



# Interpreter/Translator Handbook



Compiled by the Interpreter/Translator Taskforce

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## Table of Contents

Mission	3
Introduction	3
Translators and Interpreters	4
Code of Ethics	4
How to Select a Language Specialist	4
Protocols for Speaking Through an Interpreter	5
Interpreter Best Practices	6
Qualifications	7
Remote Interpreting Technology	8
Malpractice	8
Fields of Expertise	9
Medical	9
Legal	10
Business	12
Educational Settings	12
Glossary	14
Resources	24
Appendix A Training Resources	27
Appendix B Hiring Interpreters	28
Appendix C Taskforce Members	29

## Mission

Provide professional guidelines for translation and interpretation to give people with limited English proficiency the means to communicate, enrich their lives, and fulfill their goals.

## Introduction

This document is intended for various audiences including 1) service providers, 2) persons not proficient in English, 3) interpreters/translators, and 4) educators of future interpreters and translators. It provides a summary of best practices and resources.

The number of people residing in Kansas who are not native speakers of English has been growing over the past several decades. In 2010, according to the United States Census, 10% or 274,489 people, age 5 years and up, were speakers of languages other than English. In order for Kansans whose primary language is other than English to thrive in our state through improved job opportunities, high school graduation and higher education participate in community or become a United States citizen; understanding oral and written English is critical. For some individuals learning English may come more slowly than with others, and for this reason, high quality translation and interpretation services are needed. In 2007, HB 2140 was passed by the Kansas legislature making English the official language of the state. This has been codified in [KSA 73-2801, 73-2802 and 73-2803](#). Nothing in this law prohibits the use of languages, other than English, to support communication and to share information by state agencies, political or taxing subdivisions, its employees or offices. In fact in some cases, federal and or state law may require language access other than in English. This handbook will provide information on some of the laws and guidance that delineates these circumstance as well as guidelines and standards for interpreting and/or translation services.

The Interpreter/Translator Taskforce was created in 2012 to help guide the future of this professional field in Kansas. Currently, interpreters are not subject to uniform professional or legal regulation. One exception is American Sign Language credentials which are managed by the [Kansas Commission for the Deaf and Hard of Hearing](#). For other languages there are no state certifications in Kansas. This handbook will serve as a guide to implementing good practices. Since federal and state law require the assistance of an interpreter under certain circumstances, yet does not specify certification standards, this handbook provides a summary of professional standards. The task force goals are: 1) only qualified and trained persons will act as interpreters and translators; and 2) this professional expertise will become more fully developed across the state.

According to the [Bureau of Labor Statistics Occupational Outlook Handbook](#), "Employment of interpreters and translators is expected to grow 42 percent from 2010 to 2020, much faster than the average for all occupations. Employment growth will be driven by broadening international ties and by large increases in the number of non-English-speaking people in the United States. Job opportunities should be best for those who have professional certification." 2010 median pay in the U.S. was \$43,300 per year, or \$20.82 per hour. Entry-level education is a Bachelor's degree. Some are self-employed and some work through agencies. Many complete job-specific training programs."

## Translators and Interpreters

Sometimes the terms “translator” and “interpreter” are used interchangeably, but they represent two different skill sets. A translator is a person who translates a written document from one language into another. An interpreter is a person who translates and transmits speech. Interpreters may work face-to-face or via telephone or computer.

Four of the major fields in which translators and interpreters specialize are: 1. Medical, 2. Legal, 3. Business, 4. Educational settings. These will be discussed in more detail beginning on page 10.

### Code of Ethics

There are numerous codes of ethics for interpreting and translation. Below is a code of ethics that could serve as a guideline for translators and interpreters. Each company, organization or governmental entity may develop their own code of ethics to serve as a professional guide to translators/interpreters must include the following:

- **Confidentiality:** Treat all information as confidential.
- **Accuracy:** Convey the content and spirit of what is said.
- **Completeness:** Convey everything that is said or written.
- **Non-judgmental attitude:** Show no bias about the content to be interpreted/translated.
- **Attitude toward clients:** Strive to develop a relationship of trust and respect at all times with the client.
- **Acceptance of Assignments:** Decline or withdraw from the assignment if the level of competency or personal sentiments makes it difficult to abide by any of the above conditions.
- **Professionalism:** Interpreters need to be punctual, prepared and dressed in an appropriate manner. Translators need to comply with deadlines, return materials in the same format they were sent by the client, and strive to be professional at all times.

### How to Select a Language Specialist

It is the responsibility of the agency to provide an interpreter. Clients should be made aware that an interpreter will be provided at no cost to them. Choose a language specialist with the necessary specific skills, qualifications, and adherence to a code of ethics.

- Select an interpreter and/or translator who has specialized training. Remember that not every bilingual person has been trained.
- Services can be provided by staff, contractors, telephone or video teleconferencing or trained community providers.
- Use of family members or friends as interpreters should only be utilized at the request of the client and an agency must inform the client that an interpreter will be provided at no cost and may not require an Limited English Proficiency (LEP) person to provide his/her own interpreter. Furthermore, there are clearly situations when a family member may

not be appropriate, such as in the case of domestic violence or utilizing a child for interpreting.

- Translation software and/or applications are not reliable. Do not utilize them.
- When possible, choose an interpreter whose age, sex, and cultural background make it easier to work with the client.
- Evaluate the interpreter's style and approach toward clients. For special situations and problem cases, try to match the interpreter to the task.
- The agency should take reasonable steps to assure the competency of an interpreter and/or translator. (Excessive hesitation, pausing and repeated clarifications may indicate lack of fluency or proficiency). It is appropriate to ask for credentials that demonstrate:
  - Proficiency in both English and the other language
  - Knowledge of specialized terms or concepts
  - Understanding of the need for confidentiality and impartiality
  - Understanding of the role of the interpreter and/or translator

### **Protocols for Speaking Through an Interpreter**

The use of an interpreter is most effective if these protocols are followed:

- Share the Interpreter Code of Ethics (especially as it relates to confidentiality) with all interpreters and ask them to sign, if it is your policy.
- Make sure to document in the client record or file the interpreter's name and contact information.
- Brief the interpreter before the interview; give her/him relevant information about the session.
- Do not assume that an interpreter will be able to translate (provide explanations of written material or provide a written message, e.g., release of information, permission to treat, birth certificate, transcripts, etc.).
- Allow extra time for the session, as interpreting may require two to three times the amount of time a non-interpreted session requires.
- Make sure the interpreter has some understanding of the importance of the session.
- Ask the interpreter to share cultural beliefs and practices that may be relevant to the interpreted situation.
- Address the client directly; avoid directing one's comments to the interpreter.
- Don't talk too long without letting the interpreter speak. Be aware that some interpreters may use pen and paper to take notes in order to better interpret. Ask for the notes at the end of the session to be destroyed.
- Avoid using idioms, jargon, or technical language that may be difficult to interpret or understand.
- Let the interpreter know he/she can request clarification from either party when needed.
- It is a provider's responsibility (not the responsibility of the interpreter) to restate or clarify information if the client doesn't understand.
- Be patient. Careful interpretation often requires the interpreter to use long phrases.
- Remember that non-verbal language varies from culture to culture and do not make

assumptions based on one's own cultural norms (e.g., eye contact, handshakes).

- If it's culturally appropriate, the client may speak to the interpreter directly. Keep in mind that the provider is directing the conversation and communication should be focused between the provider and client.
- Pursue seemingly unconnected issues that the client raises. These issues may lead to crucial information or uncovered difficulties with the interpretation.
- Come back to an issue if one suspects a problem; be certain the interpreter knows what the client wants, use related questions, change the wording, and come at it indirectly.

### **Interpreter Best Practices**

A person who renders a message spoken or signed in one language into a second language, without personally engaging in the conversation, plays a unique role. Certain behaviors facilitate this role.

- Arrive on time and have a professional demeanor. Dress conservatively (a suit is a must for legal proceedings, be it a court appearance or a deposition).
- Pre-session, present yourself as an interpreter and state to both parties your code of ethics of confidentiality, impartiality and transparency. ("Hello, my name is ....., I will be your Interpreter today everything that is said will be kept confidential and will also be repeated as such.")
- Completely and accurately render the spoken words (interpreters) or submitted documents (translators) into the target language. This means that one must not alter, omit, add any words of one's own or try to explain what is being said.
- If asked to present your qualifications, do so in an accurate manner, including your experience and any training you have.
- Speak loudly and clearly, using simple and concise terms.
- Display confidence. There may be times when someone also speaks the foreign language and may disagree with the interpretation. However, you are the expert as the interpreter. If you realize an error has occurred, notify both parties immediately.
- Speak in the "first person." If the non-English speaker says "I ran away", then say "I ran away," and not "He said he ran away." When a client answers a question in English, simply repeat the answer in English. Describe this procedure to both parties in case they are not familiar with the use of an interpreter.
- Be impartial and unbiased at all times. If there is a circumstance that presents a conflict of interest, such as personally knowing a party in any capacity, you must disclose this to the client.
- Refrain from conversing with the parties outside of your role as an interpreter.
- Protect the confidentiality of all privileged information. Refrain from publicly discussing any information or offering an opinion concerning a matter for which one has been engaged.
- If at any moment you have reservations about the ability to complete an assignment competently, inform the client. If a word is used that you have never heard and whose meaning is unknown, make this fact known to the client and stop to clarify the word's meaning.
- Refuse gifts or consideration in excess of authorized compensation.

- Advise the parties of any errors of interpretation.
- Support other interpreters by sharing knowledge.
- Remain as unobtrusive as possible and remain calm at all times.
- If simultaneous and consecutive interpretation lasts longer than two hours, two or more interpreters are recommended.

The length of time an interpreter is able to maintain accuracy varies to some degree on the gravity, complexity, and intensity of contents being interpreted. If the client decides to proceed without a second interpreter, an interpreter working alone will need frequent ten-minute breaks. Studies show that accurate interpreting decreases dramatically after approximately 30 minutes of continuous interpreting. The best practice is for team interpreters to trade off every 20-30 minutes.

## Qualifications

In order to fulfill one's duties, these basic skills are needed.

- **Language Command:** The first requirement of a good interpreter/translator is an excellent command of the interpreted language and English. The interpreter must give a smooth and absolutely accurate interpretation of the questions and answers given. And render the correct translation of any written documents. Bilingualism alone is not sufficient and does not qualify an individual to interpret/translate in any field unless the interpreter/translator has been tested by a qualified purveyor to demonstrate that he/she is able to perform in that capacity.  
Speed and accuracy are probably the most important priority in interpreting. The interpretation process requires formal training in the skill of interpretation, e.g. a degree, certification, professional experience in order for an interpreter to be efficient and aware of his/her role and ethics when interpreting.
- **Practice:** Both interpreting and translating take practice. For interpreters, using taped recordings of courtroom or hospital settings is a good practice tool. However, one can practice on almost anything, such as church sermons, television commercials, or news reports. The key is to interpret the words rapidly, and not ponder the content of the speech. For translators, one can practice translating magazines, books, etc.
- **Attention Skills:** Listening at a high level of concentration allows the interpreter to analyze the meaning of the message completely and accurately. Translators need to pay close attention to details, double checking numbers, dates, names, etc.
- **Analytical Skills:** The interpreter/translator will need to construe the meaning of the message completely and accurately under severe time constraints.
- **Memory Skills:** The interpreter needs to retain the message long enough to render it completely and accurately in the target language while under stress.
- **Language Transfer Skills:** The interpreter/translator needs to find the congruent expression in the target language rapidly and efficiently.
- **Note-taking Skills:** The interpreter should have a note-taking system in place that is specific to the task (simultaneous or consecutive) of interpretation. Translators create glossaries to keep the translation consistent.
- **Cultural Awareness:** The interpreter/translator should understand and render the message accurately and completely, including its cultural references and concepts.

- **Clear and Audible Speech/Visible Signing:** The interpreter needs to be heard and understood by the audience with little effort at all times.
- **Demeanor Appropriate to Setting:** Appropriate demeanor reflects the interpreter's professionalism and includes the ability to convey emotional content without mimicking the speaker. Translators need to be able to keep the tone of the document and render it correctly in the other language.
- **Adaptability:** Stamina and ability to cope with stress are both important in order to interpret/translate in a wide variety of settings.
- **Knowledge of Subject Matter:** The interpretation/translation process requires knowledge of the subject matter and its terminology.

### **Remote Interpreting Technology**

Remote interpreting should involve the use of proper equipment with appropriate technical and video capabilities for both spoken language and sign language interpreters. Interpreters who are providing remote interpreting should be given proper advance notice of the need for interpreter services and an enclosed, quiet environment or noise controlled room in order to listen and view clearly and interpret adequately. All participants should receive adequate training regarding the use of remote interpreting prior to using a remote system. Institutions should develop and document procedures for the appropriate use of remote interpreting.

Deaf and hard of hearing clients have used teletypewriter (TTY) relay now known as Telecommunication Relay Services (TRS). This includes several different options: IP or text-based relay; CapTel and CaptionCall (voice-carryover (VCO), and hearing-carryover (HCO)). Another relay service is known as Video Relay Services (VRS) which uses ASL Interpreters on video, but can only be used as equivalent to phone communication. One cannot use VRS as an alternative to Video Remote Interpreting (VRI). For more information about regulations concerning TRS, VRS and VRI visit the Federal Communications Commission (FCC) website at [www.fcc.gov](http://www.fcc.gov).

### **Malpractice**

Malpractice is an important issue to the interpreting profession. Fortunately, there is no record to date of any interpreter having been sued for negligence or an erroneous interpretation. However, as video and recording equipment enters the interpretation field, it is possible a case could arise.

Ideally, to protect themselves against liability for erroneous interpretations and translations, interpreters/translators should acquire a liability insurance policy. Unfortunately, insurance companies have been unwilling to insure interpreters. American Translators Association (ATA) offers an errors and omissions policy to their members. For more information, visit [www.atanet.org](http://www.atanet.org).



## Fields of Expertise

Best practices include matching the interpreter or translator to their areas of expertise. There are identifiable needs in the following four fields of interpretation:

1. Medical
2. Legal
3. Business
4. Educational settings

### 1. Medical

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or nation origin in programs receiving federal financial assistance and protects persons of every race, color or nation origin. Types of discrimination include disparate treatment, impact or retaliation. Title VI of the Civil Rights Act applies to all recipients of Health and Human Services Federal financial assistance, either directly or indirectly, through a grant, contract or subcontract. This includes all entities that receive payments for Medicaid and/or Medicare services. Recipients of federal financial assistance shall not deny an individual a service, or provide a benefit which is different or provided in a different manner, or subject an individual to segregation or separate treatment. To inform clients of their right and recipient agencies of federal funding of their responsibilities, the Civil Rights Division of the Department of Justice issued a brochure which is available at: [http://www.lep.gov/LEP\\_beneficiary\\_brochure.pdf](http://www.lep.gov/LEP_beneficiary_brochure.pdf). For more information, contact the [Office for Civil Rights Policy Guidance Office](#).

How do the provisions of Title VI apply to a person who is LEP? A Supreme Court Decision *Lau vs. Nichols* found that Title VI prohibits conduct that has a disproportionate effect on LEP persons because such conduct constitutes national-origin discrimination. Furthermore, Executive Order 13166, first promulgated by the Clinton Administration in August 2000 and reaffirmed by Bush Administration in August 2003, states that federal agencies must provide meaningful access to LEP populations. Under Title VI and its implementing regulations, recipients of federal funds must take reasonable steps to ensure meaningful access to their programs, activities and services for LEP persons.

Medical interpretation/translation consists of assisting doctors and healthcare professionals to communicate efficiently with their patients. Interpreters/translators can reduce liability, ensure proper communication and increase customer satisfaction with their services.

### Credentials

The most commonly seen credentials for interpreters/translators are:

- Certified interpreters/translators from ATA or other accredited organizations.
- For American Sign Language, Kansas recommends KQAS 4-Advanced for most situations.
- Certified Health Care Interpreters (CHI) recommended for Spanish; Associate

recommended for Arabic or Mandarin.

- Native speakers of the target language with a college degree.
- Experience and education in the healthcare field.

Only two organizations in the United States provide national certification for healthcare interpreters. They are the Certification Commission for Healthcare Interpreters at [www.healthcareinterpretercertification.org](http://www.healthcareinterpretercertification.org) and the National Board of Certification for Medical Interpreters at [www.certifiedmedicalinterpreters.org](http://www.certifiedmedicalinterpreters.org)

Both health care interpreter certification programs have accessible registries of certified interpreters. Additionally, government agencies, educational institutions, professional organizations and private companies offer various programs to qualify healthcare interpreters. Certain other states, such as California and Oregon, have a state licensing program, but many states do not. Interpreter training programs at a company, hospital, community college or other academic institution offer interpreter courses that provide a certificate of completion based on mastering course content. For further information on the difference between certification and a certificate, please check out this link: <http://www.healthcareinterpretercertification.org>

One training resource has been developed through a partnership between Kansas Department of Health and Environment and the Jewish Vocational Service (JVS). This course is intended to introduce potential community interpreters to basic interpreting concepts and the Interpreters' Code of Ethics.

- Bridging the Gap, interpreter basics, 40 hours of training to establish protocols, ethics; language proficiency established separately. Training offered through JVS, visit [www.jvskc.org](http://www.jvskc.org) for more information.
- Interpreting Basics 2012: An Introduction to Healthcare and Social Services Interpreting (1037207) offered by KS Train as a joint project between JVS and KDHE.

These courses specifically discuss confidentiality as the most important rule of medical interpreting. Individuals who successfully complete this training and the post-test will receive a certificate of completion. For more information visit <http://ks.train.org>

## **2. Legal**

### **Interpretation in Kansas State Courts**

Kansas courts have provided interpreters free of charge in both criminal and civil settings for many years. Interpretation services in Kansas courts are provided locally. Kansas law requires provision of a qualified interpreter under the following circumstances:

K.S.A. 75-4351. Interpreters appointed for deaf, hard of hearing, speech impaired and persons whose primary language is other than English; proceeding in which appointment authorized

A qualified interpreter shall be appointed in the following cases for persons whose primary language is one other than English, or who is a deaf, hard of hearing or speech impaired person:

- (a) In any grand jury proceeding, when such person is called as a witness;
- (b) in any court proceeding involving such person and such proceeding may result in the confinement of such person or the imposition of a penal sanction against such person;
- (c) in any civil proceeding, whether such person is the plaintiff, defendant or witness in such action;
- (d) in any proceeding before a board, commission, agency, or licensing authority of the state or any of its political subdivisions, when such person is the principal party in interest;
- (e) prior to any attempt to interrogate or take a statement from a person who is arrested for an alleged violation of a criminal law of the state or any city ordinance.

Another Kansas statute mandates that when an interpreter is statutorily required, the trial court judge has the responsibility for determining that an interpreter is qualified, using the criteria below:

K.S.A. § 75-4353. Same; qualifications of interpreter; determination; persons disqualified

(a) No one shall be appointed to serve as an interpreter for a person pursuant to the provisions of K.S.A. 75-4351, and amendments thereto, if such interpreter is married to that person, related to that person within the first or second degrees of consanguinity, living with that person or is otherwise interested in the outcome of the proceeding, unless the appointing authority determines that no other qualified interpreter is available to serve.

(b) No person shall be appointed as an interpreter pursuant to the provisions of K.S.A. 75-4351, and amendments thereto, unless the appointing authority makes a preliminary determination that the interpreter is able to readily communicate with the person whose primary language is one other than English and is able to accurately repeat and translate the statement of such person.

(c) In appointing a qualified interpreter for a person whose primary language is other than English pursuant to the provisions of K.S.A. 75-4351 et seq., and amendments thereto, the appointing authority shall appoint: (A) A qualified interpreter who meets the following criteria; or (B) a qualified interpreter who is employed by a technology-based, telecommunications interpretation service available on a twenty-four hour basis who meets the following criteria:

(1) A general understanding of cultural concepts, usage and expressions of the foreign language being interpreted, including the foreign language's varieties, dialects and accents;

(2) The ability to interpret and translate in a manner which reflects the educational level and understanding of the person whose primary language is other than English;

(3) Basic knowledge of legal rights of persons involved in law enforcement investigations, administrative matters and court proceedings and procedures, as the case may be; and

(4) Sound skills in written and oral communication between English and the foreign language being translated, including the qualified interpreter's ability to translate complex questions, answers and concepts in a timely, coherent and accurate manner.

### **3. Business**

In light of growing globalization, businesses that are interested in expanding their markets need to translate and localize their messages to communicate with potential clients. Business interpretation/translation is also the interpretation/translation of conferences and business meetings. Interpretation can be done face-to-face, over the phone, or virtually.

#### **Credentials**

An interpreter/translator should provide all his/her credentials, including a resume. The most commonly seen credentials for business interpreters/translators are:

- Certified Interpreters/translators from ATA or other accredited organizations.
- For American Sign Language, Kansas recommends KQAS 4 Advanced-Certified.
- Members of internationally recognized associations such as ATA.
- Native speakers of the target language with a college degree in the area of business.
- Knowledge and experience in the business field.

For more information about Kansas certification and training, see Appendix A.

Visit <http://aiic.net/about/lang/1> for the Conference Interpreters Association.

### **4. Educational Settings**

English Language Learners (ELLs) now make up more than 10% of Kansas public school students from Kindergarten to 12th grade. In some districts it is twice that, and in Liberal, the ELL population is reaching 60% of the K-12 population. Of the 287 public school districts in the state, 184 have reported that English Language Learners are enrolled. Languages are (in order of frequency) Spanish, Vietnamese, Chinese (Mandarin, Cantonese, Taiwanese), Arabic, Lao, German, Hmong, Korean, Filipino (Tagalog), Burmese, Nepali, Karen (Burmese), Swahili (Kishwahili), Khmer, Somali, Urdu, Russian, Hindi, and more than 20 others. All school districts are required to ensure access to a good education in accordance with Title VI of the Civil Rights Act of 1964 and the provisions of Supreme Court Decision Lau vs. Nichols, as explained on page 9.

The U.S. Department of Education has stated that “school districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English” (1970 Memorandum). For districts receiving Title III funding, specific parental notification requirements must be met. Required notification must be provided by the local district “in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand” to parents of all children identified for participation in

Title III. Title III funding can be used for the purpose of providing the necessary translation/interpretation of required notification. (Typically, a letter might be printed in English on one side of a sheet of paper and in the translated form on the other.) Schools may not charge parents for translation and interpreter services. Translations of documents explaining school goals, policies, and procedures should be available for distribution.

School districts should be aware of parents' language needs. Parents not proficient in English have the right to meaningful access to the same information other parents receive about school matters in an accurate and timely manner. A parent's English proficiency is *independent* of his/her child's English proficiency level. A mix of written translations and oral interpretations may be appropriate. Effective, appropriate, and competent interpreters and translators must be used.

When is an interpreter needed? 1) Whenever the client requests one. 2) Whenever language may be a barrier to communication.

Who should interpret? An interpreter should be a willing, trained, and competent adult who is both bilingual and bicultural and, when possible, familiar with the dialect or regional language and culture. Children cannot interpret for their parents. To help ensure accuracy and confidentiality, avoid using family, friends, and especially children, to interpret. Interpreters should be familiar with school culture, terminology, and school requirements.

Contact information (including vendors and prices) for companies under contract to provide interpretation/translation for Kansas State agencies and political subdivisions (i.e. school districts) can be found on the Kansas Department of Administration's website, <http://www.da.ks.gov/purch/adds/12396-Pricing.htm>.

### **Credentials**

The most common credentials for education interpreters/translators are:

- For American Sign Language, Kansas recommends KQAS 4- Advanced Certified.
- Certified Translators/Interpreters from ATA or other accredited organizations.
- Members of internationally recognized associations such as ATA.
- Native speakers of the target language with a college degree in education.
- Knowledge and experience in the field of education.

## Glossary

Terms used by interpreting and translating professionals and throughout this handbook are defined and explained below.

<b>“A” language</b>	a language in which the interpreter has native proficiency in speaking and listening [*]. See “B” language
<b>accreditation</b>	a term usually referring to the recognition of educational institutions or training programs as meeting and maintaining standards that then qualify its graduates for professional practice. See certified interpreter[***]
<b>ad hoc interpreter</b>	an untrained person who is called upon to interpret, such as a family member interpreting for his/her parents, a bilingual staff member pulled away from other duties to interpret, or a self-declared bilingual in a hospital waiting-room who volunteers to interpret. Also called a chance interpreter or lay interpreter. See certified interpreter, qualified interpreter [***]
<b>advocacy</b>	any action taken (by an interpreter) on behalf of an individual that goes beyond facilitating communication, with the intention of supporting good outcomes. In general, advocacy means that a third party (in this case, the interpreter) speaks for or pleads the cause of another party, thereby departing from an impartial role. See transparency [***]
<b>advocate</b>	a person who acts to further the interests of another party. When taking an advocacy role, the interpreter may speak in his/her own voice in order to “plead a cause” or attempt to “right a wrong”
<b>ASL</b>	American Sign Language is the predominant sign language of deaf communities in the U.S. and English speaking communities in Canada. It is not an international language.
<b>“B” language</b>	a language in which the interpreter has fully functional proficiency in speaking and listening [*]. See “A” language
<b>back translation</b>	translation of translated document back into the original language. Often used to check the accuracy of the original translation, although professional translators do not use this process to check the accuracy of a translation [***]
<b>best practice</b>	a technique or methodology that, through application by practitioners and/or research, has proven to lead reliably to a desired result. A commitment to using the best practices in any field is a commitment to using all the knowledge and technology at one's disposal to ensure success
<b>bi-directional interpreting</b>	between two languages where each functions as both a source and target language [***]

- bilingual** a term describing a person who has some degree of proficiency in two languages. A high level of bilingualism is the most basic of the qualifications of a competent interpreter, but by itself does not ensure the ability to interpret [\*\*\*]
- bilingual provider** a person with proficiency in more than one language, enabling the person to provide services directly to limited-English-proficient individuals in their non-English language [\*\*\*]
- bilingual worker / employee** a proficient speaker of two languages who may provide direct services in both languages, but without additional training is not qualified to serve as an interpreter [\*\*\*]
- certificate** a document, such as a certificate of attendance or completion, that attests to participation in a course of study and attainment of some learning objective. A person who holds a certificate related to interpreter training is not thereby certified. See certification, certified interpreter [\*\*\*]
- certification** a process by which a certifying body (usually a governmental or 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 do the job. See certified interpreter [\*\*\*]
- Certified Deaf Interpreters (CDI)** a nationally certified interpreter who is deaf or hard of hearing. In addition to proficient communication skills and general interpreter training, the CDI has specialized training and/or experience in the use of gesture, mime, props, drawings and other tools to enhance communication. The CDI has knowledge and understanding of deafness, the Deaf community, and Deaf culture. The CDI possesses native or near-native fluency in American Sign Language. For more information visit <http://www.rid.org/education/testing/index.cfm/AID/89>
- certified interpreter** a person who has met the requirements of a professional organization or government entity 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 health, interpreter or referral agency are not considered certified. See ad hoc interpreter; also qualified interpreter [\*\*\*]
- community interpreting** takes place in the course of communication in the local community among speakers of different languages. The community interpreter may or may not be a trained interpreter. Community settings include schools, social service agencies, clinics, legal services, and businesses that serve a diverse clientele. See qualified interpreter [\*\*\*]

- conflict of interest** any condition that interferes with the objectivity of an interpreter constitutes a conflict of interest. Interpreters shall be impartial and unbiased and shall refrain from conduct that may give the appearance of bias. Interpreters shall disclose any real or perceived conflict of interest.
- consecutive interpreting** the conversion of a speaker or signer's message into another language after the speaker or signer pauses, in a specific social context [\*]. See simultaneous interpreting
- court interpreter** the generic term used to refer to the interpreter who performs the proceedings function. The term "court interpreter" is used both by ASL interpreters and in the spoken language interpreting community
- cultural and linguistic competence** a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities [\*\*\*]
- cultural broker(ing)** any action taken by the interpreter that provides cultural information in addition to linguistic interpretation of the message given. See transparency
- cultural consultant** a person with the ability and experience to conduct training for health care providers on how to provide culturally sensitive care to their ethnically diverse patient population
- dual-role interpreter** a bilingual employee in who has been tested for language skills, trained as a medical interpreter and assumes the task of part-time medical interpreting willingly. See ad hoc interpreter
- face-to-face interpreting** in which the interpreter is present in person with both, or at least one, of the persons for whom interpreting is provided. See remote interpreting, telephonic interpreting [\*\*\*]
- first-person interpreting** the promotion by the interpreter of direct communication between the principal parties in the interaction through the use of direct utterances of each of the speakers, as though the interpreter were the voice of the person speaking, albeit in the language of the listener. For example, if the patient says, "My stomach hurts," the interpreter says (in the second language), "My stomach hurts," and not "She says her stomach hurts" [\*\*\*]



**healthcare interpreting** takes place in healthcare settings of any sort, including doctor's offices, clinics, hospitals, home health visits, mental health clinics, and public health presentations. Typically the setting is an interview between a healthcare provider (doctor, nurse, lab technician) and a patient (or the patient and one or more family members). Also, referred to as medical interpreting [\*\*\*]

**interpreter** a person who renders a message spoken or signed in one language into a second language, and who abides by a code of professional ethics. See ad hoc interpreter, certified interpreter, and qualified interpreter [\*\*\*]

**interpreting** (noun) the process of understanding and analyzing a spoken or signed message and re-expressing that message faithfully, accurately and objectively in another language, taking the cultural and social context into account [\*] The purpose of interpreting is to enable communication between two or more individuals who do not speak each other's languages. (Adjective) concerning or involved with interpreting. Examples: interpreting services, interpreting issues

**interpreting assignment** a period of time during which an interpreter performs his or her duties. An interpreting assignment may involve multiple encounters with patients and providers [\*\*\*]

**interpretation** See interpreting. While the two words have the same meaning in the context of oral/signed communication, the term interpreting is preferred, because it emphasizes process rather than product and because the word interpretation has so many other uses outside the field of translation and interpreting

**interpretive** See interpreting. Like the word interpretation, interpretive has many meanings and is often unclear when used in the context of oral/signed communication. It is preferable to use interpreting as an adjective, e.g. interpreting services, interpreting issues

**interpreter's oath** The oath used to officially swear in a signed or spoken language interpreter prior to both the swearing in of witnesses and the commencement of an official court or legal proceeding.  
Example: *"Do you solemnly swear or affirm under the penalties of perjury to interpret accurately, completely and impartially using your best skill and judgment in accordance with the Code of Professional Responsibility for Court Interpreters?"*

**language combination** the set of working languages of an individual interpreter or translator. An interpreter/translator may be able to interpret/translate both into and out of some languages but only interpret/translate out of one or more others because of more limited productive skills in those languages. See source language, target language [\*\*\*]

<b>language pair</b>	the two languages that serve as source and target languages for an individual interpreter or translator in a particular assignment
<b>legal Interpreter</b>	a highly skilled generalist interpreter who has had extensive training, experience and supervision working in a variety of legal settings and has demonstrated the requisite knowledge and skills to work in such settings through testing and certification as a legal interpreting specialist
<b>legal Interpreting</b>	a broad category of specialized interpreting work which is practiced in a variety of legal settings including, but not limited to: administrative hearings of governmental agencies; law enforcement and investigation interviews; depositions; attorney-client interactions; and courtroom proceedings
<b>licensed</b>	having official permission or authority to perform some professional role, such as interpreting
<b>licensure</b>	the process of obtaining an official license or authorization to perform a particular job. A mandatory process by which a governmental agency grants time-limited permission to an individual to engage in a given occupation after verifying that he/she has met predetermined and standardized criteria [**]
<b>limited English proficiency (LEP)</b>	a legal concept referring to a level of English proficiency that is insufficient to ensure equal access to public services provided in English without an interpreter [*] This is a term used in the Policy Guidance of August 29, 2000 published in the Federal Register, by the Office for Civil Rights (OCR) of the US Department of Health and Human Services and the US Department of Education
<b>literal translation</b>	a form of rough translation in which every word or word-element is translated in sequence without regard to how the message would normally be expressed in the other language, giving insight into the workings of the source language. Example: (French) “Il y avait beaucoup de gens,” literally “It there had many of people,” which means “There were lots of people (there).” Literal interpreting is not considered useful or part of professional interpreting; literal translations (written) are sometimes useful for analysis of the source text, but are not suitable when the aim is to assist communication
<b>machine translation</b>	accomplished by entering text in one language into a computer software program and obtaining a computer generated translation in a second language. Machine or computer translation programs have difficulties recognizing idioms, context, regional differences and metaphorical language and tend toward literal translation
<b>medical interpreting</b>	takes place in medical settings. See healthcare interpreting
<b>multi-lingual</b>	a term used to describe a person who has some degree of proficiency in two or more languages. A high level of bilingualism is

the most basic of the qualifications of a competent interpreter, but by itself does not ensure the ability to interpret

**National Association of Judiciary**

**Interpreters and Translators (NAJIT)** a non-profit organization of judiciary interpreting and legal interpreting professionals with a mission of promoting quality interpretation and translation services in the judicial system

**national origin discrimination** violation of the ‘national origin’ clause of the Civil Rights Act of 1964, which states that “no person in the United States shall, on grounds of race, color, or national origin, be excluded from participation in, or be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance”

**non-English speaking person** the term used to refer to any person who is unable to communicate in English or who has a limited ability to communicate in English. The term generally refers to a principal party of interest or a witness in the case. The OCR Guidance Memorandum of August 2001 (DHHS) details how national origin discrimination may be avoided through the use of qualified interpreters

**on-site interpreting** done in the presence of both speakers also called face-to-face interpreting, but not remote or telephone interpreting [\*\*\*]

**parties** individuals present during an interpreted encounter

**pre-session** a short discussion, held prior to the interpreted session, between the interpreter and the service provider or between the interpreter and the limited-English-proficient client For a client, the pre-session serves to introduce the interpreter, establish rapport, inform the client as to how the interpreter will work, and allow the interpreter to assure that (s)he can understand the client’s speech. For a provider, the pre-session serves to introduce the interpreter, establish a collegial relationship, inform the provider as to how the interpreter will work, and provide the opportunity for the provider to share any information about the upcoming session that might be helpful to the interpreter. Depending on the context and the time available, pre-sessions can be as short as 30 seconds or as long as 15 minutes

**privileged communication** occurs in a setting of legal professional confidentiality. Attorney-Client Privilege is an evidentiary privilege protecting the confidential communications between a client and his or her attorney from disclosure to another party; this can be waived by the client but not by the attorney

**proceedings interpreting** allows the non-English speaking person to hear everything said during the proceedings. This interpreting function is ordinarily performed in the simultaneous mode. The interpreter’s speech is always in the foreign language, and is not part of the record of proceedings

**proficiency** the quality or level of a skill, characterized by facility and correctness in performing that skill (in this case – speaking or writing); a

competence acquired through training and practice

**professional interpreter** an interpreter who abides by a code of professional ethics

**qualified interpreter** an individual who has been assessed for professional skills, demonstrates a high level of proficiency in at least two languages and has the appropriate training and experience to interpret with skill and accuracy while adhering to a code of professional ethics. See interpreter; ad hoc interpreter

**register** the level of formality in a style of speaking or writing (intimate, informal, vulgar, formal, etc.) often influenced by norms for communication associated with a particular occupational or social group (slang, criminal argot, medical jargon, business jargon, legal language, etc.). Interpreters are generally expected to maintain the register of the person whose utterances they are interpreting

**registration** the governmental process by which a governmental agency grants a time-limited status on a registry, determined by specified knowledge-based requirements (e.g., experience, education, examinations), thereby authorizing those individuals to practice, similar to licensure. [NOCA\*\*—one of three basic meanings]

**relay interpreting** an interpreting process in which two individuals attempting a conversation communicate through two interpreters, each of whom speaks only one of the two languages required as well as a common third language. Examples of this would be interpreting Quechua into Spanish, which in turn is interpreted into English, or interpreting an idiosyncratic sign language into ASL and then into English.

**remote integrated audio/video** interpreting technology that utilizes an integrated network system consisting of audio mixers, telephone lines, headsets with attached microphone, and in most cases, cameras to enable interpreters to provide on-demand interpretation services to multiple venues from a remote location. Depending on the technical setup, interpreters may view multiple settings from any location (e.g., office, home) and communicate directly with participants. Currently utilized by at least three circuits and may be performed by court employees or contractors. Remote integrated audio/video interpreting is delivered in simultaneous mode.

**remote interpreting** a system of interpreting where the interpreter is remotely connected to the hospital, conference room, etc. through (1) telephones or (2) integrated audio/video technology. Remote telephone interpretation, which is discussed further in section C, utilizes a standard telephone line attached to a speakerphone. It is currently used in most circuits, to some degree, to provide spoken language interpreting services for infrequently needed language demands, in

which the proceeding is of short duration and limited complexity. Telephone interpreting may be performed by court employees or contractors, but is frequently provided by national vendors such as Language Line Services. Remote telephone interpreting is delivered in consecutive mode.

**video remote interpreter (VRI)** vendor services provide ASL interpretation using videophone, webcam, and/or other video equipment. VRI is often used in place of on-site interpreters, when the latter is unavailable. Whether this avenue achieves efficient communication as required under the Americans with Disabilities Act remains questionable. VRI is completely distinguishable from Video Relay Services (VRS) even using the same equipment.

**video relay services (VRS)** Video Relay Service (VRS) is a form of Telecommunications Relay Service (TRS) that enables persons with hearing disabilities who use American Sign Language (ASL) to communicate with voice telephone users through video equipment, rather than through typed text. Video equipment links the VRS user with a TRS operator – called a “communications assistant” (CA) – so that the VRS user and the CA can see and communicate with each other in signed conversation. Because the conversation between the VRS user and the CA flows much more quickly than with a text-based TRS call, VRS has become an enormously popular form of TRS. For more information about other forms of TRS, see the FCC’s consumer guide Telecommunications Relay Service (TRS)

**sight translation** conversion of a written document into spoken/signed language [\*]. An interpreter reads a document written in one language and simultaneously interprets it into a second language.

**simultaneous interpreting** converting a speaker or signer’s message into another language while the speaker or signer continues to speak or sign. See consecutive interpreting.

**sign(ed) language** a language expressed through hand gestures, facial expressions, and body movements used by people who are deaf or hard of hearing and for communication between hearing people and deaf or hard of hearing people.

**source language** the language of a speaker/signer who is being interpreted [\*], or of a written text to be translated. See target language.

**tactile interpreting.** a form of interpreting used primarily for individuals who are Deaf-Blind and using ASL. Deaf-Blind user would put own hands onto signing hands of an ASL interpreter to “feel-read” the hands of what are being interpreted. Another form of interpreting used with Deaf-Blind and/or low vision deaf individuals would be Mirror Interpreting. The technique is similar to relay interpreting, where another sign interpreter is receiving the message from the primary ASL interpreter or Deaf presenter who then would convey the message to the Deaf-Blind or low vision deaf individual. Often times a CDI can be utilized in these situations.

**target language** the language of the person receiving interpretation [\*]; the

language into which an interpreter is interpreting at any given moment; or, the **language into which a written text is translated. See source language.**

**telephone interpreting** carried out remotely, with the interpreter connected by telephone to the principal parties, typically provided through a speakerphone or headsets. In healthcare settings, the principal parties, e.g., doctor and patient, are normally in the same room, but telephone interpreting can be used to serve individuals who are also connected to each other only by telephone. See remote interpreting.

**translation** the conversion of a written text into a corresponding written text in a different language. Within the language professions, translation is distinguished from interpreting according to whether the message is produced in writing or orally (or manually). In popular usage, the terms “translator” and “translation” are frequently used for conversion of either oral or written communications.

**transparency** the principle that everything that is said by any party in an interpreted conversation should be rendered in the other language, so that everything said can be heard and understood by everyone present. Whenever the interpreter has reason to enter into a conversation by speaking directly to either party in either language, the interpreter must subsequently interpret both his/her own speech and that of the party spoken to, for the benefit of those present who do not understand the language used. Transparency is maintained when everything said by any party present, including the interpreter speaking for him/herself, is interpreted into a language that others present can understand.

**teletypewriter relay (TTY)** A type of machine that allows people with hearing or speech disabilities to communicate over the phone using a keyboard and a viewing screen. It is sometimes called a TDD.

**unidirectional interpreting** from only one source language (usually found in conference or performance settings)

**video conferencing/ video interpreting** carried out remotely, using a video camera that enables an interpreter in another location to both see and hear the parties for whom he/she is interpreting via a TV monitor. The interpretation is relayed to the principal parties by speakerphone or through headsets. Two-way interactive television can also be used, so that the other parties can interact with the interpreter as if face-to-face. See remote interpreting.

**working language** a language an interpreter or translator uses professionally; a

language into and/or out of which an interpreter interprets or a translator translates. See language combination.

**witness interpreting** used for presenting evidence to the court. The interpretation is performed in the consecutive mode with the English language portions of the interpretation becoming part of the record of the proceeding.

Some definitions (marked [\*]) have been borrowed or adapted from the ASTM Standard Guide for Language Interpretation Services (F 2089-01 (reapproved 2007)). For information on obtaining this document, contact ASTM Customer Service at [service@astm.org](mailto:service@astm.org) or go to the ASTM web site, <http://www.astm.org>.

Some definitions (marked [\*\*]) have been taken from the NOCA Guide to Understanding Credentialing Concepts, 2005. This document can be downloaded from the NOCA website, <http://www.noca.org/Resources/Publications/tabid/77/Default.aspx>.

Some definitions (marked [\*\*\*]) have been taken from The National Council on Interpreting in Health Care. For the complete document visit: <http://ncihc.memberclicks.net/assets/documents/NCIHC%20Terms%20Final080408.pdf>.

## Resources

### **ABA Standards for Language Access in Courts.**

[http://www.courts.ca.gov/documents/Std%20for%20Language%20Access\\_FINAL\\_12-13-2011\\_w\\_disclaimer\\_.pdf](http://www.courts.ca.gov/documents/Std%20for%20Language%20Access_FINAL_12-13-2011_w_disclaimer_.pdf). American Bar Association, draft 2012. Retrieved December 19, 2013.

**American Translator Association.** [www.atanet.org](http://www.atanet.org). Resources for interpreters and translators. Retrieved September 11, 2013.

**Best Practices for Communicating Through an Interpreter.** *Contributed by [The National Council on Interpreting in Health Care \(NCHIC\)](#).* <http://refugeehealthta.org/access-to-care/language-access/best-practices-communicating-through-an-interpreter/>. Retrieved September 12, 2013.

**Best Practices for Qualified Interpreters.** *Lutheran Children and Family Services.* <http://refugeehealthta.org/2013/04/25/best-practices-for-qualified-interpreters/> Retrieved September 12, 2013.

**Best Practices Team Interpreting.** American University Washington College of Law. [http://niwaplibrary.wcl.american.edu/language-access/language-access-info-for-service-providers/LANGAC\\_InterpreterTools\\_Best\\_Practice\\_Team\\_InterpretingOVW%2010.31.07.pdf/view](http://niwaplibrary.wcl.american.edu/language-access/language-access-info-for-service-providers/LANGAC_InterpreterTools_Best_Practice_Team_InterpretingOVW%2010.31.07.pdf/view). Retrieved December 12, 2013.

**Douglas County District Court Interpreter Confirmation** [http://www.douglas-county.com/district\\_court/docs/pdf/dc\\_interpreterconfirm.pdf](http://www.douglas-county.com/district_court/docs/pdf/dc_interpreterconfirm.pdf). Retrieved August 8, 2013.

Federal Communications Commission (FCC) website at [www.fcc.gov](http://www.fcc.gov) Retrieved July 18, 2014.

**Health Care Interpreting,** Johnson County Community College. Program Registration information. <http://www.jccc.edu/health-care-interpreting/index.html> Retrieved August 20, 2013.

**Individual Rights to an Interpreter Office for Civil Rights Policy Guidance.** <http://www.mass.gov/eohhs/gov/departments/dph/programs/admin/health-equity/interpreter-services.html#1> Retrieved December 2, 2013.

**Interpreter Training Resources.** <http://interpreters.free.fr/links/practicematerial.htm> Retrieved February 18, 2014.

**Interpreting in Legal Settings.** <http://gupress.gallaudet.edu/bookpage/IILSbookpage.html> Retrieved on November 26, 2013.

**International Association of Conference Interpreters (AIIC).** <http://aiic.net/about/lang/1> Resource for Conference Interpreters. Retrieved November 26, 2013.

**Kansas Commission for the Deaf and Hard of Hearing.** <http://www.dcf.ks.gov/services/RS/Pages/KCDHH.aspx> Retrieved December 4, 2013.

**Kansas Statutes.** [http://kansasstatutes.lesterama.org/Chapter\\_75/Article\\_43/75-4351.html](http://kansasstatutes.lesterama.org/Chapter_75/Article_43/75-4351.html)



Retrieved November, 26, 2013.

**Kansas State Department of Education.** Translation/Interpretation Services.  
<http://www.ksde.org/Default.aspx?tabid=1643> Retrieved August 8, 2013.

**Kansas Train.** Interpreter training resources. <http://ks.train.org> Retrieved August 28, 2013

**Legal Interpreting,** Johnson County Community College. Program Registration information.  
<http://www.jccc.edu/legal-interpreting/index.html> Retrieved August 28, 2013.

**Legal Interpretation Best Practices.** Link Translations. <http://www.link-translations.com/legal-interpretation-tips/> Retrieved August 28, 2013.

**Limited English Proficiency, Federal Interagency Website.** Program information  
[www.lep.gov](http://www.lep.gov) and program brochure [http://www.lep.gov/LEP\\_beneficiary\\_brochure.pdf](http://www.lep.gov/LEP_beneficiary_brochure.pdf).  
Retrieved August 28, 2013

**Modern Language Association Language Map Data Center,** [www.mla.org/map\\_data](http://www.mla.org/map_data),  
retrieved on December, 4, 2013.

**National Network for Interpreting:** [www.nationalnetworkforinterpreting.ac.uk](http://www.nationalnetworkforinterpreting.ac.uk) Retrieved on  
February 18, 2014.

**National Standards of Practice for Interpreters in Health Care.** Resources for Health Care  
Interpreters. <http://www.ncihc.org> Retrieved on August 8, 2013.

**New York University School of Continuing and Professional Studies Foreign Languages,  
Translation, and Interpretation:** [www.scps.nyu.edu/academics/departments/foreign-  
languages.html](http://www.scps.nyu.edu/academics/departments/foreign-languages.html) Retrieved on February 18, 2014.

**Online Resources for Conference Interpreter Training:** [www.orcit.eu](http://www.orcit.eu) Retrieved on February  
18, 2014.

**The Cross Cultural Health Care Program (CCHCP) Medical Interpreter Code of Ethics.**  
Source: This code is a compilation of the Codes of Ethics from the Hospital Interpretation  
Program in Seattle, WA; Boston City Hospital in Boston, MA; and the American Medical  
Interpreters and Translators Association (AMISTAS) in Stanford, CA.  
<http://www.ksde.org/LinkClick.aspx?fileticket=-H3HSlkzKbc%3D&tabid=1643&mid=10192>  
Retrieved August 8, 2013.

**The Mid-America Chapter of the American Translators Association (MICATA).**  
<http://www.micata.org> Retrieved August 28, 2013

**The National Center for State Courts.** Link for all court related topics. <http://www.ncsc.org/>  
Retrieved August 8, 2013.

**The National Consortium of Interpreter Education Centers.** Best Practices.  
[http://ualr.edu/marie/uploads/2009/05/Best%20Practices%20Document-4-15-09\(3\).pdf](http://ualr.edu/marie/uploads/2009/05/Best%20Practices%20Document-4-15-09(3).pdf)  
Retrieved, November 26, 2013.

**The National Council on Interpreting in Health Care (NCHIC)** <http://www.ncihc.org/> Retrieved August 28, 2013

**The Terminology of Health Care Interpreting, NCIHC**  
<http://ncihc.memberclicks.net/assets/documents/NCIHC%20Terms%20Final080408.pdf>.  
Retrieved on August 8, 2013.

**Occupational Outlook Handbook**, Bureau of Labor Statistics, United States Department of Labor, <http://www.bls.gov/oooh>, retrieved on December 4, 2013.

**Recommendations for the Provision of Court Interpreting Services in Florida's Trial Courts.** [http://www.familylawfla.org/committees/adhoc/dueprocess/pdf/letter12-14-10with\\_cover.pdf](http://www.familylawfla.org/committees/adhoc/dueprocess/pdf/letter12-14-10with_cover.pdf) Retrieved on December 4, 2013.

**Registry of Interpreters for the Deaf.** [www.rid.org](http://www.rid.org) Retrieved on December 4, 2013.

**University of Maryland Graduate Studies in Interpreting and Translation Program:**  
[www.gsit.umd.edu](http://www.gsit.umd.edu) Retrieved on February 28, 2014.

## Appendix A

### Training Resources

	Medical	Legal	Business or K-12 Educational Settings
Full Certification	<p>ASL*: KQAS 4 – Advanced (most situations)</p> <p>Certified Healthcare Interpreter (CHI) in Spanish Associate : Arabic, Mandarin, Spanish</p> <p>License valid 4 years Recertification 32 hrs. Continuing Ed 40 hrs. work experience</p>	<p>ASL*: KQAS 5-Master (court/legal) AO Federal Court Certification</p> <p>Spanish/English Federal Court Interpreter Certification, by the Administrative Office of the United States Courts, <a href="http://www.uscourts.gov/FederalCourts/UnderstandingtheFederalCourts/DistrictCourts/CourtInterpreters.aspx">http://www.uscourts.gov/FederalCourts/UnderstandingtheFederalCourts/DistrictCourts/CourtInterpreters.aspx</a></p> <p>National Association of Judiciary Interpreters and Translators <a href="http://www.najit.org/">http://www.najit.org/</a></p>	<p>ASL*: KQAS 4 –Advanced</p> <p>KS Dept. of Administration approved list of vendors</p>
Training	<p>Bridging the Gap Jewish Vocational Service (JVS) Interpreting Basics: An Introduction to Healthcare and Social Services Interpreting (1037207) 40 hour Medical training through <a href="http://www.KSTrain.org">www.KSTrain.org</a></p>	<p>National Center for State Courts; state interpreter certification, <a href="http://www.ncsc.org/Education-and-Careers/State-Interpreter-Certification.aspx">http://www.ncsc.org/Education-and-Careers/State-Interpreter-Certification.aspx</a></p>	<p>ASL: Interpreter permit Level 2 – Apprentice Level 1-Novice</p> <p>Effective in 2015: Score of 3-5 on KQAS will be diagnostic of National test results</p>
Exams	<p>Certification Commission for Health Care Interpreters, CCHI <a href="http://www.healthcareinterpretercertification.org">www.healthcareinterpretercertification.org</a> CHI Spanish \$455 / Associate\$205</p>	<p>ATA Certification Exam: \$300</p>	<p>ASL: Kansas Quality Assurance Screening, KS Commission for the Deaf and Hard of Hearing <a href="http://www.dcf.ks.gov/services/RS/Pages/KCDHH.aspx">http://www.dcf.ks.gov/services/RS/Pages/KCDHH.aspx</a> ASL KQAS: \$300</p>
KS Post-secondary training	<p>Johnson County Community College American Sign Language Interpreter Training, AAS <a href="http://www.jccc.edu/interpretertraining/index.html">http://www.jccc.edu/interpretertraining/index.html</a></p> <p>Johnson County Community College English/Spanish Health Care Interpreting <a href="http://www.jccc.edu/health-care-interpreting/index.html">http://www.jccc.edu/health-care-interpreting/index.html</a></p>	<p>Johnson County Community College English/Spanish Legal Interpreting, <a href="http://www.jccc.edu/legal-interpreting/index.html">http://www.jccc.edu/legal-interpreting/index.html</a></p>	<p>Intro courses to translating and/or interpreting: Emporia State University Friends University Kansas State University The University of Kansas Washburn Wichita State University</p>
Pay	<p>\$20-35/hr ASL: \$35/hr for minimum of 2 hrs.</p>	<p>\$25 - \$50/hr. ASL: \$35/hr. for minimum of 2 hrs.</p>	<p>ASL: \$35/hr. for minimum of 2 hrs.</p>
Needs	<p>Spanish, German, Vietnamese, Chinese French, Laotian, Tagalog, Korean, Arabic, Swahili, Hindi, Telugu, and others. (Source: American Community survey, 2006-1020))</p>	<p>Availability in all counties, including 29 languages <a href="http://www.mla.org/map_data">http://www.mla.org/map_data</a></p>	<p>Title 3 requirements, KS Department of E <a href="http://www.ksde.org/Default.aspx?tabid=1643">http://www.ksde.org/Default.aspx?tabid=1643</a></p>
Info	<p><b>Mid-America Chapter of the American Translators Association (MICATA)</b> <a href="http://www.micata.org/">http://www.micata.org/</a> MICATA represents translators and interpreters of languages from Arabic to Vietnamese. It provides a forum for translation, interpreting and other language professionals to update and inform.</p>		

\* Effective in 2015: Certification for American Sign Language will change; Bachelor's degree required; Score of 4 or 5 on National test

## Appendix B

### Hiring Interpreters

Anyone wishing to hire an interpreter should ask the following questions before hiring:

- Do you have any particular training or credentials as an interpreter?
- What is your native language?
- How did you learn English?
- How did you learn the foreign language?
- What was the highest grade you completed in school?
- Have you spent any time in the foreign country?
- Did you formally study either language in school? To what extent?

Additional questions specific to legal contexts:

- How many times have you interpreted in court?
- Have you interpreted for this type of hearing or trial before?
- Are you familiar with the code of professional responsibility for court interpreters? What are some of the main points?
- Are you a potential witness in this case?
- Do you know or work for any of the parties?
- Do you have any other potential conflicts of interest?
- Have you had an opportunity to speak with the non-English speaking persons? Were there any particular communication problems?
- Are you familiar with the dialectical or idiomatic peculiarities of the witnesses?
- Are you able to interpret simultaneously without leaving out or changing anything that is said?
- Are you able to interpret consecutively?

Before hiring an interpreter, you will need to know the following information:

- Communication needs. Language pair and any other special needs.
- Length of the meeting. If the meeting is longer than two hours, you will need to hire two interpreters.
- Meeting information. Need to provide the date, time and location and the topic of the meeting prior to the assignment.

Anyone wishing to hire an interpreter should use these criteria to establish an interpreter's qualifications.

In a court setting, the judge should use a text similar to the one below to appoint an interpreter:

"The court is persuaded that

Mr./Ms. \_\_\_\_\_ is qualified interpreter and is appointed as the interpreter in these proceedings. The court finds that

Mr./Ms. \_\_\_\_\_ as the necessary experience, training, and abilities to interpret these proceedings.

Please raise your right hand and I will administer the oath of the interpreter to you:

"Do you swear or affirm that you will faithfully interpret all matters in these proceedings from English into (other language) and from (other language) into English to the best of my ability?"

### Appendix C Taskforce Members

Name	Institution
Adrienne Foster	Exec. Director, Kansas Hispanic & Latino American Affairs Commission (KHLAAC)
Phyllis Farrar	World Languages, Kansas Department of Education
Miguel Gonzalez-Abellas	Washburn University
Megan Hughes-Zarzo	Friends University
Blanca Jadow	Freelance interpreter; certified in MO, IA
Laura Kanost	Kansas State University
Karen Krause	President, 451 Communications LLC
Marcela Renna	The Mid-America Chapter of the American Translators Association (MICATA) Vice President, Kansas City Spanish Court Interpreter
Rebecca Rosenthal	Executive Director, Kansas Commission for the Deaf and Hard of Hearing (Former)
Art Thompson	Kansas Office of Judicial Administration Dispute Resolution Coordinator (Former)
Cyndi Treaster	Director, Kansas Department of Health and Environment (KDHE) Special Population Health
Christina Wolff de Casquino	Johnson County Community College
Cecilia Ysaac-Belmares	KHLAAC Commissioner (Former)