



NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

>> NCIHC Home for Trainers Webinar Series <<

## TRAINING HERITAGE SPEAKERS: A JOURNEY WORTH TAKING

with Natasha Curtis, MA, CHI and Glenn Martinez, PhD

Thursday, June 16th  
5:00pm Central



[WWW.NCIHC.ORG](http://WWW.NCIHC.ORG)



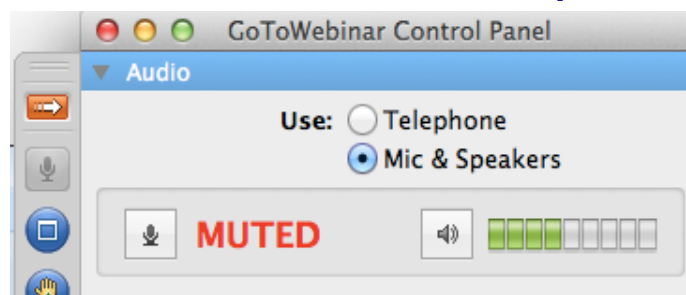


You can access the recording of the  
live webinar presentation at  
[www.ncihc.org/trainerswebinars](http://www.ncihc.org/trainerswebinars)



# 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
- Twitter #NCIHCWebinar



# Welcome!

## Guest Presenters:



Natasha Curtis, MA, CHI™



Glenn Martinez, PhD

# Home For Trainers Webinar

## Training **Heritage Speakers**: A Journey Worth Taking

June 16, 2016

Glenn Martinez, PhD

Professor of Hispanic Linguistics and Chair of the  
Department of Spanish and Portuguese at  
The Ohio State University

Natasha Curtis, MA, CHI

Language Access Consultant  
Interpreter Trainer



# Introduction

The Genesis

# Goals

- Present a **strength-oriented** approach to develop heritage speakers as interpreters
- Present a **model activity** to support **skill development** incorporating **technology** and **mindfulness**

Glenn Martinez, PhD

# HERITAGE SPEAKERS **DEFINED**



# Who is a heritage speaker?



# Heritage Speaker Profiles

- HS Profiles are multi-dimensional
  - Historical factors
    - Type of heritage language
    - Generation of immigration
  - Linguistic factors
    - Age and order of acquisition
    - Prestige of the language varieties spoken
    - Registers, domains and overall amount of HL use

# Heritage Speaker Profiles

- Educational factors
  - Type and amount of schooling in Heritage and dominant languages
- Affective factors
  - Motivations and attitudes
  - Linguistic self-confidence or inhibition
- Cultural factors
  - Ethnolinguistic identity
  - Family cultural practices
  - Travel to homeland country
  - Interactions with local HL community

Glenn Martinez, PhD & Natasha Curtis, MA, CHI

# HERITAGE SPEAKERS **AS INTERPRETERS**

# Unique Experiences

- HL learners often have multiple and **varied experiences** of language brokering
- Is **language brokering** the same as interpreting?
  - Marjorie Orellana proposes the term “paraphrasing”
- How do HL learners **view** their language brokering experiences?

# Three Unique Challenges

- Incomplete **Acquisition**
- Language **Attrition**
- **Community-based** linguistic norms vs. **Standard** language norms

# Two Unique Opportunities

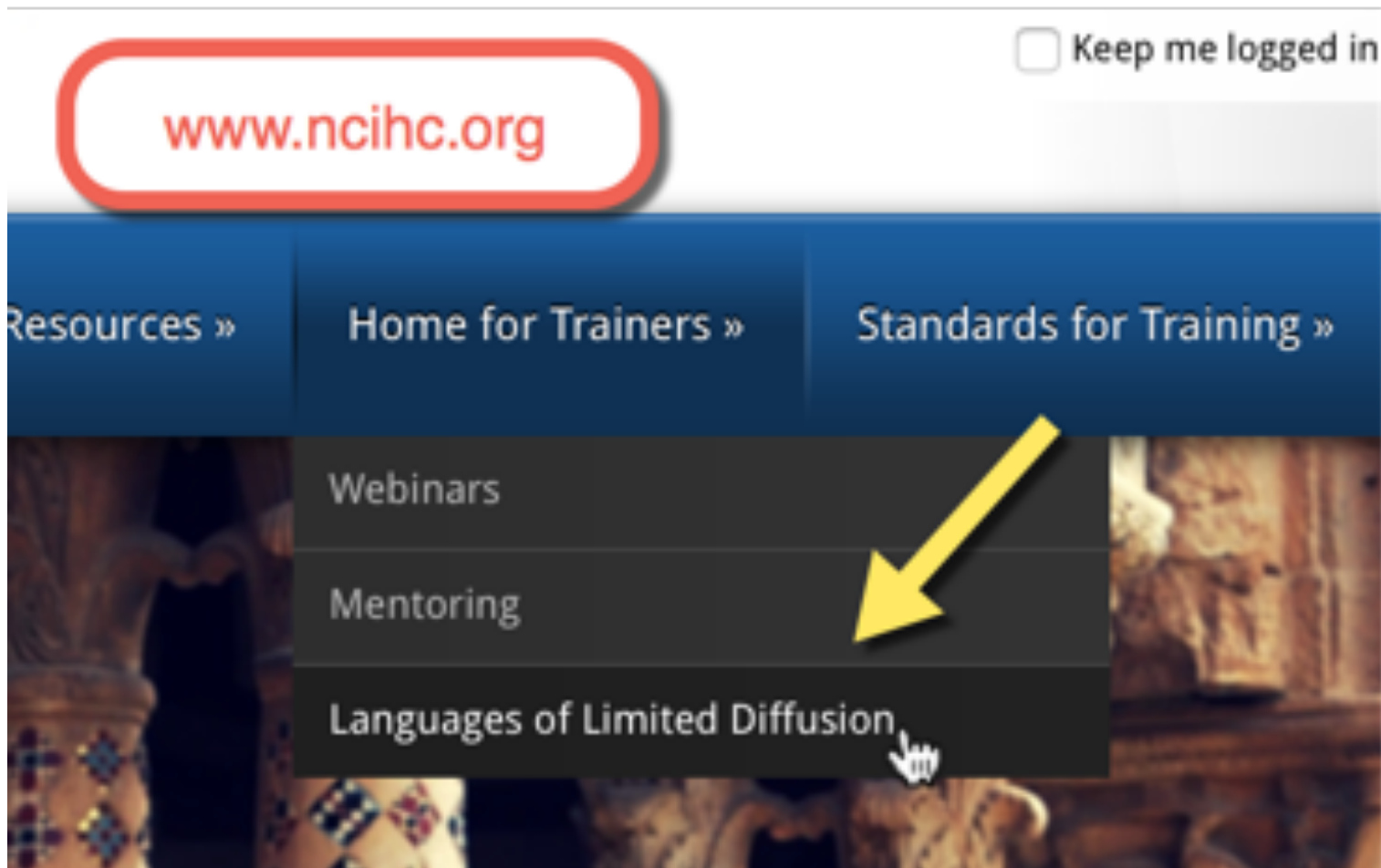
- Unparalleled **cultural understanding**
  - Emic (or insider's view)
  - Example of **promotora-based interventions**
- **Integrative** motivation

Natasha Curtis, MA, CHI

**PROGRESSIVE INTERPRETING PRACTICE USING SHORT PARALLEL VIDEOS: A  
MINDFUL SKILL DEVELOPMENT EXPERIENCE**



# The Genesis





# Languages of Limited Diffusion

The mission of the Languages of Lesser Diffusion (LLD) work group is to **support trainers working with interpreters of languages of limited diffusion**. Their focus includes, but is not limited to, the identification of resources, as well as information and guidance on dealing with language proficiency testing, help developing technical terminology, and supporting interpreting students who speak LLDs, including those for which there is no written form or only minimal diffusion of a written form. If you have resources to contribute to the data base, if you want to comment on a listed resource or if you have other questions or comments, please contact us at: [lld@ncihc.org](mailto:lld@ncihc.org)

The Languages of Limited Diffusion (LLD) Workgroup is developing a Resource Data Base for the use of interpreter trainers in need of a range of resources such as Web sites, dictionaries, glossaries and others. We will update the LLD Resource Data Base monthly. To search the EXCEL data base use **ctrl f** and type your key word like 'Arabic' or 'kidney'.

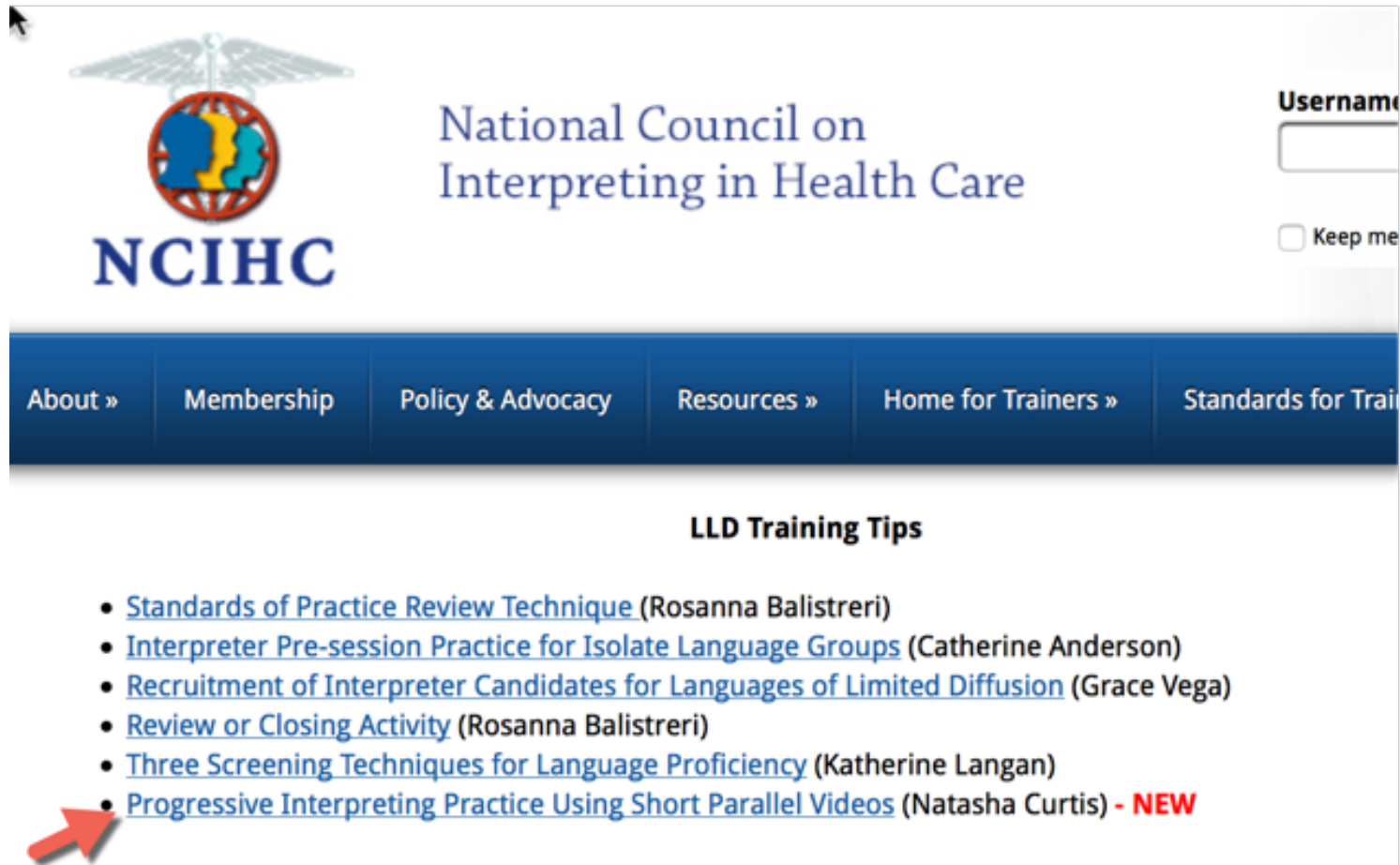
[Click here](#) to access the **Languages of Limited Diffusion Resource Data Base**.


[Click here for trainer tips](#)



[Click here for reviewed resources.](#)

# The Genesis



  
**NCIHC**

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**LLD Training Tips**

- [Standards of Practice Review Technique](#) (Rosanna Balistreri)
- [Interpreter Pre-session Practice for Isolate Language Groups](#) (Catherine Anderson)
- [Recruitment of Interpreter Candidates for Languages of Limited Diffusion](#) (Grace Vega)
- [Review or Closing Activity](#) (Rosanna Balistreri)
- [Three Screening Techniques for Language Proficiency](#) (Katherine Langan)
- [Progressive Interpreting Practice Using Short Parallel Videos](#) (Natasha Curtis) - **NEW**

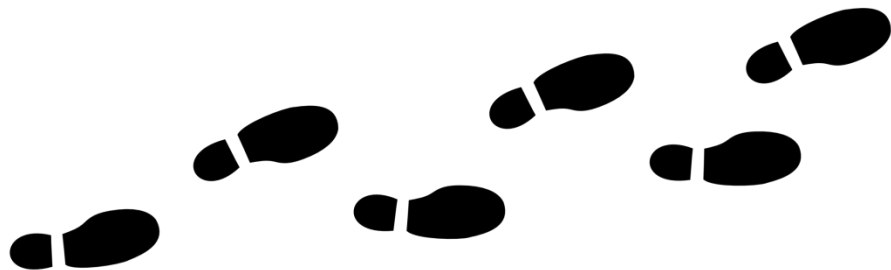
# A Snapshot

**Step 1:**  
**Introduction of**  
**Video Material**  
(1st Exposure)

**Step2:**  
**Terminology**  
**Mining in SL and**  
**TL** (identify and  
resolve linguistic  
challenges)

**Step 3:**  
**Shadowing in SL**  
**and TL**  
(Articulation  
Prep)

**Step4:**  
**Consecutive**  
**Interpretation**  
(Skill  
Development)



# Activity Planning Considerations

- Most helpful in **language-specific** trainings (also language-specific teams/groups)
- **Demonstrate**
- **Timing** → consider:
  - level of proficiency
  - number of language groups
  - prior training participants may have attended

# Activity Planning Considerations

## Best source videos are...

- Relatively **short**/can be trimmed
- Available in **source and target** languages (or “parallel videos”)
- Have **transcript**
- **Linguistic equivalence** has been **validated**
- Language is **simple**
- **Pace** of speech is **slow**
- **Audio quality** is **good**

## Sample video (SL: English)

You can access the slide deck with  
videos via this Dropbox link: [https://  
www.dropbox.com/s/lfik5vl3749m9ft/NCIHC  
%20HFT%20%2319%20Teaching%20Heritage  
%20Speakers\\_FINAL.pptx?dl=0](https://www.dropbox.com/s/lfik5vl3749m9ft/NCIHC%20HFT%20%2319%20Teaching%20Heritage%20Speakers_FINAL.pptx?dl=0)

## Sample video (TL: Nepali)

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www.dropbox.com/s/lfik5vl3749m9ft/NCIHC  
%20HFT%20%2319%20Teaching%20Heritage  
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## Parallel videos (English)

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www.dropbox.com/s/lfik5vl3749m9ft/NCIHC  
%20HFT%20%2319%20Teaching%20Heritage  
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# Parallel videos (Spanish)

You can access the slide deck with  
videos via this Dropbox link: [https://  
www.dropbox.com/s/lfik5vl3749m9ft/NCIHC  
%20HFT%20%2319%20Teaching%20Heritage  
%20Speakers\\_FINAL.pptx?dl=0](https://www.dropbox.com/s/lfik5vl3749m9ft/NCIHC%20HFT%20%2319%20Teaching%20Heritage%20Speakers_FINAL.pptx?dl=0)

# Step 1: First Video Run in Both Languages

- Goal: **Familiarize** participants with content
- Instructions: Play video and as participants listen to the audio, recommend they think about the terms they may find challenging
- Activity Debriefing: Ask, “**What is this video about?**” Allow participants to describe briefly in English. Then, ask them to turn to their language partner (if applicable) and tell their partner what it is about in their target language and discuss briefly what terms may be challenging.

## Step 2: Terminology Mining/Parallel Text Matching

- Goal: Identify **Key Terminology** and build a bilingual glossary. Make sure participants also document “meaning” or “definition” of terms.
- Instructions: Provide participants with a video transcript in both the source and target languages. Allow them **to identify challenging terminology** with its **corresponding equivalent**. Make sure participants know meaning/definition of each term.
- Activity Debriefing: Allow participants to share some of the terminology they mined in both source and target languages.

# Imitation: A powerful learning tool

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videos via this Dropbox link: [https://  
www.dropbox.com/s/lfik5vl3749m9ft/NCIHC  
%20HFT%20%2319%20Teaching%20Heritage  
%20Speakers\\_FINAL.pptx?dl=0](https://www.dropbox.com/s/lfik5vl3749m9ft/NCIHC%20HFT%20%2319%20Teaching%20Heritage%20Speakers_FINAL.pptx?dl=0)

## Step 3: Shadowing (in both SL and TL)

- Goal: Provide an **opportunity** for interpreters **to internalize patterns of speech** that will later need to be recognized for interpretation.
- Instructions: Play source language video again and allow interpreters to shadow. Then repeat with target language video.
- Activity Debriefing: Ask: **Was this difficult? What are some phrases you remember?** You may also chose to focus on “**how did the speaker refer to the procedure whereby...**” to elicit collocations or phrases participants may have internalized. **How do you interpret** “[a given term appearing in both videos]”?

## Step 4: Practice interpreting in the consecutive mode

- Goal: Provide an opportunity for interpreters to **practice interpreting** within a **familiar context** where most of the linguistic challenges have been resolved and focus can be fully given to developing interpreting skill.
- Instructions: Play video in the source language and pause to allow for interpretation. Trainer may choose to prep a video with enough pauses to allow for interpretation. This can be done with a video-editing tool. Repeat with target language video.
- Activity Debriefing: Ask: What made this activity **difficult**? What made it **easier**? How did the fact that we had completed three other activities with the **same content** affect your rendition?

# Questions?





# Thank you for attending!

Glenn Martínez, PhD  
[martinez.474@osu.edu](mailto:martinez.474@osu.edu)

Natasha Curtis, MA, CHI  
[natasha@linguanexus.net](mailto:natasha@linguanexus.net)  
330-690-7616





# Announcements

- Next webinar:  
August 26, 2017 5PM Central
- Session Evaluation
- Follow up via email:  
TrainersWebinars@ncihc.org



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