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Developing the Talents and Abilities of Linguistically Gifted Bilingual Students: Guidelines for Developing Curriculum at the High School Level

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ABSTRACT

This monograph contains general suggestions for implementing a curriculum in interpretation and translation at the high school level for bilingual youngsters who are experienced interpreters for their families. It includes a brief introductory discussion of the importance of nurturing the abilities of linguistically talented students and presents a brief introduction to the field of interpretation and translation. It includes general suggestions for implementing a curriculum in interpretation and translation as well as basic lesson suggestions that can be followed in teaching beginning courses in interpretation and translation.

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EXECUTIVE SUMMARY

This monograph, "Guidelines for Developing Curriculum at the High School Level" was written for school administrators and classroom teachers who have an interest in identifying and developing the special talents and abilities of children who are not normally viewed by schools as either gifted or talented. The focus is on young interpreters, a special group of immigrant children, who have been found to have a unique type of linguistic giftedness. The material presented in this monograph builds directly on the analysis of young interpreters' performance on our simulated task as well as our interviews with families and young interpreters. Our research suggests that youngsters who are selected from among their siblings to serve as official family interpreters exhibit high performance in what Treffinger and Renzulli (1986) have termed "gifted behaviors." Unfortunately, given the challenges facing most newly-arrived youngsters in American schools, the special kinds of giftedness exhibited by such youngsters are not generally identified, fostered in instruction, or positively evaluated in formal education. More importantly, there is little understanding of the ways in which the unique talents of young interpreters might be nurtured and developed in academic settings.

The document includes the following subsections:

Part 1: Research on Young Interpreters: A Brief Overview
Part 2: Nurturing the Abilities of Linguistically Talented Students
Part 3: A Brief Introduction to the Field of Interpretation and Translation
Part 4: Suggestions for Developing and Implementing a Curriculum in Interpretation and Translation at the High School Level, and
Part 5: Implementing Courses in Interpretation and Translation: Guidelines for Teachers

Part 1 offers a general introduction for school administrators and classroom teachers to the special abilities of bilingual youngsters who are experienced interpreters and includes an overview of the research conducted on these youngsters. Part 2 includes a discussion of the importance of nurturing the abilities of linguistically talented students.

Part 3 presents a brief introduction to the field of interpretation and translation that may be useful to both administrators and teachers as they consider the kinds of talents that young interpreters have already developed and as they seek to learn more about the field of translations and interpretation. Part 4 contains general suggestions for implementing a curriculum in interpretation and translation at the high school level and includes a discussion of both the identification of students and the identification of teachers. Finally, Part 5, which is written directly to teachers presents basic lesson suggestions that can be followed in teaching basic courses in interpretation and translation.

The position taken in this monograph is that attention to developing the special linguistic abilities of young interpreters can serve to encourage immigrant students' interest in pursuing their English studies more aggressively as well as in perfecting their native language skills. While there are many different ways of fostering the continued development of the unique abilities of these youngsters beginning in elementary school, these particular guidelines focus on the high school level because it is at this level when many immigrant students are most at risk. It is our position that students identified by schools as gifted in the area of interpretation and translation can be encouraged to consider careers in which their special language skills can give them an advantage. As students begin to form career goals, they are more likely to form academic goals, as well.

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Developing the Talents and Abilities of Linguistically Gifted Bilingual Students: Guidelines for Developing Curriculum at the High School Level

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Introduction

To date the majority of schools around the country have been largely unsuccessful in identifying gifted bilingual students and at developing programs that might enhance the unique abilities of these youngsters. Even though current definitions of giftedness (U.S. Department of Education, 1993, p. 26) include "high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields," this shift in official definitions has not necessarily changed existing practices. According to Baldwin (1991), both African-American and Latinos continue to be under-represented in gifted and talented education programs and are over represented in special education. While in theory teachers, educators, and state officials recognize that gifted and talented students are present in all communities, their practices (e.g., over-reliance on IQ tests to identify students) conflict with their more inclusive understanding of who is gifted, and what it means to be gifted. Surveys conducted by Patton, Prillaman, and VanTassel-Baska (1990) and Gubbins, Siegle, Renzulli, and Brown (1993), for example, reveal that there is a distinct discrepancy between assumptions with regard to identification practices in gifted education and actual practices. Gubbins et al. argue that the challenge is to match assumptions about identification and actual classroom practices and to include a broad range of identification procedures.

As a result of the low representation of minority students among the gifted, leaders in the field of gifted education (e.g., Renzulli, 1997) have pointed out that one of the major challenges facing gifted education is the development of "identification procedures and programming practices that guarantee participation of more culturally and linguistically diverse students without falling prey to criticism such as tokenism, watering down, and quota systems." Equally important, according to Frasier, Garcia, and Passow (1995), Gallagher (1991), and Kitano (1992) is the design and implementation of special programs for minority students once identified.

This monograph has been written for school administrators and classroom teachers who have an interest in identifying and developing the special talents and abilities of children who are not normally viewed by schools as either gifted or talented. The focus is on young interpreters, a special group of immigrant children, who have been found to have a unique type of linguistic giftedness. The material presented here builds directly on

research conducted on young interpreters over a four-year period,[1] which determined that youngsters who are selected from among their siblings to serve as official family interpreters exhibit high performance in what Treffinger and Renzulli (1986) have termed "gifted behaviors." Unfortunately, given the challenges facing most newly-arrived youngsters in American schools, the special kinds of giftedness exhibited by such youngsters are not generally identified, fostered in instruction, or positively evaluated in formal education. More importantly, there is little understanding of the ways in which the unique talents of young interpreters might be nurtured and developed in academic settings.

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[1] The study "Identifying, Teaching, and Assessing the Talented through Linguistic and Cultural Lenses" (Shirley Brice Heath and Guadalupe Valdés, Principal Investigators) was funded by *The National Research Center on the Gifted and Talented*.

PART 1: Research on Young Interpreters—A Brief Overview

Youngsters who grow up in minority language communities in many parts of the world are frequently called upon by their families to play the role of interpreters and translators in many different kinds of settings. Some research (Harris, 1977; Harris & Sherwood, 1978; Shannon, 1987; Vasquez, Pease-Alvarez, & Shannon, 1994) suggests that even very young bilingual interpreters develop the capacity to translate from one language to the other retaining the meaning of the message. What is remarkable about these young people's ability to translate and interpret is the fact that both translation and interpretation are complex information processing activities that require the ability to process language to uncover its underlying meaning. Malakoff and Hakuta (1991), for example, indicate that bilingual children who translate and interpret possess unique skills and abilities (metalinguistic awareness, paraphrasing, and sensitivity to differences between languages). More importantly, perhaps, interpreting involves an executive function (decision making), which involves making appropriate choices between competing options. As Gallagher (1991) points out, good judgment is one of the hallmarks of gifted individuals.

Recent work carried out by the project "Identifying, Teaching, and Assessing the Talented through Linguistic and Cultural Lenses"[2] has focused on the examination and study of young, high school age interpreters. The study determined that immigrant children are selected from among their siblings to serve as interpreters for their families because they are identified as particularly skillful, able to think on their feet, and able to mediate and broker communicative exchanges effectively. Interviews conducted with both parents and young interpreters revealed that, as compared to professional interpreters who have a sophisticated understanding of communicative exchanges and who have been trained to utilize their language strengths to render the totality of a message into the other language, young interpreters see their role as carrying out a task for their parents. Criteria for success are straightforward. They communicate their parents' questions or answers, and they obtain the information needed.

In communicating such questions and in obtaining information for their parents, what bilingual youngsters do, however, is not trivial. Indeed, when interpreting, young interpreters carry out a number of very challenging tasks. They perform as part of a team, keeping before them the ways in which their parents want to present themselves to the individuals with whom they are interacting. They read between the lines of what is said and not said and communicate it to their parents so that they can decide how to respond. Additionally, while interpreting, young people anticipate potential conflict; sort

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[2] The study had as its purpose broadening the definitions of intelligence currently used in schools to identify "giftedness" by focusing on abilities and talents that are not generally identified or positively evaluated in formal education. It focused on bilingual youngsters who are selected from among their siblings to serve as interpreters for their families and included: (a) a study of young interpreters in communities, (b) the development and implementation of an instrument designed to identify tacit knowledge of Translation and Interpretation, and (c) the implementation of validation study involving a simulated interpretation task.

essential from non-essential information; monitor and evaluate their production; cope with dissatisfaction about their performance while they continue to render new utterances; repair and correct their production; and compensate for linguistic weaknesses.

From the perspective of gifted and talented education, the studies conducted by the project suggest that even though young interpreters are not the balanced bilinguals considered advantaged by the research literature, they exhibit a range of abilities that can be identified using Sternberg's triarchic theory of intelligence (1985, 1986, 1988) that includes: memory-analytic abilities, creative-synthetic abilities, and practical-contextual abilities. Such youngsters are able to: approach and analyze problems, construct plans, decide which performance components to utilize, select strategies, monitor their behavior and evaluate the processing of information, and keep track of what has been done and what remains to be done in the solution of a problem. More importantly, young interpreters:

- exhibit the ability to do all of the above simultaneously and under pressure
- exhibit multi-tasking abilities normally only associated with experts in the field of interpretation
- continue to perform successfully as they face new challenges and while they may still be coping with the frustration of an unsuccessful previous turn
- successfully communicate emotionally charged utterances (e.g., discriminatory remarks) to which they can personally relate.

PART 2: Nurturing the Abilities of Linguistically Talented Students

Immigrant Students in American Schools

Groups of students who currently arrive in school speaking languages other than English are generally children of newly-arrived immigrants. Some are the children of highly educated professionals from industrialized countries, and some are the children of uneducated laborers from the world's poorest nations. They arrive in infancy, in early childhood, in middle childhood, in early adolescence, in late adolescence, and in young adulthood.

In most schools, youngsters who are the children of poor immigrants, as compared to the children of educated professionals, do not do well in school. The dilemma facing schools in educating English-language learners (ELL students) is a difficult one. Non-English speaking students who arrive in this country must learn English to be successful, both in schools and in the larger society. On this point, there is no debate. The problem is that there is much confusion in educational circles and in the public mind about how students can best acquire the academic English skills required to succeed in school. Programs designed for English language learners, in theory, must ensure that students either "keep-up" with age-appropriate academic content while they are learning English; or, if they are instructed exclusively in English as a second language for a period of time, that they are given the means to "catch-up" with the academic content covered by their same-age peers. It is especially important that in either case, ELL learners do not incur irreparable deficits in subject-matter learning.

Unfortunately, in many parts of the country, both politics and real-world difficulties result in instructional solutions that are often less than ideal. Youngsters frequently begin to fall behind mainstream same-age peers and fall farther behind with the passage of time. They begin to be seen by teachers and administrators as a problem with very few solutions. Not surprisingly, very few areas of the country have in place mechanisms for identifying the gifts and talents of such children. Their struggle to learn English, their struggle to keep up with content, and their shame at falling behind often masks their special and unique abilities.

At the high school level it is not unusual for schools to enroll two types of youngsters: (a) students who have been in the country since elementary school but whose English is still considered flawed, and (b) newly arrived students who are beginning to learn English. At many schools, both types of students are placed in a special ESL or sheltered track in which they continue to receive language support. For the most part, such sheltered courses are not college preparatory.

Interestingly, at the same time that immigrant youngsters appear to be struggling with English in their academic work, many of them are involved in carrying out complex communication activities in which they use both English and their home language. Work carried out by the project determined that young interpreters who were often considered

by their teachers to be very low level English speakers were able to communicate effectively using flawed but very functional English in interpreting for their families. When interpreting, these youngsters displayed the ability to understand English at a sophisticated level. They could interpret tone and stance and make momentary decisions about how to render for their parents the subtle messages conveyed by their English-speaking interlocutors. Although many had been placed in the lowest ESL courses at school, in real life, these youngsters often read and translated very difficult English language materials for their parents. Similarly, many youngsters who were second and third generation immigrant students and who had been schooled totally in English since their elementary school years retained important strengths in their home languages (e.g., in Spanish or Cantonese). While teachers of their home language (e.g., Spanish) might frown on the non-standardness of their speech, these youngsters functioned effectively in interpreting for newly arrived immigrants of different ages and educational backgrounds. Many such youngsters were often used in school by teachers to interpret for newly-arrived classmates or to translate letters and announcements sent home to parents.

Benefits of Developing a Curriculum on Translation and Interpretation

The development of a curriculum designed to nurture the special linguistic abilities of young interpreters offers to such youngsters an opportunity to see themselves as uniquely talented individuals who are recognized by the school as outstanding. At a time in their lives in which many immigrant youngsters are confused and discouraged, their identification as gifted interpreters coupled with a class or classes designed to develop their existing abilities may very well make a difference between continued engagement and school abandonment. The implementation of a curriculum focusing on Translation and Interpretation, moreover, offers to such youngsters genuine career preparation and a view of themselves as part of a group of respected professionals. As part of a school-to-work program, classes in Translation and Interpretation can foster connections between students and community organizations and agencies.

From the perspective of the school, the implementation of a Translation/Interpretation Program offers a number of benefits. First, such a program can encourage collaboration among teachers of existing classes and programs, such as Foreign Language classes, Spanish for Native Speakers, and English Language Development. By having such courses in place, other courses, such as Foreign Language and English Language Development, would likely benefit by having more focused, motivated students who see the long-term relevance of what they are studying. A Translation/Interpretation program in many ways holds them accountable for the learning they do in many of their other language-oriented classes.

PART 3: A Brief Introduction to the Field of Translation and Interpretation

Translation and Interpretation (T/I)

Interpretation is the rendering of one oral message produced in one language (the source language) into another (the target language). Interpretation refers to the "spoken" or "oral" message only. That is the main difference between Translation and Interpretation (T/I), as the latter deals with an oral message. There is a need for interpretation in various settings. The following are illustrative examples of settings and circumstances in which interpretation takes place:

1. Hospital or any health center: the care providers generally speak the majority language (in the case of the U.S., it would be English). The people seeking care may be speakers of minority languages that do not speak English (e.g., Spanish, Punjabi, Cantonese). In those cases, an interpreter facilitates the communication between two speakers who do not share the same language. Ideally, this interpreter needs to have specific knowledge of medical terminology, medical procedures, and the structure of a medical interview. Generally this interpreter is called a medical interpreter or a health-care interpreter. The term community interpreter also includes interpreters working in a medical setting.

2. Courtroom: English is the language used. However, many times there are minority speakers seeking justice. In this case, a court interpreter is appointed to facilitate the communication between the court and the non-English speaking party. Ideally, this interpreter needs to be familiar with court procedure and related terminology.

3. School: parents do not always speak English. School personnel may need an interpreter to facilitate communication between the school and the parents. The same occurs in many federal, state, and local government offices. Minority speakers seeking services need interpreters. For example, at a temporary employment agency, or the Department of Motor Vehicles, an interpreter may facilitate communication between a non-English speaker and an English speaker. This type of interpreter is called a community interpreter.

4. Telephone conversation: one of the parties may not speak English and therefore may need the assistance of an interpreter. For example, a Tagalog speaker calls Pacific Gas and Electricity (PG&E) with a question about her bill. PG&E brings an interpreter on line and a three-party conference call is held. This is called over-the-telephone interpretation.

5.   Business meeting or an international organization conference (such as the United Nations or the Organization of American States) speakers and/or delegates come from all over the world and sometimes they do not share a language. In those cases, conference interpreters facilitate communication between the speakers and the audience.

All of the settings described above may call for different modes of interpretation. During conferences and business meetings, for example, interpreters may interpret at the same time as the speakers are delivering a speech. This is called *simultaneous interpretation*.[3] It can be done using special equipment, wired or wireless, with the interpreters in soundproof booths or in the room, speaking into microphones and the participants receiving the interpretation wearing headsets. Or it can be done using a technique called *whispering*, where the interpreter speaks simultaneously, in the room, with no equipment, in a very low voice, staying very close to the few participants that need interpretation into a given target language.

Another way of interpreting during conferences is the *consecutive mode*. The consecutive mode is used when there is no equipment for simultaneous interpretation in a room (and the number of participants that require interpretation is so large that using the whispering technique is not a possibility) or, when the circumstance in which a speech is delivered is a non-traditional one, where participants would not be expected to be wearing headsets (e.g., a closing banquet, or a tour of a winery or a factory). Consecutive interpretation, as its name indicates, is done after the speaker delivers a speech. The interpreter lets the speaker express a number of ideas, or speak for a period of time varying from seconds to minutes, according to the agreement between speaker and interpreter or the nature of the interpretation. She or he then interprets after the speaker. Generally the interpreter uses a note-taking technique to assist her/his memory.

Types of Interpreters

All interpreters are responsible for bridging a communication gap between two parties. The ability to do so requires a number of abilities and talents. In general, professional interpreters, as Hamers and Blanc (1989) point out, are considered to be very skilled bilinguals who are distinct from other bilinguals, neither in their fluency in several languages, nor in their bilingual competence, but in their ability to use them in complex information-processing activities. Translation and interpretation are known to be demanding activities that require the ability to process language to uncover its underlying meaning as well as the ability to make appropriate choices among competing options, often within milliseconds.

Professional interpreters are generally classified as (a) conference interpreters, (b) court interpreters, and (c) community interpreters. Conference interpreters work in settings such as international conferences (e.g., the United Nations, International

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[3] Simultaneous interpretation and other technical terms related to the field of Translation and Interpretation have been italicized throughout the monograph. For a complete explanation of all italicized terms, please see the Glossary at the end of Part 5.

Monetary Fund, Organization of American States, Olympic Games Committee, international business meetings [Microsoft, Ford], live TV international interviews, and diplomatic negotiations between two parties). In general, conference interpreters develop their skills by attending formal training programs on techniques for simultaneous and consecutive interpreting, note –taking and public speaking. Different schools offer courses in various areas of specialization (e.g., interpretation of political speeches, multilateral negotiations, interpretation of scientific meetings) generally at the graduate level. Generally, educational institutions that train conference interpreters emphasize work into the strongest language of the trainee (which is called language A and is generally the trainee's mother tongue), although courses are offered in both directions. More often than not, conference interpreters work in settings where communication in the form of monologues (formal presentations, speeches) prevail over communication in dialogues, which is only limited to the period of questions and answers. The work of conference interpreters is ruled by the International Association of Conference Interpreters (AIIC, originally created in Paris, headquarters now established in Geneva), a global organization that certifies interpreters and establishes rules for the profession.

Court interpreters work in settings such as county, state or federal courts, attorneys' offices, and agencies. In general, interpreters develop their skills by attending workshops, courses, or formal training programs (at the graduate level only) on techniques and specific terminology. In general, court interpreters must be examined and certified in order to be appointed in court. Currently, certification is only required by some states (e.g., Arizona, California, Florida) and for certain languages (e.g., Cantonese, Spanish, Taiwanese). Due to the shortage of certified interpreters, many talented bilingual individuals find themselves working as court interpreters without certification. Some state or national associations of court interpreters offer courses to prepare candidates for state and federal court certification exams. Candidates receive training in consecutive and simultaneous interpretation, as both modes are used in the courts. They also learn about rules of court procedure that have to be followed strictly. Often, court interpreters interpret simultaneously for the defendant and consecutively for witnesses. These interpreters work both with monologues (e.g., opening or closing arguments) and dialogues (e.g., interrogation). During the question and answer period, they can clarify misunderstandings only by asking permission from the presiding judge. The National Association of Judicial Interpreters and Translators regulates the work of court interpreters. The state associations also provide code of ethics and specific regulations.

Community interpreters work in settings such as hospitals, schools, government agencies, Department of Motor Vehicle (DMV). They may not be trained, examined, or certified. Of the three types of interpreters described here, these are the ones for whom there are fewer requirements, since they are still not organized under professional organizations. Medical interpreters are an exception, since a few existing organizations do offer several training courses, and, in some states (such as California and Massachusetts) they are required to be certified. Community interpreters always engage in "dialogic" interpretation, (i.e., they interpret during conversations between minority and majority language speakers in multilingual communities).

Training of Interpreters

Training that professional interpreters undertake includes instruction both across languages and in language-specific courses. Some of the instruction presented across languages involves introductory courses to general aspects of translation and interpretation. For example, for interpretation, courses might include: public speaking skills; active listening; memory enhancement; note-taking techniques; and overviews of interpretation as a profession (professional associations, ethics, certifications, working with interpretation organizers, etc.). For translation, courses across languages include: how to use working tools to research terminology (such as databases, Internet, dictionaries, reference materials); the translation process (steps on how to translate, edit, and proofread a translation, and translation as a profession (professional associations, ethics, certifications, working with translation agencies). In these introductory courses, students learn about translation and interpretation, and learn foundational skills necessary for translation and interpretation. However, to exercise and further develop these skills in their specific languages, students must enroll in language-specific courses where the students and instructor work exclusively in the same two languages.

Instruction in language-specific courses deals with the development of skills and practice that require working intensively in the two languages of the students. For example, students learn strategies to help them build vocabulary and enhance their current language abilities. They further develop literacy skills, presentation and public speaking skills, and specialized translation and interpretation skills, such as interpreting in consecutive or simultaneous modes or doing written or sight translation. These are not T/I specific as much as they are Language Enhancement or pre-T/I. It is in these language-specific courses that students actually perform translation and interpretation with texts and speeches in both languages.

Additionally, professional interpreters are trained to know their limits. Sometimes, the limits are due to the topic of the interpretation. For example, if an interpreter is called to interpret a topic with which she/he is not familiar, it is her/his responsibility to ask to be excused rather than doing a poor job for which the interpreter is not prepared. Other times, the limits are imposed by the relationship of the interpreter to either the topic or the person for whom the interpretation is needed. For example, an interpreter who has serious prejudices about chiropractic treatment may not be the ideal person to assist a non-native speaker of English during a visit to the chiropractor when the latter tries to explain the benefits of that type of care. Or, if the interpreter is a good friend of the child who is going to be expelled from school and whose case is going to be discussed between the principal and the parents, this interpreter may need to be excused if she/he gets so involved or emotional that she/he compromises the information that needs to be discussed during the conference. In the case of professional interpreters, their responsibilities vary according to the type of interpreters they are. Some types of interpretation are more regulated than other types. For example, conference, court, and medical interpretation are regulated by international, national, or state organizations that establish guidelines and codes of ethics for their members.

In sum, the training of interpreters involves the development of skills at three different levels. At the linguistic level, it requires on-going work in the students' two languages (e.g., enhancing vocabulary, switching from formal to informal level of language used). At the information-processing level, it calls for the enhancement or development of specific skills related to the process of interpreting (e.g., focus on active listening, memory expansion, split attention). And, at the practical level, the training of interpreters informs professionals-to-be on matters such as ethics for the job, certification processes, professional associations' rules and regulations. These three levels contribute to the building of well-rounded professionals.

PART 4: Suggestions for Developing and Implementing a Curriculum in Interpretation and Translation at the High School Level

Implementing a Translation and Interpretation Program

The implementation of a translation and interpretation program at the high school level designed to nurture the talents of linguistically able students will require:

- a commitment by the administration and/or the teaching staff to developing the bilingual abilities and unique linguistic talents of its immigrant and mainstream students,
- a sufficiently large number of students who have previously interpreted or translated,
- a sufficiently large number of students interested in developing their abilities in Translation and Interpretation,
- teachers (possibly ESL and foreign language teachers) interested in developing their expertise in the area of translation and interpretation or immigrant-background teachers who have been young interpreters themselves.

What is important to emphasize is that, to implement the course, teachers do not need extensive experience in interpreting and translating. What is needed is enthusiasm and interest and a desire to explore their own resources and talents in this area. Many different kinds of schools can effectively support a Translation and Interpretation program.

A Curriculum in Translation and Interpretation

A curriculum in translation and interpretation may be designed as a single one-semester course or as a series of courses culminating with or involving a service-learning component. A course series, for example, might include the following:

- Basic introduction to Translation and Interpretation
- Improving language skills for Translation and Interpretation
- Practicum in community interpreting (with or without service-learning component)
- Practicum in community translation (with or without service-learning component)

The Basic Course

The Basic Course in Translation and Interpretation (T/I) is the key to a successful program. This course should be seen as an introduction for students to the basic principles of T/I. It is not intended to produce professional interpreters and translators. Its goal is to enhance the talent students already may have in translation and

interpretation, and to help them explore resources that can become part of their lifelong task in enhancing their language and communication skills.

To enhance the abilities of gifted bilingual students, enrollment in this course should be limited to students who have had previous experience in interpreting in English and a home language. The basic course involves work in English and *one* other language exclusively.

Students will benefit from the course in several ways. First, they will learn the basic principles of interpreting. This will help students to choose more effective interpretation strategies when they do act as interpreters for their families or communities. It will also help to inform their career decisions, possibly encouraging further study in interpretation or fields where their bilingualism may give them a professional advantage. If a service-learning component is incorporated into the two practica courses (Courses 3 and 4), it can also provide students with contacts and experience that will help them professionally as they make decisions about work or study beyond graduation.

Beyond interpretation, in the basic course, students will learn to approach the study of language in new ways, having seen the practical applications of their studies in class. Skills developed in the T/I course will help students to become more successful in other classes, as they apply new strategies in listening, note-taking, anticipating information, and speaking. Also, students' information processing abilities will grow as they learn to perform various tasks simultaneously, as any effective interpreter must.

Finally, the basic course is deliberately structured to make experienced young interpreters aware of their special gift to facilitate communication between speakers of different languages. The course will encourage these youngsters to see their bilingualism as a talent that needs to be nurtured throughout their lives.

If the basic course is made available to students who have learned a language through foreign language study (e.g., advanced students of Spanish, advanced students of German), it is important that such students be made aware that interpretation involves much more than linguistic skills. Much attention must be given to developing such students' understanding of the cultural challenges they face, especially if they seek to interpret for disadvantaged minority-group members.

The Second Course: Improving Language Skills for Translation and Interpretation

The second course in a T/I curriculum aims at enhancing language skills in both languages so that students are better prepared for tasks in translation and interpretation. In the Basic Course, students will have noticed that the level of language they use in everyday communication among friends and family may not be enough to accomplish a specific translation or interpretation task. They will have also discovered how language production under pressure differs from language production used to accomplish more

simple communicative goals. The goal of this course is, thus, to raise students' awareness of the difference between language for communication and language for work and to provide them with tools to enhance their language skills in order to work with them.

Students will benefit from this course in numerous ways. First, they will enhance their vocabulary by reading about and listening to a variety of topics that range from everyday language to language used in medical interviews, technical discussions, legal documents, etc. Students will research terminology, look for synonyms and antonyms for texts both in English and their home language. They will thus be exposed to formal and informal varieties of both languages. This will help them acquire more solid vocabulary that will be an invaluable resource to perform under pressure. Second, they will develop coping strategies by learning, for example, paraphrasing and circumlocuting, skills that are very helpful when they cannot find specific terms. This will undoubtedly increase their confidence in their management of their linguistic skills. Third, they will become better writers and speakers of both English and their home language. Students will realize that to be a translator one needs to be a strong writer and to become a good interpreter one needs to master public speaking skills.

Beyond language enhancement, in this course, students will learn to approach the study of languages in a different way. They will learn to appreciate the scope and range that each language has, and they will become aware of cultural differences in communication inherent to both. Finally, the language course is specifically developed to allow the transfer of skills acquired in this course to research, write, and present for other content courses both in English and the students' home language.

The Third and Forth Courses: Practica in Community Interpretation and Community Translation (with or without service-learning component)

The purpose of these courses is to bring together all the linguistic and information processing skills that the students will have acquired in the previous two courses. In the basic course students will have gained exposure to the principles of interpretation. In the second course, they will have enhanced their languages to work with them. In this course, they will carry out real interpretations between English and their home language.

Practicum in Community Interpretation
(with or without service-learning component)

Students will gain practice both as speakers and interpreters as they change roles periodically. They will deliver speeches, role play in dialogues and interpret to acquire practice in simultaneous and consecutive interpretation. They will interpret during both monologues and dialogues. They will try short and long pieces of discourse, and work with slow and fast speakers as well as different text length. The length and speed of the task will increase according to their performance. The content of the texts will vary from week to week, building on the topics that students explored during their course on

language enhancement. This recycling of materials will be extremely helpful when teachers prepare for new courses.

Whenever possible, community and school members will be invited as guest speakers to the classroom and students will be appointed as interpreters. Ideally teachers will find guests who are English speakers and guests who are speakers of the students' home language.

Students will benefit in a variety of ways from this Practicum. First, it will help them enhance their interpretation skills within the boundaries of the classroom. This can be extremely helpful for students as they gain practice in interpretation situations that may differ from the ones they are used to doing (e.g., doctors, banks, schools, or lawyers appointments). In this way, students will be better prepared when they must really interpret during these new situations for future assignments, and for friends and family. Second, students will be able to benefit from teacher and classmates' feedback, which generally is not possible during real interpretations. Third, they will transfer the skills learned in this Practicum to the various interpretation situations in real-life which call upon their skills to help themselves and others.

If a service-learning component is added, students will benefit greatly and enhance their skills in several ways. By having to act as interpreters in community agencies, for example, students will continue to develop a sense of responsibility as communication brokers that will go beyond the limits of the classroom. Then, they will come back to the classroom and they will use the classroom as a forum for reflection and discussion about their work done in the field. They will also begin to explore working environments where their linguistic gifts and talents are valued and used on an everyday basis. The reality of a working environment will make it possible for them to explore career options in which they could continue to use their bilingual abilities.

Practicum in Community Translation
(with or without service-learning component)

Another practicum opportunity for students could focus on translation, rather than interpretation. In such a practicum, students can gain practice both as translators and editors of each other's work as they change roles periodically. They do translations, edit other translators' work, go through several drafts together, design editing techniques and codes, give and receive feedback, and help each other to research specific content and terminology so as to acquire practice in translation and editing. They translate into and out of English and their home language. They try short and long pieces of discourse, non-technical and technical pieces that represent a variety of text-types (e.g., instructions, descriptions, narratives).

The content of the texts used in translation vary from week to week, building on the topics that students explored during their course on language enhancement. This recycling of materials is extremely helpful when teachers prepare for the new courses and

give students a solid foundation in necessary vocabulary and skills, as they put into practice the content and skills learned in the first two classes.

Whenever possible, the materials used should reflect the translation needs of their school and immediate community. For example, students can initially work with materials distributed by their schools to students, parents, and the community. They can also work with documents concerning public information on services (such as PG&E, telephone companies, health clinics), brochures on how to get ready for disasters (earthquakes, tornadoes), school information about meetings and other essential information for parents, etc.

Students will benefit in a variety of ways from this Practicum. First, it will help them enhance their translation skills within the boundaries of the classroom. This can be extremely helpful for students as they gain practice in the translation of materials that may differ from the ones they are used to doing (e.g., letters form doctors, banks, schools or lawyers). Second, students will be able to benefit from teacher and peers' feedback, which generally is not possible during real translations. Third, they will transfer the skills learned in this practicum to their real translation assignments for their friends and family.

A service-learning component would enhance this practice in several ways. By having to translate for community agencies, community centers, for example, students will continue to develop a sense of responsibility as communication brokers that will go beyond the limits of the classroom. Then they will come back to the classroom and they will use it as an area for reflection on their work done in the field. The classroom can also be an ideal place for students to work collaboratively on translation projects, pooling their skills as they work together to address the translation needs in their school and community. On projects outside of the classroom, they will also begin to explore working environments where their linguistic gifts and talents are valued and used on an everyday basis. The reality of a working environment will make possible for them to explore career options in which they could continue to use their bilingual abilities.

Identifying Teachers Interested in Teaching in the Translation and Interpretation Program

Teachers from a variety of subject-matter backgrounds may be very interested in a translation/interpretation program. It is recommended that broad publicity be given to the possibility of implementing a program and that all interested teachers be invited to consider what kind of a program might work at their school. It can be expected that interested teachers will include: (a) regular language teachers (ESL and foreign language teachers), (b) teachers responsible for special college-prep programs for at-risk students (e.g., Avid, Puente), (c) teachers involved in a Regional Occupation Program or business-oriented programs, (d) mainstream content teachers who are bilingual and have served as community interpreters. Schools should be flexible regarding the particular area of a teacher's credential, since there is currently no credential that specifically addresses

translation and interpretation. The skills and experience of the teacher will be of far greater importance in determining the program's success.

Depending on existing resources in a given school, a translation/interpretation curriculum can be implemented for a *single set of two languages* (e.g., English and Spanish) or for various sets of languages (English and Cantonese, English and Hmong). It is important to emphasize that to implement a successful T/I program, students must take courses in which they use their two languages extensively.

Selecting Teachers for Various Courses

The T/I curriculum can be implemented by one teacher who has well-developed language skills in the two languages focused on in class. However, it can also be taught by a team of two teachers who are both bilingual, but each of whom considers a different focus language to be his or her strongest. ESL and foreign language teachers are especially well qualified to teach the introductory course and the course intended to develop language skills, but any teacher who has had the experience of interpreting for family members or the community may also be able to do an excellent job in teaching such a course.

Teaching the courses in T/I requires normal familiarity with classroom management techniques, small group dynamics, materials preparation (authentic or semi-authentic), and lesson-plan writing. It is not assumed that teachers must necessarily have experience in interpretation. It is important, however, that prospective teachers gain a good understanding of interpretation and/or translation. There are several ways of doing this. Skimming the brief introduction to translation and interpretation included above is a first step. Additionally, checking out some of the reference materials listed in the next section will give the teacher a broader sense of the profession and of the ways interpreters and translators are trained. Also, in preparation for teaching courses, interested teachers may find it useful to carry out observations of interpreters at work and to contact local interpreters' organizations. For example, a teacher may decide to observe interpreters in a courtroom, in a business meeting, or in a parent conference. Or, she/he may decide to research different interpreters' organizations (such as the National Association of Judiciary Interpreters and Translators, the American Association of Translators, the Massachusetts Medical Interpreters Association, the California Health Interpreters Association) and find information about courses, workshops, certification processes, codes of ethics, etc. The teacher or the school may even decide to subscribe to their newsletters or publications. In brief, by the end of this exploration, the teacher will have a good idea of what interpretation is and will be able to facilitate the learning of techniques that students can later take to any setting and interaction in which they are bridging communication gaps across languages and cultures. The summer before teaching T/I courses would be an ideal time for a teacher to explore and observe interpretation as it takes place in his or her community.

Selecting Students for Participation in the Translation and Interpretation Program

In selecting students for courses in T/I, schools face a number of choices. If their primary purpose is to nurture the linguistic talents and abilities of immigrant bilingual students who are experienced interpreters and to provide a means of legitimating their special abilities, schools may want to consider limiting course enrollment to experienced young interpreters. If, on the other hand, schools want to use a course in T/I to foment foreign language study and to provide other curricular options for mainstream, majority youngsters who have developed high-level language skills in a classroom context, they may want to limit enrollment to this latter type of student. The alternative, working with a mixed class of both experienced interpreters of immigrant background and majority youngsters whose experience with language is largely classroom based, will present a number of challenges. Such a class can indeed be made to work, but teachers implementing such classes must be aware of the fine line to be walked in meeting the very different needs of these two kinds of students. If one of their purposes is providing incentives for at-risk students and creating a context in which they can feel proud of their experiences as young interpreters, they must be particularly sensitive to the feelings of the majority students who have not had such experiences and who lack the cultural sophistication of their immigrant-background peers. On the other hand, if their purpose is also to encourage the continued development of foreign language skills of majority students, teachers must be sensitive to the feelings of minority students who often feel that all academic activity is directed at strong, privileged, and college-bound students.

Given the primary purpose of this monograph and our interest in developing the linguistic abilities of immigrant students, we limit our discussion in this section to issues involving the selection of immigrant students for courses in T/I. We are confident that experienced teachers can infer from our discussion the kinds of linguistic skills and other abilities that should be required of non-immigrant students who have studied a foreign language in school.

It is important to emphasize that the courses as conceptualized here are intended for students who can work in two languages (e.g., English and Hindi, English and Spanish, or English and Hmong). The basic class can be made up of students from a variety of language groups all of whom will work exclusively in English to learn about translation and interpretation. While such an introduction may be valuable, this course does not directly develop T/I abilities and talents using two languages. At certain schools, such a preliminary course may be necessary to create interest. However, the sequence designed to develop linguistic abilities themselves must be seen as working extensively with the two languages that students will actually use in T/I. Ideally, the translation and interpretation curriculum at a given school will be working with a language or languages very widely spoken in the surrounding community and used by the young interpreters enrolled in the T/I classes.

Identifying Experienced Young Interpreters

Schools wishing to identify linguistically gifted young interpreters should cast a very wide net and use all means available to inform students of immigrant background about the program. Flyers such as that included in Appendix A can be used to invite all interested students to attend. Good resources in schools include ELD teachers, sheltered content teachers, foreign language teachers, teachers of heritage language courses (e.g., Spanish for Native Speakers, Cantonese for Cantonese speakers), and guidance counselors who have a reputation for being especially committed to their bilingual students. Bilingual Instructional Aides often know more about the home life and experience of many immigrant students, and would be a valuable resource in identifying students with T/I experience. Also, if the school has a well-established parent group of minority language speakers, such as a Latino Parents group or Chinese Parents group, it may be worthwhile to present information at one of their routine meetings. In this way, parents could also encourage their children to participate in the program.

Evaluating the Language Abilities of Young Interpreters

With few exceptions, young interpreters are youngsters who have grown up in minority immigrant communities. Some of these young interpreters are newly arrived and the children of monolingual, non-English-speaking parents. Other young interpreters are second and third generation immigrants who retain strong skills in their home language and who often interpret for a grandparent or newly-arrived relatives from their home country. For the most part, the experiences of these young interpreters have been similar. They speak or hear a non-English language spoken at home and in their communities, but they receive most or all of their education in English. What this means, is that, in general, such students because they receive little or no instruction in their home language have unevenly developed language proficiencies in their two languages. In comparison to many other youngsters of such backgrounds, however, young interpreters have developed a number of sophisticated abilities in brokering and mediating communication between speakers of minority and majority languages in a wide range of circumstances and topics, with different degrees of formality. It is these youngsters who are ideal candidates for a program in translation and interpretation.

It is important to point out, however, that formal evaluation of these students' language skills is not simple. The use of standardized tests designed for foreign language learners or for English language learners, for example, reveals little about these students' strengths. Their knowledge of formal grammatical terminology may be non-existent, their vocabulary may be limited in one or more areas, and they may be literate only in English. As is the case with most bilinguals, they are not ambilingual or equilingual. They are not two perfect monolinguals in one. Rather, their functional range in one of their languages may be momentarily greater than their range in their other language for discussing different topics and for carrying out different functions. When they interpret, some youngsters may be more comfortable interpreting into their home language. Other young interpreters may be more comfortable doing exactly the opposite. What is clear is that a basic course in T/I followed perhaps by other courses designed to develop specific language skills can

contribute to students' becoming aware of the ways in which their two languages can be further developed. They will learn, for example, that professional interpreters never stop working to enhance their two languages (the strongest one included).

Measures Useful in Evaluating Abilities

Because young interpreters' language abilities will vary widely and may not be indicative of students' experience in interpretation, initially teachers may want to focus exclusively on interpretation abilities already developed. Work conducted by the project on young interpreters has revealed that one of the most reliable predictors of students' ability to interpret is their self-identification as experienced interpreters. Appendix B contains an example of a self-report data sheet that can be distributed to immigrant youngsters to evaluate their interest in interpreting and their previous experience in this area. In most schools, students who indicate that they have interpreted for their parents for a number of years and who can give examples of settings and situations in which they have interpreted are excellent candidates for inclusion in a T/I program.

In addition to the self-report data sheet, teachers can ask students to translate particular passages to and from English and the home language in question. Appendix C includes an example of an English passage used to select students for a translation workshop. As will be noted from the sample Spanish language translations included, accuracy in production of Spanish varies widely. Since this is not a test of accuracy in writing, however, what the translated passages are used for is to determine how well students understand the original English and what strategies they use to surmount the translation challenges contained therein.

A slightly more time-consuming method of identifying skilled interpreters is the use of a simulated translation task. To carry out such a task, two individuals play the parts of a monolingual English speaker and a monolingual home language speaker involved in a communication that is scripted. The student is recorded or video-taped as he/she interprets for the two individuals. Criteria for scoring are generous and involve a three-choice judgment about whether or not the student communicated the intended meaning. Again, linguistic accuracy should not be the primary criterion used for selection. A sample script and scoring guide are included in Appendix D.

The use of a translation task is recommended when large numbers of students have experience in translating and interpreting and there is a need to limit the number of a class or when foreign language learners need to be evaluated to see whether or not they have the necessary automaticity and speed in their non-native language to participate in such interactions.

Developing and Implementing a Curriculum in Translation and Interpretation at the High School Level: A Summary

Any high school considering the implementation of a Curriculum in Translation and Interpretation must first clearly identify its purpose for doing so. This purpose will

inform decisions about selecting teachers and students, as well as decisions regarding the curriculum itself. If the school wishes to implement the curriculum to address an area of giftedness that is often neglected by schools, then the school will aggressively pursue the identification of bilingual students with these gifts. In this case, the school may wish to consider carefully the linguistic abilities of the teacher and the commitment of that teacher to challenging bilingual youngsters in this area.

For a school that is eager to implement service-learning or school-to-work opportunities for students, the criteria for identifying and selecting students may be somewhat different. If the school already has such programs in place, it may want to incorporate the Translation and Interpretation Practica into an existing framework, to expand current offerings to provide more opportunities for bilingual students. The school may also want to include students considered at risk due to attendance problems or lack of engagement at school, rather than focus entirely on issues of giftedness. Giving students opportunities to use and be rewarded for their skills in the school and community could give them a more meaningful learning experience, as their learning is made relevant in real world situations. The recommendation of teachers and counselors would be important in identifying such students. Regardless of prior academic performance, all interested students should be given the opportunity to enroll in the program if they have the skills necessary to be successful (see Appendix A). For the program, and the students, to be successful, it is essential that participating students be youngsters with gifts in T/I. Schools seeking to implement a Curriculum in Translation and Interpretation in order to expand their foreign language programs will need to give more careful consideration to evaluating language abilities, especially if the course is intended to serve both immigrant and mainstream students. Likewise, the teacher who would instruct such a course must not only be linguistically advanced, but also highly skilled in brokering the differences in culture and status that often arise in such classes.

Finally, the teachers of the T/I courses must be deeply involved in decisions regarding the design and implementation of the curriculum, since the courses will most likely require an extra commitment on their part, as they expand their own skills and encourage students to do the same.

The following section provides a framework that interested teachers and administrators can consider as they develop their own Curriculum for an Introduction to Translation and Interpretation, Language Enhancement, or Translation and Interpretation Practica. This framework is intended for schools whose purpose is to identify and further develop the gifts of linguistically talented bilingual immigrant students. It also promotes a service-learning direction for the program by including two practica as follow-up to an introductory course on translation and interpretation and a language enhancement course. Schools whose focus differs from the one described above will wish to modify the framework to best fit their needs.

PART 5: Implementing Courses in Translation and Interpretation—Guidelines for Teachers

This section offers a number of suggestions and ideas for teaching the three kinds of courses described above: (a) a basic course in translation and interpretation, (b) a course designed to improve students' language skills for translating and interpreting, and (c) practica in translation and interpretation. The Basic Course is described in detail, with unit descriptions and sample lesson plans with suggested activities. The descriptions of the Second Course and Practica are more general, providing an overview of goals and activities so that teachers understand the intended scope and sequence of these courses. From this overview, teachers can easily model the courses to meet their students' needs, and to build effectively upon skills learned in the Basic Course.

As teachers implement the Translation and Interpretation (T/I) curriculum and assess student progress, it is important to remember that they should not assign grades based on interpretation skills per se. Instead, several factors should be considered when assigning grades. Some of these include the completion of assignments, use of strategies learned in class, preparation for class and service-learning assignments, and understanding of the interpretation process. Student portfolios including videotapes, audiotapes, and samples of student work will help to demonstrate progress in these areas.

The Basic Course

The purpose of the basic course is to introduce students to the basic principles of T/I. Its goal is to enhance the talent students already may have in translation and interpretation, and to help them explore resources that can become part of their lifelong task in enhancing their language and communication skills. The course is not intended to duplicate or replace the training required for professional translation and interpretation.

Your goals in teaching this course, then, are:

- To provide students with career opportunities that will build on students' existing linguistic and analytical abilities.
- To help students gain an understanding of the interpretation process.
- To familiarize students with the different types of interpretation settings (court, community, conference, medical, over-the-telephone).
- To expose students to the different modes of interpretation (consecutive, simultaneous, and sight translation). To help students learn from their own interpretation experience
- To encourage students' appreciation of their mother tongue and their heritage culture.

The following chart depicts the Basic Course at a glance. Below the chart you will find a discussion of each of the units and some suggestions for in-class activities and homework.

The Basic Course at a Glance

UNIT	GOALS	ACTIVITIES	RESOURCES
1	• Value students' experiences in T/I. • Discuss concept of interpretation: when/where and why it is used.	• What does interpretation look like? • Experiences in interpreting • Who needs an interpreter and why?	• Videos • Exercise on identification of guest speakers from the school/community • Transparencies and markers
2	• Encourage reflection on experiences and performance as interpreters. • Distinguish between useful and less useful strategies. • Learn about modes of interpretation.	• What happens when you interpret? • Successful and unsuccessful experiences in interpreting • Modes of interpretation	• Prompt cards for situations • Stories about interpretation • Video of interpreters • Exercise on matching
3	• Value reading about different topics. • Learn synonyms and antonyms. • Build a glossary. • Edit. • Derive meaning from context.	• Reading for vocabulary expansion in preparation for a job • Glossary building • Paraphrasing	• Information on different topics (brochures, etc.) • Computers
4	• Listen actively. • Distinguish between main and subordinate ideas. • Identify key terms.	• Hierarchy of ideas • Take your guess. What exactly did they say?	• Written text • Video and audio tapes • Transparencies and markers
5	• Generate vocabulary related to a topic. • Activate knowledge and vocabulary on a certain topic. • Connect ideas. • Work on their memory. • Monitor for differences between anticipated and real content.	• Pick and tell	• Video from current news broadcast

UNIT	GOALS	ACTIVITIES	RESOURCES
6	• Learn to split attention. • Listen and speak simultaneously repeating the exact words of the source. • Adjust to different types of speakers (fast, slow, hesitant organized, unorganized). • Become better speakers.	• Am I listening to myself? • How much more can you handle? • Let's become parrots.	• Tape recorders, blank tapes, and headsets • Video or audio tapes on any topics (except news broadcast)
7	• Continue to work on split attention by adding paraphrasing. • Value paraphrasing to express the same meaning. • Listen and speak simultaneously while paraphrasing. • Monitor their own performance. • Adjust to different types of speakers. • Become better speakers.	• Let's become shadows. • Let's shadow real speakers.	• Video or audio tapes on any topics (except news broadcast)
8	• Integrate all concepts and strategies developed in the previous units. • Raise awareness of the importance of preparation time. • Develop public speaking skills. • Value their gifts and talents as bilingual speakers.	• Preparation for the assignment • A good interpreter must develop public speaking skills • Putting it all together to work	• Texts on known and unknown topics • Topic cards with prompts • List of strategies learned • Transparencies and markers

Note: Please keep in mind that suggested times per unit are flexible, since school schedules vary (e.g., traditional or block), as do the background and experiences of different student populations who may enroll in such a course. Each unit can then be implemented over a 1-2 week-period, depending on the length of class periods and number of class meetings per week.

Unit I—What Is Interpretation?

This very first unit sets the mood and the stage for the rest of the course. It is an exploratory unit that invites students to think about their own experiences and to value what they have learned in interpreting and translating.

Goals

In this unit students will learn to explore questions such as the following:

- What is interpretation?
- What interpretation is not?
- When do we use interpretation?
- Where does interpretation take place?
- Why do we need interpretation?
- Who gets to interpret for whom?
- What previous experience in interpretation can students bring to the class?

Setting Ground Rules

Before beginning to work, you may want to set some ground rules for group work and constructive criticism. Because the activities that you will present to your students require constant performance and interaction and giving/receiving feedback, it is essential that they see the classroom as a non-threatening practice environment. Students should be able to count on their peers' comments and support to further develop their translation and interpretation skills.

Possible Activities

1. What Does Interpretation Look Like?

- For this activity, you can either play a video of an interpreter at work (see suggested materials for ideas on where to get such a video) or conduct a classroom demonstration of interpreting. For a classroom demonstration, you can invite someone in the school who interprets regularly for parents. This individual can interpret what you say to the students for about a 5-minute period. You may want to model a good interpretation (a relatively close transmission of the original message is transmitted) and a bad interpretation (the interpreter omits important information, adds information, or misinterprets what is said).
- When the interpretation is completed or the video is played, facilitate students' exploration about questions relating to interpretation: (e.g., What does an interpreter do? What is a good interpretation? What is a "bad" interpretation?).

- You may want to write students' answers on a transparency or ask that they take notes on their answers to see if they change their views over the time of the course.

2. Experiences in Interpreting

- For this activity, you can divide students into groups of 3. Ask each group to discuss its experiences as interpreters, as persons for whom someone else interpreted or when they witnessed an interpretation situation. Ask students to reflect on the roles of the interpreter (e.g., Was he an advocate? Was he a mere language facilitator? Was he a broker?) and on the strengths and weaknesses of the performance.
- Students are given blank transparencies and markers. They are asked to share their small group discussion and conclusions with the whole class.

3. Who Needs an Interpreter and Why?

- For this activity you want to give students information about different kinds of interpreters. Read the section in this manual about kinds of interpreters and/or read some of the suggested material (Part 3; pp. 8-9). Essentially, you want students to get a sense of the kinds of settings and interactions that require an interpreter.
- Design an exercise that involves students identifying the kind of interpreter that would work in different settings. For example, make a list of settings that require interpretation (a meeting between two Heads of States from Mexico and Canada to discuss North American Free Trade Agreement (NAFTA) terms; a trial where one party does not speak English, a meeting between a Spanish-speaking mother and an English-speaking principal; a Chinese speaker who visits an American doctor who does not speak Cantonese; a Hmong speaker talking to the DMV officer about the results of the driving test) and give students the type of interpreter that would best match the setting.
- Invite a local court or medical interpreter to talk to the class. Ask him/her to talk about his/her experiences. If no interpreters are available, invite a member of the community who currently use the services of interpreters and ask her/him to reflect on the impact of the interpreter in the communication.

Unit II—Experiences in Interpretation

Activities for this unit build directly on the activities carried out in Unit 1. The difference here is that while you want students to be aware of the strengths they already have as interpreters, you also want them to begin to examine what might make interpreting challenging. Without undermining their self-confidence, you want them reflect on the kinds of strategies that might help them improve their performance.

Students should be brought to a realistic beginning view of what might make their jobs as interpreters more successful.

Goals

In this unit, students will learn to:

- Reflect on their performance as interpreters for their immediate community.
- Share their experiences in interpretation with the class.
- Distinguish between successful and less successful interpretations.
- Reflect on possible strategies that might have improved the outcome of their less successful interpretation experiences.
- Identify areas on which they would need to work to improve their performance.
- Understand the different modes of interpretation.

Possible Activities

1. What Happens When You Interpret?

- For this activity, assign several role-plays. Hand out cards with situations such as the following:

    Two people have just been involved in a minor car accident. No one is hurt, but both people are angry. Work with a group of 3. Two students play the roles of the drivers, and other students interpret for them. Prepare to present to the class. Remember the role of the interpreter is to make certain that the two drivers communicate with each other.

- Select groups to perform. Videotape the group or have students take notes on what happened.
- Facilitate a discussion. Focus exclusively on what was done well.
- Facilitate a second discussion. Ask the "interpreters" to share their greatest challenges.

2. Successful and Unsuccessful Experiences in Interpreting

- For this activity, share with the class two stories of your experience as an interpreter (a successful and a less successful one). Reflect on what made these experiences successful or unsuccessful (e.g., you didn't know anything about the topic, people spoke too fast, you didn't know the right words).
- After your presentation, assign students to groups of 4. Assign roles to students within each group (facilitator, moderator, secretary, and speaker). Ask students to share with their groups two stories of their experiences as interpreters (a successful and a less successful one) and select the 3 most

interesting ones to share with the class. Students will also list the problems or successes experienced during those interpretations (such as speakers' fast speed or use of long sentences, funny misunderstandings, having been congratulated by the parties).

- Facilitate a class discussion that brings out what students can already do (manage flow of interaction, ask for clarification, anticipate problems, find other ways of saying what they don't know). Be very positive about the importance of these abilities. Ask students to start a personal list of things they can already do well or think of another way in which you can validate what they already know about interpretation.

- Facilitate a class discussion that brings out the key problems encountered. Ask the class to suggest possible strategies to improve the least successful stories. Ask for answers to questions such as: What can we do when we cannot find the term we want? What could we do if a person speaks too fast? What could we do to avoid long sentences? What could we do if a person does not pause for us to interpret? How can we solve misunderstandings due to our interpretation?

- Invite a community interpreter to talk about her experiences especially her challenges and what she does to improve her performance.

- Use a video (see suggested materials) in which interpreters reflect on their performance.

3. Modes of Interpretation

- Before you start, go back to Part 3 (pp. 7-8) and to the glossary and review the different modes of interpretation.

- For this activity, you may decide to recycle the situation of the fender bender (Activity 1) or the stories that you told and that also emerged from the group discussions on previous experiences on interpretation (Activity 2). Or you may want to share a new story that depicts an interpreter at work. Ideally the new story would incorporate some written input for the interpreter to work on. For example, a non-English-speaking patient who is admitted to a hospital has to fill out a form. The interpreter reads it to the patient and helps her fill it out.

- Ask students what they saw in those interpretations. Have them reflect on the way the interpreter worked. Ask them questions such as: When does the interpreter start? Does the interpreter wait for the persons to finish speaking before she/he starts interpreting? Do the interpreter and the speaker talk simultaneously? Is the interpreter only working with oral messages?

- Show students a list of situations that require interpretation (you may also want to recycle the list generated for Unit I, Activity 3) and have them match the mode that would best fit the situation.

Unit III—Vocabulary Building

Goals

In this unit, students will:

- Read (and/or listen to) in the home language on specific topics assigned (such as the bank, earthquake advice).
- Build vocabulary lists from those readings (or oral passages).
- Think in terms of families of words.
- Find synonyms and antonyms for the terms in their lists.
- Develop notions of paraphrasing as coping strategies.
- Learn the value of deriving meaning from context rather than from isolated terms.
- Learn value of reading about a topic as the best way to prepare for an interpretation.

Possible Activities

1. Reading for Vocabulary Expansion in Preparation for a Job

- For this activity you can ask students to read a passage (e.g., a brochure on how to open a bank account, see suggested materials) and classify words into technical (economic) and non-technical terms. You can also assign students to find similar material in their heritage language as their homework.
- Once students have classified the words, you will put them into groups of 4 and ask them to provide synonyms or antonyms for the general words and definitions/explanations for the technical ones. Remind them to always put words in contexts. Assign roles to students within each group (facilitator, moderator, secretary, and speaker).
- When the previous task is completed you will have each group speaker report on the findings. You can use a transparency to take notes of different synonyms and antonyms.
- After all groups reported, ask questions related to bank accounts and bank transactions and then facilitate a discussion on the importance of knowing synonyms and antonyms and of having some background knowledge of the topic. You may also want to take advantage of this opportunity to discuss regional varieties of their heritage language for those terms and value them.

2. Glossary Building

- For this activity, divide the class into as many groups as materials/topics you have. Bring as many resources as you can find in the library (reference books, dictionaries, etc.). Assign students to topic groups

(hospital, bank, and nutrition). Each group will be named after the topic (e.g., the nutrition group). Assign roles to students within each group (facilitator, secretary, computer assistant, and speaker).

- Assign the time for each group to use a computer, if available, assign one computer per group.
- Explain the notion of hierarchy of words. Give students some examples such as furniture, chair, armchair, etc.
- Have students read through the materials you assigned to them. Ask them to generate a list of terms that includes possible definitions, synonyms, and antonyms per term. Ask them to create a file named after their topic. Remind them of the importance of words in context.
- Have students create a table with their terms and order them alphabetically. Have them print a version. Then have them exchange glossaries among groups and edit each other' glossaries.
- You may decide to set this activity as an ongoing one and ask students to collect as much information as they can in both languages on their topic. Then they will bring the materials to class, discuss it in their groups and update their files.
- Students should be reminded that this activity could support their learning in content classes, too.
  Note: This activity provides an opportunity for collaboration with content teachers, who may be interested in working on projects that would allow students to use the vocabulary from their glossaries.

3. Paraphrasing

- You can start this activity by discussing the importance and usefulness of paraphrasing. You can show the class an original text on a transparency and a paraphrasing of it. You would also model a short oral paraphrasing for the class.
- Assign students to the same topic groups they had before. Have them go through all the materials they have on their topic. Ask them to pick two texts: the simplest and the most challenging ones.
- Have the topic groups exchange texts. In this way each group will have a simple and a challenging text on a topic different from its own.
- Have the group do an oral paraphrasing of the simplest text and a written paraphrasing of the most challenging one.
- Facilitate a discussion on their reflections of their strengths and weaknesses in doing paraphrasing. Essentially you want students to value this skill, and to use it when they interpret and translate.

Unit IV—Listening Comprehension

Goals

In this unit, students will:

- Be exposed to a variety of speakers' accents and speed on different topics assigned (such as the bank, earthquake advice).
- Learn to look for meaning units.
- Learn the importance of listening to words in context rather than words in isolation.
- Learn to distinguish the main idea from subordinate ones.
- Learn to anticipate the content of what they are about to hear.
- Become active listeners.
- Listen to them as they are listening to the person for whom they are interpreting.

Possible Activities

1. Hierarchy of Ideas

- In preparation for this activity you may want to hand students a text and ask them to read it and answer these questions: What is the main idea? What are the subordinate ideas? What are some key terms? Then facilitate a discussion on the hierarchy of the ideas. You may want to choose a text that students are reading in one of their content classes.
- For this activity you can either chose a video from the suggested materials or record your own (e.g., a segment from the news, a speech, a cooking recipe, an instructional piece on how to assemble a shed). Choose a video that either has several different ideas (e.g., the first minutes of a news broadcast, when the items to be covered are briefly mentioned), or one that has one main idea and a sequence of subordinate ones (e.g., a cooking recipe). The chosen passage should not exceed 8-10 minutes. Ask students to listen carefully without taking notes.
- After the segment, help students find answers to the questions: What is the main idea? What are the subordinate ideas? What are some key terms? You may want to write student answers on a transparency.
- Then facilitate a recreation of the passage from the key words on your transparency.
- Ask students to imagine a totally different passage that may contain the some or all of the same words and write it down. Ask three of them to share their passages with the class. Ask specifically for very different contents.
- Facilitate a reflection of the importance of context. Show them how the same words can mean very different things in different contexts. Explain

how interpreters and translators do not work with words but with concepts, with meaning units (see glossary).

Note: This activity that is also ideal for collaboration with a content teacher.

2. Take Your Guess

- For this activity you will chose a video (see suggested materials) of approximately 8-10 minutes.
- Before playing the video for the students you will tell them the name and you will ask them questions that would help them anticipate the content. For example: If you decide to use the Coffee Maker video, these are some sample questions you could ask: What do you think this video will be about? As students volunteer answers (e.g., about how to prepare coffee, about how to use the machine) you build on them with more questions, (e.g., Will it be on how to make regular coffee or expresso, Will it tell us how to wash it or how to set it?). The trick is not to reveal any true information about the video at this time. You may want to write some notes to yourself on the students' guesses.
- After they watch the video, ask students questions about what they saw and have them compare that information to what they had guessed. Help them see the differences on details that may seem minor but may also alter the meaning significantly (e.g., Did they turn the knob left or right?)
- Facilitate a discussion on the importance of listening actively. Mention how important it is to anticipate content. Talk about the tension between what you anticipate and what is actually said.

3. What Exactly Did They Say?

- Before you start this activity, you may want to remind students about the importance of listening. Not just listening to what is being said actively, but also listening to ourselves as we speak.
- Choose a video of a speaker with heavy accent (see suggested materials). Play the tape for approximately 10 minutes.
- After the video, ask students listening comprehension questions that range from very broad to very specific. As students answer, repeat what they have just said, changing the meaning slightly, distorting a little what they have just expressed. Students should react to your changes. If they don't, ask them specifically about them. Students should become aware of the importance of paying attention and listening carefully. Stress the fact that they cannot be distracted when they interpret.
- You may want to repeat this activity, but this time you will use an audiotape instead of a video.
- After doing the activity with oral input only, discuss with the students what was easy and what was challenging about the video and the audiotape. Discuss with students the role of visual input while listening.

Unit V—Information Processing: Anticipation and Memory

Goals

In this unit, you will want students to engage in activities that will:

- Continue to expose them to a variety of speakers' accents and speeds on different topics assigned (such as the bank, earthquake advice).
- Help them generate vocabulary related to the topic they will watch/hear.
- Allow them to activate knowledge and vocabulary that they have on a certain topic but that they have not used recently.
- Emphasize the importance of connections among ideas—to distinguish between causal relations, subordination, etc.
- Help them work on their memory to expand its capacity.
- Help them become aware of and monitor for the difference between the content they anticipated and the content of the tape/video they have listened to.

Possible Activities

1. Pick and Tell

(Notice that this activity has several parts that you can use as a whole sequence or divide it into different mini-activities.)

- For this activity you will need to video tape the local news. Choose a video segment of the first part of the program (where several news stories for the day are briefly presented).
- As you tell the students that they are about to watch the news, ask them some questions that will help anticipate some of the answers. You can ask questions about stories that are current in the community but that you know are not covered in the segment that you taped.
- Before watching the segment you will tell students that they have to listen carefully and that they are allowed to write only one word per story introduced in the program (as a memory aid).
- As you watch with them, make notes to yourself on some details you may want to use later.
- Once the segment is over, go to the board. Ask the class how many segments were presented. Ask them to give you one word per segment. It is important that they do not say too much about each story at this point. Write the words on the board.
- Call on a student, and with the back to the board, ask her/him to (pick) point at one word. The student cannot see what she/he is picking. Explain that we do this to avoid cheating and choosing the one we remember the most.

- Say the name of the story aloud and ask the student to say as much as she/he can remember about the segment. If the student does not remember much, let the rest of the class help. It is fine to help each other as they learn how to do this exercise.
- Discuss that there is no such thing as a "bad memory." Tell them that memory is a muscle that needs exercise like any other. Explain to them how professional interpreters never stop exercising their memory.
- Discuss with them how they can do this exercise at home everyday as they watch the news and work on their memory and their anticipation.
- Share with them the benefits of this activity: (a) being up-to-date with what is happening, (b) practicing listening comprehension, (c) exercising their memory, (d) becoming a speaker.
- After using the video for the memory exercise, go back to what they anticipated. Ask them to reflect on the similarities and differences between their anticipation and the actual segment.

Unit VI—Information Processing: Parroting

Goals

In this unit, students will:

- Work with a variety of speakers' accents and speed on different topics assigned (such as the bank, earthquake advice).
- Learn the technique of split attention.
- Learn how to listen and speak simultaneously repeating the exact words of the source (paying attention to tone, stance, and humor).
- Learn to adjust to different types of speakers (fast, slow, hesitant, organized, and unorganized).
- Learn skills that will help them to become good effective speakers.

Possible Activities

1. Let's Become Parrots

- For this activity you can play either a video or an audiotape on any topic (general, scientific, technical, economic, etc.). You can recycle materials from previous units, except for the news segments (since speakers are generally too fast). It will be better to select a topic with which the students are familiar (e.g., a video on how to use a coffee maker or any other kitchen appliance, or a lawn mower), so that the focus is only on the new activity. Before you have students do the activity, you may want to model an example for them.
- Put students in pairs and assign roles. One student should be a listener and the other one the "parrot/interpreter" (who will repeat the exact words

maintaining the tone and speed of the source). Explain to students the importance of giving feedback (on both content and form). You may even suggest listeners to take notes on what they listen.

- The student playing the role of the parrot will parrot for the listener for 2 minutes. Then you will ask the listener to give feedback to the parrot (2 minutes max.). The feedback will be about additions or omissions to the original speech, imitating the same tone and speed of the speaker, leaving unfinished sentences).

- As listeners are giving feedback to parrots, you can walk around and take notes on what they say. Think of challenges that you will later discuss with the class.

- After the 2 minutes of pair feedback are over, ask parrots and listeners to report on the experience (what was hard, easy, etc.) in a large group and facilitate a discussion on the challenges of this activity. You can also rely on the notes you took.

- Then ask students to go back to the same pairs and reverse roles for the following 2 minutes of the tape/video/speech. The same steps should be repeated.

- Conclude the activity with a discussion on the importance of split attention in preparation for interpretation. You may want to emphasize the fact that interpreters are not parrots. This activity is only done to prepare us to handle more than one task simultaneously.

2. How Much More Can You Handle?

- For this activity you can play either a video or an audiotape on any topic (general, scientific, technical, economic, etc.). You can recycle materials from previous units, except for the news segments (since speakers are generally too fast). It will be better to select a topic with which the students are familiar (e.g., a video on how to use a coffee maker or any other kitchen appliance, or a lawn mower), so that the focus is only on the new activity. Before you have students do the activity, you may want to model an example for them using the board.

- Ask students to spread out through the room. Remind them that this activity requires concentration and careful listening. They do not want to be distracted by their neighbor's voice (that is why they need space in between). Ask students to have paper and pencil with them.

- Play the audio/video tape for 5 minutes. Ask students to parrot what they are hearing and to simultaneously write numbers in ascending order. It is important to emphasize that it is okay to miss numbers or to miss parts of the tape, since handling more than one thing at the same time and being precise requires practice.

- After playing the segment, facilitate a discussion on the challenges of this activity. Ask questions such as: Did you pay more attention to the numbers or to the speech? Did you listen to yourself as you were parroting? Do you see patterns in your numbers?

- Play another segment and ask students to repeat this activity, but now they will write numbers in descending order.
- You can repeat this activity more times. You can ask students to draw something as they listen. You may also decide to alternate between tapes and live speakers, asking volunteers to deliver an extemporaneous speech for the rest of the class to parrot.

3. Am I Listening to Myself?

- For this activity, ask each student to bring a tape recorder with a blank tape and a pair of headsets. If this were not possible, you can have students rotate according to the number of tape recorders that could be available for you in your room.
- Play either a video or an audiotape on any topic (general, scientific, technical, economic, etc.). You can recycle materials from previous units, except for the news segments (since speakers are generally too fast). It will be better to select a topic with which the students are familiar (e.g., a video on how to use a coffee maker or any other kitchen appliance, or a lawn mower), so that the focus is only on the new activity. The segment should be 5 minutes maximum.
- Ask students to spread out through the room. Remind them that this activity requires concentration and careful listening. They do not want to be distracted by their neighbor's voice or record their neighbor's voice instead of theirs.
- Ask students to listen carefully and parrot into the microphone of the tape recorder. Remind them that it is essential to mimic the tone and speed as they repeat the exact words. Alert them to the importance of finishing each sentence that they start to produce.
- After they have parroted for 5 minutes, have students rewind the tapes and listen to themselves. Ask them to play them at low volume if there are no headsets.
- Once they have heard themselves, facilitate a discussion on what they have learned from listening to themselves. Ask questions such as: How well did you keep up? Were your tone, speed, and rhythm mimicking the speaker? Did you notice unfinished sentences? Remember to be positive and focus on the accomplishments. Remind students that the more they practice the more they will improve.
- You can repeat this activity several times. Conclude with a discussion on how to increase the ability of split attention. You may want to assign similar activities for homework.

Unit VII—Information Processing: Shadowing

Goals

In this unit, students will:

- Continue to work with a variety of speakers' accents and speed on different topics assigned (such as the bank, earthquake advice).
- Continue to work on split attention by adding "shadowing" (paraphrasing).
- Reflect on the importance of using paraphrasing, synonyms or antonyms to express the same meaning.
- Listen and speak simultaneously while paraphrasing the source (paying attention to tone, stance, and humor). Simultaneously students will listen to the speaker and monitor their own paraphrasing (shadowing) of the speech.
- Adjust to different types of speakers (fast, slow, hesitant, organized, and unorganized).
- Learn skills that will help them become a good and effective speaker.

Possible Activities

1. Let's Become Shadows

- Before you set this activity, take a few minutes to reflect with students about their previous role as parrots. Emphasize the fact that it is rather dull to be a parrot, to merely repeat what somebody else has said. Discuss how there is a lot of creativity on the part of interpreters, how they are so different from parrots. They are different not only because they do not work at the word level, but because they co-create the message with the speaker, as they convey it into a different language. Thus, explain how "being a shadow" is closer to being an interpreter than "being a parrot." You may also want to discuss the benefits of approaching interpretation step by step, and shadowing (or paraphrasing) being the closest to real interpretation. The only difference is that we stay in the same language. Discuss how shadowing could even be more difficult than actual interpretation. Explain to them the benefits of knowing how to paraphrase.
- For this activity play either a video or an audiotape on any topic (general, scientific, technical, economic, etc.). You can recycle materials from previous units, except for the news segments (since speakers are generally too fast). For the first time they do this activity, it will be essential to select a topic with which the students are familiar, a tape they have already seen, so that the focus is only on the new activity. Then for further practice, use new materials. Increase the level of material difficulty only after you see students perform comfortably at the basics. Before you have students do the activity, you may want to model an example for them.

- Put students in pairs and assign roles. One student should be a listener and the other one the "shadow/interpreter" (who will paraphrase the meaning). Remind students of the importance of giving feedback (on both content and form). Suggest that listeners take notes on what they listen.
- The student playing the role of the shadow will paraphrase for the listener for 2 minutes. Then you will ask the listener to give feedback to the shadow (2 minutes max.). The feedback will be about additions or omissions to the original speech, spending too much time looking for a synonym, staying too close to the original, leaving unfinished sentences.
- As listeners are giving feedback to shadows, walk around and take notes on what they say. Think of challenges that you will later discuss with the class.
- After the 2 minutes of pair feedback are over, ask shadows and listeners to report on the experience (what was hard, easy, etc.) in a large group and facilitate a discussion on the challenges of this activity. You can also rely on the notes you took. Remember this activity can be very hard for beginners and even experienced practitioners, so focus your comments on how much they have accomplished and how good this activity is for them.
- Then, ask students to go back to the same pairs and reverse roles for the following 2 minutes of the tape/video/speech. The same steps should be repeated.
- Conclude the activity with a discussion on the importance of paraphrasing as an invaluable tool for interpretation.

2. Let's Shadow Real Speakers

- In this activity, all students will have the opportunity to become public speakers. Before starting the interactive part, allow students 15 minutes to prepare a 5-minute speech. Tell them that they can give a speech on their favorite topic. They can decide to tell a story, describe their favorite vacation, explain how to play a game, discuss a current issue in their school/community. Tell them that they do not need to write down the entire speech, since there will not be enough time, and they will not read from it anyway. They may want to write down a few notes to aid their memory. Each student should have his/her idea/notes for the speech ready before joining a group. You may want to require this step as part of students' homework.
- For this activity, divide students into groups of 3 and assign roles: one will be a speaker, one will be the shadow and one will be the listener. Students will rotate roles. By the end of the activity, each student should have played the three roles.
- Remind students of the importance of giving feedback (on both content and form). You may even suggest listeners to take notes on what they hear.
- The student playing the role of the shadow will paraphrase for the listener while the speaker delivers the speech. Then you will ask the listener to

give feedback to the shadow and to the speaker (2 minutes max.). The feedback for the shadow will be about additions or omissions to the original speech, spending too much time looking for a synonym, staying too close to the original, leaving unfinished sentences. The feedback for the speaker will be about eye contact, rhythm, intonation, etc.

- As listeners are giving feedback to shadows and speakers, walk around and take notes on what they say. Think of challenges that you will later discuss with the class.
- After the feedback, ask speakers, shadows, and listeners to report on the experience (what was hard, easy, etc.) in a large group and facilitate a discussion on the challenges of this activity. You can also rely on the notes you took. Remember this activity can be very hard for beginners and even experienced practitioners, so focus your comments on how much they have accomplished and how good this activity is for them.
- Then, ask students to go back to the same groups and alternate roles for the following student's speech. The same steps should be repeated until students played all three roles.
- Conclude the activity with another discussion on the importance of paraphrasing as an invaluable tool for interpretation.

Unit VIII—Information Processing: An Interpretation Assignment (preparation and practice: putting it all together to work)

Goals

In this unit, students will:

- Integrate all of the concepts and strategies developed in the previous units.
- Raise their awareness on the importance of the preparation time and how to make the most of it.
- Prepare for different interpretation assignments.
- Discriminate between a very helpful and a somewhat helpful strategy.
- Become critical of their own work and the work of others.
- Become aware of their gifts and talents as bilingual speakers.

Note: Please keep in mind that times per unit are flexible, since school schedules vary (e.g., traditional or block), as do the background and experiences of different student populations who may enroll in such a course. This unit may require more time than previous units, and should be implemented over a 2-3 week-period, depending on the length of class periods and number of class meetings per week.

Possible Activities

Note: This unit serves as a review of the whole course. It will also help to reassure students that all the different skills they have acquired have improved their

interpretation skills. In this unit, students will benefit more if you present the activities in the following order.

1. Preparation for the Assignment

- For this activity you will need reference materials, dictionaries, and students' glossaries.
- You will also need cards with a topic written on them (e.g., AIDS prevention, preparation for an earthquake or any other natural disaster) and one reference material (a brochure, a newsletter, an article) that matches each topic card. You will use the cards in Activity 2.
- Divide the class into groups of 4. Hand each group two texts (articles, brochures, newsletters, etc.) on two different topics. One topic will be related relate to some material that was covered during the course (even if peripherally). The other will be completely new to the students.
- Ask each group to read the materials, and prepare for an interpretation assignment related to the topic. Remind students of all the skills they have learned during the course. Emphasize the importance of words in context, paraphrasing, thinking of synonyms, antonyms, etc. Also, stress the fact that what they are reading is reference material only (not the written version of the speech they will have to interpret). Allow 20 minutes so that they can consult dictionaries, glossaries, etc.
- Encourage students to highlight the problems they find within the text, offer solutions and write down questions that they could ask the speaker delivering the text if that were possible. Discuss possible questions. Encourage them to prioritize problems and questions.
- As students are preparing you can walk around and take notes. You will have to keep track of who is working on what.
- Once time is over, come back to a large group and facilitate a discussion on strategies they have used to prepare. Do not turn this discussion into one about translation (or meaning) of specific terms. Rather, discuss strategies used and what are the best ways to prepare for an assignment.
- Ask students to volunteer answers, keep track of them on a transparency. You will be generating the master list of strategies that will help them prepare for a job.

2. A Good Interpreter Must Develop Public Speaking Skills

- For this activity put students in pairs. Assign each pair two topic cards (with prompts). Here is one example: Topic: Hispanic students' needs. Prompt: "You are the President of the Student Center. You come to visit a Hispanic Community Center in your area to exchange ideas on students' needs. Give a 3 minute speech about the types of extra-curricular activities your Center has developed. You are a very persuasive speaker and you speak moderately fast but clearly."

- Use your notes to remember who was working on each topic for Activity 1, since students should not be handed the same topic for this activity. One topic will be related to some material that was covered during the course (even if peripherally). The other will be completely new to the students.
- Ask students to prepare and rehearse a speech on one of the topics. They will collaborate in the preparation but then they will decide who will deliver which speech, in order to rehearse accordingly.
- Remind students to stick to the prompt as much as they can while they prepare and rehearse their speeches. Remind them to keep the cards always with them.
- Ask students to act as each other's listener/audience and provide feedback to improve the delivery. Have them focus on eye contact, rhythm, intonation, etc.

3. Putting It All Together to Work

- For this activity you will need to use two languages. You may want to divide students into groups according to their heritage language, or you may decide to have the activity done by just one student at a time. You will need the prompt cards from Activity 2.
- Call volunteers to play as speakers, interpreters, and listeners. Each student should be prepared to deliver a speech (have them hold on to their topic card). Each student interpreter should have some background on the topic (as a result of Activity 1).
- If you decide to do this activity in a large group, the rest of the class will act as an audience and will then offer feedback to both the interpreter and the speaker. Remember to always stress the strengths over the weaknesses. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies.
- If you decide to do this activity in small groups, assign roles and have them alternate until all students get to play all three roles (speaker, interpreter, and listener). Appoint timekeepers, too. It should not take more than 30 minutes for each group to complete the round.
- After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the course on a transparency.
- Wrap-up the course by going over the strategies that have been discussed through the course. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice.

The Second Course: Improving Language Skills for Translation and Interpretation

The second course in a T/I curriculum aims at enhancing language skills in both languages so that students are better prepared for tasks in translation and interpretation. In the Basic Course, students will have noticed that the level of language they use in everyday communication among friends and family may not be enough to accomplish a specific translation or interpretation task. They will have also discovered how language production under pressure differs from language production used to accomplish more simple communicative goals. The goal of this course is, thus, to raise students' awareness of the difference between language for communication and language for work and to provide them with tools to enhance their language skills to work with them.

Your goals in teaching this course, then, are:

- To raise students' awareness of language variation.
- To expose students to different levels of language (formal or informal, according to context).
- To expose students to different text types.
- To help students develop research strategies for different text types.
- To help students learn from their own interpretation experience.
- To help students develop life-long learning skills.
- To help students become effective public speakers.
- To encourage students' appreciation of their mother tongue and their heritage culture.

The following chart depicts the Language Course at a glance. A detailed description of activities has not been provided for this course. Within the chart you will find brief suggestions for the various in-class activities. Please keep in mind that times per unit are flexible, since school schedules vary (e.g., traditional or block), as do the background and experiences of different student populations who may enroll in such a course. Each unit can then be implemented over a 1-2 week-period, depending on the length of class periods and number of class meetings per week.

The Language Skills Course at a Glance

UNIT	GOALS	ACTIVITIES	RESOURCES
1 Language Variation	• Raise awareness of language variation. • Value different varieties of language. • Identify speakers from different regions of the U.S./heritage countries. • Appreciate mother tongue and heritage culture.	• Noticing how language varies • Identifying origin of different speakers • Paraphrasing for audiences of different origins	• Video: American Tongues or guest speakers of heritage language from the school/community. • Exercise on identification of speakers' language variety (matching lists). • Cooking recipes from different countries/regions. • Exercise on regional adaptation of a cooking recipe.
2 Degrees of formality	• Identify formal and informal varieties of English and of heritage language. • Understand the importance of context and its impact on the use of formal or informal language.	• Distinguishing between formal and informal language • Identifying formal and informal language in the media	• Prompt cards with formal and informal expressions in both languages, signs to identify pile (Formal/Informal). • Exercises on matching formal and informal language. • Videos from TV formal (e.g., news, C-span) and informal (soap operas/family shows) programs
3 Reading for language variety and research	• Value reading about topics in different language varieties. • Identify tools for research. • Develop research strategies for different text types.	• Surfing the web for similar texts from different countries/regions • Identifying the origin of a text • Filing words and information according to country/region	• Websites for newspapers/ magazines from different countries/regions • Information on different topics (brochures, newsletters, etc.) • Sample texts on transparencies and markers • Computers with Internet access

UNIT	GOALS	ACTIVITIES	RESOURCES
4 Writing for a variety of readers	• Raise awareness of language variation. • Value different varieties of language. • Develop research strategies for different text types. • Understand the importance of context and its impact on level of language used (e.g., formal or informal). • Develop editing and proofreading skills.	• Adjusting a public invitation to address different audiences • Writing and editing a school newsletter • Writing and editing a school journal	• Materials from Unit 3 will be used as sources for ideas for topics. • Cards with background information of various target readers (a 9th grader, a senior citizen, a scientist, a lawyer, a gardener, etc. from different countries/regions). • Texts on transparencies to illustrate different degrees of formality in writing letters, articles, etc. Should reflect language regional variety. • Samples of newsletters and journals (scientific, educational, economic, etc.)
5 Listening for different types of information from a variety of speakers	• Identify different oral text types. • Identify main and subordinate ideas. • Listen for details. • Raise awareness of language variation. • Value different varieties of language. • Identify speakers from different regions of the U.S./heritage countries.	• Listening and comprehension exercises with videos	• Video from current news broadcast • Instructional video on how to use/assemble a kitchen appliance • Video on political speech • Advertising video • Comprehension exercises

UNIT	GOALS	ACTIVITIES	RESOURCES
6 Speaking to a variety of audiences	• Identify characteristics of good and bad speakers. • Develop research strategies for different text types. • Organize ideas coherently. • Awareness of public speaking skills. • Become better speakers.	• Understanding strategies used by other speakers • Identifying and improving upon weaknesses of other speakers • Speaking according to prompted topics	• Segments of video or audiotapes • Video/audio tapes, Internet recordings with selected "bad" speakers • Transparency and markers • Prompt cards with information on topic, audience, and time • Transparency with list of public speaking skills
7 Putting it all together to work	• Develop research strategies for different text types. • Organize ideas coherently. • Write speeches/ presentations for a diverse audience. • Edit and proofread. • Become better speakers. • Raise awareness of language variation. • Value different varieties of language.	• Researching, planning, drafting, and presenting a speech on an assigned topic	• Internet sites on the topic of choice (e.g., Racism, Maquiladoras, Rain forest, Aids) • Reference materials on the topic of choice • Video or audio tapes on the topic of choice • Cards with prompts for different audiences • Activity description sheet and timeline

Possible Activities

Unit 1—Language Variation

- <u>Noticing how language varies:</u> Students will listen to a video/lecture and answer questions.
- <u>Identifying origin of various speakers:</u> Students will match speaker and country/region of origin.
- <u>Paraphrasing for audiences of different origins:</u> Students will paraphrase a cooking recipe using names for food that vary according to countries/regions.

Unit 2—Degrees of Formality

- <u>Distinguishing between formal and informal language:</u> Students will read prompt cards and place them two piles, separating formal from informal.
- <u>Identifying formal and informal language in the media:</u> Students will watch the videos and match the programs' names with formal/informal language.

Unit 3—Reading for Language Variety and Research

- <u>Surfing the web for similar texts from different countries/regions:</u> Students will surf websites with articles from different countries/regions where the same language is spoken and find two texts of the type you request.
- <u>Identifying the origin of a text:</u> Students will get a written text and highlight terms that identify different language varieties. You may want to model this activity with an example on a transparency.
- <u>Filing by country/region:</u> Students will generate glossaries of terms on different topics and they will classify them per countries/regions where the term is used.

Unit 4—Writing for a Variety of Readers

- <u>Adjusting a public invitation to address different audiences:</u> Role-play: Your school is holding a town hall meeting to discuss the impact of some construction development on the neighborhood. Imagine every member of the community has say in the matter. Your job is to prepare an invitation letter that would be persuasive enough to encourage all members to present their case. In the letter you should state the problem and explain the purpose of the meeting. The trick is to write different letters and adjust them to the various readers.
- <u>Writing and editing a school newsletter:</u> Students will write short articles and compile a newsletter for the school. You may want to choose a specific topic/theme that matches students' lives and current interests. Students will work in pairs on writing multiple drafts, editing and proofreading each other's work.
- <u>Writing and editing a school journal:</u> Students will collaborate on short chapters/papers and compile a journal for the school district. *Voices from the classroom* could be a title/theme where students would contribute reports on their experiences as students of a heritage language/culture course. Students will work in groups on writing multiple drafts, editing and proofreading each other's work).

Unit 5—Listening for Different Types of Information From a Variety of Speakers

- Listening and comprehension exercises with videos: Select a video. Play a 10-minute segment for students. Have them complete a matching comprehension exercise. (True/false, matching, open and close questions, etc.). These exercises do not need to be exclusively paper and pencil format. In some cases students will show their understanding by completing a task, etc. Repeat this activity with the other videos. Gradually increase the length of segments. By the end of the unit, students should be listening to 30-minute segments and completing tasks.

Unit 6—Speaking to a Variety of Audiences

- Understanding strategies used by other speakers: Students will listen to the video/audio segments on any topic by diverse speakers that illustrate good or bad public speaking skills. For example: a well-organized speaker, a fast/slow speaker, a speaker with a heavy accent, an enthusiastic speaker, a monotonous speaker, an incoherent speaker. Then you may facilitate a discussion on what were some of the more or less successful strategies used by the speakers, what they were trying to accomplish, whom they were trying to reach, why they organized their speech in the way they did.
- Identifying and improving upon weaknesses of other speakers: Students will listen to the recordings. Then you may facilitate a discussion on the problems. The idea is not just to focus on the negative aspects and criticize the speakers, but rather to learn from this experience and see what they can improve.
- Speaking according to prompted topics: Students will pick a prompt card. Prompt cards will have information on topic, audience, and time (e.g., in 3 minutes, tell the class about your favorite vacation, or in 3 minutes explain to a group of Internet users the benefits of using Bookmarks). Students will then prepare a speech and deliver it in front of the class. If time is limited, you can divide the class into groups and ask students to take turns. Listeners will then give feedback to speakers.

Unit 7—Putting It All Together to Work

- Researching, planning, drafting, and presenting a speech on an assigned topic: Choose a topic of major interest to/concern of students. You will then choose all the materials accordingly. The activity calls for individual and group work. (As you will see, steps 1-2 call for individual research work, 3-4 for collaborative writing and discussion, 5 for pair practice of speakers/listeners and 6 for individual presentations). Present the activity to the students:

As an expert on _____, you are asked to deliver a series of speeches/lectures on the topic to a very diverse audience. They are all speakers of your heritage language/English but they use different varieties. You also want to pay attention to levels of formality since some events will be attended by Congress members and district representatives, others by parent groups, others by youth organizations, others by high school juniors and seniors, others by senior citizens. From the bag with the prompt cards, each group should pick 3. Once you have the topics and audiences, your job is to:

1. Search for information to update what you know about the subject.
2. Draft a plan for the speech/lecture/presentation. You will have 15 minutes for each presentation.
3. Discuss your plan with your advisor and editor.
4. Write the whole document up, have it edited and proofread by your team.
5. Find a quiet spot and rehearse in front of a colleague. Give each other feedback on public speaking skills.
6. Volunteer to present in front of the class. Be ready for a question and answer period.

The Third and Fourth Courses: Practica in Community Translating and Interpreting

The purpose of practica in Translation and Interpretation is to bring together all the linguistic and information-processing skills that the students will have acquired in the previous two courses. In the basic course, students will have gained exposure to the basic principles of translation and interpretation (such as information-processing skills, extracting meaning from context, split attention and monitoring of one's own work). In the second course, they will have enhanced their languages to work with them both in the written and oral mode, paying special attention to the various degrees of formality and language variation. In these courses, they will carry out real translation and interpretation tasks between English and their home language.

As stated earlier, the main difference between translation and interpretation is the mode of language used. Translation is the transfer of a written text from one language to the other, while interpretation is the transfer of an oral text from one language to the other. However, aside from this important and obvious difference, there is yet another one that is not as obvious but definitely as important: the timing of the preparation time. Both translation and interpretation require that practitioners spend a great deal of time researching the topic at work, reading background information, creating glossaries, etc. Learning how to strategically make better use of the preparation time is almost certainly a guarantee for a successful job. However, the preparation time differs for both. A translator can prepare in advance for a job, and extend that preparation time as she starts working on drafts of the translation. In other words, the preparation time can overlap with the actual translation time. In the case of interpretation, the interpreter prepares for the assignment ahead of time, but, when she starts to interpret, preparation time is over. This means that the overlap between preparation time and real work is not possible for

interpreters. This is the reason why, in interpretation, there is no substitute for a good preparation. While a translator can afford to keep looking for solutions to a problem of background knowledge, vocabulary or comprehension of the topic while at work, an interpreter simply cannot. Thus, the acquisition of strategies to maximize the benefits of preparation time should be permanently emphasized throughout both courses.

In a Translation practicum, students focus on translation, rather than interpretation. In such a practicum, students can gain practice both as translators and editors of each other's work as they change roles periodically. They will do translations, edit other translators' work, go through several drafts together, design editing techniques and codes, give and receive feedback, help each other to research specific content and terminology so as to acquire practice in translation and editing. They will translate into and out of English and their home language both in written and sight forms. They will try short and long pieces of discourse, non-technical and technical pieces that represent a variety of text-types (e.g., instructions, description, narratives). The content of the texts used in translation will vary from week to week or from unit to unit, building on the topics that students explored during their course on language enhancement or on other content-based courses. This recycling of materials is extremely helpful when teachers prepare for the new courses and give students a solid foundation in necessary vocabulary and skills, as they put into practice the content and skills learned in the first two courses of this curriculum.

Whenever possible, the materials used should reflect the translation needs of their school and immediate community. For example, students can initially work with materials distributed by their schools to students, parents, and the community. They can also work with documents concerning public information on services (such as PG&E, telephone companies, health clinics), brochures on how to get ready for disasters (earthquakes, tornadoes), school information about meetings, and other essential information for parents.

In an Interpreting practicum, students will gain practice both as speakers and interpreters as they change roles periodically. They will deliver speeches, role-play in dialogues, and interpret to acquire practice in simultaneous and consecutive interpretation. They will interpret during both monologues and dialogues. They will try short and long pieces of discourse, and work with slow and fast speakers as well as different text length. The length and speed of the task will increase according to their performance. The content of the texts will vary from week to week, building on the topics that students explored during their course on language enhancement. This recycling of materials will be extremely helpful when teachers prepare for new courses.

If a service-learning component is added to these courses, students will benefit greatly and enhance their skills in several ways. By having to act as translators or interpreters in community agencies, for example, students will continue to develop a sense of responsibility as communication brokers that will go beyond the limits of the classroom. Then, they will come back to the classroom and they will use the classroom as a forum for reflection and discussion about their work done in the field. They will also

begin to explore working environments where their linguistic gifts and talents are valued and used on an everyday basis. The reality of a working environment will make it possible for them to explore career options in which they could continue to use their bilingual abilities.

The addition of a service-learning component will also impact the course in several ways. The needs of the agencies that agree to take interns, the type of texts they need translated or the nature of the interpretations they provide, the time of the year when they are scheduled to have interns, the student's familiarity with the work of the agencies, among other factors, will bear directly on the topics, activities, and length of the units of these two courses. In other words, if you have many requests for interns in a legal clinic, you may decide to substitute the medical unit for a legal unit. Or you may even go as far scheduling two units on legal situations and, for example, deleting the museum unit if there is no possibility of collaborating with local museums, and having six units instead of seven.

Thus, it is important to realize the flexibility that these courses offer. It is not necessary to cover all topics presented or to follow the format suggested for the activities. You may decide to add or delete goals. This monograph is offered as a basic guideline for you to consider. Therefore, the needs, background, and experience of the students taking these courses and the decision of adding or not adding the service-learning component will guide your decisions as to what topics to select.

Before focusing on each practicum, another important note is in place: the goals and activities for each unit for the translating practicum are identical. In this sense, students have the opportunity to practice real translation of a range of topics (different in each unit), but reinforcing the same skills. For example the content (bank account forms or Immigration and Naturalization Services [INS] documents) will vary but the activity (written or sight translation, editing, etc.) will not. The same holds true for the Interpreting practicum where even the same topics of the Translating practicum are addressed. This allows students (and teachers) to recycle preparation time, reference materials, glossaries, etc., and focus more on the actual different skills necessary to perform translation and interpretation.

The Translation Practicum

Your goals in teaching this course are:

- To integrate all of the concepts and strategies developed in the previous units.
- To provide students with career opportunities that will build on students' existing linguistic and analytical abilities.
- To help students gain a deeper understanding of the translation process.
- To raise their awareness on the importance of the preparation time.

- To continue to expose students to different levels of language (formal or informal, according to context).
- To continue to expose students to different text types.
- To help students develop research strategies for different text types.
- To help students learn from their own translation experience.
- To help students distinguish between useful and less useful strategies.
- To encourage students to value reading about topics.
- To help students build a glossary.
- To help students edit and provide feedback.
- To help students derive meaning from context.
- To encourage students' appreciation of their mother tongue and their heritage culture.
- To value their gifts and talents as bilingual speakers.
- To raise students' awareness of language variation.
- To help students develop life-long learning skills.

The following chart depicts the Translating Practicum Course at a glance. In the chart you will find a brief description of each of the units and some suggestions for in-class activities and homework.

- **Note 1:** The suggested times per unit are flexible, since school schedules vary (e.g., traditional or block), as do the background and experiences of different student populations who may enroll in such a course. Each unit can then be implemented over a 1-2 week-period, depending on the length of class periods and number of class meetings per week.

- **Note 2:** The goals and activities for this course are almost identical for all units, except for some minor details. The change from unit to unit solely lies on the different topics that students will have to research and translate. In that sense they can focus more on the translation process as they enhance their vocabulary and research terminology in the various areas. It is important that students develop a sense of investing in preparation time. Remind them to use all the materials they developed during the Language Enhancement Course (glossaries, etc.).

- **Note 3:** If a service-learning component is added to the course, it will impact the length, content, and sequence of the units. The needs of your immediate community and your students should prevail in deciding which units you keep and which ones you change.

The Translation Practicum at a Glance

UNIT	GOALS	ACTIVITIES	RESOURCES
1 At Home	• Identify formal and informal varieties of English and of heritage language. • Understand the importance of context and its impact on level of language used (e.g., formal or informal). • Value reading about topics in different language varieties. • Identify tools for research. • Develop editing and proofreading skills.	• Translating documents from the mail	• Reference materials: dictionaries, glossaries, etc. • Letters from utility companies, newspaper articles, newsletters, brochures • Appliances User's Manual, bills
2 In the Neighbor-hood	• Raise awareness of language variation. • Value different varieties of language. • Develop research strategies for different text types. • Develop life-long learning skills. • Understand the importance of context and its impact on level of language used (e.g., formal or informal). • Develop strategies to work under pressure. • Understand the difference between written and sight translation. • Solve problems on the spot. • Derive meaning from context.	• Sight translating legal documents for a neighbor	• Reference materials • Letters from utility companies, lease agreements • Brochures from community centers, adult school bulletin

UNIT	GOALS	ACTIVITIES	RESOURCES
3 At School	• Identify formal and informal varieties of English and of heritage language. • Value reading about topics in different language varieties. • Identify tools for research. • Develop editing and proofreading skills. • Develop research strategies for different text types. • Develop life-long learning skills. • Understand the importance of context and its impact on level of language used (e.g., formal or informal). • Learn how to be part of a team and work under pressure. • Learn how to negotiate style and terminology with all parties involved in a same project.	• Group translating of parent newsletter	• Reference materials • Report Cards • Notice to Parents • Suspension Notes • School newsletter/bulletin • Cards with roles and prompts
4 At the Bank	• Same as unit 3 • Acquire economic/financial terminology. • Gain some exposure to economic/financial discourse.	• Group translating of a bank brochure	• Reference materials • Account information • Application forms • Brochures • Cards with roles and prompts

UNIT	GOALS	ACTIVITIES	RESOURCES
5 At the Clinic	• Identify formal and informal varieties of English and of heritage language. • Value reading about topics in different language varieties. • Identify tools for research. • Develop editing and proofreading skills. • Acquire medical terminology. • Gain some exposure to medical discourse. • Develop research strategies for different text types. • Develop life-long learning skills. • Understand the importance of context and its impact on level of language used (e.g., formal or informal). • Be part of a team and work under pressure. • Negotiate style and terminology with all parties involved in a same project.	• Group translating of medical brochure	• Reference materials • Hospital/Clinic forms • Discharge instructions • Medicine labels • Lab test procedures • Prescriptions
6 At the Store	• Same as Unit 5	• Translating a technical document in pairs	• Reference materials • Credit application forms • User's Manuals, brochures on how to use appliances/tools
7 At the Museum	• Same as Unit 5	• Translating museum literature in pairs	• Reference materials • Brochures and informative material • Description of exhibits

UNIT	GOALS	ACTIVITIES	RESOURCES
8 At the INS	• Same as Unit 5	• Sight translating of INS form	• Reference materials • Forms • Letter • Brochures on application procedures • Notices

Possible Activities

Unit 1—At Home

- <u>Translating documents from the mail:</u> Put students in groups of 3. Present this activity to the students: "You are home, your parents received mail and they need your help in understanding these important pieces." Translate 2 documents (a letter from PG&E and a Credit card notice, 200 words each) individually. Identify tools to look up what you do not know (dictionaries, glossaries, etc.). Then rotate documents within your group. Edit each other's work. Get your original back. Discuss feedback, ask and answer questions. Incorporate necessary changes. Exchange again for proofreading. Incorporate changes and get final version ready.

Unit 2—In the Neighborhood

- <u>Sight translating legal documents for a neighbor:</u> Put students in pairs. Present this activity to the students: "Your neighbor received a lease agreement for his house. He has two hours to get back to his landlord. He needs help in understanding the content and deciding which clauses to accept and reject." Ask students to: Read silently the whole page. Identify problems. Decide how to explain a highly technical document to your neighbor. Notice the switch between degrees of formality as well as the switch between two languages. Decide strategies to bridge them. Explain there is no time to go to the dictionary for every word. Encourage students to resort to paraphrasing and the problem solving strategies learned before. Then focus on the first paragraph. Read it aloud in the other language (sight translate it). Repeat the same process for the whole page, a paragraph at a time. The listener provides feedback. Then exchange roles. Now it is the listener's turn to sight translate.

Unit 3—At School

- <u>Group translating of parent newsletter:</u> Put students in groups of 3. Assign the role of principal to one. Distribute cards with information regarding the project (principal's goal for the newsletter, tone, audience he

wants to reach, and deadline to be met). Present this activity to the students: "You are at school, your principal needs help in getting some information to parents who speak your heritage language. Your principal tells you what he wants to accomplish. The newsletter is long so he needs two students working with each project to meet the deadline." Ask students to: Look at the whole text. Divide it in two parts. Design a work plan. The two translators and the principal translate two documents individually. Identify tools to look up what you do not know (dictionaries, glossaries, etc.). Then rotate documents within your group. Edit each other's work. Get your original back. Discuss feedback, ask and answer questions. Incorporate necessary changes. Exchange again for proofreading. Unify styles. Make sure the newsletter reads in the heritage language as if it had been written (translated) by only one person. Incorporate changes and get final version ready. You may repeat this activity with other materials and have students switch roles.

Unit 4—At the Bank

- <u>Group translating of bank brochure:</u> Put students in groups of 4. Assign the role of bank manager to one. Present this activity to the students: "You are at the bank helping your parent. You are asked if you would be interested in translating some information for speakers of your heritage language. The bank manager needs help in getting some information to members of the community who speak your heritage language. The manager tells you what she wants to accomplish. The brochure is long and technical, so she needs more translators working to meet the deadline." Distribute cards with information regarding project (bank manager's goal for the newsletter/brochures, tone, audience he wants to reach, and deadline to be met). Ask students to: Look at the whole text. Divide it into parts. Design a work plan. The three translators translate parts of the document individually while the student playing the role of manager identifies tools to look up terminology (dictionaries, glossaries, etc.). Then rotate documents within your group. Edit each other's work. Get your original back. Discuss feedback, ask and answer questions. Incorporate necessary changes. Exchange again for proofreading. Unify styles. Make sure the brochure reads in the heritage language as if it had been written (translated) by only one person. Incorporate changes and get final version ready. You may repeat this activity with other materials and have students switch roles.

Unit 5—At the Clinic

- <u>Group translating of medical brochure:</u> Put students in groups of 4. Present this activity to the students: "You are at the clinic helping your parent. You are asked if you would be interested in translating some information for speakers of your heritage language. The clinic

administration needs help in getting some information to members of the community who speak your heritage language. The manager tells you what she wants to accomplish. The brochure on preventive medicine is long and technical, so she needs more translators working to meet the deadline." Ask students to: Look at the whole text. Divide it into parts. Design a work plan. The three translators translate parts of the document individually while the student playing the role of manager identifies tools to look up terminology (dictionaries, glossaries, etc.). Then rotate documents within your group. Edit each other's work. Get your original back. Discuss feedback, ask and answer questions. Incorporate necessary changes. Exchange again for proofreading. Unify styles. Make sure the document reads in the heritage language as if it had been written (translated) by only one person. Incorporate changes and get final version ready. You may repeat this activity with other materials and have students switch roles.

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Unit 6—At the Store

•   <u>Translating a technical document in pairs:</u> Put students in pairs. Present this activity to the students: "Mr. Gomez, the community center lawn specialist, bought a lawn mower. He is now interested in comparing some of its features to those of a cheaper brand. Your job is to translate for him some literature that may be very technical to you, but Mr. Gomez is very familiar with technical terms." Ask students to: Look at the whole text. Divide it into 2 parts. Design a work plan. The two translators translate parts of the document individually and look up terminology (dictionaries, glossaries, etc.). Then they exchange parts, edit each other's work. Get the original back. Discuss feedback, ask and answer questions. Alert students to stick to the same formality as the one of the original technical text. Incorporate necessary changes. Exchange again for proofreading. Incorporate changes and get final version ready. You may repeat this activity with other materials.

Unit 7—At the Museum

•   <u>Translating museum literature in pairs:</u> Put students in pairs. Present this activity to the students: "Mrs. Brown, the local Science Museum director, wants some literature translated into your heritage language. If your job is well done, she is even thinking of translating the exhibit panel information and giving credit to you for it. So your name will be on the museum panels!" Look at the whole text. Divide it into two parts. Design a work plan. The two translators translate parts of the document individually and look up terminology (dictionaries, glossaries, etc.). Then they exchange parts, edit each other's work. Get the original back. Discuss feedback, ask and answer questions. Alert students to stick to the same scientific jargon and degree of formality as the one of the original scientific text.

Incorporate necessary changes. Exchange again for proofreading.
Incorporate changes and get final version ready. You may repeat this
activity with other materials.

Unit 8—At the Immigration and Naturalization Services (INS)

- Sight translating of INS form: Put students in pairs. Present this activity
to the students: "You are at the INS with your father. A man standing
near you seems to be having difficulties in understanding how to fill out a
form. He notices you speak the same language as his. He asks you for
help, though he is not sure you can handle the specific terminology of the
form." Ask students to: Read the whole page silently. Identify problems.
Decide how to explain a highly technical document to the man. Notice the
switch between degrees of formality as well as the switch between two
languages. Decide strategies to bridge them. Explain there is no time to
go to the dictionary for every word. Encourage students to resort to
paraphrasing and the problem solving strategies learned before. Then
focus on the first paragraph. Read it aloud in the other language (sight
translate it). Repeat the same process for the whole page, a paragraph at a
time. The listener provides feedback. Then exchange roles. Now it is the
listener's turn to sight translate.

The Interpretation Practicum

Your goals in teaching this course are:

- To provide students with career opportunities that will build on students'
existing linguistic and analytical abilities.
- To integrate all of the concepts and strategies developed in the previous
units.
- To raise their awareness of the importance of the preparation time.
- To value their gifts and talents as bilingual speakers.
- To help students gain an understanding of the interpretation process.
- To familiarize students with the different types of interpretation settings
(court, community, conference, medical, over-the-telephone).
- To expose students to the different modes of interpretation (consecutive,
simultaneous, and sight translation).
- To help students learn from their own interpretation experience.
- To help students develop life-long learning skills.
- To encourage students' appreciation of their mother tongue and their
heritage culture.
- To help students become effective public speakers.
- To encourage students' appreciation of their mother tongue and their
heritage culture.

The following chart depicts the Interpretation Practicum Course at a glance. In the chart you will find a discussion of each of the units and some suggestions for in-class activities and homework.

- **Note 1:** Please keep in mind that suggested times per unit are flexible, since school schedules vary (e.g., traditional or block), as do the background and experiences of different student populations who may enroll in such a course. Each unit can then be implemented over a 1-2 week-period, depending on the length of class periods and number of class meetings per week.

- **Note 2:** The goals and activities for this course are almost identical for all units, except for some minor details. The change from unit to unit solely lies on the different topics that students will have to research and interpret. However, the topics replicate those of the translation practicum. In that sense students can focus more on the interpretation process as they recycle the vocabulary and terminology they have already researched in the various topics.

- **Note 3:** If a service-learning component is added to the course, it will impact the length, content, and sequence of the units. The needs of your immediate community and your students should prevail in deciding which units you keep and which ones you change.

The Interpretation Practicum at a Glance

UNIT	GOALS	ACTIVITIES	RESOURCES
1 At Home	• Integrate all of the concepts and strategies developed in the previous courses. • Raise their awareness on the importance of the preparation time and how to make the most of it. • Prepare for different interpretation assignments. • Discriminate between a very helpful and a somewhat helpful strategy. • Learn how to control the flow of communication. • Understand the importance of context and its impact on level of language used (e.g., formal or informal). • Value reading about topics in different language varieties. • Identify tools for research. • Develop research strategies for different text types. • Develop life-long learning skills. • Become critical of their own work and the work of others. • Become aware of their gifts and talents as bilingual speakers.	• Interpreting over the phone to dispute a bill	• Letters from utilities companies • Newspaper articles, newsletters, brochures • Appliances User's Manual • Bills • Guest speakers from the community (e.g., parents, friends, relatives) • Prompt cards

UNIT	GOALS	ACTIVITIES	RESOURCES
2 In the Neighbor-hood	• Same as Unit 1	• Interpreting at the police station	• Letters from utilities companies • Lease agreements • Brochures from community centers • Neighborhood rules for parking • Adult school bulletin • Guest speakers from the community • Prompt cards
3 At School	• Same as Unit 1	• Interpreting for a teacher at school	• Report cards • Notice to parents • Suspension notes • Guest speakers from the community • Prompt cards
4 At the Bank	• Same as Unit 1 • Recycle previous preparation materials.	• Interpreting to help a friend open a bank account	• Account information • Application forms • Brochures • Guest speakers from the community • Prompt cards
5 At the Clinic	• Same as in Unit 1 • Be aware of one's own limits. • Be responsible for what can and cannot be done. • Learn how to ask for help. • Learn how to control anxiety under stress.	• Interpreting during a medical emergency	• Hospital/Clinic forms • Discharge instructions • Medicine labels • Lab test procedures • Prescriptions • Guest speakers from the community • Prompt cards
6 At the Store	• Same as Unit 1	• Interpreting to help a friend return a purchase to the store	• Credit application forms • User's Manuals, brochures on how to use appliances/tools • Guest speakers from the community • Prompt cards

UNIT	GOALS	ACTIVITIES	RESOURCES
7 At the Museum	• Same as Unit 1	• Interpreting for a museum tour	• Brochures and informative material, description of exhibits • Guest speakers from the community • Prompt cards
8 At the INS	• Same as Unit 1 • Be aware of one's own limits. • Be responsible for what can and cannot be done.	• Interpreting for a friend at a Green Card interview	• Forms • Letters • Brochures on application procedures • Notices • Guest speakers from the community • Prompt cards

Possible Activities

Unit 1—At Home

- Interpreting over the phone to dispute a bill: Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will contain a description of the situation and the type of speaker to play. For example: "There has been a mistake on this client's bill. You are a monolingual English speaker. You work for the local telephone company. You speak very fast and are trying to be helpful." "Your phone bill has been overcharged. You are a monolingual home language speaker. You are upset about the mistake on your bill. You do not trust the company." Present this activity to the students: "Mr. Perez needs an interpreter. He is calling the phone company to dispute his bill." Give the interpreter 10 minutes to go over reference materials. During that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage into a conversation, each in their own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the Basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Unit 2—In the Neighborhood

- <u>Interpreting at the police station:</u> Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will contain a description of the situation and the type of speaker to play. For example: "There has been an issue with a neighbor's car. It was illegally parked and he is summoned to the police station. You are a monolingual English speaker. You work at the police station. You are not a very articulate speaker and you are not being very helpful." "Your car has been reported by a neighbor as illegally parked. You really did not know you were doing something wrong. You cannot afford a fine. You are very anxious and will try hard to explain what happened. You like to give detailed explanations and you always talk too much. You are a monolingual home language speaker. You try to show respect for the officer and you overdo it." Present this activity to the students: "Mr. Perez needs an interpreter. He is at the police station ready to explain what happened." Give the interpreter 10 minutes to go over reference materials. During that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage into a conversation, each in her/his own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Unit 3—At School

- <u>Interpreting for a teacher at school:</u> Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will contain a description of the situation and the type of speaker to play. For example: "You are a monolingual English teacher. Laura has been selected to participate in a National Competition of Poetry. You need to inform the parents, discuss details of travel arrangements, etc. You speak fast and give many details." "You are Laura's mother/father, you are very protective. Even if you are pleased about your daughter's accomplishments, you have many concerns/reservations about this trip. This is the first time she will leave home to be away with kids of her age. You are worried about having enough adult supervision. You speak slowly and clearly, but you do not wait for your turn." Present this activity to the students: "Ms. Brown needs an interpreter. She has a

conference with Laura's parents and Ms. Brown does not speak Laura's home language." Give the interpreter 10 minutes to go over reference materials. During that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage in a conversation, each in her/his own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Unit 4—At the Bank

- <u>Interpreting to help a friend open a bank account:</u> Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will contain a description of the situation and the type of speaker to play. For example: "You are a monolingual English account manager. You never pause when you speak, you have a lot of information to give and very little time." "You have just moved to the area and need to open a checking account. You also need a loan for a new car. You have many questions about banking systems in this country. You get impatient if the interpreter takes too much time before turning to you." Present this activity to the students: "Ms. Olleros needs an interpreter to help her open a bank account and get a loan." Give the interpreter 10 minutes to go over reference materials. During that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage into a conversation, each in her/his own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Unit 5—At the Clinic

- <u>Interpreting during a medical emergency:</u> Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will contain a description of the situation and the type of speaker to play. For example: "You are a monolingual pediatrician working at the Emergency Room (ER). You are very patient and kind with kids, but not necessarily with parents. Your time is limited. You sympathize with the father but you also have many patients to attend to. You start to get tired of his complaints." "You are a monolingual father. Your 3-year old has swallowed some detergent. You desperately drive him to the closest ER. They make you wait. The nurse is a little rude. You explain all of this to the doctor before you actually answer his questions about what happened. You talk a lot, you don't wait for your turn, and you manage to upset the doctor with your complaints." Present this activity to the students: "Mr. Loreto's son swallowed some toxic product. He is now at the ER explaining the situation to the pediatrician." Give the interpreter 10 minutes to go over reference materials. During that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage in a conversation, each in her/his own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Unit 6—At the Store

- <u>Interpreting to help a friend return a purchase to the store:</u> Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will contain a description of the situation and the type of speaker to play. For example: "You are a monolingual store manager. You are deeply sorry. You offer a compensation for damages and a replacement. You speak slowly and clearly." "You are very upset about what happened. You live very far from the store, you had to pay an electrician to come to your house on a Saturday evening and your favorite recipe was ruined. You speak fast and loud." Present this activity to the students: "Ms. Romero bought a very expensive appliance that caused a short-circuit at her home. She is now returning it and needs an interpreter to help her." Give the interpreter 10 minutes to go over reference materials. During

that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage into a conversation, each in her/his own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Unit 7—At the Museum

- <u>Interpreting for a museum tour:</u> Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will contain a description of the situation and the type of speaker to play. For example: "You are a snake specialist. You are very excited to receive these tourists. You have a lot of information to share. You speak clearly and slowly." "You are part of a group of scientists who are visiting the museum. You are especially interested in the rattlesnake and have many questions about the habitat and diet. You have many questions." Present this activity to the students: "This week the museum is expecting a group of tourists who do not speak English. The Museum director, who knows about your bilingual special gift, has asked you to help them as they tour the marine mammals exhibit." Give the interpreter 10 minutes to go over reference materials. During that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage into a conversation, each in her/his own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Unit 8— At the Immigration and Naturalization Services (INS)

- <u>Interpreting for a friend at a Green Card interview:</u> Put students in groups of 3. Assign roles to them and hand them the prompt cards. Cards will

contain a description of the situation and the type of speaker to play. For example: "You are a monolingual immigration officer. You are very busy. You speak clearly but do not volunteer much information." "You have been called to an interview as the final step to obtain your residence alien card. You are very happy but very nervous. You speak very fast and provide too many details." Present this activity to the students: "Mr. Montero is at his Green Card interview and needs your help as an interpreter." Give the interpreter 10 minutes to go over reference materials. During that time speakers can plan how they will behave, the tone they will use, what they want to say. Then have the speakers engage into a conversation, each in her/his own language and let the interpreter do her/his job. While each group is working, you can walk around and take notes. After the groups are done, proceed to facilitate a discussion where students can reflect on successful and less successful roles in this activity. Ask for suggestions on how to improve what was less successful. Empower students by having them reflect on strategies. You will probably want to have a list of the strategies that have been covered by the basic course on a transparency. Remind students that this is a never-ending process. We can always get better. We can always continue to learn. Offer encouragement for students to continue their practice. You may repeat this activity with other materials.

Glossary: Useful Terms Related to Interpretation

- *Chuchotage:* simultaneous interpretation done in the form of "whispering." Used in circumstances when technical equipment is not available or the audience is too small to justify it. For example, parent conference in a school setting.
- *Community Interpretation*: normally implies a combination of two working languages. In general, community interpreters work in Government agencies, schools, and community centers. In the U.S. there is only one university (Delaware) that offers a one semester course to train community interpreters. In Canada, a university degree is offered in community interpreting. Their mode of interpreting is generally consecutive and sight translation of documents. Simultaneous interpreting is sometimes done in the form of *chuchotage*.
- *Conference Interpretation*: implies a combination of at least three working languages. In general conference interpreters work for organizations (United Nations, Organization of American States, International Monitory Fund) or as free-lancers for business meetings. Their mode of interpreting is generally simultaneous (in booths or using other type of portable equipment) and consecutive depending on the situation. Sight translation is also used. There is formal training for conference interpreters in the U.S. (graduate and undergraduate levels).
- *Consecutive Interpretation*: the rendering of a speech into another language done consecutively, at different intervals, while the speaker pauses during the speech. The intervals can be arranged beforehand between speaker and interpreter and they can be based on time (every 2 or 3 minutes) or content (at the end of each idea). Sometimes the arrangement is not fixed and it goes according to the flow of the speech and the interaction with the audience. Consecutive interpretation generally requires some ability in note-taking.
- *Court Interpretation*: implies a combination of two working languages. In general court interpreters work in the courts but they can also work in law firms. Their mode of interpretation can be simultaneous (using portable equipment), consecutive (most common) and sight translation (documentary evidence, written rules, judgment). There is graduate and undergraduate training in court interpretation, as well as a variety of short courses in preparation for certification exams. Certification exists at the State and Federal level and for Administrative Proceedings. In some states only certified interpreters are allowed to work in court. In the state of California certification only exists for seven languages.
- *Interpretation:* the rendering of discourse spoken or signed in one language (source) into a spoken or signed form of another language (target).
- *Language A*: the language that the interpreter/translator declared as the strongest in her/his language combination. Generally work is done into

this language. An interpreter can have more than one A language. It is considered an "active" language. (AIIC Handbook)

- *Language B*: the language that the interpreter/translator declared as the second strongest in her/his language combination. Generally work is done out of this language but occasionally can be done into. An interpreter can have more than one B language. It is considered an "active" language. (AIIC Handbook)
- *Language C*: the language that the interpreter/translator declares as a "passive" language (AIIC Handbook). By declaring a language a "C," the interpreter accepts that he/she will never work in this language.
- *Medical Interpretation*: implies a combination of two working languages. In general medical interpreters work in hospital settings. Their mode of interpretation is generally consecutive and sight translation is sometimes used for instructions or forms. There is no formal graduate or undergraduate training for medical interpreters in the U.S. There are courses under university extension and continuing education programs. UCLA and Stanford Medical Hospital are two examples of training centers.
- *Note-taking*: a form of assisting the interpreter's memory and attention by noting down important ideas, links, and data such as dates and figures. It is neither short-hand, not regular writing. It is a way of summarizing information using symbols and words.
- *Parroting*: exact (word by word) repetition of the message in the same language. Technique used in the training of interpreters to teach them how to listen and speak simultaneously. Ideally it should not be used for more than a couple of exercises to avoid the fallacy that interpreters work at the word level.
- *Shadowing*: paraphrasing in the same language. Technique used in the training of interpreters to teach them how to listen and speak simultaneously while co-creating the message. It is the previous step to language switching.
- *Sight Translation*: the rendering of discourse written in one language (source) into a spoken or signed form of another language (target).
- *Simultaneous Interpretation*: the rendering of a speech into another language done at the same time as the speaker is delivering the speech. If done into different languages and for many listeners(from English into Spanish, Mandarin, French, and Japanese) it requires a special equipment (such as booths and headsets). If done into only one language, a portable equipment with a microphone and headsets is enough. If done for one (or very few) listeners, the interpreter can use the "chuchotage" technique.
- *Source Language*: the language from which one interprets or translates.
- *Target Language*: the language into which one interprets or translates.
- *Telephone Interpretation*: implies a combination of two working languages. Telephone interpreters work over the telephone. Their mode of interpretation is consecutive. There is no formal training to become

telephone interpreter. Companies such as Language Line provide in-house training for their interpreters.

- *Translation*: the rendering of written discourse produced in one language (source) into a written form of another language (target). It implies working with written text. It implies a combination of two working languages. Some specializations include: scientific translation, technical translation, legal translation, and literary translation. There is formal training of translators in the U.S. both at the graduate and undergraduate levels.

Suggested Sources for Teaching Materials

Video Materials

- The Professional Interpreter (a training video plus user's guide that target the needs of professionals working with clients who do not speak English). Produced by The Ministry of Advanced Education, Training and Technology. Distributed by: Vancouver Community College Interpreting Programs, Continuing Education, 1155 East Broadway, Box 24785, Station F, Vancouver, BC, Canada V5N 5V2. Tel: 604-871-7070. Fax 604-871-1300
- United Nations: 50 years of interpretation (a documentary on conference interpretation done at the United Nations. A history of interpretation from the Nuremberg trials up to our decade. Interviews with interpreters in different languages)
- Videos on how to use and care for home appliances. For example: Salton Coffee and Cappucino Maker
- Videos on how to assemble and use a machine.

Electronic Written and Audio Materials

- Examples of sources for newspapers and periodicals in Spanish: *www.latinworld.com* . A virtual newspaper stand that offers newspapers and magazines from Mexico, Argentina, Venezuela, Dominican Republic, Chile, Colombia, Spain, etc.
- Example of source for radio broadcasting: *www.radio-on-the-internet.com* . It offers radio broadcasting from over 600 countries all over the world.
- The topics of newspaper, magazines, Internet articles, and speeches will match the themes/situations encountered in everyday life of young interpreters. Some of these may require background readings for specialized vocabulary. For example:
  1. medical situations: parent/child, emergencies, phone calls
  2. legal situations: legal issues, juvenile court
  3. immigration: documents, custody
  4. family relations: parental, siblings
  5. youth conflicts: gangs, relationships
  6. social issues: world conflicts, racism, addressing issues of power and equity
  7. careers: social services, insurance
  8. business: computer related information
- Information in English and home language on different topics (general, scientific, technical, economic, etc.) and from different home language varieties (if possible). For example bank brochures on types of accounts

and procedures to open accounts, newsletters from Nutrition Centers on healthy diets, an instructional page on how to connect a fax machine, etc.

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Appendices

Appendix A: Student Flyer

HEY STUDENTS!

THIS QUIZ COULD CHANGE YOUR LIFE!

Do you have a good memory?

Do you like to help people?

Do you speak more than one language?

Are you good at helping people to understand each other?

Can you make decisions quickly?

Would you like to know more than one language?

Do you want to increase your job opportunities?

Do you want to know more about your gifts and talents?

IF YOU ANSWERED "YES" TO *ANY* OF THESE QUESTIONS, YOU MAY HAVE THE SKILLS NECESSARY TO BE A GOOD INTERPRETER/TRANSLATOR. TO FIND OUT, JUST RETURN YOUR PERMISSION SLIP, SIGNED BY YOU AND YOUR PARENT/GUARDIAN, TO YOUR ENGLISH TEACHER BY _____. YOU WILL BE CONTACTED SOON WITH THE DATE AND TIME OF YOUR OPPORTUNITY TO SEE IF **YOU** SHOULD CONSIDER A FUTURE THAT INVOLVES TRANSLATION AND INTERPRETATION!

Students who choose to participate will spend approximately 45 minutes on a 6-item exercise designed to help identify skills necessary for effective Translation and Interpretation. The exercise will be administered by a research team from the Stanford University School of Education.

Appendix B: Self-report Data Sheet
_____

<u>Directions:</u> Please fill in the following information.

Background Information
Name:_____ Age: _____ Sex: M/F

Grade in school:_____

<u>Language Background:</u>

What languages do you speak other than English?_____

Were Your Parents:
U.S. Born   Came to the U.S. as children   Came to the U.S. as Adults

What formal schooling in languages other than English (e.g., Chinese, Spanish, Japanese) have you had (circle all that apply):

Bilingual Education in Elementary School   Formal Language Classes in Middle School

Formal Language Classes in High School

<u>Career Plans:</u>

If you find out that you have the special communications abilities that good interpreters and translators have, are you interested in studying another language?   yes   no

<u>Experience with Translation or Interpretation:</u>

When you use two or more languages to help someone who only knows one of those languages, you are translating/interpreting.

Have you translated/interpreted before?   yes   no

How often do you translate/interpret?

1	2	3	4	5
Never	1 or 2 times a year	Once every couple of months	Once a Month	Once a week or more

(Please continue on next page)

Circle all that apply.
I have translated/interpreted for:

mother/father   store/office clerks   strangers

aunts/uncles   neighbors   doctors/nurses

grandmother/grandfather   friends   teachers/administrators

other: _____

I have translated/interpreted in these situations:

in stores/offices   at school assemblies   at doctor's office/hospital

in classrooms   at parent's work   over the telephone

other:
_____

I have translated/interpreted:

letters   poetry/songs   television programs/commercials

textbooks   forms/applications   stories

radio programs/commercials newspaper   magazines

other:
_____

I have translated/interpreted mostly from/in:

English to my other language   my other language to English

both languages

Appendix C: English Passage Used to Select Students for Translation Workshop and Sample Translations

_____

The following passage can be used to assess students' ability to translate from English to a home language.

Original Passage

Carlmont High School Dances

Carlmont dances are sponsored by ASB (Associated Student Body), although many are sponsored by other campus groups. Most of the dances are held in the Student Union (Chimney Corners) from 8:00 to 11:00 PM. No on-site dance ends after 11:30 PM. For formal dances, ladies are requested to wear dresses and gentlemen a tie and coat/sweater. There are no tickets available at the door to any Carlmont High School Dance. **You must purchase your ticket prior to the dance.** Once students enter the dance, they are permitted to leave, but then may not return. **No exceptions!**

As will be noted, this passage presents some challenges. It uses school language that may not have exact equivalents in many ethnic languages. It is also written in a tone and style appropriate for communicating with students in American schools that may not find exact parallels in other languages.

Should you decide to use this passage to assess students' abilities to translate into their home or target languages, it is best to keep in mind that the purpose of the exercise is to determine whether students are able to render the essential elements of the message and not whether they are able to spell correctly or use impeccable language structure.

It will be noted that samples A and B reflect strengths that samples C and D do not. All samples, however, include transfer from English, misspellings, and other disfluencies. What instructors need to do, depending on the number of students interested in the course, is to decide whether to limit the course to students like those who wrote samples A and B or to also include students such as those who wrote samples C and D. In our experience, students who wrote samples C and D may still be quite able to profit from a basic course in translation and interpretation. They may need to be enrolled in a Spanish course for bilingual speakers before they enroll in the second course described here.

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<div align="center">Sample A</div>

Bailes de Carlmont patrosinados por ASB (Asociados a los cuerpos de estudiantes) también hay bastantes patrosinados Por otros grupos de campo. La mayoría de bailes son hechos en Union de Estudiantes (en la esquina de las chimeneas) desde las 8:00 para las 11:00 pm. Ninguno de estos bailes termina a las 11:30. Para los bailes formales, las señoritas son requeridas a llevar, bestido y los caballeros, con corbata, saco y sueter.

<div align="center">Sample B</div>

Los bailes de Carlmont son patrocinar por ASB (estudiantes Associados) aunque muchos son patrocinado por otros grupos de la escuela. La majoria de los bailes son optenidos en el student Union de las 8:00 a las 11:00 pm. Ningun baile de la escuela se hacaba mas de las 11:30 pm. Para bailes formales, es recomendable que las señoritas se pongan vestidos y los caballeros, una corbata y una chamarra o sueter. No hay voletos desponibleen la puerta para cualquier baile de Carlmont High School. Debe comprar su voleto para el baile.

<div align="center">Sample C</div>

Los bailes en Carlmont son patrosinados por el ASB aunque algunos son patrosinados por otros grupos de la escuela. La majoria de los bailes son en el cuarto del Student Union- de las 8 :00 a 11 :00 de la noche. Ningun baile en la escuela se acaba despues de las 11 :30. Para un baile formal a las damas se le piden que vistan con un bestido a los caballeros se les piden que usen un traje de gala. No hai boletos a la venta en la entrada de el baile. Si un estudiante entra a el baile se le permite salir pero no se le permite volver a entrar. No hai exceptiones.

<div align="center">Sample D</div>

Los bailes de la escuela Carlmont son patrocinados por el grupo estudiantil associado. Aunque muchos de los bailes son patrocinados por otros grupos de la escuela. La mayoria de los bailes son hechos en el salon de estudiantes desde las 8 :00 hasta las 11 :00 pm. Ningun baile hecho en la escuela es terminado después de las 11 :30 pm. Para bailes formales, las señoritas se les pide que usen vestidos y que los jovenes usen corbata y saco. Los boletos no son vendidos a la puerta en ningun baile patrocinado por la escuela Carlmont. Ya que el/la estudiante entre la baile, puede salir pero no puede volver. Sin ninguna excepción.

Appendix D: Sample Script and Scoring Guide for the Simulated Interpretation Task

_____

The following script has been used with some success in assessing the abilities of young interpreters to mediate tense interactions between two individuals. It involves an interaction between a school principal and an angry mother. The scripted interaction was deliberately designed to simulate a highly charged situation in which a mother, whose daughter had been accused of stealing, had been asked to meet with the principal to discuss the incident. The principal was sarcastic and condescending, and the mother was hostile and argued that her daughter was being accused of stealing primarily because she was Mexican. The script deliberately included a number of angry statements that tested students' abilities to broker a tense and emotional exchange. It also included an extensive narrative of the event that led to the accusation.

It is suggested that in using this script to assess students for admission into a translation/interpretation program, two individuals should read the parts of the principal and the mother. Students should ideally carry out the interpretation task in an empty classroom where they are video-taped.

A scoring guide is included here following the script. It highlights those segments of the original information that are considered essential. Students should be scored for their ability to transmit essential information only. They should not be scored for grammatical accuracy, vocabulary range, or ease of delivery. Instructions for using the scoring procedure are included.

Script for Interpretation Task

Interpreter walks into principal's office with mother.

Principal: Good morning, Mrs. Gomez. I'm glad that you could come. (_smiling, stands up, offers her hand_).

Mrs. G.:   Buenos días (_hesitant, unsmiling, shakes hands_)

Principal: Please sit down. (_motions to chair_)

Mrs. G.:   (_sits down_) (GRACIAS)

1.   Principal: (_clears throat, looks a bit anxious, looks toward interpreter and addresses interpreter_) You be sure and tell her exactly what I'm saying, please. It's very important that she understands why I wanted to talk to her about what happened with Rocío (_mispronounces Rocío as Rówh cee o_).

2.   Mrs. G.   ¿Que dijo de Rocío?

3.   Principal: (*interrupts*) -Hold on, hold on here. (*business-like, I'm in charge tone*). Let's just get started the right way. Tell her I'm going to answer all her questions about her kid. We talk like civilized people here.

4.   Mrs. G.   (*mother ignores what interpreter tells her, but makes her own statement. She should speak rapidly and say all or most of this*.) Bueno, a mí lo que me dijo Rocío fue que la maestra la acusó de robarse su cartera y que la quieren correr de la escuela. Yo vengo aquí a decirles que mi hija sera muchas cosas, pero ratera, no es. Tú dile que son mentiras que Rocío que habia robar la cartera de esa vieja. Si Rocío ya la conoce a la maestra. Y sabe que es una maldita. Hay maestros que no quieran a los muchachos.

5.   Principal: (*responds to mother's tone)* Tell her that there is no need to get upset about this. (*slows down speech, tries to seem a bit nicer, smiles*) We just want to get to the bottom of this. We don't need any drama here. She can do that at home.

6.   Mrs. G.   No, pos lo que pasa es que quiero saber que pasó y por qué la acusan....por qué la misus Murphy le vio cara de ratera.

7.   Principal: (*does not directly respond to what interpreter says. Speaks slowly, pausing giving interpreter chance to interpret in segments)* The incident happened last Wednesday. (*principal clears her throat*) ...during fifth period. Rohwceeo is in a class with Mrs. Murphy ...her language arts teacher. A parent came to the door and Mrs. Murphy got up from her desk ..walked to the door ...and stepped outside for a minute. ..When she came back in the room. ... her purse was on the floor ...and the contents were spilled out. Rohwceeo had Mrs. Murphy's wallet in her hand.

        Principal: Mrs. Murphy says that Rohwceeo was going to put it in her pocket.

8.   Mrs. G.   (*appears to be trying to control her anger)* Primero que todo, dile que mi hija se llama Rocío, no Rohwceeo (*mocks principal's pronunciation)*. A la vieja claramente se le había caído la bolsa de su escritorio.

        Mrs. G.   Mi hija por buena gente le estaba ayudando a recoger sus mugres. No se iba a meter nada en la bolsa. La están acusando por que creen que todos los mexicanos somos unos ladrones. ¿Cómo sabe que se la iba a robar? ¿Qué come que adivina?

9.   Principal: (*sighs, glances at her watch, speaks to interpreter, pauses again as she speaks)* Tell her that it's clear that she does not agree with Mrs. Murphy.....Mrs. Murphy can't prove that Rohw-- (*corrects herself*) Rocío was going to steal her wallet. ..But she knows students.....she can tell the difference

between thieves and honest kids .... and she could see Rocío's face. ..Mrs. Murphy thinks that she just got caught in the middle of stealing.

10. Mrs. G. (*speaks with a lot of impatience*) Muy bien, yo no le discuto que eso piense la mis Murphy. Pero que sepa es otra cosa. (*strong stress on sepa*) Rocío no se llevó nada. Hasta que no se robe algo que no la acusen. (*raises voice on last sentence*) Dile que no la acusen, si no se robo nada, que no la acusen.

11. Principal (*glances at watch again, speaks in conciliatory tone*) Okay Mrs. Gomez. You can calm down. We're going to give her the benefit of the doubt on this one. But if we have trouble again ... it's not going to be so easy.

12. Mrs. G. (*said with hostility*) De mi hija no va a tener problemas. Los problemas son de la mees Murphy. Dile que a la que tiene que ajustar es a ella. Yo me encargo de mi hija.

13. Principal: Thank you for coming Mrs. Gomez. I have another meeting now so you will have to excuse me.

14. Mrs. G. A usted también que le vaya bien, doña--se--cree--mucho y gracias por creernos a todos una bola de ladrones.

Scoring Procedures

For each turn, decide whether or not the purpose was accomplished. Keep in mind that students may use a variety of strategies to achieve the purpose of the communicative action and may be able to accomplish the purpose, in spite of imperfect or flawed language. Circle the appropriate points to indicate the degree to which the purpose was accomplished. A score of 1 point indicates that the purpose was essentially accomplished, but that some element of importance was omitted. A score of one may also indicate that the student accomplished the purpose well, but also included information that was misleading or contrary to that purpose.

Scoring Guide

Turn	Communicative Action	Purpose of Communicative Action	Was Purpose Accomplished?	2 pts: Accomplished completely 1 pt: Accomplished, but not completely 0 pts: Not accomplished		
				2 pts	**1 pt**	**0 pts**

Turn 1

Action 1	You be sure and tell her exactly what I'm saying, please.	explains motivation for interaction		2	1	0
2	It's **very important that she understands** why I wanted to talk to her about what happened with Rocío.					

Turn 2

Action 1	¿Qué dijo de Rocío?					

Turn 3

Action 1	Hold on, hold on here.	explains purpose of meeting		2	1	0
2	Let's just get started *the right way*.					
3	Tell her.					
4	**I'm going to answer all her questions** about her kid.					
5	We talk like *civilized people here*.					

Turn 4

Action 1	Bueno, a mí lo que me **dijo Rocío** fue que la **maestra la acusó de robarse su cartera** y que la quieren correr de la escuela.	disputes accusation		2	1	0
2	Yo vengo aquí a decirles que mi hija ser· muchas cosas, pero **ratera, no es**.					
4	Tú dile.					
5	Que **son mentiras** que Rocío quería robarle la cartera a esa vieja.					
6	Si Rocío ya la conoce a la maestra. Y sabe que *es una maldita*.					
7	**Hay maestros que no quieren a los muchachos.**					
Turn	**Communicative Action**	**Purpose of Communica-tive Action**	**Was Purpose Accom-plished?**	**2 pts**: Accomplished completely **1 pt**: Accomplished, but not completely **0 pts**: Not accomplished		
				2 pts	**1 pt**	**0 pts**

Turn 5

Action 1	Tell her	tries to calm mother; re-explains purpose of meeting		2	1	0
2	that there is *no need to get upset about this*.					
3	**We ju::::st want to get to the bottom of this.**					
4	*We don't need any drama here*.					
5	*She can do that at home*.					

Turn 6

Action 1	No, pos lo que pasa	requests justification for accusation		2	1	0
2	es que quiero saber **qué pasó** y **por qué la acusan.**					
3	Dile					
4	**que me explique** bien qué pasó y...por qué la misus Murphy *le vio cara de ratera*.					

Turn 7

Action 1	The incident happened **last Wednesday**... during fifth period... Róhwceeo is in a class with **Mrs. Murphy**... her language arts teacher. A parent came to the door... and Mrs. Murphy got up from her desk.... walked to the door.... and **stepped outside** for a minute.... **When she came back in the room.... her purse was on the floor.... and the contents were spilled out.... Róhwceeo had Mrs. Murphy's wallet in her hand**.	provides details of events leading to accusation; reports accusation		2	1	0
2	Mrs. Murphy says that Róhwceeo was going to put it in her pocket.					
Turn	**Communicative Action**	**Purpose of Communicative Action**	**Was Purpose Accomplished?**	**2 pts**: Accomplished completely **1 pt**: Accomplished, but not completely **0 pts**: Not accomplished		
				2 pts	**1 pt**	**0 pts**

Turn 8

Action 1	Primero que todo, *dile que mi hija se llama Rocío, no Róhwceeo.*	contradicts interpretation of events		2	1	0
2	A la vieja **(claramente) se le había caído la bolsa de su escritorio**.					
3	Mi hija **(por buena gente) le estaba ayudando a recoger sus mugres**.					
4	*No se iba a meter nada a la bolsa.*					
5	*La están acusando por que creen que todos los mexicanos somos unos ladrones.*					
6	**¿Cómo sabe que se la iba a robar?** ¿Qué come que adivina?					

Turn 9

Action 1	Tell her	justifies accusation		2	1	0
2	that it's clear that she does not agree with Mrs. Murphy.					
3	Mrs. Murphy **can't prove** that Rohw-- (*corrects herself*) Rocío was going to steal her wallet.					
4 (either 1, 2, or 3 or 4 from below)	But **she knows students**.....she **can tell the difference between thieves and honest kids**.					
5	and **she could see Rocío's face**....Mrs. Murphy **thinks that she just got caught in the middle** of stealing.					

Turn 10

Action 1	Muy bien, yo no le discuto que eso piense la mis Murphy.	challenges unfairness of accusation		2	1	0
2	Pero que sepa es otra.					
3	Rocío no se llevó nada.					
4	**Hasta que no se robe algo que no la acusen.**					
Turn	**Communicative Action**	**Purpose of Communica-tive Action**	**Was Purpose Accom-plished?**	**2 pts**: Accomplished completely **1 pt**: Accomplished, but not completely **0 pts**: Not accomplished		
				2 pts	**1 pt**	**0 pts**

Turn 11

Action 1	Okay Mrs. Gomez. Y*ou can calm down.*	announces decision; threatens		2	1	0
2	We're going to **give her the benefit of the doubt** on this one......					
3	But if we have **trouble again... it's not going to be so easy.**					
4	Tell her that.					

Turn 12

Action 1	**De mi hija no va a tener problemas. Los problemas son de la mees Murphy.**	assigns responsibility, Mother holds her own		2	1	0
2	Dile					
3	que a la que tiene que ajustar es a ella.					
4	Yo me encargo de mi hija.					

Turn 13

Action 1	**Thank you for coming Mrs. Gomez.**	justifies need for leave-taking		2	1	0
2	**I have another meeting** now so you will have to excuse me.					

Turn 14

Action 1	*A usted también que le vaya bien, doña--se--cree--mucho*	acknowledges end of meeting		2	1	0
2	*y **gracias** por creernos a todos una bola de ladrones.*					

Research Monograph

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