>> NCIHC Home for Trainers Webinar Series <<

NCIHC

Translation: A Multi-Functional Tool in the Interpreter's
TOOLBOX

with Katherine Langan, Ph.D., CHI™, CMI-Spanish

Friday, August 26th
5:00pm Central

WWW.NCIHC.ORG

NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

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Home for Trainers Interpreter Trainers Webinars Work Group
An initiative of the Standards and Training Committee
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Housekeeping

- This session is being recorded
- Certificate of Attendance
    must attend full 90 minutes
    trainerswebinars@ncihc.org

- Audio and technical problems

- Questions to organizers

- Q & A

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Welcome!

Guest Presenter

Katherine Langan,
Ph.D., CMI-Spanish CHI™

Translation: A Multi-Functional Tool in the Interpreter's Toolbox

Katherine Langan, Ph.D., CHI[TM], CMI-Spanish

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Description

Interpreting, sight translation and document translating share the fundamental purpose of transmitting a message from one language to another. Healthcare interpreters, to varying degrees of frequency, are called upon to facilitate communication through each of these modes. As such, it is essential that training programs prepare interpreters with the skills necessary to successfully facilitate communication in each mode.

In this webinar for interpreter trainers, we will illustrate how the practice of translation can improve the interpreter's sight translation and interpreting skills and provide the foundational skills needed for healthcare interpreters to facilitate communication through the written word. We will also touch on issues related to different levels of prominence of literacy between the US healthcare system and many LEP populations. We will provide additional resources related to written translation for trainers to consult in the process of adapting their own training programs.

Learning Objectives

1. Recognize key similarities and differences between the oral and written forms of a language and how these play out in interpreting, sight translation and document translation.

2. Present techniques to incorporate translation skills into interpreter training or professional development.

3. Provide hooks for addressing different levels of prominence of literacy among interpreter students or practicing professionals.

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PRELIMINARIES

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Definitions

- **Interpreting**: orally rendering a message from language A to language B.

- **Sight translation**: *orally* rendering into language B content *written* in language A; *writing* in language B content *orally* given in language A; immediately rendering in *written* form into language B content *written* in language A.

- **Translation**: rendering in written form into language B content written in language B.

- **Continuum:** concept recognizing that many aspects of language are not discrete factors, but fall along a continuum; for example formal/informal.

Examples of Sight Translation

- **Written to oral**: health history form, cancellation policy, communication form, medication instructions (on bottle label), etc.

- **Oral to written**: medication instructions, names and purpose of otc medications, wound care, follow-up appointment information, etc.

- **Written to written**: medication instructions, discharge instructions, portal information, immunization record, list of questions, etc.

Benefits of adding translation skills

- Improve interpreting skills by
  - Increasing awareness of both languages
  - Improving vocabulary
  - Improving mental flexibility
- Increase marketability
- Enhance awareness of the importance of preparation

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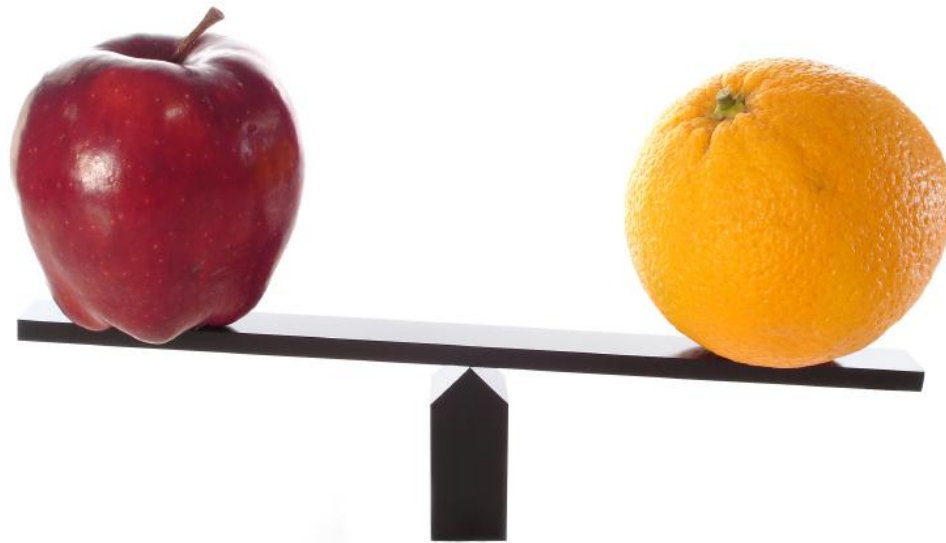
SIMILARITIES AND DIFFERENCES

Absolutely shared characteristic

Interpreters and translators endeavor to provide the most complete and accurate rendition possible.

I = 1= ●   unus = one = jun

II = 2 = ●●   duo = two = ki'ib'

VI = 6 = <u> ● </u>   sex = six = waqiib'

Areas of Comparison

1. Modality
2. Time frame to accomplish task
3. Directionality
4. Language density in some genres
5. Permanence
6. Availability of resources
7. Audience size
8. Principles of message conversion

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Modality

Sight Translation

$$\longleftrightarrow$$

Interpretation	Translation
Oral — **Style** — **Register** — **Intonation** — **Non-verbal**	Written — Style — Register — Format — Orthography

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Time frame to accomplish task

Interpreting   Translating

Immediate ←——————————————→ Delayed

Directionality

Interpretation	Translation
• **Mostly bidirectional A→B, then B→A.** • **Conference interpreting is more unidirectional, but interaction with participants (as in question and answer time) is routine.**	• Mostly unidirectional A→B. • There could be occasions where one section is written in A and the other in B, like some peer-reviewed journals, but it is not common in many healthcare areas.

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C. Language density

This refers to the number of ideas (arguments) found in a single sentence.

More ⟵————————————⟶ Less

  Written   Oral

$$Density = \frac{\# \ if \ ideas}{\# \ of Sentences}$$

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Language Density

Sample	Number of Arguments
The man exist.	1
The cat ran.	1
The man is big.	2
The cat was black.	2
The black cat ran.	2
The man saw a cat.	2
The big man saw a cat.	3
The man saw a black cat running.	4
The big man saw a black cat running.	5

Density: role and expected argument.

- The man (subject/actor) gave a FISH (undergoer/DIRECT OBJECT) to the black cat (recipient/indirect object).

- The black cat (recipient/subject) was given a FISH (undergoer/DIRECT OBJECT) by the man (actor/object of preposition).

- A FISH (undergoer/SUBJECT) was given to the black cat (recipient/indirect object) by the man (actor/object of preposition).

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Denser language is one factor which makes translation more difficult than interpretation of a normal conversation.

But we must remember that individual style, topic, register, audience, genre and other factors also contribute to the complexity of both tasks.

Transient ⟷ Permanent

Interpretation	Translation

• **Usually less permanent**
• **Video/audio recordings are more permanent and would be done for:**
  – **For quality control**
  – **As a record, for example in court or depositions**
  – **For archives as a lecture**
	• Usually more permanent
	• Some documents are less permanent, for example:
	  – specific discharge instructions
	  – information letters
	  – driving instructions

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Interpreters and translators endeavor to provide the most complete and accurate rendition possible.

The difference between the more transient nature of most interpreting and the more permanent nature of translation does **not** or should **not** affect the degree of accuracy.

- The permanence of writing does make it easier to notice any possible errors and/or any possible improvement to the original rendition.

- Translators do have more time to pay attention to lexical choice and style. Even so, many interpreters still are insecure with the written conventions of one language or the other, usually the language which was not part of their educational background. Part of this insecurity is due to the fact that a written text is more enduring than the spoken word.

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Availability of resources

Interpreting

- Language dependent
- Most accessible before situation
- Limited by
  - language
  - context
- Source (speaker) immediately available

Translation

- Language dependent
- Always available (if available)
- Limited by
  - language
  - time allocated for completion of project
- Source (author) not immediately available

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One of the main issues for resources (dictionaries, similar texts, style guides, etc.) is related to the evaluating the language pair in focus.

- For many languages there are thousands of resources available in print and electronically.

- For other languages, which may not have a written form or have only developed a written form recently (less than 100 years) there will be fewer resources; and some of those may require knowledge of a third language.

Resource quality

Resources vary widely in quality. Many reflect the regional preferences of their authors or compilers, but may not actually provide help for specific regionalisms.

For example, the word *topollillo* is not found in most reference works.

In Mexico, it refers to a mouse and could be spelled *Topoyiyo, Topogigio* or *Topollillo.*

In Guatemala, it refers to something like a popsicle in the eastern part of the country and to ice cream in the highlands.

Another issue is the relative age of the resource. For fast changing areas like healthcare, older references may not reflect advances in the science and/or the usage of terms.

Care must be taken, however, if the document to be translated is historic. Then older references are desirable.

Audience size

This characteristic fluctuates widely depending on the purpose of the interview/conversation/presentation or the translation. In medical interpreting, usually the audience size is fairly small—usually less than 20 people counting family members and involved staff, as at a care conference. However, a nutrition course may have many more people in attendance. Translations in the medical context vary as well. Specific discharge instructions have a small target audience, but educational material or forms will have a wider audience. For wider audiences it becomes more important to avoid narrowly used regionalisms.

Interpreting

- Usually small audience.
- Specific occasions will have larger audiences.

Translating

- Small audience for many types of documents.
- Large audience for other types of documents.

Principles of message conversion

Interpretation

- Accurate and complete:
  - 100% content
  - 100% style
  - 100% pragmatics
  - Discourse structure
  - **Intonation**
  - **Body language**
- Strategies
  - Lexical equivalence
  - Grammatical equivalence
  - Dynamic equivalence

Translation

- Accurate and complete:
  - 100% content
  - 100% style
  - 100% pragmatics
  - Discourse structure
  - **Spelling and punctuation**
  - **Layout**
- Strategies
  - Lexical equivalence
  - Grammatical equivalence
  - Dynamic equivalence

TOOLS

Tools

1. Contrastive analysis
2. Kinds of translation
3. Back translation

1. Contrastive Analysis

- Morphology

- Syntax

- Lexical equivalence

- Discourse structure

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Morphology—word structure

English	Spanish	Poqomam
(I) wait-0	esper-o	n(a)-(n)u-woy'e-m
(he) wait-s	esper-a	na-ru-woy'e-om
(I) wait-ed	esper-é	x-in-woy'e
(he) wait-ed	esper-ó	ih-ru-woy'e
I	yo	hin
he/she/it	él/ella	re'
I waited two days.	Esperé dos días.	Xinwoy'e ki'ib' q'iij.

Example

I think I can come after I finish work.

Yo piens*o* que **yo** pued*o* venir después de que **yo** termin*o* el trabajo.

Hin *nu*na' reh hinkiruajw'e reh **hin** *kin*q'uwi' naq kinpani **hin** *nu*kamaanik.

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Syntax—phrase/sentence structure

Language	Example
SVO	The girl saw the rabbit.
SOV	The girl the rabbit saw.
VSO	Saw the girl the rabbit.
Adj Noun	big rabbit
Noun Adj	rabbit big

Example: Sentence/phrase level

Girls like pink bunnies.

1. Nakiratow maj ali' maj imul re' maj piri' maj kaqsinin.

Like the girls the small rabbits the pink (ones).

2. Re' pi'inki maj ali' nakiratow re' pi'inki maj piri' imul maj kaqsinin.

Those like girls like those like those like small rabbits pink (ones).

Example: dense structures.

Your son has a great big, honking large, ugly looking, very inflamed abscess on his tiny little butt.

Su hijo tiene en su traserito un absceso muy grande, enorme y que se ve bien feo; también está muy inflamado.

Lexical equivalence

English--take	Spanish
take a pill	tomar
take the train	tomar
take a photo	sacar
take the book to someone	llevar
take the money and go	agarrar
take advantage	aprovechar
take a pawn (piece in a game)	capturar
take a test	rendir
take a deep breath	respirar hondo
take a look	revisar / echar un vistazo
take a trip	hacer un viaje
take a temperature	medir /revisar/tomar

Discourse structure

Realisations	No.	Percentage
Imperative	862	79. 30 %
Modal 'must'	76	6. 99 %
Modal 'should'	84	7.73 %
Appeal to reader	51	4. 69 %
Present tense	11	1. 01 %
Future tense	3	0.28 %
Totals	1087	100 %

Table 3 Directives in English

Realisations	No.	Percentage
Imperative	379	52.93 %
Infinitive	152	21.23 %
Modal 'deber'	89	12.43%
Appeal to reader	50	6.98 %
Future tense	23	3.21 %
'se' Present	23	3.21 %
Totals	716	100 %

Table 4 Directives in Spanish

Murcia-Bielsa, Susana. 1999. Instructional Texts in English and Spanish: A Contrastive Study. p. 93

Contrastive analysis is useful how?

A. Walk through a (short) English text together.
1. What is the purpose of the text?
2. What are the lexical items?
3. What are the structures?
4. How are ideas/sentences connected?
B. Have participants make up a similar text in LOE.
1. Ask the same questions as above.
C. Translate the two texts into the other language paying attention to what can stay the same and what has to change and why.
1. Start this in small groups, language concordant if possible.
2. Finish as a homework assignment.
3. At next class, allow time to discuss challenges and what discovered about the two languages.

Example from text.

1 How to change a flat tire.

2 If you have a flat tire, don't worry. You can fix it!

3 First, park in the safest and most level place possible. Turn off the ignition and set the 4 parking brake. Put a rock or something by the tires which are not flat to prevent the car from rolling. If parking 5 on the side of the road, don't stop on a curve. Turn on your flashers.

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Example from text.

(How to change a flat tire, paragraph 4.)

14 Lining up the holes with the wheel studs put on the spare. Hand tighten the lug nuts so the 15 spare will stay flush with the wheel drum when lowered. Lower the jack and pull it from under the 16 chassis. Tighten the lug nuts with the lug wrench. You should go around twice, to be sure 17 all are equally tight. You can then replace the hubcap, if it was removed. Replace all equipment 18 and the flat in the vehicle and remove the rocks from the other tires.

Benefits of Contrastive Analysis

1. Greater recognition of effects of grammatical choices.

2. Greater sensitivity to range of meaning of lexical items.

3. Greater awareness of the effect of discourse structure on meaning.

4. Increased ability to explain choices.

2. Kinds of Translation

Literal   Idiomatic   Free

Overly   Overly
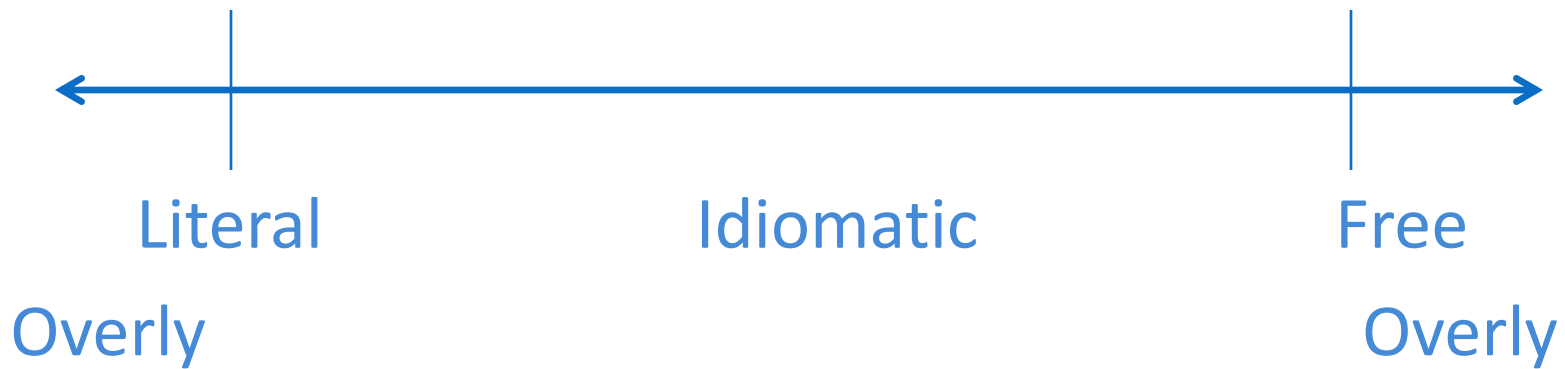
Example

Wie geht's?

Literal: How goes it?

Idiomatic: How are you?

Free: 'Sup?

Speaker intention?

Speech Act theory

- Locutionary force—what is said

- Illocutionary force—speaker's intent

- Perlocutionary force—effect on speaker or listener

Austin, J. L. (1962), How to do things with words. Oxford: Oxford University Press.

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Example: Free-ish translation.

A. O-l-d-m-o-th-e-r-H-u-bb-a-r-d-w-e-n-t-t-o-th-e-c-u-p-b-o-a-r-d

  A. E-rr-e-c-o-n-e-rr-e-c-i-g-a-rr-o

B. ## oldmother

B. ## erreconerrecigarro

hubbard

wenttothe

Pike, K.L. (1995.) Conceptos lingüísticos. T. Hemmingway and K. Langan (Trs). Dallas, TX. Summer Institute of Linguistics. p 30.

Pike, K.L. (1982.) Linguistic concepts. Lincoln, NB. University of Nebraska Press. p. 25.

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Example: More Literal

Madame Odette, passager à destination de Douala, est demandée au téléphone.

Idiomatic

Ms. Odette, passenger for Duoala, you are wanted on the phone.

Literal

Madame Odette, passenger with destination of Douala, is demanded on the telephone.

Larson, Mildred L. 1998. (2nd ed.) Meaning based translation: A guide to cross-language equivalence. Lanham, MD: University Press of America, Inc.

Kind of translation is useful how?

During practice exercises, ask participants to make note of the times their renditions move to one side or other of the literal/idiomatic/free continuum. Try to draw out why that rendition worked or didn't work. Ask about other possible renditions.

While observing, instructors/facilitators can also make note of renditions which are more free or more literal and utilize them in evaluations.

3. Back translation

$$A \rightarrow B \rightarrow A$$

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Benefits of back translation

1. Discover missing information
2. Discover skewed information
3. Correct typos, especially ones missed by spell check
4. **Notice** inconsistencies—standardize or accept

Example: Back Translation

BACK:

1.Human nature perceives the world—sometimes—as though it were made of *particles,* that is to say, as "things." 2. The houses, the trees and the people seem to be evident, physical objects. 3.But frequently experiences and concepts are talked of which, obviously, are not objects *as though* they were and even that they could be measured and quantified. (Pike:95, p 23.)

Source:

A. Human nature experiences the world—sometimes—as made up of *particles* that is as "things." B. Houses, trees and people seem to be obvious, physical objects. C. But often an experience or concept which in not an object is also talked about as if it were one and is perhaps even counted or measured. (Pike:82, p 19.)

Back translation is useful how?

Have participants record themselves in exercises. Give some time for people to listen to themselves and compare with the prepared dialogues used. It is easier if someone else reads the dialogue.

Participants should ask themselves:
1. Did I leave anything out?
2. Did I add anything?
3. Did I change the meaning by grammatical or word choice?
4. How could I have done it better?
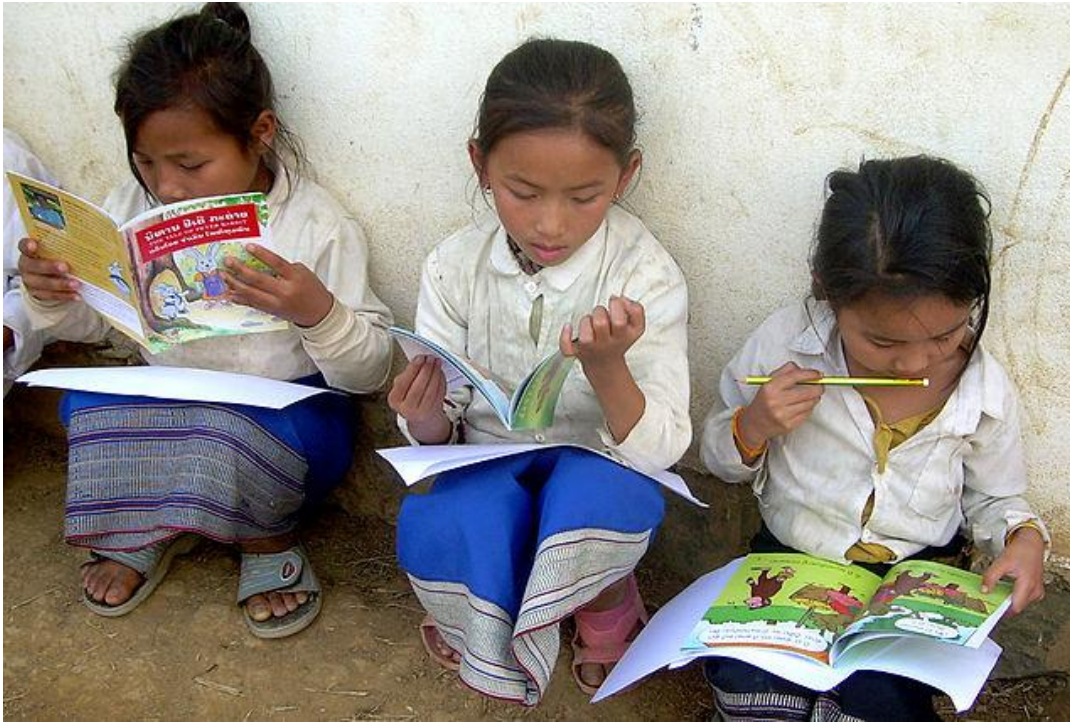
LITERACY PROMINENCE

Literacy and Language

Language is an inherent human ability.

Literacy is a cultural artifact.

Reasons for lack of literacy

1. Writing system is a bear.

    ghoti

2. No schools or too dangerous to try
    to go.

3. Schools run only in a national or
    official language.

4. Writing system is not very salient in the culture

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Abrupt stop

Questions and Comments

For later: langanphd@aol.com

Announcements

- Next webinar:

  October 6, 2017 5PM Central

- Session Evaluation

- Follow up via email:

  TrainersWebinars@ncihc.org

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