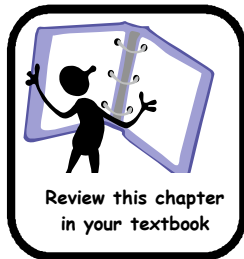


CHAPTER THIRTEEN: Where Interpreters Work

Chapter Summary



There are special considerations one must bear in mind when interpreting in particular settings. This chapter discusses essential qualifications and how to adapt appropriately to given settings and working conditions in each of the following: education, employment related, religious, medical, legal, mental health/psychiatric, conferences, theatrical/performing arts and social service.

To Focus Your Study

As you study this chapter, pay particular attention to the following ideas and information.

1. Identify four common settings in which interpreters work and discuss interpreter qualifications, working conditions and ethical considerations of each.
2. Identify commonalities and differences in the interpreter's role, interpreter placement, pay and opportunities for supervision in each setting.

Learning Activities

In Your Own Words

Record the most significant information gleaned from this chapter and explain the significance for you on your journey of learning.



Working in Educational Settings

LEARNING ACTIVITY #1: A majority of students graduating from interpreting programs work in educational settings. After watching the video clips on the companion CD for this chapter (“Working in Educational Settings”), compare and contrast the work of an interpreter in K-12 and post basic settings.

LEARNING ACTIVITY #2: Observe the work of interpreters — in an elementary setting, a secondary setting, and a post secondary setting. If possible, interview the interpreter to identify what s/he sees as the challenges and benefits of working in this setting.



Reflecting on what you observed and learned from the interpreters (as well as our experts), what do you know about yourself that would make you effective (or ineffective) in working in K-12 settings? Post secondary settings?

Working in Religious Settings

LEARNING ACTIVITY #1: A number of students in interpreting programs are asked to volunteer their time and services in the community — sometimes in religious settings. After watching the video clips on the companion CD for this chapter (“Working in Religious Settings”), complete the following questions.



- ❖ Identify at least four types of religious settings.
- ❖ Describe your personal exposure to or experience with these settings.
- ❖ What do you know about each of these settings (i.e. vocabulary, protocol, norms, expectations, etc.)?

LEARNING ACTIVITY #2: Watch the two video clips on the companion CD for this chapter titled “Amazing Grace.” Analyze the translation.

LEARNING ACTIVITY #3: Observe the work of interpreters in two religious settings — preferably one in a setting with which you are familiar and one in an unfamiliar setting.



- ❖ If possible, speak with the interpreter to gather more information about the setting, the clients, the interpreter’s background, etc.
- ❖ Reflecting on what you observed and learned from the interpreters (as well as our experts), what do you know about yourself that would make you effective (or ineffective) in working in specific types of religious settings?

Working in Medical and Mental Health Settings

LEARNING ACTIVITY #1: New interpreting practitioners should NOT be working in medical or mental health settings. These settings can become “life or death” situations quickly and demand a certain amount of life experience, knowledge and interpreting skill before working there. Complete the following exercise in your learning journal:



- ❖ Identify at least four types of medical settings.
- ❖ Describe your personal exposure to or experience with these settings.
- ❖ Now identify things that could cause a relatively minor event in each of these settings to become medical or emotional emergencies.
- ❖ What would an interpreter need to know (life experience, knowledge and interpreting skill) before being qualified to work in such a setting?

LEARNING ACTIVITY #2: Now, watch the video clips on the companion CD for this chapter (“Working in Medical Settings” and “Mental Health Settings.” Review your answer above and amend based on the insights and experiences of these practitioners.



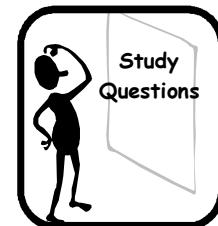
Other Settings/Clients

Watch the video clips on the companion CD for this chapter titled “Community Settings” and “Working with Gay/Lesbian Clients.” Record your insights and new information in your journal.

Study Questions

1. What problems are created by a lack of standard interpreter qualifications in many of the settings outlined in the text ... (circle all that apply):

- (a) A consumer cannot count on quality interpretation
- (b) The level of competition between interpreters is heightened
- (c) Employers cannot establish standard pay scales
- (d) Certification standards cannot be established
- (e) Interpreters may team with interpreting partners whose skills and experience are vastly different from their own



2. Most entry level interpreters are hired to work in _____ settings (circle all that apply):
- (a) Religious
 - (b) Legal
 - (c) Mental health
 - (d) Theatrical
 - (e) Educational
 - (f) Medical
 - (g) Conference
 - (h) Employment-related
 - (i) Personal
3. An interpreter is more likely to encounter frozen register in the following settings (circle all that apply):
- (a) Religious
 - (b) Legal
 - (c) Mental health
 - (d) Theatrical
 - (e) Educational
 - (f) Medical
 - (g) Conference
 - (h) Employment-related
 - (i) Personal

4. Supervision and professional development is most likely to be available to interpreters working in the following settings (circle all that apply):
- (a) Religious
 - (b) Legal
 - (c) Mental health
 - (d) Theatrical
 - (e) Educational
 - (f) Medical
 - (g) Conference
 - (h) Employment-related
 - (i) Personal
5. Informal-to-intimate registers are most likely to be available to interpreters working in the following settings (circle all that apply):
- (a) Religious
 - (b) Legal
 - (c) Mental health
 - (d) Theatrical
 - (e) Educational
 - (f) Medical
 - (g) Conference
 - (h) Employment-related
 - (i) Personal

6. Flexibility of role, the ability to identify, analyze and convey a variety of emotional overlays as well as a clear sense of role and responsibility are particularly critical in the following settings (circle all that apply):

- (a) Religious
- (b) Legal
- (c) Mental health
- (d) Theatrical
- (e) Educational
- (f) Medical
- (g) Conference
- (h) Employment-related
- (i) Personal

7. Paid rehearsals, translations and lighting, as well as decisions regarding “zone” vs. “shadowing” will be important to interpreters working in the following settings (circle all that apply):

- (a) Religious
- (b) Legal
- (c) Mental health
- (d) Theatrical
- (e) Educational
- (f) Medical
- (g) Conference
- (h) Employment-related
- (i) Personal

8. Interpreters in these settings typically work over several days with a unifying theme, may encounter specialized terminology and typically have access to papers and speakers in advance for prep (circle all that apply):

- (a) Religious
- (b) Legal
- (c) Mental health
- (d) Theatrical
- (e) Educational
- (f) Medical
- (g) Conference
- (h) Employment-related
- (i) Personal

9. Certified interpreters typically work in these settings where they encounter archaic language and rigid protocol (circle all that apply):

- (a) Religious
- (b) Legal
- (c) Mental health
- (d) Theatrical
- (e) Educational
- (f) Medical
- (g) Conference
- (h) Employment-related
- (i) Personal