

CISOC Community Interpreter Training Program Workbook Samples

Introduction	Workbook Layout	Accessing Recorded Materials
<p>Welcome to the CISOC Community Interpreter training program, and congratulations on your decision to become a Community Interpreter.</p> <p>These sample pages offer a quick look at the material presented in the full Community Interpreter’s Training Program Workbook.</p> <p>The workbook is divided into the following nine units and is intended to be studied sequentially.</p> <p>Each unit in the workbook is divided into sections that include¹: unit introduction, learning objectives, key terms and concepts, principal learning content and, finally, review materials in the form of case studies², quizzes and, where appropriate, practice materials.</p> <p>Review questions are intended to reinforce the main points covered in the unit and will assist you in retaining material. The purpose of the case studies is to familiarize you with real-life examples of the kinds of challenges you will face as a Community Interpreter.</p> <p>The learning content forms the basis of the final examination (excluding practice materials).</p>	<p>Unit One • Introduction to Community Interpreting</p> <p>Unit Two • The Community Interpreter’s Code of Ethics and Standards of Practice</p> <p>Unit Three • The Roles, Boundaries and Essential Practices of Community Interpreters</p> <p>Unit Five • Culture Bridging Skills</p> <p>Unit Six • Communication Skills and Interpreting</p> <p>Unit Seven • Sight Translation and Note-Taking</p> <p>Unit Eight • Managing the Interpretation</p>	<p>In order to enhance your learning, we have included a selection of recorded materials that can be used for practice. Some of the recordings are in English while others are in the 13 languages covered by this curriculum. You will have access to the other language that you identified during your registration.</p>
<p>¹ Unit Nine is a practice-only unit and does not contain some of the items listed</p> <p>² Not all units are conducive to Case Studies – these units contain other exercises</p>	<p><i>Available in these sample pages are excerpts from Unit Four and Unit Nine. These pages have been modified and do not contain all the educational or interactive material available in the full workbook.</i></p> <p><i>Active links appear in blue.</i></p>	<p>Getting Help</p> <p>If you experience any difficulty accessing these materials, please contact training@cisoc.net</p>

	Introduction	Unit Sections	Exercises
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Unit Sections

The Seleskovitch-Leder Model of Interpretation

The Five Constituent Tasks of Interpreting

Memory and Interpreting

Improving Memory

Memory and Interpreting

Having a good memory is essential in all forms of interpreting. This seems fairly obvious but how important is a good memory? What do we mean by good memory? How does memory work? Why is it that we find it easier to remember something interesting, something that has been phrased particularly well, something that is striking or vivid.

The study of memory is a wide field of investigation which is still dominated by a lot of speculation.

Short term memory (STM) which refers to the ability to remember multiple data for a short period of time is often mentioned in relation to interpreting. The idea of short term memory simply means that you are retaining information for a short period of time without creating the neural mechanism for

later recall. Long term memory (LTM) kicks in when you have created a neural pathway for storing ideas and information that can be recalled weeks, months and even years later. To create these pathways, you must make a deliberate attempt to encode the information in the way you intend to recall it later. The development of long term memory involves learning.

The duration of short-term memory is very short. It can last anywhere from six to 30 seconds, so memory in interpreting relies on another kind of memory, too. This is your “working memory”. Meaning is stored in working memory for the short-term. This is the memory used for interpreting. It is relatively short term but longer than the more immediate STM (e.g. remembering the message long enough

to switch over to the other language). Therefore, it is important to try to train your memory to retain as much information as possible.

Short term memory decays rapidly and also has limited capacity. Chunking (a “chunk” is a unit of information that corresponds to some familiar pattern) of information can lead to an increase in the STM capacity. That is the reason why a hyphenated telephone number is easier to remember than a single long number. Interference often causes disturbances in STM retention. This accounts for the desire to complete tasks held in STM as soon as possible.

Short-Term Memory Recall Exercise

Try these quick exercises to see how good your short-term memory is.

Click on each of the boxes below to see a string of letters or numbers. You will have five seconds to memorize as many of the letters as possible. You cannot take notes. When the list disappears, write down everything that you remember. To check your answers, click the “Show Answers” box.

Memory Recall Exercise 1 Show Answer

Memory Recall Exercise 2 Show Answer

Did you do better with the second one than with the first? If so, it might be because the sequence is easier to read because it has some recognizable chunks.

Try the same process with this list of numbers:

Memory Recall Exercise 3 Show Answer

Next, try it with this one.

Memory Recall Exercise 4 Show Answer

It’s likely that you will do better on the second set of numbers because they can be read in chunks. Instead of six numbers, you only need to recall three.

Short term memory was commonly studied by measuring a person’s digit span, the maximum number of randomly chosen numbers a person can repeat after hearing a list read. The normal digit span is seven plus or minus two numbers 7 +/- 2 - the magic memory number. The human mind can remember seven (give or take 2) “chunks” of information, whether single digits or pieces of data.

The long-term memory (LTM) is where knowledge of language is stored, along with non-linguistic knowledge and concepts. A “well-stocked” long-term memory is essential for interpreting. This memory cannot be improved much through training.

Unit 9 • Interpretation Practice

Unit Introduction	Interpreting Practice	Exercises
<p>This unit will provide you the opportunity to build your interpreting skills using audio dialogues.</p>	<p>The exercises herein are aimed at enabling students to produce correct, coherent and fluent translations. It is obvious, of course, that real-life conditions will be different and sometimes more difficult than simulated ones. To improve your skills, we recommend that you develop your own simulations. You can do this by creating audio recordings of radio and television interviews in both English and your L1.</p>	<p>Instructions Six dialogues have been recorded for you in English. Recordings vary in length. The speakers will pause after each statement to allow you to interpret. The player window will close when the dialogue ends.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>English Dialogue 1</p> <p style="text-align: center; background-color: #ADD8E6;">Play Recording</p> </div> <div style="width: 50%; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>English Dialogue 4</p> <p style="text-align: center;">Play Recording</p> </div> <div style="width: 50%; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>English Dialogue 2</p> <p style="text-align: center;">Play Recording</p> </div> <div style="width: 50%; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>English Dialogue 5</p> <p style="text-align: center;">Play Recording</p> </div> <div style="width: 50%; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>English Dialogue 3</p> <p style="text-align: center;">Play Recording</p> </div> <div style="width: 50%; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>English Dialogue 6</p> <p style="text-align: center;">Play Recording</p> </div> </div> <p>After you finish your interpretations, review your performance by reading through Interpreting Tips for Students by clicking the button below.</p> <p style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Show Interpreting Tips</p>