

LLD Training Tip

X	Content and Practice		Language Assessment		Recruitment
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Interpreter Intervention Technique Practice for Isolate Language Groups **(Catherine Anderson, M.A., JVS Kansas City, Mo)** **May 2016**

Tip Planning Considerations: This tip is created for a class comprised of interpreters from isolate language groups (i.e., one Nepali interpreter, one Karen interpreter, one Kayah interpreter). The instructor would be using a standard curriculum such as Bridging the Gap™, or other curriculum with a focus on role play practice. The setting could be a training program within a refugee resettlement agency or social services agency in a region where there is not a strong concentration of speakers of languages of limited diffusion.

Goal: To provide an opportunity for interpreters in isolate language groups to practice intervention techniques when no other speaker in their language is attending the class, and thus no language-pair can be set up for practice.

Instruction: An instructor introduces a basic scenario involving an intervention because the patient doesn't understand a word or phrase. Three roles will be performed: the isolate speaker is the interpreter, speaking both English and the other (target) language, another student is the patient who speaks English and a third student is the doctor who speaks English. The instructor checks to be sure all participants understand the scenario and their roles, keeping in mind that this practice scenario is no different from a regular language pair practice session, only this time the patient is speaking in English and not in another language. This practice is for the benefit of the isolate language group interpreter. He or she will have a chance to practice in the target language at least three times and more if the scenario is extended.

- Prior to the class: Students have practiced consecutive interpreting on their own by watching YouTube scenarios that allow practice in consecutive interpreting. YouTube videos that serve as health care informational sessions sponsored by UnitedHealthcare, Blue Cross/Blue Shield or other insurance companies are good places to start when practicing healthcare terminology. UnitedHealthCare: <https://www.youtube.com/playlist?list=PLBEE8851F730A7F6A> In their practice, students should be encouraged to record themselves, at least initially so they can listen for omission, additions or unacceptable changes. Students have also studied and practiced basic medical terms.

Activity (target language speech in italics):

- 1) The interpreter provides the pre-session in both the target language and in English.
- 2) Doctor: {Mr. or Ms.____}, it is time for your routine EKG test.
- 3) Interpreter (the exact words of the doctor in their target language): {*Mr. or Ms.____*}, *it is time for your routine EKG test.*

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- 4) Patient: I don't understand what a "routine EKG test" means.
- 5) Interpreter: I don't understand what a routine EKG test means.
- 6) Doctor: A routine EKG checks your heart's electrical system and heart rhythm.
- 7) Interpreter into the target language: *A routine EKG checks your heart's electrical system and heart rhythm.*
- 8) The patient may ask another question (to make it more realistic) in English.
- 9) This question is stated to the doctor in English who gives the explanation in English.
- 10) The interpreter renders the doctor's words into the target language.

The instructor can have students go through a list of medical terms using this same scenario for continued practice. Once the basic structure of the scenario makes sense to the students, they can be encouraged to add other more natural responses, giving the isolate language interpreter more practice.

If you have questions about this tip, please email us at lld@ncihc.org

[For website administrator only: Survey link will be added at end]



National Council on Interpreting in Health Care