

5.4 Briefing and debriefing

As we see in the activities suggested by Corsellis, the process involves a briefing session before the visit and de-briefing session, following the visit.

Briefing and de-briefing sessions – not just before and after a visit to a venue, but also before and after an assignment – could be useful for interpreters working for organisations which employ interpreting teams, like NGOs working with migrants. In these cases, interpreters – who often accompany migrants in a plethora of different settings – could be informed by experienced colleagues or the organisation staff in a briefing session about the assignment, and gather all necessary information beforehand. Even if the organisation does not provide for this type of meetings, practitioners could still gather a lot of information by contacting more experienced colleagues to ask for information and guidance.

Of equal value would be debriefing sessions organised after assignments, in the spirit of Sylvia Kalina's suggestion for post-process activities as part of the preparation process. Through these sessions, the whole team would be made aware of any difficulties, setbacks, special terminology, tips for an easier adjustment to the particular type of assignment, etc. This would also encourage cooperation in the team, solidarity, group support, and lead to improved performance.

5.5 Topic Preparation

Robert Setton and Andrew Dawrant give the following table with suggestions for topic preparation in their book *Conference Interpreting: A Complete Course* (2016, p. 341):

Topic preparation
Get the big picture and the essentials clear first. If you have no background in the topic area, start with e.g. *For Dummies* titles, How Things Work, online primers, Wikipedia entries, etc. to hang things on.
Be curious about everything. Interest comes with discovery as 'appetite comes with eating' and helps to learn better.

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Start with material in your A language for a quicker introduction to an unfamiliar domain.
Select a few quality sources (texts) instead of browsing at random: your online search will probably yield thousands of results that are not ordered by clarity, relevance, accessibility or level of detail. Time selecting a few quality sources at this stage is well spent.
Don't ignore existing ready-made sources of bilingual (or multilingual) terminology such as topical glossaries (online or in books – sometimes in an appendix to a subject matter book), thematic visual and encyclopedias, perhaps even LSP textbooks.
Don't confuse terminology with knowledge. Don't be the interpreter who knows how to say everything but not what it means. For example, to render a speech on 'deleveraging' in another language, you need to know what leverage is to begin with. What is if for? How is it calculated? Is it good or bad? What exactly does deleveraging mean? Who needs to do it and how exactly? By how much? Is it easy/hard to do? What will be the consequences? etc.
Make a glossary that is logically sorted by section/subtopic, and alphabetically. Memorize it and use it to test yourself repeatedly: practice spitting out technical terms quickly, going backwards and forwards through the glossary covering up one column, and going and from one language to the other and then back again.
Once you are familiar with the domain and have prepared and memorized a good glossary, do a lot of sight translation on the relevant texts you have acquired to further 'grease the groove'.
Learn to use technology for managing documents, knowledge, terms. Documents are now instantly available, can be marked up, and offer full-text search over the cloud; and specialized terminology software is available for interpreters.

The table is again intended for conference interpreters, but it can work very well with public service interpreting, as well.

5.6 Knowing the terms & building glossaries

Andy Gillies, in his website on Continuing Professional Development for interpreters, gives a number of reasons for creating a glossary, which go beyond the need for a word list:

1. Learning about stuff

2. Activation

3. Looking things up while working

4. Long-term memory

5. Preparation for next time

Gillies also gives very useful tips on how to build a glossary, with information on the various categories that may be helpful for an interpreter, like the context of the reference, the meaning of the term in the particular context, the source, even the date of information retrieval. The example he provides is quite useful as a prototype for an interpreter's glossary:

Microsoft Access - [alles : Tabela]

EN	DE	subject	detail	
open cast	Tagebau	mining		EMCEF Coal mines committee cte other than cc
open-cast mining		mining		UEN Study days on Energy - Europarl/Cracow
operational tailings disposal facilit		mining	waste	
ore (archaic)/ precious metals (fig.		mining		
orogenic belt, fold belt		mining	geology	
pneumatic charging machine	Sprengstoffladermaschine	mining	explosives	Risks Associated with the use of Free Steered
potash	Kali	mining	geology	EMCEF Coal mines committee cte other than cc
potassium salt	Kalisalz	mining	chemicals	SCOEL Scientific Committee for Occupational E
price undertaking (importers to eu	Preisverpflichtung	mining		EMCEF Coal mines committee cte other than cc
prills	Sprengstoffklumpen	mining	explosives	Risks Associated with the use of Free Steered
relief hole		mining		
rock removed from coal face (coal {		mining		ITRE mission shale gas - Jaworzno Warsaw/ 2c
ruggedised emulsion explosive	widerstandsfaehig	mining	explosives	Risks Associated with the use of Free Steered
sandstone	Sandstein	mining	geology	
security of energy supply		mining		ECSC consultative committee - CEC/JMO
shale		mining	geology	ECSC consultative committee - cercle municipa
shot firer		mining	explosives	
Sjostadt / mining waste #		mining		Sjostedt / mining waste

Rekord: 1 z 91 (Filtr)

The categories that he suggests are included are the following:

1. Not only words
2. Meaning
3. Context
4. Source
5. Date
6. Only record what's actually in the meeting

5.7 Checklist

As checklists can prove life-saving before leaving for the assignment, I would like to close this unit with a checklist suggested by Jackman (2020, p. 7), as the interpreter's 'grab bag', in case the interpreter has to go to an assignment at a moment's notice. Below, you can find the checklist in the form of a table:

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My interpreter's badge (or other form of ID)	Contact details of the person making the booking and address of venue	Notepad and pens
Some loose change (for car parks, vending machines or tolls)	A snack and water (it may be a long day)	Small, specialist bilingual dictionary and my relevant glossaries
Written versions of commonly used speeches and documents, e.g. consent declaration, personal introduction, etc. (with translations ...)	Spare claim forms	Something to do while I wait (a book or a magazine, to take a break from ... the screen of my mobile)

6. Listening and memory skills

6.1 Introduction

Listening and memory skills are of paramount importance in interpreting, where the listening effort, to use Gile's term, is an integral part of all interpreting modes.[13] This is evident by the numerous guidelines, exercises and suggestions available in different sources, to improve the interpreters' listening and memory skills, some of which we are going to mention here.

Listening, however, is first and foremost a highly complex and fascinating process, so I would like to start this unit by putting it in context through some theoretical insights that I find quite enlightening.

6.2 Listening: a life/communication competency

The acoustic modality is used "to constantly monitor the world around us" since "the ear is constantly open to receive sound waves, even as we sleep" (Imhof, 2010, p. 100); what is even more interesting and impressive is that this process starts even before we are born: "Researchers have found that during the last trimester of a pregnancy, the fetus actively processes incoming auditory input, and can clearly distinguish between music, language, and other sounds" (Worthington & Fitch-Hauser, 2018, p. 5).

The critical role of listening is pointed out in the book *Listening: Processes, Functions, and Competency,* where the authors from the introduction underline the significance of listening not just as a critical communication competency, but as a life competency: "One reason we believe listening is a critical life competency is because it is fundamental to all other communication competencies – speaking, writing, and reading. Of these competencies, listening is the first communication skill we acquire and use. […] Ultimately, your ability to 'speak, read, write, and reason' are influenced by your listening ability" (Worthington & Fitch-Hauser, 2018, pp. 4-5).

As a communication competency, it allows us to form relationships, should we 'choose' to listen: "[t]he only way that we can develop meaningful relationships within our families,

[13] it is even more important in community interpreting, since most often practitioners work in consecutive mode without notes

communities, and across continents is through effective listening. […] this requires that every individual shift his or her attention to the task of understanding better the attitudes, values, needs, and orientations of fellow communicators" (Brownell, 2010, p. 151). So, it is through "effective" listening that meaningful relationships can be formed, and what this involves for the authors are understanding the attitudes, values, needs and orientations of others.

6.3 Attention, attention, attention

In his book *The Overflowing Brain: Information Overload and the Limits of Working Memory,* Torkel Klingberg quotes a story from *The Three Pillars of Zen* to highlight the importance attributed to the training of attention in history, an issue which has recently been revisited by researchers in universities worldwide (2009, pp. 130-136):

> One day a man of the people said to Zen Master Ikkyu: "Master, will you please write for me some maxims of the highest wisdom?" Ikkyu immediately took his brush and wrote the word for "**Attention**." "Is that all?" asked the man. "Will you not add something more?" Ikkyu then wrote twice running: "**Attention. Attention.**" "Well," remarked the man rather irritably, "I really don't see much depth or subtlety in what you have just written." Then Ikkyu wrote the same word three times running: "**Attention. Attention. Attention.**" Half-angered, the man demanded: "What does that word 'Attention' mean anyway?" And Ikkyu answered gently: "Attention means attention."

As the title of his book suggests, Klingberg finds it increasingly difficult to exert controlled attention, given the mounting pressure on working memory in our society, like "its growing volume of complex texts and instructions, its ever more mind-boggling technology, its simultaneous situations, and its never-ending stream of latest-version software" (p. 136).

The important link between attention and working memory, a dominant paradigm in cognitive psychology, is at the centre of Laura Ann Janusik's Conversational Listening Span (CLS) instrument (Janusik, 2007, p. 142):

In essence, it [Working Memory] replaced short-term memory and posited a dual-task system involving processing and storage functions […]. The processing function is synonymous with attention, and the storage function is synonymous with memory. Attention is allocated, and resources not used for attention are available for storage. In short, **WM is the dynamic system not only used to shift stimuli and subsequent understanding from and into long-term memory but as the way to create new meanings**. (emphasis added)

6.4 Some practical tips

These findings often find expression in practical advice for better listening skills, usually found in popular literature.

For example, researchers have looked into the attributes a good listener is believed to have. Imhof, based on an overview of relevant literature, presents the following characteristics of a listener:

- linguistic competence across the life span
- prior knowledge
- prior practice
- cultural background and appreciation for listening
- self-regulation and self-monitoring competences
- goals, motivation and emotions

From this list, it is very telling that Imhof does not focus on the moment of listening, but on what the individual has accumulated through the years, in terms of skills, knowledge, practice, their cultural background, their outlook on life. This means that listening skills develop and evolve throughout our life, and improvement in a short period of time can be small.

Imhof (2010, pp. 100-109) also highlights certain attributes that are of high importance for the retention and recall of relevant information when listening, such as intention, selection, organization and integration of information.

Amy Rogers, in her popular work *Be an effective communicator: Learning to listen,* gives a list of good and bad habits in listening (2022, p. 22):

Bad habits	Good habits
Glancing frequently at your watch or phone while someone is talking to you	**Maintaining eye contact with the speaker**
Yawning	**Nodding and making appropriate facial expressions (for example, smiling when the story is happy or looking concerned when a friend is sharing bad news)**
Interrupting to ask questions	**Waiting for the speaker to pause to ask questions**
Texting, scrolling through social media, or playing with your jewelry or hair in a distracting manner	**Sitting or standing still**
Judging speakers before they have a chance to finish speaking	**Allowing a speaker to finish talking before judging their words**
Failing to verify the meaning behind a speaker's words and instead guessing at what they meant	**Repeating what the speaker says in new words to verify the meaning**

There are also quite a few self-evaluation tools available either online or in relevant works, both from scholarly and popular literature, that can assess one's ability to listen and indirectly give cues on improving one's listening skills; some examples are Debra Worthington, Graham Bodie, and Christopher Gearhart's The Listening Styles Profile Revised (LSP-R) (as presented by Debra Worthington and Margaret Fitch-Hauser in *Listening: Processes, Functions and Competency* (2018, pp. 77-78)); Graham Bodie's The Active-Empathic Listening Scale (AELS) (as presented by Debra Worthington and Margaret Fitch-Hauser in *Listening: Processes, Functions and Competency* (2018, p. 81)); John Daly, Anita Vangelisti, and Suzanne Daughton's "Conversational Sensitivity Scale" (as presented by Debra Worthington and Margaret Fitch-Hauser in *Listening: Processes, Functions and Competency* (2018, p. 84)); Rebecca Z. Shafir's test in her book *The Zen of Listening: Mindful Communication in the Age of Distraction* (2011/2000, pp. 27-29), Nixaly Leonardo's test in her book *Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills* (2020), the online test "How good are your listening skills?" on www.mindtools.com, or the "Listening skills test" on www.psychologytoday.com.

6.5 Listening in Interpreting

The level of attention for an interpreter has to be, understandably, at its maximum throughout his/her performance; even the 'loss' of a small unit in an utterance can lead to significant loss of meaning. Despite the fact that we interpret the meaning of the speaker not his/her words, we have to hear, 'translate', analyse everything for that meaning to be clear. For this reason, interpreting trainers and scholars often urge students to listen actively.

Regardless of the term we use for listening in interpreting, it is a dialogic type of listening, to use James Floyd's terminology that we saw above, "an opening up to the other, a 'presentness' in terms of attention, […] an inclusive attitude, where the listener attempts to understand the speaker as much as possible" (2010, pp. 128-131).

Clearly this type of listening presupposes a number of elements that have to be in operation for the communication process to be successful. We can understand that this is further complicated in interpreting, since extra elements are added for the transfer of meaning from one language to another.

In Daniele Gile's Effort Models for simultaneous interpreting, for consecutive interpreting and for sight translation, the author presents the "Listening Effort", or Listening and analysis Effort, which consists "of all comprehension-oriented operations, from the subconscious analysis of the sound waves carrying the source-language speech which reach the interpreter's ears through the identification of words to the final decisions about the 'meaning' of the utterance" (p. 160).

6.6 Conditions for good listening in interpreting

A crucial part of the listening process, as we saw earlier in this unit, is the quality of the input. Gile also comments on "the speaker factor", like the speaker's voice and pronunciation, prosody, speed of delivery (2009, p. 200), that affect interpreting quality.

In Unit 6 on Interpreting Modes of the *Handbook for Interpreting in Asylum Proceedings*, authors Ursual Stachl-Peier and Sonja Pöllabauer refer to the necessary conditions (both on the part of the speaker(s) and on the part of the interpreter) so that successful listening is possible, referring to Ulrich Kautz's *Handbuch Didaktik des Ubersetzens und Dolmetschens* [Handbook for the Teaching of Translators and Interpreters] (2017, p. 87 emphasis in the original):

- There are no **distractions** such as other people talking or background noise.
- The speaker speaks **loud enough** to be clearly heard by the interpreter.
- **The speaker's pronunciation is comprehensible**: the speaker does not have a speech impediment, does not have a heavy accent and has a good command of the language they are using.
- The interpreters must be in a **good physical and mental state** to be able to concentrate on the listening task.

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6.7 Tips for active listening: Robin Setton and Andrew Dawrant

Apart from these basic conditions, the listening effort implies a conscious effort on the part of the interpreter, as we saw above. And since "working memory can indeed be trained" (Klingberg, 2009, p. 124) and can lead to improved comprehension, as we saw in section 6.2, I would like to close this unit with some suggestions for the improvement of our working memory by Robin Setton and Andrew Dawrant.

In their book *Conference Interpreting: A Complete Course*, the authors (2016, p. 87) suggest ways to improve active listening skills, so that the interpreter has "a structured, coherent *mental model*, with rich encoding of speaker meaning, details and desired communication effects".[14]

Active listening: Aids to memory

Maximize concentration.

Mobilize knowledge of subject matter and communication situation.

Squeeze as much meaning as possible from the input: analyse what the speaker means and how it fits into the speech.

Mentally process the information using different modes of experience, for rich encoding.

- visual: visualizing a mental scene of what the speaker is describing, using spatial representation where possible and appropriate;
- verbal: tagging each point (idea sequence, 'paragraph') with a short label, word or phrase – a precursor to note-taking. This can be powerfully combined with spatializing, by assigning each tag to one finger, or to a location in a mind-map of the speech (cf. Yates 1966; Spence 1984);
- predictive: trying to anticipate where the speaker is going and what s/he will say next;

[14] At this point, however, I have to point out Worthington and Bodie's suggestion that "[n]o unified framework currently exists to organize and evaluate competency skills", which means that "studies in this area have been atheoretical in nature" and skills taught in training programmes "may not capture the primary elements that should be taught"(2018, p. 9).

- cognitive: linking what the speaker is saying to your own knowledge;
- perceptual and emotional: trying to experience what the speaker is saying through different senses ('smelling' a croissant baking; or when hearing "feminization of poverty", picturing and empathizing with women left behind in rural villages);
- critical: registering your own reaction to what the speaker is saying (agree? disagree? is it logical?);
- projective: imagining how the audience will react.

Chunk/segment the speech passage into blocks, or points, and note connections and links.

Create a mental map/outline of the speech.

As we can understand from these suggestions (mobilise your knowledge on the subject, anticipate what the speaker is going to say, be critical), the authors also believe that listening largely depends on accumulated knowledge and skills that have to be mobilized and activated during the listening process. Other skills, e.g. visualization, chunking, creating mental maps, support pre-existing skills and knowledge.

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7. An introduction to note-taking

7.1 Introduction

As you can see in this coursebook, note-taking comes after the unit on listening and memory, because it is imperative for trainees to work on their listening and memory skills before attempting to write notes. This is even more imperative for community interpreters, since they usually work in the consecutive mode without notes.

The note-taking part of the consecutive process is imperative when the interpreter is faced with long chunks of speech that put a strain to his/her memory. As all scholars and practitioners agree, notes do not replace memory: "They reflect the interpreter's analysis of the speech, and support – but do not replace – the interpreter's memory" (Setton and Dawrant, p. 139). However, novice interpreters often falsely believe that note-taking can easily rid them of the active listening burden (including analysis and comprehension of the speech). Actually, the opposite is true, as many trainers and researchers point out; note-taking, instead of supporting an interpreting effort, can hamper it. According to Gile, "it [note-taking] requires more time than speech production because hand movements are slow, and therefore lead to some lag, hence to a higher pressure on short-term memory, which may in turn reduce the capacity available for the Listening and Analysis Effort" (p. 178).

What all trainers point out is that note-taking is not a means to an end, not an end in itself; what is most important in consecutive interpreting, is listening, understanding and analysing.

Within the context of this short course, we are going to offer some basic guidance for interpreters, which they can then work on in order to improve during their years of practice.

7.2 Practical guidelines

7.2.1 The five questions

Nick Roche, senior SCIC interpreter and interpreter trainer gave a master class on note-taking for consecutive interpretation in 2000, where he focuses on five questions that are highly significant in the note-taking process (I will return to some of these questions further down):

Why do we note?	• To relieve the strain on our memory.
Where do we note?	• Ideally on unlined notepad (see 7.3)
When do you note?	• Once an idea has taken shape in our mind • There is small time lag between speach - notes
What do we note?	• The essentials: linking words, transitions, joints in the skeleton
How do we note?	• The layout must trigger your recollection of the speech so that you communicate the message

7.2.2 Equipment (Where do we note)

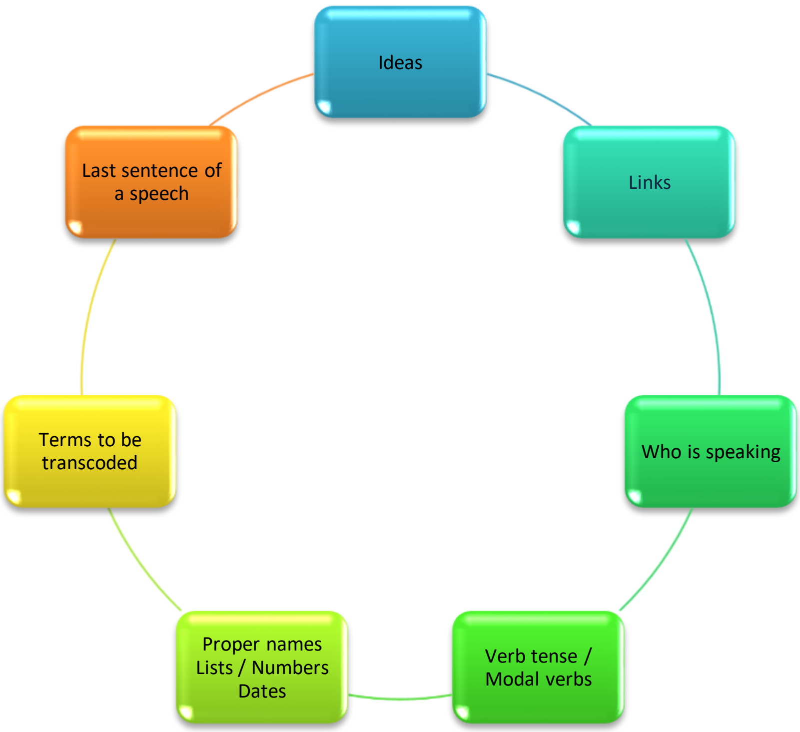
Andrew Gillies includes a small table, which I reproduce here (slightly adjusted), to give information on the equipment the interpreter would need for note-taking (2007/2005, pp. 15-16):

Reporter's Notepad	10 X 15 cm	A convenient size. Big enough for clear notes, small enough to carry around.
	Spiral bound from the top	**Pages turn easily and never get lost, dropped or mixed up.**
	Firm sheet of card as the back page	**You will often have to take notes and speak standing up. Try doing either of these with a floppy notepad!**
	Plain pages, or with lines or squares as feint as possible	**What you write must be clearly visible on the paper you are using.**
	Write on one side of the page only	**The order of the pages gets very confusing if you don't.**
Biro		

	Writes quickly, smoothly, clearly and quietly	**Some interpreters use pencils but fountain pens, felt tips and rollerballs are a No-No. They are slow to write with, and prone to running out and smudging.**
	Several spares	**If it can run out it will. Bring a spare, or two!**
	The ink must be clearly visible on the paper you are using.	

7.2.3 Selectivity (What do we note)

Here, we return to the question of what to note. Nick Roche talks about "**the essentials**". Virginia Valencia, an expert interpreter and trainer, talks about the "power of selectivity" in a webinar on note-taking, where her suggestion is to take selective notes and note down only the **key** units of meaning. Andrew Gillies gives us some hints in his book (pp. 120-121):



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7.2.4 Structure (How do we note)

All trainers agree that we note diagonally on the page and we separate units of meaning with a horizontal line that may run across the whole page or only on part of the page. The fact that we have to separate units of meaning while noting means that we listen very actively so that the structure is clearer when we come to the reproduction phase. It would also be useful to leave a margin so that you can note down link words that help you identify the Andrew Gillies, in his very detailed step-by-step guide to note-taking, suggests we start practicing by noting down the subject, the verb and the object of a sentence and we add on as we progress. A simple example given by the author is the following (p. 82):

> Because the French, German and British governments have cut, simplified or abolished customs duties, visa fees and administrative charges.

COS	Fra		
	Ger		
	UK		
		cut	
		simplified	
		or abolished	
			duties
			visa fees
			admin charges

7.2.5 Symbols (How do we note)

Symbols are definitely helpful, since they enable the interpreter note down at a faster pace but “if you don’t have a sound, consistent and meaningful note-taking system, then no number of symbols is going to help you” (Gillies, p. 100). They are “an attractive tool, provided they have been fully mastered by the interpreter – otherwise, retrieving them

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from one's memory when they are needed for writing may take up too much time and processing" (Gile, 2009, p. 179), which will definitely hamper the reproduction phase. That means that interpreters have to practice their symbols and abbreviations and know them very well, before they use them in practice. This is not the case for ad hoc symbols, which are decided upon on the spot, and are used only in a particular context and for a particular job.[15]

Andrew Gillies explains that our symbols must be:[16]

clear and unambiguous	quick and simple to draw	prepared in advance
consistent	organic	must mean something to you

So, since symbols are not a panacea in note-taking, we should use them with care. Gillies, again, suggests that we use symbols to note words/concepts that recur very often (e.g. country, policy, money, support etc.), or words/concepts for a particular meeting (ad hoc symbols).

[15] Some online resources for use of symbols are: Note Taking Symbols: An Interpreter Training Course, Find a Symbol and its PDF file, and Paula López's 60 symbols for note-taking in consecutive interpreting.

[16] Organic, according to Gillies, "means that one symbol should be the starting point of other related symbols. A group or family of symbols will grow from a common root" (p. 105). So, if □ is the symbol of "country, nation", then $\square^{al}$ is the adjective "national", $\square^{ze}$ is "nationalize", $\square^{ztn}$ is "nationalization", etc.

7.2.6 Language of notes (How do we note)

Although many trainers suggest that we note in the target language, I believe this puts extra strain on the capture phase that is already too demanding, as we saw above. Gile suggests a reasonable alternative which is "taking notes in the target language when cognitive pressure is not too high and reverting to source-language notes when close to saturation" (p. 179).

Despite the advice and suggestions provided by many trainers and scholars, the fact remains that note-taking is a highly individualised process, and "while common principles underlie effective note-taking, and some basic symbols and abbreviations are widely used, each individual interpreter must consolidate his or her own system and technique through intensive practice after an initial period of instruction and guidance" (Setton and Dawrant, 2016, p. 140).

7.3 Delivery

An integral part of note-taking is the delivery phase; despite the fact that it is not strictly speaking a part of the process, since we are referring to note-taking, note-reading is definitely the most important part of the consecutive mode; no matter how good your notes are, if you fail to deliver the message properly, then you have failed your role as a facilitator of communication.

And when we refer to delivery, we definitely do not refer merely to reading; delivery is much more than that. As Stephen Lucas suggests in *The Art of Public Speaking*, an award-winning book with 13 editions,[17] "Speech delivery is a matter of nonverbal communication. It is based on *how you use your voice and body* to convey the message expressed by your words. There is a great deal of research showing that the impact of a speaker's words is powerfully influenced by his or her verbal communication" (2020, p. 230). So, speaking, like listening that was discussed in the previous unit, is not merely verbal communication; delivering our messages also involves the voice and body of the speaker.[18]

[17] *The Art of Public Speaking* received the Textbook Excellence Award from the Text and Academic Authors Association in 2004. It was first published in 1983.

[18] Based on this definition, I assume that 'delivery' also includes 'presentation skills', that are sometimes discussed as a different category in interpreting studies.

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Setton and Dawrant in their book *Conference Interpreting: A Complete Course* (Chapter "Initiation to Interpreting") devote a subsection to "Public speaking and delivery skills" (2015, pp. 111-120), where they suggest that interpreters have to be "efficient *and* engaging" (p. 112, emphasis in original); in 'delivery', which they believe 'directly bears on [the interpreters'] credibility" (p. 114), they include "voice projection, eye contact, posture, vocal control", among others. They also provide a detailed list of requirements for good delivery (adapted here in graphic form) (pp. 115-16):

Non-verbal	Verbal
• Establish **eye contact** with audience • Adopt appropriate **posture** and **demeanor** • Match **gesture**, **movement** and **facial expression** to content	• **Project your voice** • **Eliminate <u>all</u> fillers** (um, er, ah, etc.) • **Control your speed** • **Vary your pitch** • **Enunciate clearly** • **Stress the right words** • **Avoid backtracking** • Be (or act) **confident**, **sincere** and **natural**

8. Sight Translation and Summary Interpreting

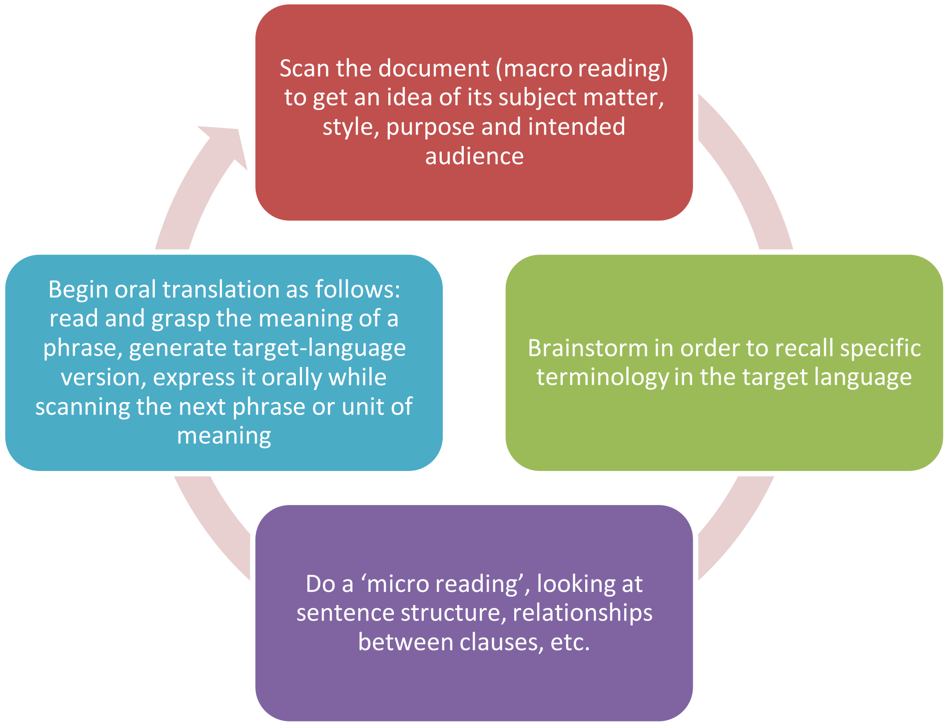
8.1 Sight translation: An introduction

Sight translation (sometimes referred to as 'sight interpreting') has been defined by Ivanka Čeňková as "one of the basic modes of interpreting. It is a hybrid form, in that a written source text is turned into an oral – or signed – target text in another language in real time. The interpreter is expected to render the contents of the written text, often without time for even a cursory reading, at a consistent, fluent pace" (2015, p. 374). Or, to quote a more creative definition by Holly Mikkelson, a very important scholar in community interpreting (especially court interpreting): "Sight translation is an oral translation of a written text. Thus, it is a hybrid of translation and interpretation. Somewhat analogous to sight reading in music, the translator/interpreter is given a document never seen before, and with minimal preparation, is expected to provide a complete oral translation of the document" (1994, p. 381). Based on both definitions, the interpreter moves, usually with minimal preparation, between translation and interpreting (thus 'hybrid'), between the written text and its oral (or signed) rendition, producing an interpretation "in free-flowing, natural-sounding language" (Gonzàlez, Vàsquez, Mikkelson, 1991, as cited in Mikkelson, 1994, p. 381). In other words, the rendition should be "both understandable and listenable", to quote Randi Havnen (2021, p. 17) from her doctoral study of sight translation. That is why Mikkelson also focuses on the public speaking skills that are necessary in sight translation; the interpreter needs "eye contact, voice projection, clear enunciation, good posture, and smooth pacing" (1994, p. 383).[19]

8.2 A multi-tasking process

It is, evidently, another multi-tasking process that Mikkelson (1994, p. 382) breaks down into four stages:

[19] For a discussion of delivery in consecutive interpreting, see 7.3 Delivery of the present handbook.



Corsellis also highlights the problem with rendition in sight translation, because students are tempted to translate word-for-word since they have the text before them, and not focus on the meaning. That is why she suggests that students are taught sight-translation at the same time with simultaneous interpreting, when they will be better prepared to give a meaning-based rendition (2005, pp. 134-35).

8.3 Dealing with challenges

I would like to close this section with some tips given by Sherwood-Gabrielson, Newington, & Swabey (2008, p. 88) in their manual on consecutive interpreting:

1. Practice reading aloud in both your languages.
2. Arrive early and ask for the documents that you will be asked to 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, 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 through 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.

8.4 Summarizing

Summarizing, another essential skill in interpreting, is often used in conference interpreting training in order to improve the students' interpreting skills. A number of scholars consider it a strategy in interpreting (Yan & Song, 2021; Tryuk, 2010; Riccardi, 2021); strategy, to use Riccardi's definition, refers "to all the interventions made by the interpreter in the production of the target speech, either to prevent possible problem triggers, cope with cognitive load or avoid process disruption" (2021, p. 376).[20]

A good definition of summary interpreting, or 'summary interpreting', is given by Christian Licoppe and Julie Boéri: "Summary interpreting refers to a communication practice in which the interpreter provides a condensed version of the source text in the target language, for many different reasons, ranging from a technical problem, a cognitive overload for the interpreter, time constraints on the target speech delivery, an institutional

[20] Alessandra Riccardi makes an extensive reference to the use of the terms 'strategy' and 'tactics' by different scholars when referring to ways of dealing with challenges in interpreting (2021, pp. 375-76). Magorzata Tryuk also offers an extensive reference to strategies in interpreting in her article "Strategies in Interpreting. Issues, Controversies, Solutions" (2010, pp. 182-86).

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demand by the commissioner, to a socio-political strategy adopted by the interpreter" (2021, p. 57). Only the last of the cases mentioned in this definition is a conscious choice by the interpreter, while all the other cases imply that summary interpreting is a necessary evil that cannot be avoided at times.

Despite the risks, I believe that community interpreters should be trained in summary interpreting, since it is of particular importance in community and dialogue settings, "where interpreters are more likely to go beyond basic adjustments and engage in stronger mediation, spontaneously or on request, from explaining and summarizing to actively regulating the exchange", as Setton and Dawrant explain (2016, p. 40). It is also a necessary skill, according to the same and other authors (see, for example, Gillies, 2019; Gillies 2017; Luzardo, 2015, p. 318),that should be included in interpreter training, because practitioners should be able to "clearly summarize conclusions and position" (Setton and Dawrant, 2016, p. 65), and "summarize[e] complex material" (p. 70).

Introduction to role-play units

Introducing role-plays in CI training

The importance of role-play and simulation in training has been continuously emphasised in relevant literature in recent years (Hale 2007; Kadrić, 2014; Pérez, 2015; Bradford, 2017; Dahnberg, 2023). According to Mira Kadrić's approach in her entry on "Role play" in the *Routledge Encyclopedia of Interpreting Studies*, "Role play in the educational setting is a tool for promoting individual learning experiences that has received increasing attention in the pedagogy of interpreting, and in particular, dialogue interpreting" (2015, p. 360). She goes on to suggest that "Combining intellect and feelings, role play requires the rational mind to operate in an emotional setting. More specifically, it allows students to practise the interplay between *emotions*, *identification* (with a role and certain personal attitudes) and *reflection* – to analyse and generate alternative views on a given situation" (p. 360, emphasis in the original).

Role-plays in this course

The following three units will be devoted to role-plays related to the field of specialization in this course, which is the world of business and finance. Trainees will be divided into groups of three or more, depending on the type of exercise and role-play. The role-play scenarios, scripted for the purposes of this course, will be given to trainees beforehand, so that they can prepare. The duration of each role-play will be about 15-20 minutes, followed by a brief feedback session.

9. Role-play 1: CI for a job

Brief

The encounter involves the owner of a computer shop who is looking for an English-speaking shop assistant and a candidate for the job. Since the specific candidate does not speak the official language of the country and the shop owner does not speak English, the latter has hired an interpreter for the job interview.

Below are the briefs for each of the participants.

Candidate

You are a graduate of a School of Early Childhood Education, but you decided after your graduation that you are not interested in teaching. You travelled to a foreign country, whose language you don't speak, and have been working in the technology department of a large department store which deals with international clients. You liked your job, but the store is too large and too busy all the time and you want to work for a smaller business. You saw an ad for a salesperson in a small computer shop, and you would like the change. As you do not speak the language of the country, and the employer of the shop does not speak English, there will be an interpreter present during the interview.

Have a look at the questions below to have an idea about what the employer of the shop may ask you, so that are better prepared.

Employer

You are the owner of a computer shop. You are looking for a salesperson who has had some similar experience. Since your shop is in the centre of a city visited by many tourists, you want someone who speaks excellent English. One of the candidates does not speak the language of the country, so you will be using the services of an interpreter for the job interview. You estimate that the interview will take approximately 20-30 minutes. You can choose from the following list of questions to ask him/her or think of your own questions. You will not reach a decision today, since you have to interview more people.

Interpreter

You will be interpreting for a computer shop owner who is looking for an employee who can speak good English, since his/her shop is in the tourist area of the city and s/he does not speak English. One of the candidates does not speak the language of the country, so the employer hired you to interpret in the job interview. The interview will last 20-30 minutes. Before the interview starts remember that you have to introduce yourself to the employer and the candidate for the job and say a few things about your role. Have a look at the following questions to get an idea of what questions may be asked in the interview.

Consultation material

Job Interview Questions and Answers [21]

Here's a list of common job interview questions, with examples of the best answers about you, your work history and experience, the new job, salary, what you have to offer the employer, and your goals for the future.

Questions About You

Interviewers will ask questions about you to gain insight into your personality and to determine whether you're a fit for both the job and the company. These are open-ended questions which will give you the opportunity to show the employer that you're well-qualified for the position.

1. Tell me about yourself.
2. What is your greatest strength?
3. What is your greatest weakness?
4. What makes you unique?
5. Tell me about something that's not on your resume.
6. How will your greatest strength help you perform?
7. How do you handle failure?
8. How do you handle success?
9. Do you consider yourself successful? Why?
10. How do you handle stress and pressure?
11. How would you describe yourself?
12. Describe a typical work week.
13. Are you nice?
14. Are you willing to fail?
15. Do you work well with other people?
16. Do you take work home with you?

[21] The list of questions (and possible answers) is a selection from https://www.thebalancemoney.com/job-interview-questions-and-answers-2061204. The website, *The Balance*, is a financial advice website.

17. Is there anything else we should know about you?
18. What has been the greatest disappointment in your life?
19. What are you passionate about?
20. What are your hobbies?
21. What is your dream job?
22. Would you rather be liked or respected?

Why You Should Be Hired

Why should you be hired over the other applicants? What makes you the best candidate for the job? Here's when you'll have the opportunity to make a case for getting a job offer, and the chance to sell yourself to the interviewer.

1. Why should we hire you?
2. What can you contribute to this company?

Qualifications Questions

The most important thing for interviewers to determine is whether you're qualified for the job. Here's what they will ask to find out. When responding, be specific.

1. What experience do you have?
2. Sell me this pen.
3. Tell me about your educational background.
4. What can you do better for us than the other candidates for the job?
5. What strength will help you the most to succeed?

Questions About Your Work History

Is your work history stable, has it prepared you for the job you're interviewing for, and do you have any gaps in your employment history that the company should be concerned about? If not, prepare to answer questions about what you were doing when you weren't in the workforce.

1. Questions about your work history.
2. Questions about your resume.
3. What were your responsibilities?
4. What major challenges and problems did you face? How did you handle them?
5. What have you learned from your mistakes?
6. What did you like or dislike about your previous job?
7. What was the biggest accomplishment/failure in this position?

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Job Performance Questions

How you performed in previous roles can indicate how you will perform in the job for which you're applying. Be prepared to answer questions about what you did well – and what you didn't.

1. What do people most often criticize about you?
2. What makes you angry?
3. What problems have you encountered at work?
4. When was the last time you were angry? What happened?
5. Tell me about something you would have done differently at work.
6. What type of work environment do you prefer?
7. How do you evaluate success?
8. Describe a difficult work situation or project and how you overcame it.

The New Job and the Company

What do you know about the company, why do you want the job, and what would you do if you were to be hired, are just some of the questions you'll be asked about the position and employer.

1. How is our company better than your current employer?
2. What interests you about this job?
3. What do you know about this company?
4. Why do you want to work here?
5. What challenges are you looking for in a position?
6. What is good customer service?
7. Is there anything I haven't told you about the job or company that you would like to know?

10. Role-play 2: CI in a bank

Brief

The encounter takes place in a bank. The client is a young EU citizen from another country who has just started studying in another EU country and wants to open a bank account there, and issue a debit or credit card. The other party is a bank employee who will suggest different options for both. Since the client does not speak the language of the country, the bank provided for an interpreter for the interaction. Participants will be notified of their country of residence depending on the group they participate in.

Below are the briefs for each of the participants.

Bank employee

Your client is a 20-year-old university student who has just started his/her studies in your country. They want to open a bank account with your bank and they have a first appointment in order to get information on options for bank accounts and a debit or credit card. Study the links below very carefully, depending on the country you reside in, so that you decide on what your bank has to offer and make suggestions; be prepared to answer any questions the client may have.

Client

You are a 20-year-old student from an EU country studying in another EU country. You have to open a bank account and issue a debit or credit card. You want to know what the bank can offer you and what the cost is for their services. This is a first visit, where you will just get the information and learn about the necessary documents you need to provide when you open the account. One of the things you also want to know is if you are allowed to open an account online, so that you don't have to come to the bank again, and what documents you need to upload. You can have a look at the links below, depending on the country you reside in, so that you have an idea of your options before you visit the bank.

Interpreter

You will be interpreting for a meeting between a bank employee and a student from an EU country studying in your country. S/he has to open a bank account and s/he also needs a debit or credit card for that account. The bank employee will make some suggestions about different options, inform the student of the necessary documents for opening an account, and answer any questions the student may have. Have a look at the information below (depending on your country of residence), so that you get an idea of options available, the documents that are necessary for opening an account, and any other information you consider relevant.

Consultation material

Belgium

Information in English https://www.ing.be/en/individuals/daily-banking/compare-bank-accounts
Information in French https://www.ing.be/fr/particuliers/gerer-le-quotidien/comparatif-compte-bancaire

Croatia

Information in English https://www.pbz.hr/en/gradjani/racuni/tekuci-racun-za-mlade.html
Information in Croatian https://www.pbz.hr/gradjani/racuni/tekuci-racun-za-mlade.html.

Greece

Information in English https://www.nbg.gr/en/individuals/daily-transactions/banking-accounts/everyday-accounts/student-life.
Information in Greek https://www.nbg.gr/el/idiwtes/kathimerines-sunallages/trapezikoi-logariasmoi/kathimerinoi-logariasmoi/spoudazw

Italy

For the necessary documents, visit https://pavaedu.com/en/student-bank-account-in-italy/. For specific information, visit https://www.ing.it/ (only in Italian).

Sweden

Information in English https://www.handelsbanken.se/en/personal/our-basic-offering and https://www.handelsbanken.se/en/personal/accounts-cards-and-payments/debit-and-credit-cards.
Information in Swedish https://www.handelsbanken.se/sv/privat/baserbjudande and https://www.handelsbanken.se/sv/privat/konton-kort-och-betala/bankkort-och-kreditkort.

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11. Role-play 3: CI in NGOs – Consultation and planning for setting up a business

Brief

The encounter takes place in the offices of an NGO. The client is a refugee who is interested in opening his/her own business (a grocery shop). The other party is a Business Consultant from the NGO who gives advice to immigrants interested in starting a business in the country. This is their third meeting, and their focus will be on the analysis of factors that may have an impact on the new business (PEST analysis). As the refugee has a limited understanding of the official language of the host country, they will be using the services of an interpreter

Below are the briefs for each of the participants.

Client

You have been living in the country for 7 years and, after working in a number of different jobs, including grocery assistant in a large supermarket, you wish to open your own business. In your country of origin, you also had a grocery shop, so you are familiar with this type of business. However, you do not know the specifics of setting up a business in this country or the risks that may be involved, so you have had a series of meetings with a Business Consultant in an NGO, which have really helped you. Today, you will be discussing any factors that may impact the business, and you will have to consider them carefully, so that you know what to expect and devise plans to deal with them before you make the final step. The Consultant has sent you a file with a PEST analysis template to prepare before the meeting, which you can find below (you can have a look at a supermarket website to identify the products you may be interested in including in your business).

NGO Business Consultant

You have been working in the NGO for 3 years, during which time you have worked closely with refugees who wish to set up a business in the country. This is your third meeting with this client who wishes to open a grocery shop, and you have been through his/her ideas, a business plan, and the basics for setting up a business in the country. Today, you will focus on an analysis of possible risks (PEST analysis); for that reason, you have sent him/her a PEST analysis template in advance and asked him/her to prepare it before the meeting, so that you discuss the specific risks involved. You also have your own ideas on what these risks may be, so you will also discuss those, in case s/he has not identified them. Have a look at the PEST analysis template below to prepare your own risk factors.

Interpreter

You are an employee for an NGO, usually accompanying immigrants in their various contacts with public services in the host country. You also interpreter for them during meetings they have with NGO employees in order to receive information or support on a number of issues. In today's assignment, you will be interpreting during a meeting between the NGO's Business Consultant and a refugee who wishes to open a grocery shop in the city; as the Consultant informed you, this is their third meeting, and they will focus on possible risks for this business endeavor, and for the purposes of your preparation the Consultant has sent you a PEST analysis template, which the refugee will prepare before the meeting. Have a look at the template to have an idea of the discussion, and also research terms for products that may be discussed in the meeting, by visiting a supermarket website.

Consultation material

Pest Analysis Template[22]

Edit the PEST Analysis Template prompts below to match your scenario.

P

POLITICAL	
Content	Content

ECONOMIC	
Content	Content

[22] The Pest Analysis Template was taken from www.smartsheet.com.

PLOUTOS

E

S

SOCIAL	
Content	Content

TECHNOLOGICAL	
Content	Content

T

PLOUTOS

P — Political

- ecological/environmental issues
- current legislation home market
- future legislation
- international legislation
- regulatory bodies and processes
- government policies
- government term and change
- trading policies
- funding, grants and intiatives
- home market lobbying/pressure groups
- international pressure groups
- wars and conflicts

E — Economic

- home economy situation
- home economy trends
- overseas economies and trends
- general taxation issues
- taxation specific to product/services
- seasonality/weather issues
- market and trade cycles
- specific industry factors
- market routes and distribution trends
- customer/end-user drivers
- interest and exchange rates
- international trade/monetary issues

S — Social

- lifestyle trends
- demographics
- consumer attitudes and opinions
- media views
- law changes affecting social factors
- brand, company, technology image
- consumer buying patterns
- fashion and role models major events and influences
- buying access and trends
- ethnic/religious factors
- advertising and publicity
- ethical issues

Technological

- technological
- competing technology development
- research funding
- associated/dependent technologies
- replacement technology/solutions
- maturity of technology
- manufacturing maturity and capacity
- information and communications
- consumer buying mechanisms/technology
- technology legislation
- innovation potential
- technology access, licensing, patents
- intellectual property issues
- global communications

12. Prospects for Continuous Professional Development (CPD) in CI

The learning journey of a community interpreter never ends. Continuous Professional Development (CPD) is an integral part of a practitioner's development. Almost all professional organisations provide CPD courses for their members, with some actually forcing their members to undertake continuing professional development activities through a recertification process, like the National Certification Authority for Translators and Interpreters (NAATI) in Australia, which has introduced a very thorough system of recertification; as they state on their website: "Recertification allows practitioners to demonstrate that they are actively maintaining their skills and knowledge. This supports the ongoing professionalism of the industry. It also assures the community that only practising professionals hold current NAATI credentials".

12.2 Resources

Given the availability of relevant material online, I would like to close this handbook with a number of resources, that can definitely prove beneficial for community interpreters, although the majority is intended for conference interpreters or conference interpreting students.

Interpreters CPD resources: Continuing Professional Development Resources for Conference Interpreters
https://interpreterscpd.eu/

Interpreters training resources: Resources for students of Conference Interpreting
https://interpretertrainingresources.eu/

Speech Repository
https://webgate.ec.europa.eu/sr/

SCICtrain: Training modules for interpreting students
https://commission.europa.eu/education/skills-and-qualifications/develop-your-

skills/language-skills/interpretation-training-toolbox/scictrain-training-modules-interpreting-students_en

Troublesome Terps: The podcast about things that keep interpreters up at night.
https://www.troubleterps.com/

ORCIT - ***Online Resources for Conference Interpreter Training***
https://orcit.eu/

Lourdes de Rioja website
https://www.lourdesderioja.com/
Lourdes De Rioja - YouTube.

CLIMB – Cultivating Legal Interpreters for Minority Backgrounds
https://www.unco.edu/project-climb/