Nova Scotia
Community Interpreting Resource Handbook

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Association of Nova Scotia

Nova Scotia Community Interpreting

Resource Handbook

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Foreword

The ability to communicate, to understand and to be understood is one of the most essential elements in being able to navigate the world around us. For immigrants who arrive in Canada, the challenge of settling and integrating into the community becomes even more daunting and stressful if they cannot speak either official language.

A critical link in making the settlement process easier is having access to a skilled, sensitive and competent interpreter during the initial period of adjustment. Without this support, making sense of a strange environment and dealing with the myriad of details, services and bureaucracy involved in starting a new life in Canada would be next to impossible. The interpreter is key to a newcomer being able to successfully navigate the system in Canada.

ISANS recognizes the value and importance of the interpreter as a vital member of the settlement team and is committed to ensuring that each volunteer receives the training and support they need to be the best interpreter they can be. This Handbook is an example of that commitment.

The Nova Scotia Community Interpreting Resource Handbook is also a helpful guide for service providers and professionals. It breaks down the interpretation experience into components with useful tips and protocols to ensure communication is clear, and that the experience is positive and successful for newcomers, service providers and interpreters.

Understanding the interpretation process and the different roles involved enhances the ease and effectiveness of communication. We have no doubt that you will find the Nova Scotia Community Interpreting Resource Handbook an invaluable resource and hope that it will contribute to your confidence and comfort in working with newcomers.

Introduction

This handbook is intended to be a locally developed and comprehensive practical resource in community interpreting that will be beneficial to local language service sector and service organizations. It was developed as a resource to guide service providers and interpreters working with individuals that require language interpretation in accessing publicly funded services. The main goal in developing the Community Interpreting Resource Handbook has been to present practical aspects in community interpreting by reflecting the Nova Scotia context.

This Handbook focuses on:

- Describing history, trends and practices in community interpreting
- Outlining the general framework for community interpreting
- Introducing applicable theoretical and practical information
- Providing "hands on" information on how to effectively work with interpreters in service delivery settings

This Handbook may serve as a guide, reference, and resource for service providers and interpreters in delivering services and language interpretation to clients with limited English language proficiency in Nova Scotia.

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Community Interpreting in Nova Scotia

Nova Scotia's growing immigrant and refugee population has brought unique challenges to the delivery of social, health, settlement and justice services in our province. Language and communication may often be the biggest barriers in accessing services. Although more than 5000 interpretation services are delivered in dozens of languages each year in Nova Scotia, there are still many individuals with limited English language who are not getting the appropriate interpretation services they may need. The emergence of community interpreter association and the work of Nova Scotia Coalition on Community Interpreting have already had an impact on the current state and evolution of community interpreting in Nova Scotia.

Importance of Language Interpretation

Language interpretation plays a critical role in the fair and equitable delivery of public services (health, legal, immigration, community etc.).The use of interpreters is important in a diverse society. Some immigrants and refugees may be less able to communicate in English and may face barriers. This creates challenges accessing quality services in, for example, health, legal, government and non-profit community service sectors. Interpreting services are needed to ensure that people can communicate and understand each other.

Language interpretation in NS is still perceived as a helping or volunteer support function. There is a general assumption in the larger community that anyone who speaks other languages becomes automatically an interpreter and can do an interpretation. Community interpreting is not considered to be a profession in Nova Scotia but it is rather called a service function.

History of Community Interpreting

Community interpreting in Nova Scotia officially started in the 1990s. The first established interpreting service was called Cultural Health Interpreters Access Metro (CHIAM) and was attached to the North End Community Health Center. In the early years, training modules in cultural interpretation were developed with support from the Metropolitan Immigrant Settlement Association (MISA) and the International Language Institute (ILI).

Cultural Health Information and Interpreting Services (CHIIS) started in 1999 and were managed by Metropolitan Immigrant Settlement Association (MISA), IWK Children's Bilingual Services, Multicultural Association of Nova Scotia, and Multicultural Health Council of Nova Scotia. The main purpose of CHIIS was to provide cultural and linguistic links between non-English speaking residents and health service providers in accessing health care and social services. The need for interpreters had grown beyond health and thus the name was changed in 2009 to Nova Scotia Interpreting Services Society (NSIS).

In 2010 the Association of Community Interpreters of Nova Scotia (ACINS) was created. This is a membership association for community interpreters who provide language interpretation to service organizations in Nova Scotia. Its vision is to bring together the community of interpreters in Nova Scotia and advocate for development of professional standards in the field of community interpretation.

Over the past years there have been many local initiatives taking place in the Nova Scotia community interpreting field. The creation of the Coalition on Community interpreting in Nova Scotia in 2013 and the first Symposium in Community Interpreting in 2014 are some examples of good practices.

NS Community Interpreters

There are certain local language interpretation realities in Nova Scotia. One of these realities is that the province does not have well established linguistic capacities and resources especially for some immigrant and refugee languages. This may have an impact on the quality and demonstrated language competence in interpretation. In some language cases interpreter competency selection criteria may be compromised to accommodate the need for a specific language.

Community interpreters in Nova Scotia are formally associated, and trained by an interpreting service agency (i.e. ISANS, NSIS). The majority of community interpreters are members of local ethno-cultural and linguistic communities who are in transition between jobs or looking for meaningful employment. This has an impact on interpreting resources that support the work of service agencies. The attrition rate of interpreters in NS is also a challenge that impacts the availability of competent and experienced interpreters for specific languages.

Many community interpreters may have "multiple attachments" or are simply "wearing too many hats". There are situations that the same interpreter is asked to interpret for the same client/s at different settings and for different services (i.e. settlement, health, legal, non-profit service agencies etc.). This is due to the fact that there is no specialty designation (legal, health, certified etc.) for interpreters in NS at the moment.

Training of Interpreters

The demand for language interpretation has been increasing over the past several years and the need has also grown for the training of community interpreters. The interpreting service providing organizations have become training delivery centers in Nova Scotia.

Immigrant Services Association of Nova Scotia delivers training in community and settlement interpreting. This training is designed for community members who want to be formally associated with ISANS Interpretation Services. It is primarily focused on developing practical interpreting competencies and skills applicable to community interpreting. Through lectures, case studies, and simulated interpreting situations, training participants are introduced to the variety of interpretation

skills needed to effectively perform in any client services settings. A major focus in training is on the understanding of boundaries, ethics, and standards of practice in community interpreting.

Nova Scotia Interpreting Services occasionally delivers training to its interpreter members on as-needed basis. It is done in collaboration with other service providers' input. It covers all aspects of interpretation (i.e. health, court, legal, social etc.).

The NS Department of Justice contracted the Nova Scotia Community College to develop and deliver an online Court Interpreting Pilot Program in 2012. The 180 hours was delivered over a 6 month period. Thirteen students who completed this training have received an accreditation to NS Department of Justice to provide court interpretation in Nova Scotia.

Development of Community Interpreting

The community interpretation is not officially recognized in Nova Scotia as a profession. There are efforts in place in advancing the development and professionalization of the language service industry in Nova Scotia. There is also a push towards standardization and professionalization of community interpreting in our province. Some of the potential directions for community interpreting have been charted at the Community Interpreting Symposium (October 2014) and through the work of the Nova Scotia Council on Community Interpreting.

It would be beneficial to have Nova Scotia specific interpreter resources by creating a new training model for the specialty fields along with opportunities for an ongoing professional development of current community interpreters.

The development of pathways for certification of community interpreters in Nova Scotia will benefit community interpreters, local interpreting service industry, and interpreter associations. It may lead community interpreting to become a stand-alone, regulated and distinctive interpreting service industry in Nova Scotia.

The willingness of all the local stakeholders and partners to collaboratively work on advancing and promoting community interpreting will have an impact on developing the interpreting service industry in Nova Scotia. This includes a close collaboration between the interpreter/translator associations and interpreting service providing organizations. Hopefully the work on development and certification of community interpreters will eventually contribute to recognizing interpretation as a profession in Nova Scotia.

Provincial Approach

Having the provincial approach or strategy to guide the delivery of interpretation services may help in developing and communicating a vision of how language interpretation will be provided in Nova Scotia in the near future. These may include:

- Developing a provincial framework of a common vision, set of values and key operating principles for the community interpreting and service sectors
- Creating a venue for discussing policy implications and implementation of the Guidelines for Language Interpretation in Nova Scotia
- Developing service quality systems through ongoing monitoring, evaluation and research

Nova Scotia Coalition on Community Interpreting

In 2013 the Nova Scotia Coalition on Community Interpreting came into existence. This Coalition is a collective of stakeholders and partners that represent interpretation services, interpreter/translator associations, educational institutions, government departments, and service providing organizations. This Coalition collaboratively works on developing and implementing interpretation industry standards in Nova Scotia, consults on policies applicable to the community interpreting field/industry, and organizes educational/networking events to promote community interpreting in Nova Scotia**.** The members of this Coalition include:

- Access Language Services Inc.
- Association of Community Interpreters of Nova Scotia
- Association of Translators and Interpreters of Nova Scotia
- Nova Scotia Health Authority-Central Zone
- Department of Health and Wellness
- Francophone Immigration
- Immigrant Services Association and of Nova Scotia
- IWK Health Centre
- Legal Information Society of Nova Scotia
- Nova Scotia Interpreting Services
- Nova Scotia Office of Immigration
- Nova Scotia Community College

The Coalition serves as the venue for conversations, consultations and sharing of information and works on developing and professionalizing the community interpretation field in NS. The work of the Coalition is also focused on developing a potential certification framework for community interpreters in Nova Scotia within the current legislation. The development of a training model would support the certification of community interpreters.

The work of all partners and stakeholders is essential in moving forward the professionalization and development of the community interpreting to become a specialized and stand-alone service sector in Nova Scotia. The Nova Scotia Coalition on Community Interpreting is well positioned to take a lead on such an initiative.

Symposium in Community Interpreting

In October 2014 the First Symposium in Community Interpreting brought together interpreting services, interpreter/translator associations, service providers and stakeholders. Over sixty participants were engaged in conversations and learning about the future development of community interpreting in Nova Scotia. The intended outcomes of the Symposium were to:

- Introduce the work of the Nova Scotia Coalition on Community Interpreting to the larger community

- Launch the "Guidelines and Standards for Language Interpretation in Nova Scotia," highlighting the importance of interpretation services in our province

- Consult on strategic directions, development, and professionalization of community interpreting in Nova Scotia

Guidelines and Standards for Language Interpretation

The Nova Scotia Coalition on Community Interpreting, with the support given by the Nova Scotia Office of Immigration (NSOI), developed and introduced Guidelines and Standards for Language Interpretation in Nova Scotia at the Symposium. The launching of the NS Guidelines of Standards and the work of the Coalition on Community Interpreting provided a foundation to promote the development of the language interpreting services in Nova Scotia, especially the standards for training, testing and service delivery.

The Guidelines recognise the existence of the language interpretation industry in Nova Scotia. This document is focused on educating service providers and institutions on the role of interpreters with the emphasis on service delivery, standardized training, certification, and a variety of supports. It provides a reference for standard delivery of interpreting services across sectors for organizations and to become a resource for the service sector. It may also function as a tool in developing organizational interpreting policies and for evaluation of provision of services.

The specific content of the Guidelines provides guiding principles to accessing and working with interpreting service providers, defines client rights to interpretation services, outlines potential organizational risks and liabilities, and describes procedures/steps in acquiring services. It lists national standards for community interpretation and outlines competencies and qualifications applicable to the community interpretation field. It also identifies and defines local interpreting services providers and explains some definitions in interpretation.

Interpreting Service Organizations

There are three major interpreting service providing agencies in Nova Scotia.

Immigrant Services Association of Nova Scotia (ISANS)
ISANS provides settlement interpretation support to newcomers, enabling them to access, participate and receive settlement and integration services delivered in Nova Scotia.

Nova Scotia Interpreting Services (NSIS)
NSIS is a member-based organization serving the interpretation needs of non-English speaking people in Nova Scotia and the Atlantic region. NSIS provides general, health and legal interpretation services.

Language Access Services
This privately owned language interpreting service is contracted by the Department of NS Justice to deliver interpretation for Nova Scotia courts.

Interpreter and Translator Associations

There are two interpreter/ translation associations in Nova Scotia. The importance of local associations cannot be underestimated. These associations have a critical impact on efforts to professionalize the community interpreting field.

Association of Community Interpreters of Nova Scotia
This is a membership association of community interpreters who provide language interpretation to service organizations in Nova Scotia. Its vision is to bring together the community of interpreters in Nova Scotia and advocate for development of professional standards in the field of community interpreting. ACINS also champions the idea of professionalization of the community interpreting field in Nova Scotia and develops opportunities for professional development.

Association of Translators and Interpreters of Nova Scotia (ATINS)
This is a provincial association founded in 1990 that works with translators and conference interpreters of the province. ATINS is a member of the Canadian Translators, Terminologists and Interpreters Council (CTTIC).

Chapter II

Community Interpretation

Community interpreting is a very distinguished field compared to other types of interpreting. It came into existence as a response to existing gaps in accessing and delivering interpretation services in immigrant and refugee languages. Nowadays community interpreting is a well-established service field in Canada that has become an integral part of the services provided to newcomers. It has become a proven and effective bridge, a resource to accessing needed services.

Community Interpreting

The community interpreting sector is the backbone of public services to Canada's culturally and linguistically diverse populations. It ensures equal access to public services for linguistic and diverse groups. Across Canada both nonprofit and for-profit interpreting service providing agencies assist publicly funded services (healthcare, community services, legal settings, educational institutions, and social services) to deliver services to clients who have limited language proficiency. There are five distinctive community interpreting fields in Canada:

- Settlement/Immigration Interpretation
- Health Interpretation
- Mental Health Interpretation
- Legal and Court Interpretation
- Social Services Interpretation

Other terms used for community interpreting are: public service interpreting, cultural interpreting, dialogue interpreting, institutional interpreting, liaison interpreting, and ad hoc interpreting.

Interpreting Service Models

Non-profit and community-based interpreting service providing organizations are working along with interpreter associations to provide qualified and trained community interpreters. Interpreting services are not currently standardized across the community interpreting sector. Each service organization applies different models, processes and mechanisms. There are several service models that are used in community interpreting such as: community based service (non-profit), business (for profit) and contract or commercial (freelanced).

In the community model, community interpreters are usually formally associated, and working for a specific interpreting service providing agency. In the business model, interpreters are contracted by a privately owned for-profit interpreting agency. Some freelanced community interpreters are attached to or contracted by a specific government department and provide interpretation services as needed.

Chapter III

Community Interpreter

Community interpreters are specialists in their own interpreting field. They usually work in public service settings to enable newcomer clients to communicate with service providers and to facilitate their full and equal access to services. The role and work of the community interpreters is defined within the context of the Canadian service models that is reflected in existing interpretation standards of practice, protocols or policies of specific interpreting service providing agencies.

Myths and Assumptions

There are widespread assumptions and myths in the larger community regarding who is an interpreter. One of the popular myths is that the knowledge of a language is equivalent to the knowledge of how to interpret a language. In fact, not everyone who happens to speak a language is naturally an interpreter.

There is also some confusion in the service providing organizations in understanding who community interpreters are. Often community interpreters are confused with ad hoc arranged language speakers such as family members, volunteers, friends, employees, or simply with anyone who happens to speak a second language.

The fact is that no one can become an interpreter overnight. It may take up to six months to process and train an interpreter to ensure the proper development of interpreting skills and competencies. Interpretation is also an ongoing learning process that does not stop once training is completed.

Types of Interpreters

In Canada there are "generalist" (non-certified) community interpreters and "specialist" (certified) community interpreters. Certified community interpreters have a developed expertise in interpreting sub-specialties and have received formal, institution-based training. They are certified by an authorized association or service. These interpreters typically specialize in a specific interpretation field, such as medical, legal etc. Certified interpreters are competent to work in most specialized settings and situations.

Non-certified community interpreters have appropriate training and experience and are formally accredited by an interpreting service providing agency. They specialize in the general interpretation field. These interpreters are competent to interpret for the purpose of general conversations/information for non-specialist services.

Interpreters are formally associated with an interpreting service providing agency or association which reviews their demonstrated knowledge of interpreting, training, and skills applicable to a specific field of interpretation (e.g., legal, health, and settlement). Service Canada identifies the following occupational titles for interpreters:

- Community interpreter
- Conference interpreter
- Court interpreter
- Sign language interpreter

Skills and Competencies

There are specific skills and competencies that are required for interpreters around language skills, competencies and personality traits. The community interpreter is also required to have proficient knowledge of both the interpretation process and interpretation dynamics, to be culturally sensitive and professionally competent, and to understand issues related to liability and risks in interpreting. Any potential interpreter is required to have the following skills:

- Balanced language proficiency in both languages
- Listening skills and communication skills
- Memory skills
- Interpreting skills and techniques
- Ability to work as part of a team
- Understanding of different cultures
- Ability to work in a stressful environment and under pressure
- Understanding of boundaries and confidentiality

Personal Suitability

The interpreter's personality is as important as a working knowledge of languages. Personal suitability (right professional personality type) is as important as the working knowledge of languages and interpreting skills. The personality traits such as sensitivity, tactfulness, assertiveness, flexibility, fairness, empathy, and impartiality are essential for competent performance.

An understanding of boundaries, the interpreter's role, the ability to work as part of a team and non-interference with the service delivery process may determine the suitability of a potential interpreter.

Knowledge of Languages

Language/s competency is a prerequisite for interpretation. It is generally assumed that a function of an interpreter is solely based on the knowledge of a language. Contrary to general perception, a working knowledge of languages alone does not necessarily prepare an individual to become an effective interpreter or indicate that an individual would know how to actually interpret the language. These are two different things. Interpreting the language requires skill and competence, and it has to be learned through training. The ability to speak a language differs from the ability to actually interpret the language.

Cognitive Competencies

Working as an interpreter requires a high level of concentration, languages competencies, and communication skills. Interpreting competence includes the ability to assess and comprehend the original message and then deliver it via the target language.

The ability to analyze the spoken content and its meaning is also a key element in interpretation proficiency. In interpretation listening, memory and comprehension (understanding) are inseparable skills, one being a function of the other. Having a good memory is especially important for an interpreter. Interpreters also should be able to express ideas and concepts well.

Relations with the Community

Community interpreters are usually members of ethno-cultural communities. It means that they share the same ethno-cultural background with clients they may interpret for. This may create some

challenges. Clients who are members of the same community may place expectations on interpreters and see them in a different way. Often this creates some conflicts and misperceptions of the role of an interpreter in the community.

The ethno-cultural community may see interpreters as supporting community members first, not as interpreters working for a specific service or agency. Clients may prefer to see interpreters as accountable to their ethnic community and not to the work or organization they have a contract with.

Boundaries

It is imperative for interpreters to define their boundaries especially when providing interpretation for public service organizations. Once boundaries are compromised the work of an interpreter who is accredited to a specific agency should be discontinued. Service providers who directly work with interpreters are obligated to clearly explain to a client what the role of an interpreter is in order to avoid any potential conflicts or boundaries issues.

Training

Training of interpreters is essential. Most interpreting service providers nowadays offer training to interpreters. There have been major efforts put in place across Canada to establish a consistent approach to the training of interpreters. A standardized approach to meet local needs for training of community interpreters would enhance the quality of interpreting services.

Cultural Competency

Community Interpreters "mediate/navigate" between cultures, including cultural values etc., and on many occasions will have to overcome these variables to accurately transfer meaning. Their role and function is that of a cultural broker. To be successful community interpreters should be "fully bi-cultural, not only bi-lingual." This means interpreters know the client's culture as well as the service providing agency's culture.

Organizational Culture

Community interpreters' competency is also demonstrated by the ability to function and deliver interpretation within "the Canadian cultural and organizational realities." It also means having the

knowledge of specific organizational protocols and an understanding of cultural and organizational aspects of communication and interaction in Canadian service settings. Interpreting competently is a requirement in the Canadian cultural and organizational context.

Performance Evaluation

Any agency that works with interpreters should have an appropriate interpreter performance evaluation process and measurement tools in place. All service interpreters are usually evaluated based on demonstrated skills and competence in areas such as: quality of interpretation, accuracy, language terminology and proficiency.

Interpreters who are involved in interpreting in high risk areas such as health or legal settings should be evaluated more frequently and given feedback periodically (i.e. at the check in or debriefing sessions).

Certification of Interpreters

The certification of community interpreters is about social and professional recognition of interpreters and their work. It is a process to confirm that an individual is qualified to provide a particular service.

The interpretation certifying body confirms that a community interpreter has the qualifications needed to provide interpreting services through testing based on defined criteria and outlined requirements. There are efforts in place to create a national certification framework that may be provincially implemented as well as inclusive and portable.

Certification of interpreters is usually based on a performance-oriented evaluation and administered testing and training. Passing the certification evaluation/examination would be evidence of competence. An interpreter certification exam may consist of a written and an oral component. The written component tests the candidates on their knowledge of general vocabulary, the interpretation process, reading comprehension, interpretation protocols, and ethics. The oral component tests the interpreter's ability to deliver a competent interpretation as well as understanding of the terminology and procedures used in specific interpreting settings.

Chapter IV

Culture and Interpretation

Culture manifests itself in the way in which people think, act, behave and share their experiences. It includes social, political and family systems, values, and standards of behavior. Culture shapes our understanding of the world, behaviour and human interactions. The culture influences the way we communicate and express ourselves. In the Canadian context, all cultures are equally valued and appreciated (i.e. respect, tolerance and inclusion).

Types of Cultures

There are two contrasting cultural orientations: individualistic and collectivistic. Individualistic cultures focus on individuals and their specific identities. Collectivistic cultures blend identities and see individuals as being a part of a group. Cultures may also be defined as high power distance and low power distance. In high power distance cultures, relationships are formal and directive. In the low power distance cultures, relationships are more informal and less directive. In cultures defined as hierarchical the power and status are clearly defined. The egalitarian cultures give less importance to individual status or defined authority.

Cultural Interactions

Cultural interactions with people from diverse cultural backgrounds vary greatly from the ways in which individuals interact within "a culture." Here are some examples of potential cultural interactions:

- **Assimilation:** rejects the old culture for the sake of the acceptance of a new culture
- **Integration:** usually accepts the old culture and the new culture
- **Separation:** accepts old culture and rejects new culture
- **Marginalization:** rejects old culture and new culture

Interpreting Cultures

Interpreting the meaning of some expressions may depend on the culture associated with the language. The interpreter may select certain words and terms depending on the cultural context but without changing the message. In some cases the interpreter may function as a cultural broker and take a leading role in providing some cultural explanations or information. This only happens if communication breaks down or if any false assumptions are being made due to cultural misunderstandings. The interpreter must not allow the shared cultural background to interfere with an interpretation and service delivery.

Cultural Conflicts

There may be potential cultural conflicts that service providers and interpreters face. Usually, community interpreters have the same ethnic/cultural background as the non-English speaking individuals and may be subjected to a feeling of solidarity and cultural pressure. Interpreters' work may be influenced by cultural factors that may impact on the ability to interpret objectively and accurately.

Chapter V

Language in Interpretation

Language is the heart of culture and mirrors the culture. It affects and is affected by culture which, in turn, is largely learned through language. Language is the vehicle by which people express themselves. It is used to transmit information, and to share both cultural and individual experiences.

Definition of Language

Language is the system of communication that uses sounds, gestures, and symbols that are put together in meaningful ways according to a set of rules. Language enables people to express their concerns, beliefs, and perceptions in symbols that can be understood and interpreted by others. Dialects are varying forms of a language which reflect particular regions or social classes and which are similar enough to be mutually intelligible. Modern linguistics describes how people use the language, its forms, and functions. Linguistic differences are the most challenging variables in interpretation and intercultural communication.

Type of Languages

Languages vary and have different levels of sophistication and complexity. They do not share the same word equivalents or terminology. A message in a specific language can be understood according to what people have been conditioned to in their cultural upbringing and may be interpreted from the point of view of that particular culture. The challenge may be that some concepts and words which exist in one language may not exist in other languages. Interpreting a meaning may be a challenge.

In conceptual languages a meaning is interpreted by using specific concepts, words and terms that exist in these languages. Individuals choose words and sentences to communicate meaning, but what is meaningful in one culture may not be so in another. In narrative-based languages, the meanings of concepts and specific terms are usually interpreted by giving a narrative description.
 In practical terms it means that it may take a bit longer for an interpreter to interpret a meaning from a conceptual type of language into the narrative one.

Language and Accents

The majority of community interpreters speak English as an additional language (EAL). Speakers of any learned language often have an accent while speaking the second language. This accent reflects the phonetic structure of the first language and influences the phonetics of the second language. Some language accents may be strong but they should not be associated with language speaking proficiency. Some service providers may not be familiar with it or accustomed to hearing it.

The major challenge in dealing with accented speech or heavy accents for a first language speaker is usually linked to not understanding the accented pronunciation or speech rate. This may give an initial impression that a message is difficult to understand (unintelligible). In the English language often accent differences are in the pronunciation of vowels. Speakers of English as an additional language (EAL) may take accent modification (reduction) training or learn how to speak slowly and clearly. In this training the main focus is on re-learning how to pronounce vowels, consonants and intonation. Accent modification starts with learning how to pronounce consonants and vowels in words and how to avoid the first language interference. Intonation training focuses on how to pronounce the whole sentence.

Accented interpreted messages may initially be a challenge for a service provider who is not familiar with the melody of the specific language. This can easily be overcome. The human brain needs time to adjust to processing accented speech. It usually takes up to thirty seconds of listening to accented speech to get used to it. In some cases, just advising an interpreter to speak slowly may be a simple solution. Usually the first language listeners should be able to understand the accented speech with minimal difficulty. This is called "comfortable intelligibility."

Language Proficiency

Language competence is an absolute requirement for the interpreter. There is a distinction between functionality and proficiency. In interpretation the key issue is language proficiency. It is commonly known that any learned (additional) language rarely reaches absolute parity with the first language unless the person were brought up and educated in a bilingual environment.

The same rules apply to assessing the proficiency of the interpreters' first language and there should be proven evidence of that. Assumptions that someone who was born and lived in the first language

environment before immigrating to Canada may be fully proficient in a language of that country may be incorrect. Usually the degree/diploma of completion of post-secondary studies proves the proficiency of a first language. The degree/diploma should be officially attested.

Competency Testing Tools for Interpreters

Interpreters' language proficiency must be formally tested and confirmed through language proficiency testing tools. This is to prove that interpreters have full proficiency in languages they use for interpretation. The competency testing tools for interpreters are developed to examine proficiency in interpreting, to test skills in English and other languages, and to demonstrate efficient consecutive interpretation and sight translation.

The Cultural Interpreter Language and Interpreting Skills Assessment Tool *(CILISAT)* and **Interpreter Language and Skills Assessment Tool** *(ILSAT)* are general and specialized interpretation competency testing tools used in Canada. The Interpreter Language and Skills Assessment Tool (ILSAT) is widely used and recognized. Colleges, community agencies and public institutions use ILSAT to assess interpreting aptitude and language skills of training candidates. The purpose of ILSAT is to:

- Test proficiency in English and the first language
- Test the ability to perform consecutive interpretation and sight translation
- Assess interpreting aptitude and language competency skills

The ILSAT is not an interpreter certification test, nor does it accredit an individual who has passed the test to be called a certified/qualified interpreter. There are also many agency-specific developed testing tools that are used in assessing language/s proficiency and interpreting competency by interpreting service providing agencies.

Chapter VI

Legal Aspects in Interpreting

Liability is a reality for all professions including community interpreting. It can be defined as failure to meet one's ethical and legal obligations, which causes harm to the client. As with many professions, there are liability issues applicable to the work of community interpreters.

Legal Foundations

Language is defined as a foundational part of Canadian society to effectively, compassionately, and safely access services. It is essential to an equitable and inclusive access to services.

The Human Rights Act identifies fifteen grounds for discrimination, and language is not included as a consideration. However, the act does identify language as a feature that defines ethnicity. It does specify that the failure to provide interpreters may result in "undue hardship to a client," resulting in limited access to services. Such a systematic barrier can be legally challenged in the courts.

Ontario Human Rights Code states that every person has a right to equal treatment with respect to employment, services, and accommodation on various grounds including race, ancestry, place of origin, colour, ethnic origin, and disability.

The Supreme Court of Canada declared in 1997 that language is "a content and meaning of expression … and (that) effective communication is essential to provision of services. Communication is a key determinant of quality of services."

Working with Non-Interpreters

Non-interpreters (language speakers) are usually individuals who happen to speak the language. These are not interpreters. Language speakers are usually family members, friends, staff, community volunteers or anyone who speaks the language "to interpret." It may seem to be a cost-effective alternative. However, service providers must consider the potential ethical, professional, and legal consequences and significant adverse outcomes such as:

- Wrong or inaccurate interpretation due to lack of knowledge of interpretation, communication process and applicable terminology
- Possibility of wrong interpretation due to family relationships or the emotional/sensitive nature of the discussed issues
- Compromised confidentiality and boundaries

These risks in using language speakers can lead to inappropriate interventions or decisions that may result in complaints or litigation.

Liabilities

Interpretation and work with interpreters is not error-free. Potential liability may apply to any service providing organization that works with untrained and unaccredited interpreters or if interpretation services are obtained from untrained and unqualified individuals.

Liabilities may also arise when service providers choose to go with conveniently available interpreters. These include family members, staff, foreign students, or even other clients. These "convenient interpreters" may not be able to properly and accurately interpret or facilitate communication, and do not have the competences and qualifications for that type of work. The result may be an incomplete or incorrect interpretation and miscommunication. This may become a liability.

Service Providers' Obligations

Any service providing agency/organizations that receive public funds should be offering language interpretation services at no cost to a client at all points of contact. Essentially, service providers who fail to provide meaningful access to individuals with language barriers are considered to be discriminating based on ethnic and linguistics origins.

Liabilities for Interpreting Service Providers

Interpreting agencies that provide interpretation services to the general public are liable for any failure in the interpretation that causes harm to a client. Working with appropriately screened, trained and formally accredited interpreters results in a significantly lower likelihood of any errors that could lead to potential consequences (liabilities) for an agency.

If the interpretation service is delivered through the agency, the direct liability of the interpreter towards the client is based *in tort*. Many non-profit service providing organizations incorporate a limitation of liability clause to protect the agency and interpreters from liability for ordinary negligence.

Interpreting service providing agencies should develop operating policies and procedures that guide them in their activities. To mitigate any potential liabilities, an interpreting service providing organization should have:

- Defined selection criteria for interpreters
- Organizational policies and procedures, and appropriate protocols
- Contracting policies and protocols in accessing interpreters.
- Defined reporting, supervisory and monitoring procedures for interpreters

Liabilities for Service Organizations

Linguistic barriers to accessing services pose a high level of risk for services and must be the responsibility of a service-providing agency or organization. Any service providing organization must identify potential liabilities in delivering services that require language interpretation. Risk management has become a requirement for agencies that receive public funding. A service providing organization may be legally liable if it:

- Allows a friend or family member to interpret for a client
- Uses untrained volunteers or staff for interpretation
- Refuses service unless the client makes arrangements for an interpreter

Some services may not utilize interpreters effectively to meet their clients' linguistic needs. It may also happen that staff working in specific agencies may not understand the impact of an interpretation and liability issues. Accessing trained and formally accredited interpreters from a service providing agency ensures that the appropriate competency level of interpreting is provided and that accepted professional standards of practice are followed (i.e. accuracy, confidentiality, and objectivity of interpretation).

Liabilities for Interpreters

Interpreters are legally responsible for actions or inactions while providing an interpretation. Liability in interpretation means that interpreters are accountable for wrong and inaccurate interpretation, breach of confidentiality, conflict of interests and crossing role boundaries. Generally, interpreters are accountable for the quality of the interpretation they provide and for professional conduct while performing an interpretation.

Some interpreters, especially those who work for many service settings with the same clients, may be potentially exposed to the conflict of interest. They may have prior information about clients obtained from interpreting sessions and may be quite familiar with a client's case. Under no circumstances should interpreters disclose any information about clients to a service provider they learned about while working with another service provider. Interpreters should also decline any interpretation that requires knowledge or skills beyond the level of their competence.

Here are some potential liabilities that may apply to the work of community interpreters:

- **Malpractice:** incorrect and deliberately wrong interpretation

- **Negligence:** interpreting incorrectly, which results in inappropriate service and subsequent damage to a client

- **Breach of confidentiality:** divulging or discussing content of interpretation at any time or place or with any unauthorized person, either during the assignment or afterwards

- **Conflict of interest:** i.e. interpreting for a friend or family member etc.

- **Misfeasance:** carrying duties improperly in a way that is inconsistent with professional standards

- **Nonfeasance:** liability for eventual inactions

To minimize any potential liabilities, interpreters that are contracted to do interpretation for a specific

agency should understand potential implications, so while providing an interpretation, they should:

- Not interpret selectively on the basis of their own interests, background, experience, and attitudes
- Not omit anything, not add anything, not explain anything, and not comment on anything
- Avoid giving opinions or answering questions
- Explain interfering cultural aspects in regard to any non-verbal communication

Chapter VII

Standards and Ethics

Community interpreters, as in any public service profession, are bound by industry standards to provide accurate, complete, precise and contemporaneous interpretation. Standards and Ethics for language interpretation are important because they outline and define the responsibilities of all parties including interpreters, interpreter associations, and health, judicial, community and other organizations.

National Standard Guide for Community Interpreting

Established community interpreting sectors are encouraged to follow and implement the National Standard Guide for Community Interpreting. The Guide specifies the requirements, principles and standards for the provision of interpreting services and defines interpretation principles and standards of practice.

Standards in Interpretation

Standards of practice define the performance expectations for professional and competent interpreting. The defined standards in community interpreting are the following:

Competence: interpreters provide language interpretation for services they are trained in and competent to perform in the required language and subject area. Interpreters are tested for their interpretation knowledge skills and competency.

Confidentiality: interpreters do not disclose or discuss any information about content of interpretation assignments at any time or place or with any unauthorized person either during the assignment or thereafter. Interpreters protect the privacy of all parties and confidentiality of information.

Accuracy: interpreters interpret the message faithfully to its intent and meaning even if they disagree with its content. Interpreters interpret a message without any omissions, additions or alterations to

spoken content. Interpreters do not deliberately interpret information incorrectly because this could result in inappropriate service, miscommunication, and subsequent damage to a client. Interpreters are not responsible for what a client or service provider says during an assignment.

Impartiality: interpreters do not counsell or express personal opinions during an interpreting assignment or provision of services. Interpreters avoid giving any indication of preference or bias towards any party. Interpreters openly disclose all conflicts of interest including assignments for relatives or friends.

Respect: interpreters respect all parties involved in interpretation (client and service provider).

Boundaries: interpreters maintain role boundaries to reduce potential exposure to liability, their well-being, or physical safety.

Accountability: interpreters are responsible for the quality of interpretation work and accountable to the agency they work for. Interpreters comply with interpretation policies and procedures established by the interpreting service provider.

Transparency: interpreters inform all parties of any actions taken outside of direct interpretation (i.e. having onsite conversation with a client, redirecting client's questions etc.).

Professionalism: interpreters maintain professional conduct and behaviour during interpretation assignments.

Continued Competence: interpreters commit themselves to lifelong learning in maintaining the delivery of quality interpretation.

Code of Ethics

Adhering to a professional code of ethics is required for any profession and this includes community interpreting. Often ethical conflicts arise in interpreting while dealing with complex ethical dilemmas. These may have far-reaching effects on interpreter, clients and service providers, and impact on the eventual outcome of the interpretation work. The ethical principles in interpreting are reflected in the

interpreter's performance, competence and attitude.

The Interpreter Code of Ethics gives an interpreter a framework to make rational judgments when confronted by ethical challenges. The Code requires any interpreter to adopt an impartial attitude toward the client and service provider and implies that community interpreters:

- Perform their interpretation work accurately, completely, and clearly, and treat all information learned during the performance of interpretation as strictly confidential
- Refuse interpreting for any assignments for which they are not adequately qualified, either in language skills or understanding of the subject matter or in situations where close personal or professional ties may affect impartiality
- Interpret everything and inform the service provider if the content to be interpreted might be perceived as offensive, insensitive, or otherwise harmful to the dignity and well-being of the client

There are some specific ethical issues for interpreters who are required to deal with them consistently, such as:

- **Confidentiality:** interpreters maintain strict confidentiality as to the content of any discussion and do not disclose any information learned during interpretation without the express consent of the client and service provider, or when required by law.

- **Impartiality:** interpreters do not make value judgments of the parties they interpret for, show no preference or bias towards either party, and never impose their own values, judgments or opinions on others. Interpreters do not exercise judgment on the morality, truth, or accuracy of what either party is saying.

- **Boundaries:** interpreters refrain from having any independent conversations when interpretation is in progress and are not involved in any type of behavior that would compromise professional relations with service provider or client.

- **Accountability:** interpreters are accountable to organizations/services that they are formally associated with. They are accountable for quality of interpretation, conduct, performance, maintenance of role boundaries, and adherence to standards of interpretation practice.

Chapter VIII

Theory of Interpretation

Interpretation is an act of communication that includes the verbal delivery of a message interpreted from one language into another and vice versa through an interpreter. Interpretation can be described as the exchange of communication between two or more persons speaking two different languages. Interpretation is about interpreting oral communication from one language (source language) into another language (target language).

Interpretation Process

The interpretation process is about immediately changing messages that are produced by the source language into the target language from one party to another through oral conversion. In general, in the interpretation an interpreter has to listen to the speaker first, analyze what is being said, and then reproduce the message into a different language. It means interpreters transfer (interpret) verbal information from one language to another between people who speak two different languages. Figuratively speaking Interpreting is "like singing the same tune over and over but in different languages". The interpretation process includes auditory, cognitive and verbal tasks/steps and can be described as follows:

- Hearing and comprehending the message (auditory)
- Remembering the message (memory)
- Moving from words to a sense (meaning) of the message (cognitive)
- Remembering the meaning for a short while (short memory)
- Transposing (converting) the meaning into the target language (meta-cognitive)
- Cognitively choosing the best way to get the message across in the other language (cognitive)
- Saying the message aloud in the other language (verbalization)

Factors that Impact Interpretation

Many factors may have an impact on interpretation. These may be grouped in socio cultural, linguistic, and cognitive categories.

- **Socio-cultural factors:** social status of the participants**,** societal norms, rules, settings**,** and cultural ethical-behavioral standards

- **Linguistic factors:** level of language and communication skills of all the participants, the discourse types, such as the analytical or cognitive methods and processes used in interpretation, interpreter's knowledge of the specific language forms and subjects that exist in a specific culture

- **Cognitive factors:** interpreter's knowledge of interpretation process and interpreting techniques, knowledge of topic(s) and participants' backgrounds, and interpreter's own meta-communicative competence

Interpretation Models

There are several theoretical interpretation models which describe the interpretation phases, the role of the interpreter, and the cognitive faculties involved.

Seleskovitch-Lederer Model

This model describes three phases/stages of the interpretation process. The main idea behind this theory is that interpreting is based on meaning, not on words or the linguistic structure.

Phase 1: Verbal/Auditory

The sender sends a message. The interpreter recognizes the words or phrases using phonological rules and lexicon which are stored in the long-term memory. The recognized sounds are placed in the short-term memory. The interpreter hears the message in the source language (the language in which the message is heard).

Phase 2: Cognitive Processing

The interpreter comprehends the meaning of the message and selects the appropriate meanings along with the right words chosen from knowledge of vocabulary and memory. Then, the meaning is converted into the target language. This stage requires an interpreter to have strong memory and meta-cognitive competence/skills.

Phrase 3: The Verbal Delivery of Message

The intended meaning of a message is converted into spoken language (the target language). The interpreter makes judgment calls in seeking an equivalent word, phrase, or sentence to be delivered in

the target language. The quality of delivery of a message into the target language depends on the interpreter's prior knowledge of the subject matter, terminology and communication skills.

Herbert's Interpretation Model

The Herbert's model identifies three parts of the interpretation process and emphasizes the importance of the interpreter's background and ability to comprehend and deliver a message in two different languages. The interpreter's linguistic backgrounds play a key role in understanding the source message.

Part 1: Understanding

The interpreter's ability to understand the source message depends on the interpreter's ability to understand the original message, on his/her knowledge of languages, and on his/her knowledge of the specific usage of the language within respective countries.

Part 2: Conversion

The interpreter converts the message into the target language. This does not mean a literal/verbatim interpretation of the words/statements, but rather interpreting the meaning and content of a message.

Part 3: Delivery

This part involves the interpreter's good command of speaking and communication skills, as well as the ability to use verbal and non-verbal communication skills that are culturally appropriate for both languages.

Roy's Interpretation Model

Roy's model implies that the interpreter, while interpreting, recognizes other meaningful elements such as gestures, facial expression, styles of delivery, changes in volume, and body language. The interpreter receives/hears an auditory message, comprehends the message, and analyzes the message to fully recreate the message in the target language.

Chapter IX

Accuracy in Interpretation

Accuracy is essential in interpreting and it is the interpreter's prime objective while providing an interpretation. The interpreter interprets information without any omission and additions. It is expected that interpreters give a faithful, accurate, complete and contemporaneous interpretation of the message and interpret all the elements of the original message.

Accuracy

Accuracy in interpretation is about giving an equivalent and intended full meaning of the message. In other words, the total meaning of a message is fully interpreted. It does not mean that the interpreter converts each word in the source language into its equivalent in the target language.

Accuracy in interpretation also means interpreting small talk which establishes a rapport with a client by a service provider. Examples of small talk are "nice to see you", "how are you", "how are kids and family", "are you ok", etc. The interpreter, in addition to spoken words, interprets sounds and gestures, and verbalizes them if these do not exist in either language.

The accuracy may be easily compromised due to insufficient language proficiency and deliberate actions taken by an interpreter (i.e. manipulation of a meaning of the interpreted message, taking over content or adding, omitting or selecting which information to interpret). The result would be a partially interpreted message that is not a full and complete interpretation. Accuracy breakdown may happen when less than 85% of the content is interpreted. The accuracy of the message can be compromised, if the interpreter:

- Deliberately manipulates the meaning of the spoken words
- Misuses what information to interpret
- Gives only a partially interpreted meaning

Some indicators may point to the incompetent accuracy performance of an interpreter, especially if the interpreter does the following:

- Paraphrases and summarises (shortening a message)
- Leaves sentences or fillers not interpreted
- Struggles with grammar and sentence structure
- Seems to be confused or in a defensive mode

Competent interpreters give a faithful, accurate, and complete interpretation of the message and preserve all the elements of the original message while accommodating the syntactic and semantic patterns of the target language.

Errors in Accuracy

Deliberate and non-deliberate errors in interpretation can happen. The most common category of errors made by interpreters is usually omissions, additions, and substitutions. These happen because many terms, phrases or statements in the source language may lack an exact equivalent in the target language or because the interpreter may not be familiar with the concepts and terminology.

Frequently interpreters also make errors such as shifting tense of the message, voice register, or tonality making the language sound unnatural. Such errors are called prosody errors. Here are some examples of typical errors interpreters may make while providing an interpretation:

Omissions: the interpreter does not interpret a spoken word/phrase

Additions: the interpreter adds a word/phrase that is not spoken/said

Linguistic distortion: the interpreter may tend to replace the speaker's own concepts with other concepts

Deletion of information: the interpreter deletes some fillers, nuances, and anecdotal information by not interpreting them

Distortion of meaning: the interpreter may delete one part of the message said by the speaker, or may include information that was not intended by the speaker

Modification of meaning: the interpreter may tend to simplify what the speaker said. The interpreter

may consciously modify either the content or meaning given by either the service provider or the client

Voice register errors: the interpreter incorrectly chooses the register level of a language while interpreting. As a result, the language is not spoken and interpreted at the appropriate level.

The following are practical suggestions for interpreters on how to deal with specific language situations to avoid making any errors in interpretation:

- **An expression or a word is not understood:** the interpreter should ask for clarification, rather than guessing at the meaning and signal that clarification is requested.

- **An expression of notion or concept that is typical for a specific culture:** the interpreter should take the time to explain this concept to the client and give the reasons for this additional dialogue/conversation to a service provider.

- **Embarrassing or offensive statements:** in principle, it is the interpreter's duty to interpret whatever is said. In practice, an interpreter should let the service provider know of the nature of the client's statement, and ask for permission to check whether that was what the client really wanted to say.

Checking on Accuracy

The service provider may have a way of checking the interpretation work of an interpreter. When in doubt, it is recommended to do a comprehension check at the end of a session. This helps the service provider to determine what the client has understood during the interaction. The service provider may use content questions to double-check whether the interpretation was performed correctly.

A service provider could ask a client to answer through the interpreter's simple questions, such as "what are the main points you got from this session", "can you tell me, in your own words, what we have talked about today". By monitoring clients' reactions and their interpreted answers, a service provider may be able to assess if an interpreter has accurately conveyed the message.

Chapter X

Interpreting Modes

There are different types of interpreting modes that are used depending on the type of communication, situation and interpreting scenario (i.e. delivery mode, settings, or subject matter etc.). Each of the interpreting modes has its own dynamics and follows a specific process.

Consecutive Interpretation

Consecutive interpreting happens when service provider and interpreter take turns in delivering and interpreting a message (used mostly in individual sessions with a client). The interpretation delivery of the message is done step by step (in segments/chunks). Usually in providing consecutive interpretation, the interpreter must set a standard length to be comfortable with, and stop the speaker if the message gets too long. Long consecutive interpretation may involve listening to statements up to 10-15 minutes long, followed by interpretation (advanced interpretation level). The consecutive interpretation is mostly used in dialogue-interview settings.

Simultaneous Interpretation

Simultaneous interpretation is a very advanced interpreting technique and requires a high degree of concentration, good short-term memory, and a high level of language competency/skills. In simultaneous interpretation the interpreter interprets a message at the same time as it is spoken and delivered by a service provider (no taking turns or breaking up a message). Simultaneous interpretation is used in conference, information session settings and on-line/video or phone interpretation when interpreting session participants are not in the same location.

Summary Interpretation

Summary interpretation is a condensed form of consecutive interpretation that requires considerable experience and skill from an interpreter. It happens in situations where information must be quickly summarized and delivered (i.e. emergency situations etc.)

Verbatim Interpretation

Verbatim interpretation is also called "word-for-word" interpretation although the interpretation does not operate word for word. It is usually misunderstood as interpretation of the sequence of words/sentences rather than interpretation of the meaning. Verbatim interpretation actually means exact and accurate interpretation.

Phone Interpretation

Phone interpretation is provided via telephone where neither the interpreter nor the parties are in the same physical location. The interpreter usually uses consecutive interpretation mode. This type of interpreting tends to be less stressful for the interpreter since the interpretation dynamics are focused primarily on verbal messages, and there is less physical interaction involved.

Conference Interpreting

Conference interpretation is typically used in multilingual conference settings for interpreting speeches or presentations etc. It is rarely applicable to interpretation in a service field setting. It may be done either in consecutive or simultaneous mode.

Video Conference Interpreting

Video interpreting is a remote type of interpreting that makes use of a video camera and applicable IT software. The parties are not present at the same location. It is a very effective practice that enables all the parties to see and hear each other without being present in the same location. Due to the privacy concerns a Skype for business application should be used in interpreting rather than a regular private Skype account.

Language Line Interpreting

To fill any gaps in accessing local interpreters, language line interpreting services have become quite popular. They operate like call centers and provide remote interpretation over the phone.

I-Pad Interpreting

This is a newly emerging interpreting mode to replace phone interpretation. It could require having some organizational IT capacity/support and staff education.

Message Relay/Delivery

The interpreter may be asked to phone a client at home in order to pass on a message or specific information (i.e. appointment). The delivery of a message by an interpreter over the phone is usually on behalf of the service provider in a language different from the language the message was given.

Chapter XI

Communication in Interpretation

Communication is the primary objective of interpretation and includes transferring information from one person to another. In general communication is the process of sending a message in such a way that the message received is as close in meaning as possible to the message intended. This requires understanding of non-verbal cues, intonation, cultural norms, and attitudes. Interpreters are the only individuals who are able to communicate both with the client and with the service provider. Interpreters are in a unique position of power and in control of interpretation. Assumptions about other people's cultures can affect the way we communicate.

Two-Way Communication

Human beings are conditioned to communicate in two-way interactions. Usually two-way communication happens between people who speak the same language. During a two-way communication, the body language, tone, and volume of the words influence each person's response and reactions. There are only two different interactions happing. Two-way communications (conversations) happen between two or more individuals. Interpretation differs from conversation. The difference is that interpreting happens through an interpreter, which is not a conversation with an interpreter. The introduction of the interpreter into the communication process challenges the two-way communication process.

Three Way Communication

Interpretation differs from a conversation and an interpreter communicates with client and service provider at the same time, and both of them communicate directly through an interpreter. When an interpreter is used for communication, the two-way communication becomes a three-way process. A three-way communication happens when three or more people use two different languages to communicate with each other. In a three-way communication, an interpretation happens at the same time. It involves a minimum of three participants communicating in two languages.

In such a situation, three distinct interactions are taking place at the same time with three possible sets of interaction, and there are two parties interacting at the same time. Three-way communication

shifts the balance of power when three people use two different languages to communicate. It is affected by the third person, the interpreter, who speaks and communicates in two languages.

To effectively communicate both the service provider and interpreter must understand and apply the three-way communication process and control their natural tendency to use two-way communication. Continuing a two-way communication in interpretation may result in awkward communication situations where the service provider would primarily concentrate on talking only with the interpreter, thus excluding the client.

Effective Communication

The service provider always maintains control of the interview, asks questions, and gives explanations. The service provider is responsible for the subject matter and topics, conversation and interaction. This means speaking directly to the client, communicating effectively with the client, and pausing frequently to allow the interpreter to accurately interpret information.

The interpreter's role is to facilitate communication between, but not on behalf of, a client and service provider by effectively applying three-way communication skills. In fact, the interpreter actually manages the flow of communication in a natural way by taking over interpreting as soon as she or he is able to interpret (taking over, but not stopping the parties or asking them to stop).

An effective communication between two individuals that do not share the same language would also depend on the proper use of grammar, pronunciation, intonation, verbal and non-verbal cues.

Cultural Aspects in Communication

Effective communication in multilingual and multicultural service settings is a challenging reality due to the language differences, cultural differences and difficulty in understanding unfamiliar accents. There are cultural realities that are part of the service providers', clients' and interpreters' cultural backgrounds that manifest themselves in cultural differences in communication style (i.e. tone of the voice, speed, voice modulation, use of body language) that is applicable to specific cultures. These are integral parts of the intercultural communication process. Cultural needs of diverse clientele call for developing intercultural capacities and skills to ensure service providers and interpreters competently and comfortably communicate with diverse clients.

The interpreter may be able to assist in clarifying misunderstandings, which may result from cultural and linguistic differences, and bridge the communication gap between different cultures and languages.

Potential Barriers in Communication

There may also be some potential barriers that may affect communication in interpretation such as:

- **English as an additional language (EAL**): i.e. a heavily accented speech and not so clear pronunciation. Language-specific voice, register, and tonality

- **Information overload:** i.e. the situation in which information given exceeds an interpreter's processing capacity

- **Physical environment**: i.e. environmental impact such as noise level, settings, and seating arrangements, etc.

- **Personal and emotional:** i.e. emotions that are not kept under control; tensions and anxiety that may result in the serious disruption of communication.

Non-Verbal Communication

Non-verbal communication differs depending on a first language that is spoken and language that is interpreted. People convey their emotions, such as anger, shame, fear, or excitement, not only in words, but also in facial expressions, posture, tone of voice, and other physical manifestations. These non-verbal expressions are very closely tied to culture and language.

The competent interpreter may be able to convey emotions in a way that seems natural in the target language. It is essential that the interpreters pay attention to elements of body language while interpreting, such as gestures, silence, use of space, physical contact, and facial expressions. Interpreters must also examine their own assumptions about what these non-verbal behaviors mean, as these assumptions may lead to stereotyping or negative responses to demonstrated behaviors during interpreting situations.

Chapter XII

Interaction in Interpretation

Communicating through an interpreter also includes an interaction with both interpreter and client. The use of the additional language in communicating with an individual with limited language proficiency introduces an added dimension of complexity to the interaction between the service provider and the client. Different types of cultural interactions may influence encounters in interpretation settings.

Patterns of Interaction

Service providers and interpreters have specific responsibilities when it comes to interaction. Some service providers may not be familiar with how to work with interpreters and may have a tendency to actually interact with the interpreter, thus leaving the client out of the picture. The main responsibility of the service provider is to interact directly with the client, thus ensuring that the client is not left out of the interaction. It is very important, while interacting with a client, that everyone is equally engaged in the conversation. Interpretation is not about the interpreter but it happens through an interpreter.

The interpreter will have to make every effort to refrain from assuming any extra roles and functions beyond those of an interpreter. A typical example of taking over by an interpreter would be a tendency to answer questions that are meant for a client on behalf of the client, or having private conversations with a client that leave the service provider out of the communication and interaction loop. This may lead a service provider to wonder what actually is going on between an interpreter and a client.

The interaction that involves only an interpreter and client (without a service provider) is not considered an interpretation but a conversation that is usually conducted in the client's first language.

Transference and Counter-transference

Transference and counter-transference can take place between a client, interpreter, and service provider and may be augmented by shared culture and ethnic background. In most situations, clients and interpreters coming from the same country of origin usually share the same ethnic or linguistic

background. A variety of unwanted dynamics can exist in interpretation situations. Potential areas of concern may include:

- Client and interpreter forming an alliance to the exclusion of service provider
- Interpreter and service provider forming an alliance to the exclusion of the client
- Rejection of the interpreter by the client or service provider

The interpreter is often the only person who can follow exactly what is happening in a given circumstance. This situation brings with it a certain power. The interpreter must resist any temptation to abuse that power but, on the contrary, to use it both effectively and constructively. An interpreter's primary focus should be on providing effective language interpretation, facilitating communication, and interacting with a client without creating any dependencies

Negative Aspects

Interpreters may engage in negative dynamics as well. They may feel too much sympathy for the client, take sides and become the client's ally or advisor. Alternatively, some interpreters may strongly identify themselves with service providers. A client may also try to draw the interpreter into the role of ally or adviser.

Some clients tend to become dependent on the interpreter. Therefore, the interpreter runs the risk of becoming a support person for the client, as opposed to solely fulfilling interpreting duties. Interpreters' personalities and attitudes, if not controlled, may negatively impact the interpretation and dynamics.

Some interpreters bring their personalities and cultures to interpretation and may self-assign themselves to a specific role. This can create a role exchange, where the interpreter takes over the interview, substituting on behalf of the client. Typical examples of inappropriate interpreter attitudes may be categorized as the following:

- **Ego interpreter**: usually it manifests itself in the attitude "*it is all about me*"

- **Helper interpreter:** interpreter gives an impression to a client "*I will take care of you*"

- **Lecturer interpreter:** interpreter who likes lecturing service providers by providing information not asked for

- **Consultant interpreter:** assumes the role to consult and advise clients before, during, and after assignments

Chapter XIII

Interpreting Skills

The task of interpreting is difficult in any circumstance. It requires a high level of concentration, good memory, language skills, presence of mind, and many hard and soft skills. There are specific skills the interpreter needs to have in order to ensure effectiveness, quality and accuracy in interpretation.

Memory

Memory is crucial for interpreting information. Having a good memory is a necessary requirement in interpretation. The human capacity for processing and remembering information is limited. On average, the human brain can hold seven chunks of information in short term memory at a time (i.e. seven digits of a phone number for several seconds).

The interpreter's memory helps to retain the heard information immediately after hearing a message in order to deliver an interpretation. It is a very functional type of memory that is only applicable to the specific interpreting situation. Only very skillful and well experienced interpreters can memorize huge chunks of information at a time without loss of detail and be able to deliver accurate interpretation. Memory in interpretation is categorized as short term, intermediate and long term memory:

- **Short-term memory:** allows the interpreter to remember the message long enough to switch over to the other language.

- **Long-term memory:** knowledge of language, concepts, and terminology is stored in long term memory, and thus is essential for interpretation. As an interpreter gains more practical experience, memory skills will improve.

Three different processes are involved when it comes to memory in interpretation:

- **Encoding**: process of recording information into memory

- **Storage:** maintaining of the encoded information in memory over time
- **Retrieval:** process of getting the encoded information out of one's memory stores

Active Listening

Active listening (hearing the complete message) is the basis for effective interpretation. The interpreter requires effective listening skills in order to stay focused, pay attention, and make an effort not to become distracted. In interpretation, listening has two main components:

- Hearing the message
- Comprehending (understanding) the message

The interpreter should be positioned in a way that allows hearing the message clearly.

I-Interpreting

This is also known as the first person interpretation. It is also known as direct speech interpreting. This is a widely accepted interpreting practice/skill. It means that the interpreter interprets by taking on the role of each speaker by speaking in the first person ("not she/he says"). The interpreter interprets as directly as possible, communicating the speaker's own words and phrasing.

Interpreting in the first person is demonstrated by "I" statements. Using "she or he says" in interpreting implies having a conversation between services provider and interpreter, not actually interpretation. "I-interpreting" implies that interpretation actually happens.

This type of interpretation encourages all parties to speak and communicate directly to each other, prevents a service provider/client from addressing each other through the interpreter and prevents an interpreter from summarizing or paraphrasing. It results in each party speaking directly to each other through the interpreter. Competent interpreters do not interpret using "he says or she says" statements.

Interruptions

The interpreter may ask either party to repeat or to give an explanation when the words spoken are barely audible, or their meaning is not clear. This is called interruption. The valid reasons for interrupting are to:

- Preserve the integrity of the message, if essential information is missing
- Clarify the cultural context of communication
- Clarify any unrealistic expectations placed on the interpreter

Clarifications

The interpreter has a right, and should be encouraged, to ask for clarification of spoken information if the meaning of certain words, expressions, or sentences is ambiguous. Such clarifying questions actually demonstrate that the interpreter is really making an effort to interpret accurately and faithfully. The interpreter usually asks for clarifications if:

- Expressions, words, terms or concepts are not well understood
- Cultural ideas, specific notions, or terminology are incorrect

Restating and Summarizing

Restating usually happens when interpreting untranslatable concepts, or when rephrasing culturally inappropriate concepts. The interpreter re-states the other person's message, but uses different words to clarify meaning. The interpreter does not leave out any information or change the original message. In summarizing, the interpreter selects the main points and restates them without adding any unnecessary information. Usually this technique is used in emergency situations when time is an important factor.

Note-taking

Note-taking is an important skill in retaining/remembering the important information and essential elements of consecutive interpreting. It also helps to focus concentration on reproducing the message accurately. The main purpose of note-taking is most of all to help remember specific information, such as names, dates, numbers, lists, and technical words. Note-taking also helps to maintain sequences of

information that might be difficult to remember in the short period before starting interpretation. The objective of note-taking would be to reproduce the message accurately. There are two types of note-taking:

- Notation of specific elements: notes taken to assist the interpreter's memory, such as numbers, dates, names, and titles.

- Notation of ideas: notes taken to assist the interpreter's memory, such as concepts, notions, specific terms, and scientific words.

When note-taking, the interpreter should pay attention to focusing on key words and not on the word and connections. Some interpreters develop their own coded symbols and characters to record the concepts instead of specific words.

Knowledge of Terminology

All experts in community interpreting recognize the need for potential interpreters to acquire the necessary terminology and knowledge of the fields they want to interpret. For interpreters to interpret efficiently and accurately, familiarity with field-specific terminology and professional jargon is of the utmost importance. The right choice of words/terms depends on prior terminology knowledge, research, and spoken context.

The interpreter should never try to guess the meaning of an unfamiliar term. Interpreters can improve their knowledge of terminology by keeping up to date with journals and magazines relevant to specific interpretation fields in their first and second language. Relevant terminology glossaries are available as a resource to the interpreter. Interpreters should become familiar with terminology related to the topics and subject matter they are asked to do an interpretation for. Some interpreters carry a dictionary to their assignments and may request permission to consult the dictionary.

Cultural Bridging

If applicable and appropriate, the interpreter may introduce information about culturally-based behaviors, attitudes, values, and beliefs of a client. This is done only in order to ensure that effective communication takes place, that any potential misunderstandings arising from cultural differences are prevented (e.g., to explain an aspect of the culture that the service provider is unaware of or which the client is not able to express). However, interpreters can give some cultural information that is only applicable to a specific interpreting situation and communication issue happening during an interpretation session.

Chapter XIV

Interpreting in Specific Settings

There are types of interpretation that reflect settings in which interpretation is done. In most cases interpretation is delivered in client service settings (settlement, health, legal etc.) that have very unique dynamics and process. It is important to be familiar with and know of the different dynamics while interpreting in specific settings.

Interpreting in Settlement Settings

Settlement is a process of re-starting a new life in Canada and integrating into Canadian culture and society. It may take several years to re-establish life and to create new networks and support systems. Settling into a new country has several characteristic stages that are called: acclimatization, adaptation and integration.

Language barriers may be one of the most significant challenges newcomers face while settling in Canada. Settlement service providing organizations are well aware of this fact and understand the importance of having interpretation support services available to effectively deliver settlement services to newcomer clients. Interpreters that work in settlement settings are an essential bridge between client and service provider in facilitating communication and access to programs and services. Settlement interpretation is mostly delivered and used by immigrant settlement service agencies.

Settlement agencies deliver a broad range of settlement and integration services to a diverse group of newcomers speaking various languages. Many immigrant-serving agencies also deliver services to newcomers who historically have been considered outside the scope of settlement, including legal, health, community education and social services.

Interpreting within the settlement services context may be a very challenging and daunting task. There are some challenges individuals experience while settling in Canada. These usually evolve around having unrealistic expectations and assumptions, viewing Canada through a cultural and country-of-origin perspective, or experiencing cultural conflicts and differences. There may be wide

cultural gaps, uncomfortable issues, and many unrealistic expectations to deal with that make the work of a settlement interpreter a very unique and challenging one.

Settlement Services

The context of interpretation in settlement settings may include interpreting for clients who are in different stages of settlement. These stages may be reflected in attitudes, behaviors, communication style, and level of learning about the new life realities. Interpretation within settlement settings is mostly related to addressing the initial settlement and integration issues for the program areas such as:

- Needs assessment
- Language assessment
- Orientation and Information
- Employment counselling
- Community connections
- Language training
- Refugee health
- Support services (interpretation, translation, day-care etc.)

The settlement service model follows the strengths-based approach in service delivery that empowers clients to co-assume responsibilities for their settlement process and learn to become more independent and in control of their settling in Canada.

Challenges

Newcomer clients may initially feel uncomfortable with interpreters due to social, political, or religious differences between the countries of origin. They may also demand to have an interpreter that shares the same religious background, not understanding that interpreters use their language for communication and do not need to have the same ethnic origin.

Clients may have high expectations of interpreters to speak on their behalf and represent them to settlement staff. They may want interpreters to present their case since, in their opinion, interpreters better know what to say to a settlement staff. Interpreters who share the same ethno-cultural background with clients may easily fall into this role-confusion trap and cross their boundaries.

Interpreting in Medical Settings

Health interpreting is a specialty-designated field in Canada that poses the largest number of cultural, ethnic, and terminological challenges for interpreters. This type of interpretation takes place in hospitals or health-care settings. Interpretation assignments may range from routine consultations with physicians to emergency procedures, childbirth, or complex laboratory testing.

Since health interpretation is a more advanced community-interpreting field, the skills of an interpreter must also include mastery of medical and colloquial terminology, and understanding the nature of work in specific health care settings (i.e. protocols and procedures). Medical interpreters are equal members of the health-care team.

Interpreting for Consent to Treatment

Consent to treatment is a legal form or document. While interpreting for consent to treatment, interpreters must remember that this is the client's decision. The interpreter cannot assume the role of a service provider in trying to obtain the client's consent to treatment. If the patient does not understand what the consent to treatment is all about, it is the health care professional's responsibility to explain it. The health care professional must then explain the treatment to the patient, its consequences, or alternatives (not the interpreter).

The primary role of the interpreter while interpreting for consent to treatment would be to ensure that the patient understands all given information (written and verbal information). Some health care services require an interpreter to sign the consent to treatment form by stating that an interpretation has been accurate and appropriate.

Medical Information-Confidentiality

The interpreter must maintain absolute confidentiality in medical interpretation settings. Details of patient's medical history, current health situation, or prescribed treatment are private and are protected by privacy laws. The interpreter is bound by the rule of confidentiality not to:

- Reveal who was examined
- Discuss what was examined

- Share what was discussed

Medical Terminology

The knowledge of appropriate medical terminology and all technical terms is one of the most essential interpreting skills health interpreters must have. Potential health interpreters should be tested on their knowledge of medical terminology prior to providing health interpretation.
It is also recommended that health interpreters keep up with new medical terminology and continually study medical terms in both languages to increase vocabulary and their ability to interpret.

The patient may not understand medical terms, so it would be up to a health-care provider to explain these terms, regardless of whether the interpreter knows those terms or not. The interpreter should always clarify unfamiliar medical terms with a health-care provider. The health interpreter, while interpreting specific medical terms, may be challenged with terminology in such areas as:

- Causes and symptoms
- Medical diagnosis
- Content of prescriptions
- Feelings or pain

The key issue is to ensure the patient understands instructions for taking medication. If these are not interpreted correctly, it may constitute a potential liability issue for the interpreter.

Interpreting in Mental Health Settings

Nowadays mental health interpreting has become a very distinctive specialty and a standalone interpreting field that requires having specific interpreting skills, defined competency requirements, training and certification. Mental health interpretation deals with very sensitive topics (i.e. hallucinations, delusions, expressions of suicidal thoughts, sexual dysfunction, and family conflicts).

Due to specific interpreting dynamics and content, mental health interpreting may be a very challenging task even for a well-experienced interpreter. A generalist community interpreter (with a basic level of training) may not have sufficient knowledge and skills to perform competently in mental health settings. It is highly preferable that the interpreter involved in mental health interpreting has

the appropriate background in psychology and an understanding of techniques of therapeutic treatment, plus the completion of a specialized advanced training level in mental health interpretation.

In mental health settings, words and phrases have specific cognitive meaning and specific psychological meaning attached. Much of the information comes not only from the words spoken, but also from non-verbal communication and vocal patterns, such as the tone and sound of expressions. The interpreter must be paying attention to the above aspects in facilitating communication and providing interpretation. This means the interpreter must be very careful not to paraphrase or elaborate on the meaning so as to avoid any potential misdiagnosis. A special focus needs to be placed on accuracy and verbatim interpretation that are needed for a psychological assessment that may also determine the results following this assessment.

Interpreting for Psychological Assessments and Tests

The mental health interpreting assignments may include psychological/psychiatric evaluation/assessment, therapy and counselling. In psychological/psychiatric evaluation/assessment a psychologist usually administers one or more standardized tests to the client. These tests may evaluate/assess intelligence, reasoning, personality factors, attitude, memory, neurological functioning, motor skills, or cognitive functioning. The tests may involve questions and verbal responses, timed performances, structured interviewing, or activity tasks.

The use of psychometric tests when working with clients and communication through an interpreter may be a challenge. Standardized assessment tools are often developed for English speaking patients and may not be well adapted for diverse individuals. Informal translation of English developed testing instruments can result in a change of meaning and, consequently, in inaccurate scores. If a psychologist/mental health worker intends to use a psychometric assessment tool, it is recommended that this would be discussed with the interpreter during a pre-session briefing.

Interpreting for Counselling Sessions

In therapy and counselling settings, an interpretation tends to be focused on therapeutic intervention, treatments and counselling. The interpreter's role, in addition to interpreting, is not to get involved in, or drawn into, the therapeutic process. Wherever possible, the same interpreter should be engaged in providing mental health interpretation for the same client for the duration of the therapy (case interpreter). Introducing a new interpreter and establishing rapport each time with new interpreters may be a challenge. Retaining the same interpreter is more likely to assist in ongoing progress with the patient.

Interpreting in Legal Settings

Interpreting in court and legal settings is very distinct. The scope of court interpreting includes civil or criminal court proceedings (i.e. pre-trial conference, arraignment-first time court session, preliminary hearing, deposition, or trial). In a court setting interpreters take an oath, swearing to well and truly interpret the proceedings or words to that effect. The court interpretation must be continuous, precise, impartial, competent and contemporaneous.

Court interrogation strategies (i.e. asking redundant questions) may interfere with accurate interpretation and may be a challenge for an interpreter. The ambiguity of questioning may be deliberate, so the interpreter must inform the court that it cannot be interpreted without first clarifying the meaning. In such cases, the interpreter must always try to clarify these questions.

It is important in court settings that interpreters are able to interpret every single element of information as close as the English style, syntax, and grammar will allow (such as hesitations, fillers, repetitions, hedges, intensifiers and exaggerated adjectives). Court interpreters may face the frequent use of tag questions (which are very difficult to interpret verbatim) and deal with demands for literary and verbatim interpretation. This may be impossible to do in some languages. Redundancies of statements should be preserved in interpretation, no matter how illogical or irrelevant they may be. The same applies to editing out the offending terms, or correcting any errors made by a speaker, no matter how unintentional they may be.

Interpreters should be very careful in selecting target language terms to make sure they accurately and precisely reflect the source language meaning. They should never alter the register or language

level of the source language message into the target language for the purpose of enhancing, understanding, or avoiding giving offence.

Court interpreters should feel free to always inform the court if someone is speaking too fast to follow, or too low to hear, or if there is any interference with hearing the message and the ability to interpret it. Only well-experienced and trained interpreters may have the skills for court interpretation.

Interpreting for Family and Children

Interpreting for families can be quite challenging. When family issues are involved, the interpreter may be caught in the tensions of family relationships, or be intimidated by the situation. Interpreters may also feel tempted to intervene directly if the family communication and behavioral dynamics may be getting out of hand. Usually the interpreter may be asked to interpret for several people at the same place and time, and it may be challenging to control the flow of information, especially if everyone is speaking at the same time.

The interpreter usually plays a more active role when interpreting for a child or children. It is recommended that the interpreter should explain to the child before the interview takes place that the child will be asked to respond to a few questions, and why. The interpreters should be reassuring and understanding if the child shows signs of anxiety. During an interpretation, in this particular situation, an interpreter should be sitting closer to the child than to the service provider, so as not to be perceived as being in a position of authority. This eases the child's anxiety or apprehension.

Interpreting for Group Sessions

Interpreting in multilingual settings for larger groups is a distinctive interpreting activity that follows a very specific process and has very unique dynamics. Delivering workshops to a larger multilingual group of newcomer clients may be an interesting and unique experience for facilitators. In many cases they will have to unlearn their working approaches to interpretation and facilitation and learn new skills on how to present effectively in multilingual group settings.

There are different dynamics in communication and interpretation taking place in larger and multilingual group settings that would require different sets of skills and communication and presentation techniques for both interpreters and facilitators.

Role of Workshops Facilitators

The workshop facilitators must be aware that traditional presentation and facilitation methods may not be applicable to multilingual group settings and that they need to allocate more time for a session and use less information content. Definitely they may feel intimidated and confused due to experiencing "the linguistic noise" of many languages being spoken and interpreted at the same time. It is important for facilitators to make sure the session participants are the primary target audience, not interpreters. In this way the workshop participants will be directly exposed to interaction with a presenter, not with an interpreter.

During the workshop session the role and responsibility of a presenter/facilitator would be to:

- Group participants by the language they speak, assign an interpreter to each language group and then position an interpreter behind each assigned group of participants (not between or in the middle)
- Adjust seating arrangements in order to give "some space" to each linguistic group to ensure that an interpreter is able to maintain visual contact with a presenter and hearing and spoken contact with all participants
- Deliver the workshop content in segments, and sequence information into small chunks that can be immediately interpreted
- Monitor the delivery of interpretation to each language group (many languages do not work on the same delivery time) and give adequate interpreting time to each language group. Pause frequently to give an interpreter time to interpret and monitor the information flow

It would also be good practice to give interpreters in advance some workshop materials or written information that will be used for group sessions (i.e. power point presentations, flyers, descriptions, brochures, manuals etc.) prior to a session. This would enhance the accuracy of interpretation, and as a result, interpreters would be better prepared and feel more comfortable while providing an interpretation.

Work of Interpreters

Interpreters, due to the role assigned to them, technically are not participants of sessions or workshops. The major challenge for interpreters would be the ability to follow the content speed of a given presentation; thus they may lag behind and skip interpreting some parts to keep up with a presenter. In addition, session participants may interrupt an interpreter by providing impromptu comments or asking the interpreter, not the presenter, questions so they may end up functioning as if they were workshop participants, not interpreters.

Chapter XV

Working with Interpreters

Working with an interpreter and communicating with a client through an interpreter is an art and a skill. It is also an indicator of being culturally competent. The assumption that there is no particular skills/knowledge required in working with interpreters may result in serious communication errors and poor understanding of the cultural aspects involved in client – interpreter communication. It is highly recommended that the service provider and interpreter have training in understanding each other's respective roles.

Importance of Intercultural Competence

Inter cultural competence means more than knowledge about cultures. It involves the ability to work with clients who have multiple and intersecting identities. In general, cultural competence is the capability to understand and appreciate intercultural interactions (from both cultural contexts) and situations, the ability to communicate between and among cultures, and the ability to demonstrate skills outside one's culture of origin.

Cultural competence is demonstrated in attitudes, knowledge, skills and behaviors and is also reflected in specific organizational policies. The practical aspect of cultural competence skills is the ability to effectively apply these skills in navigating cultural differences while working with clients and interpreters. Intercultural competence is the ability to:

- Understand and appreciate intercultural interactions and situations
- Communicate between and among cultures
- Demonstrate skills outside one's culture of origin

The interpreter's and service provider's cultural backgrounds have an impact on interpretation, communication and interaction. The service provider's competence in working with interpreters requires having a certain skill set and knowledge of what interpretation is all about. Definitely, the ability to work with an interpreter and communicate with a client through an interpreter is an indicator of cultural competency.

Understanding the Role of Interpreter

It is important to know that interpreters have a specific job description and are part of a working service team, not just an addition. The service provider's responsibility is always to protect and support interpreters and not to compromise their roles by asking them to provide any additional supports that are not directly related to interpretation and communication.

During an interpreting session, interpreters are not responsible for content and interaction, but they have the right to stop either party and ask clarifying questions to ensure accuracy. Then, it is the service provider's responsibility to clarify information and explain specific terms, etc.

Anxiety

There are different dynamics that only apply to working with interpreters. These dynamics might challenge service providers who have not previously worked with an interpreter. Service providers may feel intimidated and anxious once they are assigned to use an interpreter in their work with a client. They may feel communication shock, especially when interpreters use simultaneous or consecutive types of interpretation techniques. Having training in how to work and communicate through an interpreter is a benefit to a service provider.

Boundaries

Understanding boundaries and respective roles of each party (service provider and interpreter) is very important. Usually boundaries can be easily compromised, and this often happens with the service provider's approval and encouragement. As a result, interpreters step out of their role and actually become service providers themselves. In such a case, the interpreter's role is definitely compromised.

Service providers should rotate the use of interpreters for the same client as much as possible to make sure the interpreters' boundaries do not get compromised.

Building Rapport

Building rapport in working with diverse clients may take a longer time and more effort due to the language barriers and cultural differences. Interpreters can assist a service provider in building rapport and mutual trust with a client. They also may assist service providers to better understand some

barriers that may hold clients back in conveying the whole message, thus ensuring that the service provider has accurately communicated information. To develop a rapport with a client, a service provider must take into consideration the cultural context of interpretation and communication. Speaking directly to the client and not to the interpreter is a sign of respect for the client.

Relationship with Interpreter

Developing a positive working relationship with interpreters is beneficial for the service provider and interpreter. They should work collaboratively and communicate effectively. Professional relations with an interpreter can be demonstrated by showing respect for the interpreter's unique work and understanding what the interpreter's role is. Interpreters should feel supported by the service provider so that they can perform effectively (i.e. in protecting their role and boundaries).

Seating Arrangements

Having appropriate seating arrangements is important to enhance the three-way communication process. The correct place for the interpreter is on the side of the service provider and client thus allowing the service provider and client to have a face to face dialogue/interaction. During the interpretation session, a service provider's position should always be facing the client.

Use of Plain Language

Due to linguistics and interpretation specifics, the use of a clear and plain language in communication through interpretation is necessary for the service provider. The interpreter has a specific assigned role and unique task that pertain to language interpretation and the facilitation of communication.

Working as a Team

 An interpreter is part of the working team and should be recognized for that. In this way an interpreter becomes a valuable resource for the service provider and an equal team member.

Interpreting is also a very tiring mental and cognitive activity for interpreters, so the maximum work time for an interpreter should not exceeded more than two hours of interpretation.

Rotating the Use of Interpreters

Many interpreting serving agencies that dispatch interpreters follow their operating policies and rotate the use of interpreters. There are valid reasons for this. Firstly, the rotation of interpreters protects them from compromising boundaries and assigned roles, especially while interpreting for community members. Secondly, a rotation gives an equal and fair chance to work with other interpreters.

There is an ongoing debate regarding the rotated use of interpreters. Some of the arguments presented emphasize the importance of one interpreter being used solely for a client for the duration of the services. Others support the concept of a case interpreter that is assigned to a case worker who works with a particular client. Service providers may feel more comfortable working with the same interpreter whom they trust, have developed working relations with, and have relied upon. A client may feel better connected and relate better to an interpreter coming from the same ethno-cultural community.

Always working with the same Interpreter that wears many hats may lead to an interpreter becoming "too familiar" with clients and their "cases". This may compromise boundaries and create a potential conflict of interest or lead to the breach of confidentiality. The same interpreter used for interpretation for the same client/s may easily compromise objectivity in interpretation and boundaries. Regretfully, many service providers unknowingly contribute to creating such situations by dispatching or asking for the same interpreter to interpret for the same clients in different service settings.

The balanced approach to the use of the same interpreter may work depending on the specific situation and circumstance. Definitely, the use of the same interpreter in mental or health settings would make sense for the duration of clinical intervention and therapy. However, this may not work in service, legal and investigative settings in which rotating interpreters should be highly recommended.

Specific Responsibilities: Service Provider

The service provider, prior to the session, is responsible for arranging the appointment with the client, booking an interpreter for the appointment, and briefing the interpreter regarding the session. The service provider gives additional information to the client, which may be delivered (via phone) by the

interpreter. The service provider needs to recognize that the interpreter has the right to receive a briefing that can include the background of the case the interpreter will be involved with.

A service provider maintains control and responsibility for the session the whole time and explains the meaning of a message, when needed, so that the interpreter can fully and accurately interpret it to the client. The service provider directly makes arrangements with the interpreter or with the organization responsible for providing interpreting services.

Specific Responsibilities: Interpreter

During the interpretation session, the interpreter is solely responsible for facilitating communication, providing cultural information when relevant, and ensuring the client and service provider communicate directly. It is not the role of the interpreter to give explanations.

The interpreter's responsibility is to clarify misunderstandings that may be related to cultural differences. The interpreter may need to provide cultural information to explain how a cultural belief or practice may affect communication.

The interpreter may interrupt to ask for clarification of certain words and expressions since these words may not exist in the client's and interpreter`s language.

Common Mistakes

The most common errors service providers make during an interpreting session are speaking too fast, using jargon or colloquial terminology, and insisting on following interactions and communication patterns they are familiar and comfortable with. Specific examples may be a demand for verbatim interpretation, use of the third person while referring to a client, following two-way communication patterns, or interacting only with the interpreter thus leaving the client out.

The service provider may make other demands, expecting the interpreter to run errands or perform other non-interpreting tasks. The client needs to understand that the interpreter's role is not to function as the advocate or support person. Here are the common mistakes service providers make while working with interpreters:

- Not informing/educating a client/s about the role of an interpreter
- Not providing specific information about interpreting assignments-briefing (what this is all about etc.)
- Compromising interpreter's boundaries (i.e. interpreters are asked to do other chores/supports that do not pertain directly to interpreting)
- Not following the consecutive interpretation mode while working with an interpreter (i.e. taking turns and segmenting information to give an interpreter a chance to remember and interpret information accurately)
- Not following the three-way communication (i.e. using phrases such as: ask her, tell him etc.)

Occupational Health and Safety

Interpreters have certain rights that need to be adhered to, especially the right to be respected in their professional role and not to be asked to do anything that does not pertain to the defined role of an interpreter or that may endanger the interpreter's safety or well-being. Any service setting that works with interpreters should create a work-conducive environment and ensure that organizational occupation health and safety procedures/protocols apply not only to staff but also to the work of interpreters. It is important to ensure that interpreters feel safe and are protected while providing an interpretation.

Interpreters should be given, in advance, information that ensures they are safe at any assignment and work environment. They should know what to expect, and not be faced with an awkward situation upon arrival at the assignment. This is especially important while providing interpretation in mental health settings, medical settings, settings containing infectious diseases, or police/prison settings.

Service providers or agencies should take into consideration the emotional impact or secondary stress on an interpreter due to the nature of the interpretation environment. Scheduled breaks will allow the interpreters to perform their duties more competently and efficiently. The interpreters have a right and an obligation to ask for a break whenever they feel that fatigue is beginning to interfere with their interpreting performance or safety.

Contracting Interpreters

Interpreters who work for any publicly funded service or agency should be formally contracted for interpretation work through a service providing agency. If there is no written contract between the agency and the interpreter, there is an implied agreement that the interpreting-providing agency ensures that an interpreter is qualified and competent to do the work required. If the agency contracts an interpreter who is clearly not competent, that may constitute a liability for an agency.

When the interpreter is contracted through an agency, the essential terms of the contract may include a description of interpreting activities, mutual obligations, and stipulation for financial compensation. To contract interpreters, interpreting service providing agencies should take into consideration the following requirements:

- Proven proficiency/competency in the first language and evidence of that (i.e. educational diploma from a country of origin)
- Proven proficiency in English (English competency or Canadian education degree/certificate)
- Completion of interpreting aptitude and competency test (i.e. ILSAT)
- Personal/professional suitability, communication and interpersonal skills
- Successful completion of training in interpretation
- Eligibility to work in Canada

Compensation

A fair compensation given for the interpretation work is a legal obligation of a service providing agency. It is also an ethical and labor standard issue. The interpreter has the right to be paid by the agency and the agency has a legal obligation to compensate the interpreter. The rate of pay may be defined as hourly, per assignment, or per day. The service provider policy must specify the number of hours or days of work and report a cancellation prior to the appointment. The interpreter should be reimbursed by the agency for a telephone interpretation assignment as if it were an ordinary assignment, plus any long-distance telephone expenses, if applicable.

Working with Interpreters-Practical Tips

- Interpreting is a service function and interpreters are a part of a working service team.
- Interpreters have a specific job description and follow it.
- The service provider's role is to protect and support interpreters and explain their role to clients.
- The service provider directly communicates with a client through an interpreter (not with an interpreter).
- Interpreters are not responsible for content and subject matter of a session.
- Interpreters have the right to stop interpreting and ask clarifying questions to ensure accuracy.
- It is the service provider's responsibility to clarify information and explain specific terms, etc.
- Interpreters should not be asked to complete any forms that contain personal client info without a presence or direct supervision of staff.
- Interpreters should not be left alone with clients nor should they be asked to do any additional chores after an interpretation session.
- The maximum work time for an interpreter should not exceed 2.5 hours. Interpreting is a very tiring mental and cognitive activity.
- Rotating the use of interpreters for the same client is a good thing for both client and interpreter.

Termination of Interpreter's Work

Any interpreting service agency or individual service provider may terminate an interpreter's contract/work in case of:

- Apparent breach of confidentiality
- Apparent and not disclosed conflict of interest
- Unprofessional conduct and crossing boundaries
- Poor performance and issues with quality and accuracy
- Interference with providing services
- Non-compliance with the terms of the contract
- Non-compliance with the Code of Ethics and Interpretation Standards

Chapter XVI

Interpreting Assignment

To take place, interpretation must involve at least three parties (service provider, client/s and interpreter) who are directly communicating in two different languages. Usually interpreting assignments follow a standardized format and take place at the same time but not necessarily the same place. Assignments are arranged by a service provider (not a client or interpreter) and take place at a designated site at a prearranged time. Some interpreting assignments may be more complex in terms of the content to be interpreted.

Assignment Protocols

There is a required standard practice before starting interpreting where interpreters make brief introductions and define their role. This helps interpreters to be protected from any pressures or unusual requests they are not responsible for. During an interpretation, interpreters are expected to keep a low profile and show no preference, to request clarification if terms or concepts are not well understood, and to immediately reveal and correct any errors made. It is the job of an interpreter to:

- Introduce all parties
- Explain their role
- Give assurance about confidentiality
- Arrange the setting accordingly and make sure can hear and see all parties clearly.
- Inform those who are present that everything will be interpreted
- Clarify the role of interpreter, if necessary
- Refrain from giving any advice, expressing opinions, solving problems, mediating, or advocating
- Refrain from introducing any personal and potentially controversial topics
- Refrain from having side conversations with the client/s

Providing Supports

Sometimes interpreters may feel compelled to assist, or are asked to assist, clients outside of interpretation assignments. They may not realize that any extra help may raise some expectations and have potential personal consequences. Interpreters need to know how much extra support they can provide and how not to set themselves up for any precedence that may be expected of them later on. Such expectations and provision of extra support impact the interpreter's psychological and emotional well-being.

Chapter XVII

Skills Development and Self-Care

Interpreter skill development is a dynamic and ongoing process. Interpreters learn about interpretation, skills and techniques during training; however, doing an interpretation is a different thing. Interpreting skills can only be learned and developed while actually interpreting. Learning how to apply practical interpreting skills never stops for an interpreter. This applies to all interpreters regardless of their interpreting experience and years of practice.

Interpreting is not an easy task. Interpreters are human beings and are emotionally or psychologically impacted while interpreting for others. It is important for interpreters to know how to take care of themselves to avoid burnout or performance fatigue.

Skills Development

Interpreting is a skill and competence that is continually learned and developed. Interpreting skill and competence are dynamic and constantly evolving. Learning how to interpret is acquired through experience, feedback and reflection. Interpreters learn about interpretation during their training and learn how to interpret by actually interpreting. The skills development of interpreters never stops once formal training is completed. Thus, continued skill and competence development is a must for an interpreter. A number of methods can be used to help interpreters improve their interpreting skills. Most are quite simple and are used by many interpreters. Here are some examples of simple activities interpreters can do to keep their interpreting skills sharp and alive:

- Read articles out loud to paraphrase or re-phrase sentences
- Provide sight translations of short articles in newspapers
- Record a short radio program, and take notes to improve note-taking skills
- Record an interpretation (if possible) to correct voice deficiencies, such as intonation, diction, sounds etc.
- Practice enunciating vowels and consonants and practice pronunciation of difficult words to reduce an accent

Assertiveness

Assertiveness is the ability to communicate thoughts and feelings in a direct and honest manner. Being assertive is very much culture-bound. The interpreter should be particularly sensitive about how his/her confidence is shown during the interpretation session. If appropriate, the interpreter should be assertive about their role and responsibilities and communicate that respectfully to all people involved. Any time the interpreter is challenged, an explanation of the role and responsibilities should be given in a professional and non-defensive manner.

It may be a challenge for an interpreter to be assertive in culturally bound or emotionally difficult situations. In such cases, it is always appropriate to stick to the interpreter's roles and boundaries. An interpreter's assertiveness is demonstrated by the ability to:

- Explain objectives for the interpretation assignment and the role of an interpreter
- Explain the boundaries set out for interpreters
- Express feelings about the situation or experienced behavior
- Stop interpreting if a situation is getting out of control
- Refuse to assume any additional responsibilities outside of the role of an interpreter

Self-Care

Interpreters may experience having emotional reactions to the content of messages and to the people for whom they interpret. Self-care for interpreters is very important. Interpreting is very demanding and very often may be a very mentally tiring activity. Each interpreter should recognize the importance of self-care and define what it should look like and what type of self-care would be appropriate.

Interpreter self-care is also about the ability to recognize the impact of stress, how they feel, what they are concerned about, and how to deal with non-interpreting-related demands made by a client or service provider. Acknowledging the existence of these feelings is useful and positive. This can separate an interpreter from the stressful situation and may contribute to resolving any potential emotional issues or psychological symptoms. Such symptoms may be the result of experiencing challenging situations during an interpretation.

The interpreter should be able to ask for help and psychological support, such as debriefing sessions in which an interpreter may feel free to ask for support to alleviate any psychological pressure encountered at an interpretation session. Any interpreting service providing organization should have debriefing mechanisms/tools available for interpreters. Asking for help is a good sign of taking self-care seriously.

Chapter XVIII

Translation

The term translation is often used interchangeably for all language activities that deal with spoken, written, or sign language information. However, translation has a specific meaning within the translating field. The difference between interpretation and translation is in the medium that is used. In general, the interpreter translates orally, while the translator interprets (translates) written information. Translation is a complex field which involves many different types of translation.

Translators

There are different categories of translators in Canada: certified translators and service translators. Certified translators are usually members of a translator association and certified by such. Certified translators translate advanced level information in a designated translation specialty field based on their demonstrated expertise (i.e. legal, business, technical etc.). Certified translators usually are in private practice, owning their translation business or freelance.

The associate (candidate) members of translator associations are not considered to be certified translators by an association in question.

Service translators are affiliated with and accredited by translating service providing organizations (i.e. settlement, non-profit). Service translators translate mostly personal written information or documents etc. They have demonstrated background and expertise in translation and follow the standards of practice in the general translation field.

There are "translators" who are not affiliated with or accredited by any association or service organization. They may not have any recognized status and may be working for privately established and owned translation businesses/companies etc. (mostly international translating companies).

Provincial translator associations usually do not consider translating personal written information (documents) as evidence of translation work in application for membership.

Translation Process

Translation transfers the meaning from the source language into the target language in a written form. Translation is about a change of the form (structure of a language - grammar and lexicon) into other words. Translations replace the form of the source language with that of the target language. The meaning of the source language is transferred into the target language by reflecting the grammatical and functional structure of the language in question.

The process of translating involves analyzing the meaning of the text, and then replacing the form (the grammar and lexicon) of the source language with the form of the target language. This is done by transferring the meaning of the source language into the target language by way of semantic structure.

Translation is not a matter of substituting words in one language for words in the other language to give semantic equivalence between the source language and the target language. It involves an exploration of the two languages and the two cultures along with a careful analysis of the meaning of the text.

Translated information is not merely a copy, but rather a new original that reproduces the content and layout of the original. The translator must take great care not to misinterpret the nature of the original information. Here are the steps a translator usually follows while translating written information:

- **Text analysis:** process of determining the overall significance/meaning of the text, and then selecting the closest possible translation fit

- **Transfer of the subject-matter:** translating information in such a way that the meaning is not changed, although the wording may be different than in the original language

- **Revision and proofreading:** double-checking translated information to see if the meaning of the translated version corresponds with its original. Proofreading to ensure accuracy and appropriate spelling

- **Editing:** the final step of the translation process is where the translator ensures that the translated information is properly edited in terms of the content and layout.

Translation of Written Information

Translating written information may include translations of personal documents that confirm individual identity, educational and vocational information, etc. Settlement affiliated translation service providers have developed an expertise in delivering translations of written information that their clients need for settlement and integration in Canada.

Translation of written information is done from the original documents, photocopies, scanned copies or digitally issued documents (electronic documents). The types of documents are usually determined by specific organizational requirements and the purpose of their use. Translations of written information cannot be done from pictures of documents (e.g. cell phone photos). In some cases only translations of the original documents are accepted.

Translation and Equivalency Assessment

Translation of personal written information (mostly educational or professional designation documents) is about translating content accurately not whether documents correspond or compare to Canadian documents.

Comparing documents falls within document equivalency assessment. Translation and equivalency assessment are two different processes. They are not interchangeable. A translation may be a prerequisite for an equivalency assessment. Translated educational or professional designation documents cannot be used as proof of equivalency.

Translation Standards

Translations of written information must ensure the utmost accuracy, faithfulness, completeness and quality of translation in compliance with industry standards in the general translation field. The applicable standards for translating any written information are listed below:

Accuracy: accurate conversion of the written information from the source language (conversion of its meaning) into the target language (into the working context of a target language)

- Translated information must be true to the original content

- Information is translated as per exact wording and content

Completeness/Faithfulness: translated documents reproduce original documents in the target language. All source text/content fragments, which appear on the original document, are translated (i.e. stamps, numbers, emblems and symbols and figures, explanations etc.)

- Total content is translated and illegible parts are indicated

Legibility and Fluidity: translated information reflects syntax, spelling, punctuation, grammar, and style of the target language (English)

- Translations are proof-read for any grammatical errors or spelling mistakes

Quality: translations are checked for quality, completeness, and accuracy

- Translated information is revised to ensure the translation is accurate, adequate and complete

Sight Translation

Sight translation is the process of verbally interpreting information that is written in one language into the target language. It usually happens when an interpreter is asked to orally translate written information to a client. Occasionally interpreters may also be asked to read a document or other written information to a client in the client's first language. Most often, the interpreter will be asked to sight translate forms, documents or educational information brochures, pamphlets, etc., usually from English into another language. When providing sight translations, the interpreter should:

- Ask for a few minutes to read over the entire document
- Only sight translate in the presence of both service provider and client

Computer Assisted Tools for Translation

In the age of information technology several applications have been developed to assist with translation. These are called computer assisted translation tools (CATS). Countless individuals rely on these tools for translating narrative and written information. These applications are not substitutes for

the work of a translator because they are only extended dictionaries or terminology tools. For example, the Google Translate application only translates words, not their intended meaning within a specific sentence structure. Thus, the meaning is usually lost in Google Translate.

Tools like Google Translate cannot accurately translate grammatical structure of a sentence so in many cases Google translated information does not make any grammatical sense. These tools may assist translators in improving quality, consistency and terminology in translating information. Definitely, these tools cannot replace the work of a translator.

Glossary

Accreditation

The recognition of educational institutions or training programs as meeting and maintaining standards that then qualify its graduates for professional practice.

Accredited Interpreter

An interpreter who has passed the screening criteria of a particular organization and has been awarded a certain recognition or accreditation. An accredited interpreter is NOT necessarily a Certified Interpreter a Certified Court Interpreter or a Certified Conference Interpreter.

Ad Hoc Interpreter

An untrained individual who asserts proficiency in the relevant language pair, who is called upon or volunteers to interpret. Also called a chance interpreter or lay interpreter.

Bidirectional Interpreting

Interpretation between two languages where each one functions as both a source and target language.

Bilingual Person

An individual who has some degree of proficiency in two languages. A high level of bilingualism is the minimum qualification for a competent interpreter but by itself does not ensure the ability to interpret.

Certificate

A document that attests to the attainment of specific learning objectives. A person who holds a certificate related to interpreter training is NOT necessarily a Certified Interpreter, a Certified Court Interpreter or a Certified Conference Interpreter.

Certification

A process by which a professional organization attests to or certifies that an individual is qualified to provide a

particular service. Certification calls for formal assessment, using an instrument that has been tested for validity and reliability, so that the certifying body can be confident that the individuals it certifies have the qualifications needed to provide interpreting services. A training certificate does NOT constitute certification.

Certified Interpreter

A professional interpreter who is certified as competent by a professional organization through rigorous testing based on appropriate and consistent criteria. Interpreters who have had limited training or have taken a screening test administered by an employing legal, health, interpreter or referral agency are NOT considered certified.

Certifying Body

A professional association that certifies interpreters.

Community Interpreting

Bidirectional interpreting that takes place in the course of communication among speakers of different languages. The context is the provision of public services such as healthcare or community services and in settings such as government agencies, community centres, legal settings, educational institutions, and social services. Other terms have been used to describe community interpreting such as "public service interpreting", "cultural interpreting", "dialogue interpreting", "institutional interpreting, "liaison interpreting" and "ad hoc interpreting". However, community interpreting remains the most widely accepted term in Canada.

Consecutive Interpreting

Consecutive is one of the two modes of interpreting. There are two forms of consecutive interpreting:

1. Long or classic consecutive is usually used in conference interpreting settings, where the interpreter listens to the totality of the speaker's comments or a significant passage and then reconstitutes the speech with the help of notes taken while listening.
2. Sequential or short consecutive interpreting is used in court interpreting as well as most forms of community interpreting and operates at the sentence level instead of working with paragraphs or entire speeches.

In this form of interpreting, the interpreter may interrupt the speaker and ask him/her to repeat, clarify or rephrase so as to ensure accuracy and completeness in the delivery of the message.

Conference Call Interpreting

A form of remote interpreting which takes place over the phone between three or more people. This is also called telephone interpreting.

Conference Interpreting

A form of interpreting that takes place in a conference type setting, often interpreting speeches or presentations. It may be either consecutive or simultaneous in mode, but involves the interpreter working in "one direction" of language transfer only, usually from one language into their first or preferred language.

Court Interpreting

Interpreting that takes place in a court setting, in which the interpreter is asked to interpret either consecutively or simultaneously for a LEP/LFP individual who takes part in a legal proceeding.

Subject matter, field, sector or industry.

Escort Interpreting	Interpreting that takes place when an interpreter accompanies a LEP/LFP for a prearranged time and facilitates communication in different settings and contexts. Escort interpreting is also known as elbow interpreting.
First-person Interpreting	Interpreting that takes place using the first person demonstrated by "I" statements, also known as direct speech interpreting.
Healthcare Interpreting	Interpreting that takes place in a healthcare setting, in which the interpreter is asked to interpret either consecutively or simultaneously for an individual who does not share the language in which the healthcare service takes place.
Interpreting	The act of facilitating spoken language communication between two or more parties who do not share a common language by delivering, as faithfully as possible, the original message from source into target language.
Interpreting Service Provider (ISP)	Individual or organization that provides interpreting services. Note: Service Provider is widely used to designate the organization's staff working with a client. For our purposes, the term references those that provide interpreting services.
Interpreter	A person who facilitates spoken language communication between two or more parties who do not share a common language by delivering, as faithfully as possible, the original message from source into target language.
Interpreting Mode	Format and manner of interaction within the interpreting encounter. The modes include: consecutive interpreting

and simultaneous interpreting. Each mode fits particular needs and circumstances.

Message Relay

Interpreting where an interpreter receives a message from one party and subsequently transmits it to another party in the target language.

Note-taking

Note-taking, an essential element of consecutive interpreting, consists of noting on paper names, addresses, dates and specific terms that might be difficult to remember for the short period before the interpreter intervenes to interpret.

On-site Interpreting

Interpreting done by an interpreter who is directly in the presence of the interpreting parties. Also called face-to-face interpreting.

Professional Interpreter

A fluently bilingual individual with appropriate training and experience who is able to interpret with consistency and accuracy and who adheres to the Standards of Practice and Ethical Principles.

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Appendix

Guidelines and Standards for Language Interpretation in Nova Scotia

This document was developed by the Nova Scotia Coalition on Community Interpreting and launched at the Community Interpreting Symposium held in October 2014. It is available on the website of the Nova Scotia Coalition on Community Interpreting http://www.nscci.ca/.

Rationale and Purpose

Individuals with limited English language can face linguistic and cultural barriers to accessing services. Without adequate standards, miscommunication and inaccurate interpretation are more likely. Research has shown that a lack of language interpretation services creates inequitable and even adverse outcomes for individuals with limited English language.

The major risk for service-providing organizations is using friends, family members, children, community volunteers, or staff for language interpretation. The use of ad hoc interpreters, who are not trained or formally associated with existing interpreting services, poses a significant liability.

These ad hoc interpreters are neither trained nor bound by professional standards. They may not be able to provide unbiased/impartial interpretation, which can severely compromise accuracy, confidentiality and impartiality.

Quality interpretation services are essential to an equitable and inclusive Nova Scotia. These services are invaluable in attracting and retaining immigrants to the province. The importance of language as a foundational part of Canadian society is reflected in the Charter of Rights and Freedoms and the Nova Scotia Human Rights Act. Both documents explicitly recognize the importance of equality before and under the law. No government can discriminate on the basis of ethnic origin.

Language service needs to intersect with identities of race, ethnicity, faith perspectives, gender, sexual orientation, gender identity, geographical location, ability/disability, socio-economic status, or worldviews. Language rights as an extension of the right from discrimination on the basis of ethnic origin has been successfully argued in a number of court decisions.

These guidelines and standards underscore the importance of language interpretation as a human right - the right to effectively, compassionately, and safely access services. First and foremost, the guidelines act as a reference point for standard delivery of interpreting services across sectors. The

adoption of standards has proven in other jurisdictions to result in a stronger commitment among parties to a higher standard of quality for community interpreting.

Public demand for language interpretation services is expected to increase as Nova Scotia works to attract new immigrants. This highlights the need for quality language interpretation services in an increasingly diverse Nova Scotia.

Roles and Responsibilities

The interpretation services industry provides an essential service to organizations and individuals that require interpreters. This helps to minimize risks and liabilities associated with improperly administered interpretation services. This section describes and defines the relationship between the organizations that require interpreters and the interpreting service provider. By upholding these responsibilities, each party contributes to the goal of providing equal and high quality services to members of the public. It contributes to the vitality of interpreting services in Nova Scotia.

Responsibilities of organizations that require interpreters

- Organizations that require interpreters assume full responsibility for the delivery of interpretation services, ensuring staff are trained in cultural competencies and proper protocols of using interpretation services. In doing so, the organization that requires interpreters holds a responsibility to the client and to the interpreter.

For the client, the organization will:

- Assess client needs for interpretation, including the languages for interpretation.

- Ensure that interpreters hired or contracted are qualified to perform the specialized task.

- Assure the client that an interpreter will be arranged.

For the interpreter/interpreting services provider, the organization will:

- Provide the interpreter with detailed assignment information, including booking procedures. This may include the background or context of the assignment and administrative details such as schedules.

- Ensure that the organization understands the needs of the interpreter (such as the length of interpretation session, need for a break, etc.).

- Establish and document terms and conditions of the working relationship.

- Establish an agreed-upon budget for interpretation, interpreter fees, and cancellation process.

- Provide feedback and evaluation to the interpreter to allow for continual improvement of interpretation service delivery.

The role of the interpreting services providers is to coordinate the provision of interpretation services to organizations that require interpreters. They are responsible for documenting and adhering to procedures in three main areas: recruiting practices, quality assurance, and organizational administration practice.

Responsibilities of Interpreting Services Providers

Recruiting practices, this may include:
- Documenting hiring criteria for community interpreters as contractors for the organization. The hiring criteria must reflect the highest standards for language training and competency testing that is currently recognized in Nova Scotia.

- Specifying training requirements in recruiting processes.

- Specifying language interpretation competency requirements. For example: Interpreters must pass the ILSAT (Interpreter Language and Skills Assessment Tool) test, or locally approved equivalent.

Quality assurance, to guarantee the highest quality of interpretation services in compliance with accepted standards of practice (listed below), which may include:
- Ensuring that interpreters adhere to the Code of Ethics as defined by the National Standard Guide for Community Interpreting or a domestically developed one.

- Establishing internal dispatching procedures for selecting appropriate interpreters for clients.

- Determining evaluation criteria for services provided by interpreters working for their organization.

- Updating evaluation criteria regularly to reflect current standards of practice and client need.

- Unless otherwise stated by contract, the service providing organization is responsible for

outlining liability insurance requirements and establishing liability coverage for their interpreters working as contractors.

- Organizational administration practices, which may include clear operational policies and protocols, and appropriate financial and administrative processes

Accepted Interpretation Standards of Practice in Community Interpretation

The Standards of Practice reflect **EIGHT** core principles. These principles act as the framework for which the community interpretation industry shall operate in Nova Scotia. These guiding principles for interpreters serve as a tool for organizations and interpreting service providers to recognize the service standards that can be expected from a qualified community interpreter. The principles reflect the accepted Code of Ethics for community interpreters.

Competency: Interpreters must have in-depth knowledge and understanding of their working languages and an ability to mentally transpose and verbalize into the target language. Language and interpretation competency can be demonstrated through one or more of the following:

- Post-secondary education, preferably a recognized degree of at least three years duration in interpretation or a related field (like law or health sciences for sector-specific interpretation).

- Interpreting training or education from a recognized institution. Successful completion of a recognized and approved testing tool.

- Documented experience in the field, including advanced training in a specific area of interpretation (legal, health, etc.).

- Certification, once established and available through the National Coalition of Community Interpreting (to be implemented provincially, in Nova Scotia.)

- The interpreter must only undertake assignments for which they are competent to perform in the required language and subject areas.

Confidentiality: Interpreters are ethically bound by a duty of confidentiality regarding the information they receive.

- Interpreters must treat as confidential all information learned in the performance of their duties.

- Interpreters may only disclose information received in the performance of their duties with express permission or when required by law.

Accuracy: Interpreters must preserve the meaning of the message they are conveying. Interpreters have a duty to inform the parties that everything said in the encounter will be interpreted.

- Interpreters must strive to render all messages in their entirety, as accurately as possible and to the best of their abilities, without addition, distortion, embellishment, or omission.

- Interpreters may request that unclear messages be repeated, rephrased, or explained. If anything is misunderstood, the interpreter has a responsibility to inform the parties involved.

Impartiality: Interpreters strive to maintain impartiality and neutrality in the performance of their duties.

- Interpreters must show no bias to any party involved in the interpreted encounter. Interpreters must not advocate on behalf of any party.

- This can be accomplished by informing all parties of the duty to remain impartial or by refraining from interpreting when they may have a personal or professional interest in the matter.

Role Boundaries: Interpreters maintain their prescribed roles in the performance of their duties and refrain from personal involvement.

- This involves avoiding unnecessary contact with the parties involved and using the clearest mode of interpretation available.

- This protects the interpreters' professional integrity, reduces their exposure to liability, and maintains emotional and physical well-being.

Accountability: Accountability is a key component of the relationship that exists between interpreters and the interpreting services provider, which is why interpreting services providers must ensure strong recruiting practices in hiring interpreters.

- Interpreters and interpreting service providers shall be responsible for the quality of the interpreting service they provide to organizations that require interpreters. Interpreters are accountable to the interpreting services provider by virtue of membership with the organization.

- To remain accountable, interpreters shall act in accordance to accepted standards of practices. This will contribute toward a stronger languages industry and build public trust in the

industry, allowing for eventual public recognition of the professionalization of the industry.

Transparency: All parties must demonstrate integrity in the delivery of interpreting services to clients. Transparency is fostered through practices that are clearly documented and adhered to by all parties.

- By acting in accordance to responsibilities laid out under the Roles and Responsibilities section, the industry will reflect the true spirit of transparency in its practices.

For example, interpreting services providers shall internalize stringent recruitment and evaluation processes, and organizations that require interpreters shall only make requests from the interpreting services industry through recognized interpreting services providers. This is to ensure minimum standards of quality of services are met.

Professionalism: Interpreting services providers and interpreters must conduct themselves in a professional manner.

- Professional conduct includes arriving on time for assignments, dressing in appropriate attire for assignments, and conducting themselves in a manner that adheres to the standards of practice.

- Professionalism in the provision of services includes behaving in the utmost ethical manner, preserving the professional nature of the industry. Moreover, interpreters shall commit themselves to continuously learning and updating skills to ensure language and interpretation competence over time.

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