

INTERPRETING MATTERS

by Joe Hambrook and Jack Lonergan

Interpreting Matters is an indispensable aid for interpreter training. The video and book materials have been developed with the support of the Nuffield Interpreter Project and in collaboration with the University of Westminster and the Immigration Appellate Authority. This book supports the two court-based case studies featured on the video and provides valuable advice for all students of interpreting, especially those in training as public service interpreters. When used in conjunction with the video, ISBN 1 899399 51 8, it provides approximately 30 hours of study.

Features:

- Two appeals against deportation featuring French/English and Punjabi/English-speaking court interpreters in action
- A sequenced review after each section
- Discussion of interpreting issues
- Key professional points for interpreters

Benefits:

- Develops interpreter performance
- Addresses common interpreting errors
- Reviews the influence of body language
- Guides the management of the interpreting environment
- Develops professional attitudes to interpreting

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a Connect ELT production



INTERPRETING MATTERS

by Joe Hambrook
and Jack Lonergan

**This activity book helps develop interpreting skills
by focusing on two case studies featuring court
interpreters for users of English**

429.65

HAM

LEVEL: ADVANCED

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Production

Immigration Appellate Authority (IAA)
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Interpreting Matters Video

Produced by CONNECT ELT for the University of Westminster and the Immigration Appellate Authority supported by funding from the Nuffield Interpreter Project

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	Akhram Minhas		ChristianeTod
	Dina Rawal		Hugh Closs
	Julian Cooper		Julian Cooper
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Interpreting Matters Book

Developed by **CONNECT Professional for the University of Westminster**
and the **Immigration Appellate Authority (IAA)**

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Interpreting Matters is the first course on video to show interpreting in action. It focuses on the role of the interpreter in the courtroom and in particular on interpreting in a British Immigration Appellate Authority court. However, the lessons of this environment are extended in the accompanying book to other areas of public service interpreting.

Through two dramatised case studies based on real-life observation, *Interpreting Matters* shows interpreters at work in the courtroom, analyses their behaviour and provides pointers for good professional practice. Following the case studies, the court adjudicator, Professor David Casson, adds his own comments on the role and behaviour of the interpreter and provides helpful advice to practising and would-be interpreters. This makes *Interpreting Matters* ideal material for initial or in-service interpreter training or home-study reference.

The *Interpreting Matters* book and video materials are a result of initiatives from the Nuffield Interpreter Project. The University of Westminster has been involved in training public service interpreters, running the innovative Diploma in Community Interpreter Training Techniques, as well as courses in a variety of languages, including Mandarin Chinese, leading to the Diploma in Public Service Interpreting (Legal Option) set by the Institute of Linguists (IoL). The Immigration Appellate Authority (IAA) works with public service interpreters in a very wide range of languages and runs its own in-house staff training. The University and the IAA collaborated to produce these materials, assisted by a generous grant from the Nuffield Interpreter Project.

Although the scenes in these materials are realistic and based on issues raised in court, the two appellants whose cases are heard are entirely fictitious and bear no resemblance to any actual person.

Professor Jack Lonergan
University of Westminster
1999

INTRODUCTION

Interpreting Matters is intended for public service interpreters, especially those involved in legal proceedings, and for trainers of interpreters in this field. The course materials consist of a 30-minute video and this accompanying book.

The video is based on two case studies and illustrates some of the issues which arise in court interpreting. The setting is an immigration appeals courtroom in the United Kingdom and there are extracts from two appeals against Home Office refusals to grant political asylum. Each extract is followed by a review of points arising from the interpreter's role in the appeal proceedings. The video ends with a summary of these points and an interview with the court adjudicator, who gives his own view of the interpreter's role.

This book provides study material for each video extract and extends the scope of the case studies in the video to other areas of legal and public service interpreting. Each study chapter is supported by the relevant video script, and a key with explicit or suggested answers to comprehension and discussion questions.

Reference points of interest to public service interpreters are included in a series of useful appendices.

How to use *Interpreting Matters*

It is strongly recommended that you start by watching the whole video. Since it contains explanations and specific learning points, you do not need to take notes at this stage.

Next, you should work through the book chapter by chapter, studying the corresponding video extracts in detail, as indicated by the instructions in the book. The organisation of Chapters 2 to 6 is outlined on page 2.

You can repeat any part of the video whenever you wish in order to reinforce your work with the book. You are also encouraged to take notes of additional points that occur to you while watching the video and studying the book, and especially points of comparison between the situations featured in *Interpreting Matters* and other fields of interpreting that are relevant to your own work.

Chapters 2-5

Each of these chapters is divided into five sections, as follows:

SECTION A *Preview and Preparation*

This section explains the learning objectives of the relevant case study, tells you about the people you will see in the video and introduces the 'story' of the video extract.

SECTION B *Video study*

This section focuses on the video extract and explores the situation described in the case study. It invites you to observe points of the interpreter's behaviour as you watch the video.

SECTION C *Learning points*

This section identifies the key learning points for the interpreter that emerge from the case study.

SECTION D *The interpreter's role*

This section invites you to apply the points identified in Section C to other situations that might arise in public service interpreting.

Each chapter is followed by the video transcript and answer key.

At the end of Chapter 5 key learning points from the video are summarised under language, behaviour and culture.

Chapter 6

This chapter focuses on a series of questions posed in interview to the adjudicator, Professor David Casson, and invites you to consider and apply his views to other areas of public service interpreting.

IMMIGRATION APPEALS*

Like most countries, the United Kingdom has immigration controls and procedures based on passports, visas, residence permits and work permits. Sometimes people arrive in the country without the necessary documents or with documents which are not suitable for the purpose they give for entry into the UK. In some of these cases, they may be held by the Home Office immigration authorities at airports or seaports while their application for entry is considered. In other cases, people may be detained if they are found to have entered or stayed in the UK under false pretences.

Whenever an immigrant who does not speak English is detained, an interpreter will be made available to relay questions and answers to and from the authorities determining the merits of the immigrants case.

*These notes refer to procedures in force in 1997. Appeals procedures have been modified since the making of the /n?e/p;ef/ng /Viewers video.

Anyone who is ordered to leave the country in these circumstances has the right to appeal against deportation. Such appeals are dealt with by the Immigration Appellate Authority of the Home Office at a hearing presided over by an adjudicator. The Home Office is represented by a presenting officer and the immigrant (called the appellant) may be represented and assisted by lawyers or other witnesses if he or she wishes. A qualified interpreter is present if required.

Appeals are heard in an Immigration Appellate Authority court, which, as you will see, is a special court with its own terminology for judge, counsel and other participants. However, as you will quickly appreciate, the principles of court interpreting - sometimes called three-cornered, liaison, or situational interpreting - remain the same.

In hearings such as those in the video, the appellant's representative presents the appeal case by asking the appellant questions through his/her interpreter. The Home Office presenting officer, who is a lawyer, then cross-examines the appellant about his/her story. There may also be evidence from witnesses. The adjudicator listens and writes the evidence down, and finally delivers his/her judgement.

The two case studies in *Interpreting Matters* show appeals against Home Office refusals to grant political asylum. The appellants, Mr Vijay Malhotra, from India, and Mrs Rose Toure, from Cote d'Ivoire, have requested political asylum, which has been refused. They are now appealing against this decision.

You can see the people involved in these two appeals on page 5. Their roles can be summarised as follows:

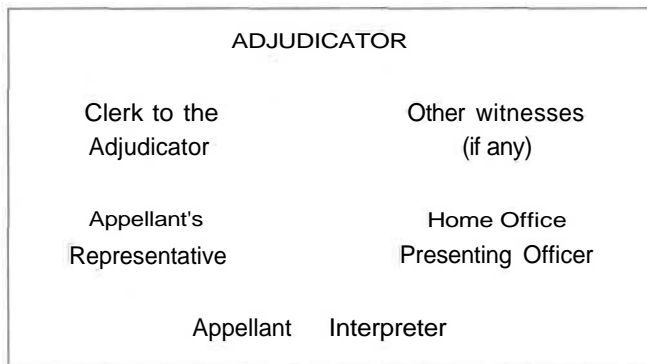
Participant	Role	Identification card in courtroom
<i>Adjudicator</i>	Member of the judiciary who hears the appeal in court	ADJUDICATOR
<i>Clerk to the Adjudicator</i>	Court official responsible for administration, paperwork, etc	(no identification card)
<i>Appellant's Representative</i>	Solicitor or adviser from an immigration or law centre, nominated by the appellant to represent him/her at the court hearing	APPELLANT
Home Office Presenting Officer	Home Office official who responds to the appeal	RESPONDENT

Appellant Individual appealing against Home Office decision WITNESS

Interpreter Official interpreter hired by the Immigration Appellate Authority (no identification card)

The identification cards shown in the video follow the standard practice of the Immigration Appellate Authority court. The appellant is identified as a witness and his or her representative as the appellant for the purpose of the court. The Home Office presenting officer is the respondent to the appeal on behalf of the Secretary of State.

In the courtroom, the participants in such appeals are often arranged like this:



Usually the hearing goes through the following stages:

Opening procedures (eg identification of appellant, interpreter, etc)



Presentation of appellant's case



Cross-examination by Home Office presenting officer



Presentation of Home Office presenting officer's case



Cross-examination by appellant's representative



Adjudication by adjudicator

The people involved in each appeal hearing featured in *Interpreting Matters* are as follows:

Appeal hearing 1



ADJUDICATOR
Professor David Casson



CLERK
Mr Ray Mason



APPELLANT'S
REPRESENTATIVE
Ms Dina Stevens



HOME OFFICE
PRESENTING OFFICER
Mr Julian Cooper



APPELLANT
MrVijay Malhotra



INTERPRETER
Mr Akram Minnas

Appeal hearing 2



ADJUDICATOR
Professor David Casson



CLERK
Ms Tracy Lamb



APPELLANT'S
REPRESENTATIVE
Mr Hugh Closs



HOME OFFICE
PRESENTING OFFICER
Mr Julian Cooper



APPELLANT
Mrs RoseToure



INTERPRETER
Mrs Christine Teytaud

DEALING WITH EVIDENCE

CASE STUDY I PART I: MrVijay Malhotra

A PREVIEW and PREPARATION

Objectives

You will learn about

- dealing with complex or detailed evidence.
- asking for questions to be repeated, rephrased or slowed down.
- addressing interpreted statements and questions to the appropriate person.
- translating exactly what is said in evidence.

Participants

Adjudicator: Professor David Casson

Interpreter: Mr Akram Minhas

Appellant: MrVijay Malhotra

Appellant's legal representative: Ms Dina Stevens

The story so far

MrVijay Malhotra, the appellant, arrived from India six weeks ago, using a friend's passport with his own photograph substituted. This was not detected and he was given permission to visit members of his alleged family in the UK. One week later, he was found working in a rakeaway kitchen and was detained.

When his true identity was revealed, Mr Malhotra immediately applied for political asylum, claiming that for several years he had belonged to a political party which had been oppressed and that he would be arrested and tortured if he returned to India. He claimed that some of his relatives in India had been tortured because of their political beliefs and activities, and that one had been shot during a demonstration, although he personally had not suffered at the hands of the the authorities.

On investigation, it was found that Mr Malhotra had entered the UK illegally four years ago and was subsequently removed. He had not previously attempted to seek political asylum.

Mr Malhotra speaks Punjabi and appears to know a little English.

B VIDEO STUDY

These questions focus on important points in the court proceedings and the role of the interpreter. (See pages 9-12 for the video transcript and suggested answer key.)

Watch the first part of Mr Malhotra's hearing.

- 1 Why does the interpreter have difficulty with the legal representative's questions?
 - a) His English is too weak.
 - b) The questions are too long.
 - c) The questions are irrelevant.

- 2 What does the adjudicator do to help the interpreter?
 - a) He explains the questions.
 - b) He asks the representative to speak more slowly.
 - c) He asks the representatives to speak more simply.

- 3 How does the appellant then react to the representative's question?
 - a) He asks for repetition.
 - b) He denies it.
 - c) He confirms it.

- 4 Why doesn't the interpreter immediately repeat the question to the appellant?
 - a) He doesn't understand the question.
 - b) He doesn't know how to translate the question.
 - c) He must first translate the appellant's response to the court.

- 5 The following words are used in court. What do they refer to? Complete the box below.

- | | |
|-----------------------|--------------------------------------|
| 1 all rise | a find out |
| 2 Hindu | b the adjudicator |
| 3 ascertain | c please look at |
| 4 swear the appellant | d please stand up |
| 5 the Bhagavad Gita | e an Indian language |
| 6 Sir | f one of India's state religions |
| 7 may I refer you to | g ask the appellant to take the oath |
| 8 Punjabi | h the Hindu sacred book |

1	2	3	4	5	6	7	8
d							

Note that the Immigration Appellate Authority court conducts its business in a different way from criminal, civil or juvenile courts, industrial tribunals, or other legal bodies. Details of court procedure, such as calling the judge the adjudicator or how the oath is administered, are specific to this context. Nevertheless, the principles guiding the court interpreter's role are similar to those in other courtroom situations.

C LEARNING POINTS

Read the following questions which focus on significant points in the court proceedings and people's behaviour in court.

Make your own notes; you may wish to watch the video again at this point.

Now answer the questions.

- 1 Why was the interpreter at a disadvantage when the appellant's representative asked her question at the beginning of the appeal?
- 2 How did the representative handle a lot of detailed facts involved in questions and evidence?
- 3 When the representative repeated her question, did she use exactly the same words as when she first asked the question? Did this affect the meaning in any way?

D THE INTERPRETER'S ROLE

- 1 What differences do you see in the role of the interpreter during the opening scene of oath-taking and during the rest of the proceedings. Which matches your professional role?
- 2 When the appellant's representative put her question at the beginning of the appeal, the interpreter was at a disadvantage, as he did not have to hand all the facts and dates that the representative quoted. What can interpreters do when there is a lot of detail involved in questions and evidence?
- 3 When the representative repeated her question, she did not use exactly the same words as when she first asked the question. Does this matter, and what should an interpreter do in such circumstances?
- 4 What did you notice about the interpreter's clothing and manner? What is the appropriate clothing and manner in situations you work in?

CASE STUDY I PART I: KEY

VIDEO TRANSCRIPT

- COMM: Two appellants...
... and two court interpreters:
Mr Akram Minhas and
Mrs Christiane Teytaud
Mr Minhas has been assigned to interpret in the appeal of Mr Vijay Malhotra...
- COMM: Vijay Malhotra comes from India. He applied for political asylum on the grounds that he would face persecution if he returned home. His application was rejected and he is appealing against the Secretary of State's refusal to grant asylum.
- CLERK: All rise.
- ADJ: Please sit down.
(To REP) Miss Stevens, are we ready to proceed with this appeal?
- REP: Yes sir.
- ADJ: Good. (To HOPOj Mr Cooper?
- HOPO: Yes sir.
- ADJ: Good, very well. (To /NT) Mr Minhas, good morning.
- INT: Morning, sir.
- ADJ: Have you been able to speak to this appellant yet?
- INT: I haven't sir, but I will with your permission.
- ADJ: Please do so.
- INT: Thank you sir. (Speaks to APP *in Punjabi, then to ADJ*).
Sir, we can understand each other perfectly and the language is Punjabi.
- ADJ: Very good. Have you ascertained the appellant's religion?
- INT: No sir, but again I will do with your permission, sir.
(Speaks to APP *in Punjabi, then to ADJ*).
Sir, he's a Hindu.
- ADJ: Very good. Will you please swear the appellant, Mr Minhas?
- INT: Yes sir. (Speaks to APP *in Punjabi*.)
- COMM: An important point in the Home Office's refusal to grant asylum is the confusion over the dates given by Mr Malhotra for his entry into the United Kingdom. This is the first point to be taken up by Mr Malhotra's representative.

ADJ: Miss Stevens.

REP: Sir, may I refer you to page four of the first interview, question three. (To APP) In that interview you stated that you had to leave India in September 1993, but in the second interview you changed it to November 1993 because you said you'd confused the dates. Surely, it must have been November because September does not fit the date of the demonstration when the police shot your brother...

INT: Sir, could the representative please make her questions a little shorter and simpler?

ADJ: Yes, Mr Minhas. (To REP) Miss Stevens, try to break down your questions into single sentences if you will, so that the interpreter can interpret more readily.

REP: I'm very sorry. (To APP) In your first interview, you said you'd been forced to leave India in September 1993. Is that correct/

INT: *In your first interview, you said you'd been forced to leave India in September 1993. Is that correct?*

APP: *Pardon, What did you say?*

INT: Pardon, what did you say?

REP: In your first interview, did you state that you had left India in September 1993?

INT: *In your first interview, did you state that you had left India in September 1993?*

APP: Yes, *that is what I said in my first interview.*

INT: Yes, *that is what I said in my first interview.*

REVIEW

COMM: Let's go back to the [representative's] original question.

REP: (To APP) In that interview you stated that you had to leave India in September 1993, but in the second interview you changed it to November 1993 because you said you had confused the dates. Surely, it must have been November because September does not fit the date of the demonstration when the police shot your brother...

COMM: There was too much there to translate. But the interpreter couldn't tell the representative directly. The only course open was to ask the adjudicator to intervene on his behalf.

INT: Sir, could the representative please make the questions a little shorter and simpler?

- COMM: At the adjudicator's request, the representative then asked a shorter question.
- REP: *(To APP)* In your first interview, you said that you had been forced to leave India in September 1993. Is that correct?
- INT: *In your first interview, you said that you had been forced to leave India in September 1993. Is that correct?*
- COMM: This was clearly not the question the appellant expected. So he wanted the question repeated.
- APP: *Pardon? What did you say?*
- INT: Pardon? What did you say?
- COMM: It would have been quite easy for the interpreter just to repeat the question in Punjabi for the appellant. But he had to let others in the court know everything that the appellant was saying. Once again, the interpreter addressed the adjudicator, not the representative.

B VIDEO STUDY

- 1 b The representative makes her questions too long and complicated.
- 2c The adjudicator asks the representative to break down her questions into single sentences.
- 3a The appellant is surprised and asks for the question to be repeated.
- 4c The interpreter has to let everyone in the court know what the appellant has said. And he has to address all interpreted questions and statements to the adjudicator.
- 5 Words used in court:

1	2	3	4	5	6	7	8
d	f	a	g	h	b	c	e

C LEARNING POINTS

- 1 The interpreter did not have access to the details of dates and events referred to by the appellant's representative and known to the appellant. Interpreters should be able to work effectively without such information.
- 2 The appellant's representative handled it badly. Interpreters should make notes of details such as dates and proper names. They should also ask for details to be repeated if necessary, especially if they are likely to be the subject of discussion or argument between the participants in the proceedings. The representative's presentation here did not allow the interpreter that opportunity, so the interpreter acted correctly by requesting clarification through the adjudicator.

3 The difference in wording was very small, and in both instances the question required a direct Yes/No response. The interpreter should translate whatever is said when questions or statements are repeated. It would be up to the adjudicator to draw attention to any differences/re-phrasing if he thought it necessary.

D THE INTERPRETER'S ROLE

1 While administering the oath, the interpreter was acting at the request of the adjudicator. In this court, the oath-taking is not part of the main proceedings, so there was no need to interpret until the whole process of oath-taking had been completed. Once proceedings started, then full interpreting was undertaken.

2 As the interpreter did not have access to all the details referred to by the appellant's representative he had to make notes of details such as dates and proper names. There are three main options for dealing with this situation:

- *taking notes* during the evidence and questioning is essential, as any member of the court might produce dates, facts and figures - or indeed any kind of information - which the interpreter needs to recall and possibly refer to.
- *asking for clarification or repetition* may involve slowing down or stopping proceedings but is necessary and very important when gross misunderstandings might arise, or they are (likely to be) the subject of discussion or argument between the participants in the proceedings. But the interpreter's role is to interpret, not to stage manage events.
- *asking for advance information*, for example by requesting to see relevant documents available, can ensure that the interpreter is well prepared for the court's questions and evidence.

3 The difference in wording used by the representative was very small, and in both instances her question required the same answer, a direct Yes/No response; it would seem therefore that the interpreter need not be bothered with the effect of any change. However, the interpreter has to interpret for the court exactly what is said when questions or statements are repeated: the speakers might well choose to change the wording, change the emphasis, or even change the topic. It is not the interpreter's job to comment on the professional behaviour of the officials in court.

4 You may not have noticed very much at all about the interpreter's clothing, as it is not his intention to draw particular attention to himself. The interpreter should be suitably dressed: inappropriate and unprofessional clothing, posture or attitude give the wrong impression.

CULTURE AND CONDUCT

CASE STUDY I PART 2: MrVijay Malhotra

A PREVIEW and PREPARATION

Objectives

You will learn about

- clarifying confusion caused by the appellant.
- dealing with cross-cultural language problems.
- dealing with the unexpected/interruptions.
- remaining objective and resisting stereotypes.

The story so far

The appellant, MrVijay Malhotra, has been giving evidence about the circumstances of his entry into the UK. His legal representative will now ask about his reasons for applying for political asylum.

B VIDEO STUDY

There are some interesting cross-cultural points in this part of Mr Malhotra's appeal hearing. They concern language and behaviour. Read the following before you watch the video; watch and listen carefully to people's actions and words, and prepare to comment afterwards.

- 1 There is a strong suspicion that the appellant may be lying. What is the main point of the representative's questioning about a political party? Choose the best answer.
 - a) to identify the political party the appellant belonged to in India.
 - b) to establish why he joined a particular party.
 - c) to find out how many of his relatives belonged to that party.
- 2 How can we tell that the appellant knows some English?
- 3 Why is there a discussion about the word uncle?
- 4 What do you see or hear which suggests that the appellant may be trying to appear superior?

C LEARNING POINTS

- 1 If the appellant had not interrupted the representative, what should the interpreter have done?
 - a) Ask the representative to re-phrase her question in order to make clear which relative was being referred to?

- b) Translate the question in such a way that the appellant could have referred to the appropriate relative or could have asked for clarification?
 - c) Something else?
- 2 The video commentary states that the interpreter translated exactly what the appellant said and did not change any words. Consider possibilities a) and b). Do you think either of these is correct? Why (not)?
- a) Would the interpreter have helped the adjudicator if he had used an expression to strongly emphasise the appellant's apparent attitude of superiority?
 - b) Should the interpreter have pointed out to the adjudicator this particular aspect of the appellant's answer, in case the translation did not make it clear?

D THE INTERPRETER'S ROLE

- 1 What is the influence of client* behaviour on the interpreter's actions?
- 2 Are cross-cultural factors a crucial, exaggerated or irrelevant part of the interpreter/client relationship?
- 3 If there is a problem translating to or from a client due to cultural factor how far can the Interpreter use his or her own initiative to overcome the problem?
- 4 Interpreters must be professional, independent, and ethical in their dealings with all parties. Consider situations where you or other interpreters have been involved in the following:
- helping the client rephrase statements for the sake of clarity
 - helping clients rephrase statements because they are portraying themselves in a poor light
 - offering in the client's native language to explain for the client what he or she is trying to say in English, so that matters can *be* speeded up
 - briefing the client's family and friends about aspects of the English legal system, such as probation, bail or attachment of earnings
 - being subjected to physical or verbal abuse by clients or their associates
 - refusing to interpret for a client because of their criminal or other unethical behaviour.
 - joining a celebration held by the client at the end of a case where you have interpreted
- When, if ever, would any of the above be appropriate?

**The term 'client' defines any person whose words the interpreter is translating. It does not imply any contractual relationship between this person and the interpreter

5 Many native English speakers are ignorant of the culture of the clients that interpreters represent. This can have many consequences in terms of language use, and also in terms of gestures.

Consider the following situations which may have involved you or other interpreters :

- the status of relatives or family friends, employees or religious leaders needs clarification for the English-speaking listeners
- an English word is capable of so many meanings in the client's language that an explanation of the differences in the client's language is called for
- an English word is so precise in meaning that an equivalent is impossible without detailed explanation
- food or other domestic issues are meaningless without an additional gloss for the English speaking listeners
- the English references are so specific to the UK that the client cannot understand without elaborate explanation
- the English used is so offensive in the client's language that no interpretation is made or a different version is substituted
- the language used by the client is so offensive in English that no interpretation is made or a different version is substituted

Discuss the specific circumstances which made these things necessary in your experience.

CASE STUDY I PART 2: KEY

VIDEO TRANSCRIPT

- COMM: Another important point in this appeal was the reason why the appellant had been a member of a particular political party.
- REP: Why did you become a member of that party?
- INT: *Why did you become a member of that party?*
- REP: *My relatives have been members of that party.*
- INT: My relatives have been members of that party.
- REP: In your interview, you mentioned your uncle. Was he a member?
- APP: No, No. (continues in Punjabi) *No, I never said that. You have the wrong word.*
- INT: No, I never said that. You have the wrong word. Sir, there is more than one word to describe 'uncle' in Punjabi, perhaps the appellant's representative needs to ask which particular relative is being referred to.
- REP: Which relative do you mean then?
- REP: *Which relative do you mean then?*
- INT: *My mother's elder brother, of course.*
- INT: My mother's elder brother, of course.

REVIEW

- COMM: The representative asked about Mr Malhotra's reference to his uncle in his interview.
- REP: In your interview, you mentioned your uncle. Was he a member?
- APR: No, No. (continues *in Punjabi*) *No, I never said that. You have the wrong word.*
- INT: No, I never said that. You have the wrong word.
- COMM: The appellant interrupted because he knew some English and he spotted the word 'uncle'. There was a problem of language here because there are several Punjabi words which correspond to the various relationships covered by the English word 'uncle'. And the right word had to be found.
- INT: Sir, there is more than one word to describe 'uncle' in Punjabi. Perhaps the appellant's representative needs to ask which particular relative is being referred to.
- REP: Which relative do you mean then?
- INT: *Which relative do you mean then?*
- APP: *My mother's elder brother, of course.*
- INT: My mother's elder brother, of course.
- COMM: There was another point here. The appellant seemed to be displaying an air of superiority. But the interpreter didn't draw attention to the attitude of the appellant, or try to sound more objective. He translated exactly what was said, and didn't attempt to change any words at all.

B VIDEO STUDY

- 1 The correct answer is b). The appellant's representative wants him to explain why he joined a particular political party. At this stage of the appeal, the appellant does not sound very convincing, and this is an opportunity for him to show his political beliefs and allegiances; however, the court will no doubt notice that his replies are evasive.
- 2 The appellant interrupts the interpreter by saying No, and he shows that he understands the English word uncle.
- 3 In this instance, the discussion about the word uncle is prompted by the appellant, who is trying to, confuse things as his answers to the questions are rather weak.
- 4 The appellant gives, an impression of superiority through his body language, his facial expression. His readiness to interrupt, and because he uses (the equivalent of) the phrase 'of course' in his response. However, these may be signs of defensiveness on the appellant's part.

C LEARNING POINTS

- 1 The only correct solution is a).The interpreter would have spotted the language problem and could therefore have prevented misunderstanding by helping the representative to ask a suitable question, as he eventually did in the video extract. Notice that the interpreter explained the language problem to the adjudicator, not directly to the representative.
b) suggests moving away from a literal translation without informing others involved in the proceedings.This could lead to further difficulties and misunderstandings and would in any case be wrong in terms of court procedure.
- 2 The interpreter was correct to give the most literal translation possible, and in particular not to add anything to what the appellant had said or to comment on the appellant's language or behaviour.The solution in a) would therefore not be appropriate. With regard to b), it is up to the adjudicator to decide how far the appellant is trying to appear superior. The interpreter's job is simply to translate the expression in the most neutral way possible.This is particularly important in situations where the choice of expression used may itself convey a particular attitude on the part of the speaker.

D THE INTERPRETER'S ROLE

- 1 Cross-cultural factors have a considerable potential influence on client/interpreter relationships, especially in the areas of attitude (friend or enemy) physical and affective behaviours (touching, smiling) and behaviour in the situation (style of communication). The important thing is to observe PIE.
P Maintain a PROFESSIONAL approach throughout.
I Maintain INDEPENDENCE.
E Show EMPATHY to the client but without siding with him/her.
- 2 The interpreter has a duty to intervene but also a duty not to run the conversation. This involves selecting the key points that may cause cultural misunderstanding, explaining the possible misunderstanding simply and briefly and paraphrasing what is said to achieve greater clarity (within the recognised procedures of the environment).
- 3 The interpreter may paraphrase or enter into brief discussion in three areas:
 - to ask for repetition,
to seek clarification.
 - to check comprehension.

INTERACTING WITH THE CLIENT

CASE STUDY 2 PART I: Mrs RoseToure

A PREVIEW and PREPARATION

Objectives

You will learn how to

- control a witness by means of simple gestures.
- help a witness give evidence satisfactorily/clearly.
- deal with witnesses under stress.
- help adjudicators, judges, etc to write down interpreted evidence.

Participants

Adjudicator: Professor David Casson

Interpreter: Mrs Christiana Teytaud

Home Office Presenting Officer: Mr Julian Cooper

Appellant; Mrs RoseToure

The story so far

Mrs RoseToure arrived in the UK from the Cote d'Ivoire via Paris with a forged passport in a name which did not correspond to the name on her national identity card. She claimed political asylum on arrival at Heathrow airport. Her application was refused and she was served with a notice of refusal of leave to enter the UK. She claimed to have been involved in political activity, which included providing information to a banned opposition party while she was employed in government service. She said that she was certain to suffer persecution if she returned to her country.

MrsToure's story was that her undercover work for the opposition had become known and that she had been forced to go into hiding. Soon after, her husband disappeared and she was told that he had been taken away by members of the President's security forces. She had been introduced to an agent, Mr Kone, whom she paid to get her out of the country.

At Abidjan airport, her agent bribed the immigration officials so that she could board the aircraft to Paris. The agent gave her instructions for going through transit formalities in Paris. When she landed in London, she left the forged passport on the aircraft (it was found during a search). She did not speak or understand English, and she claimed that she knew no one in the UK.

MrsToure was medically examined after her arrival and was found to be four months pregnant. She was also diagnosed as HIV positive.

MrsToure speaks French and Bambara.

B VIDEO STUDY

Some difficulties arise in this part of MrsToure's appeal hearing. Read the following before you watch the video; notice how people cope with emotion and confusion, and prepare to comment afterwards.

- 1 The interpreter gets into difficulties during this hearing. What aspects of her professional performance, her behaviour or her manner could be open to criticism?
- 2 In what ways does the behaviour of the appellant, MrsToure, change during this part of the hearing? What mood(s) does her behaviour suggest?
- 3 The adjudicator is unable to write down the evidence given through the interpreter. How does he show this?

C LEARNING POINTS

- 1 If you had been the interpreter, which of the following would you have found most difficult? Put (a-d) in order of difficulty and give reasons for the order you choose:
 - a) getting the appellant to present her evidence clearly.
 - b) translating evidence that was poorly presented by the appellant.
 - c) speaking slowly enough for the adjudicator to write down the evidence.
 - d) keeping calm in awkward circumstances.
- 2 The interpreter was having no success in using gestures to get the appellant to speak louder and more slowly. How should an interpreter communicate with the client in this situation?
 - a) ask the appellant (in French) to speak more clearly?
 - b) touch the appellant to get her attention?
 - c) pass a written message to the appellant?
 - d) remain silent until the appellant stops talking and then explain the situation to the court and ask permission to explain to the client.
- 3 What advice would you give to the interpreter in this appeal to ensure that the adjudicator could take down interpreted evidence without difficulty?

D THE INTERPRETER'S ROLE

- 1 In what situations should the interpreter take notes? What are the key things the interpreter needs to note?
- 2 What is the best way to take notes (e.g. shorthand, longhand, bullet points, spider diagrams etc)?
- 3 To what extent should the interpreter act as
 - an agent (negotiating a transaction and giving information)
 - an observer (translating what is said)in different interpreting situations?

CASE STUDY 2 PART I: KEY

VIDEOTRANSSCRIPT

- COMM: Our second appellant is Rose Toure. Mrs Toure comes from the Cote d'Ivoire and her application for political asylum is based on her work with an opposition group. On arrival in the United Kingdom she was found to be pregnant and was diagnosed as HIV positive.
- HOPO: (To APP)...And when travelling to the airport did you have to show your national identity card to the authorities...?
- COMM: Mrs Toure was carrying her national identity card when she arrived at Heathrow airport, but she had no passport or ticket. Later, a ticket and a forged passport in her name were found on the aircraft. During his cross-examination, the Home Office Presenting Officer asked Mrs Toure how she came to leave the passport and the ticket on the aircraft. He also questioned her about the circumstances in which she obtained the documents from an agent - called Mr Kone - and then boarded the flight at Abidjan.
- REP: *Mrs Toure, I would like you to say what happened when you were with your agent, Mr Kone, at Abidjan airport?*
- APP: *Mr Kone took me to a counter and the officer stamped my passport and then he, Mr Kone, took me to the plane and handed over my passport and my ticket, and then he went away and left me there.*
- INT: Mrs Toure, I would like you to say what happened when you were with your agent, Mr Kone, at Abidjan airport?
- INT: I'm afraid I shall have to ask the appellant to speak louder and more slowly.
- ADJ: Yes, please do so, Mrs Teytaud.
- INT: *Mrs Toure, please can you repeat what you said, speaking louder and more slowly.*
- APP: *First, Mr Kone took me to a counter and there the officer stamped my passport and then he, Mr Kone, took me to the plane and handed over the passport and the ticket.*
- INT: First, Mr Kone took me to a counter and there the officer stamped my passport and then he, Mr Kone, took me to the plane and handed over the passport and the ticket.
- ADJ; Mrs Teytaud) please go a little more slowly. Remember that I am writing this evidence down please.
- INT: Sorry sir. First Mr Kone took me to the counter...

COMM: Things are not going well, even though MrsToure's evidence is basically quite simple.

REVIEW

COMM: MrsToure's evidence.

First Mr Kone took her to a counter where the passport was stamped.

Then Mr Kone took her to the plane and handed over the passport and the ticket.

Then Mr Kone left her and went away.

COMM: This was a very distressing experience for MrsToure, and she had difficulty telling the court about what had happened.

APR: *Mr Kone took me to a counter and the officer there stamped my passport and then he, Mr Kone, took me to the plane and handed over my passport and ticket, and then he went away and left me there.*

COMM: It was difficult to hear exactly what the appellant was saying. The interpreter used gestures to get her to speak louder and more slowly but without success.

INT: I'm afraid I shall have to ask the appellant to speak louder and more slowly, sir.

COMM: Next time MrsToure managed to speak distinctly, but she was becoming more and more distressed as she repeated her story.

APR: *First, Mr Kone took me to the counter and there the officer stamped my passport...*

COMM: This was the second time the interpreter had heard the story, so not surprisingly she went quite fast in English when she gave a translation.

INT: First, Mr Kone and there the officer stamped my passport and then he, Mr Kone, took me to the plane...

COMM: This was too fast for the adjudicator to write down the evidence.

ADJ: MrsTeytaud, please go a little more slowly. Remember that I am writing this evidence down please.

INT: Sorry, sir...

B VIDEO STUDY

I The key issue here is that the interpreter seems to be nervous and so is not in command of the situation. Particular points of professional criticism include the following:

- Her attempts to get the appellant to speak more clearly are not sufficiently positive.

- She speaks too quickly for the adjudicator, who has to write down what she says.
- She seems nervous and taps the desk distractingly with her finger.

2 The appellant becomes increasingly distressed as she gives her evidence.

- She begins to lose patience with the interpreter.
- She gives way to emotion.
- She gesticulates wildly and looks all around the court.

3 The adjudicator attracts the interpreter's attention and interrupts what she is saying, asking her to slow down and, in effect, take more care and control of the situation.

C LEARNING POINTS

1 Your answer will depend to some extent on your own professional experience, but you should be able to give reasons why you find some points more difficult than others. Some of the problems in this case - see (d) for example - arise directly from the interpreter's earlier difficulties, others originate more from the client's behaviour.

- 2 a) is an inappropriate response. The interpreter must advise the court of what he/she intends to do before talking to the client in French.
- b) is also inappropriate, the interpreter should avoid physical contact with the client.
- c) This is inappropriate. Written messages would be wrong
- d) This is appropriate. The interpreter should explain to the court the difficulty he/she is having, make a recommendation to the court, and once approval has been given, relay the recommendation to the client.

The general rule is that the court must always be informed beforehand of what action the interpreter is going to undertake in the client's language.

3 Here are some suggestions:

Speak clearly and slowly.

Break up the evidence into short sentences.

Watch the pen. Check that the adjudicator has finished writing a sentence or a piece of evidence before moving on to the next one.

D THE INTERPRETER'S ROLE

1 Where sentences are long, broken up or hesitant, an interpreter should take notes.

The key things to note are proper names and place names, times and dates, and quantities and amounts.

2 Avoid taking notes in shorthand. Shorthand is a word for word and language-specific activity but interpreting is not. Accuracy and faithfulness to the source speech may require a complete recasting of the sentence in the target language. The requirement is faithfulness to the meaning and idiom of the client. Nevertheless, in the case of offensive language being used or obvious potential cross-cultural misunderstanding, some paraphrasing may be necessary.

The interpreting function may vary in different environments. The basic interpreting function is to interpret. This requires objectivity, professionalism and certain distance from the discourse. In a court situation this objectivity is fundamental to the professional role of the public service interpreter.

In other circumstance the interpreter may be acting as an agent for one of the parties or as a representative for a group. In this environment the interpreter may interpret in such a way as to put the client's case in the most favourable light. This is not appropriate in a legal environment.

DEALING WITH PROBLEMS

CASE STUDY 2 PART 2: Mrs RoseToure

A PREVIEW and PREPARATION

Objectives

You will learn about

- dealing with interruptions and distractions
- handling emotional witnesses
- the importance of note taking
- taking instructions from the court

The story so far

The appellant, Mrs RoseToure, has been giving evidence about what happened to her at Abidjan airport. This is turning out to be a distressing experience for her and a difficult task for the interpreter.

B VIDEO STUDY

More difficulties arise in this part of MrsToure's appeal hearing. Read the following before you watch the video; watch how people react to the circumstances, and prepare to comment afterwards.

- 1 There are numerous interruptions and other distractions in this part of the hearing. What is their effect on
 - a) the interpreter?
 - b) the appellant?
- 2 What does the adjudicator do to stop the interpreter speaking? Is he successful? Why?
- 3 What information does the adjudicator want clarified?
- 4 At one stage the interpreter stops translating what said by the appellant; why is this?

C LEARNING POINTS

- 1 The adjudicator was unable to identify who had taken the appellant's passport and ticket **when she boarded the plane? Why was this?**
- 2 The appellant became very distressed. How might the interpreter have prevented the problems which occurred when the appellant was giving evidence?

3 The appellant was obviously distressed and not always able to give her evidence effectively, or even to use the language of the court proceedings. How sympathetic should an interpreter be in such circumstances?

D THE INTERPRETER'S ROLE

1 When, if ever, is it appropriate to show emotional involvement with the client either by hugging, touching or smiling?

2 To what extent is it right to be in contact with the client, friends of the client or member's of the client's family?

3 In what circumstances is professional preparation possible, valued or recommended?

CASE STUDY 2 PART 2: KEY

VIDEO TRANSCRIPT

COMM: Now back to the appeal hearing.

INT: First, Mr Kone took me to a counter. Then the officer stamped the passport, and then Mr Kone took me to the plane... I'm sorry I'll have to ask the appellant to repeat the next bit.

ADJ: Please do that.

INT: *Could you repeated what happened when you boarded the plane?*

APP: *The passport and ticket were taken from Mr Kone.*

INT: The passport and the ticket were taken from Mr Kone.

ADJ: Do you mean that you took the passport and the ticket? Or were they taken by someone else on the plane?

INT: *Do you mean that you took the passport and the ticket? Or were they taken by someone else on the plane?*

APP: *You already know. He gave it to the attendant on the plane and left me there. (Continues in local dialect.)*

INT: I'm afraid the appellant has broken into dialect. I'll ask her to say that in French.

ADJ: Please do so, Mrs Teytaud.

INT: *Could you say that in French?*

APP: *You already know. He gave it to the officer, to the attendant on the plane and then he left me there.*

INT: You already know. He gave it to the officer, to the attendant on the plane and then he left me there.

COMM: The appellant is calmer now. And that part of her evidence is complete.

REVIEW

- COMM: It hasn't been easy for the interpreter. Let's go back a bit.
- INT: First, Mr Kone took me to a counter. Then the officer stamped the passport, and then Mr Kone took me to the plane...
- COMM: After so many interruptions, she'd begun to forget the appellant's exact words.
- INT: I'm sorry. I'll have to ask the appellant to repeat the next bit.
- ADJ: Yes. Please do that.
- COMM: This meant a request to the appellant to repeat what she'd already said twice.
- APP: *The passport and the ticket were taken from Mr Kone.*
- INT: The passport and the ticket were taken from Mr Kone.
- COMM: The appellant couldn't be expected to use exactly the same words every time. And now the adjudicator had to ask for clarification.
- ADJ: Do you mean that you took the passport and the ticket or were they taken by someone else on the plane?
- INT: *Do you mean that it was you who took the passport and the ticket from Mr Kone, or that someone else on the plane took them?*
- COMM: Unfortunately, the appellant was now so distressed that she used a local dialect not recognised by the court.
- ADJ: *You already know! He gave it to the attendant and then he left... (in local dialect again) He left me there. (Continues in local dialect.)*
- COMM: She had to be asked to speak French, the language in use for the appeal hearing.
- INT: *(To ADJ)* I'll ask her to say that in French.
- ADJ: Please do so MrsTeytaud.
- INT: *Could you say that in French?*
- COMM: The interpreter's manner helped to calm the appellant without giving any sense of taking her side in the appeal. And in this way the interpreter helped to bring this difficult part of the hearing to a successful conclusion.

B VIDEO STUDY

I The interpreter forgets the appellant's exact words, while the appellant becomes increasingly distressed.

- 2 He holds his hand up. The interpreter is not carrying out her duties very successfully, but at least she is looking at the adjudicator, to whom she addresses all her English language statements. She therefore acknowledges his signal to stop.
- 3 The adjudicator needs to know precisely who was in possession of the appellant's passport and ticket, but the appellant's evidence did not make this clear. Neither the appellant - because of her distress - nor the interpreter explained adequately that the ticket and passport were taken by the attendant on the plane.
- 4 The appellant starts to use a language not recognised by the court in this case. The court officials might not have noticed the switch by the appellant to Bambara, but of course the interpreter working in French realises that what is being said is not French.

C LEARNING POINTS

- 1 The adjudicator was unable to identify the person involved owing to the form of words in which the evidence had been given: The passport and the ticket were taken from Mr Kone'. Misunderstanding and confusion of this kind can easily arise from statements which are in the passive (like the one above) or are impersonal (e.g. 'It was stated that...') or which use 'he/she/they' instead of identifying the person/people the evidence is referring to. The interpreter can often prevent such confusion by asking for evidence to be re-phrased. Similar confusion can be caused if the interpreter changes a direct witness statement (beginning 'I...') into indirect speech ('He/She...').
- 2 The appellant had been asked to tell her story: 'What happened when...?' She was clearly trying to do this in one uninterrupted piece of evidence, which the interpreter would have found difficult to deal with. The interpreter could have anticipated this and could have helped the appellant to break down her evidence into very short statements, for example by gesturing her to stop at the end of each sentence.
- 3 The interpreter must be impartial, and should avoid taking sides or even appearing to do so. After all, the apparent distress of a witness may not be genuine. Sympathetic treatment of witnesses and putting them at their ease should be directed towards getting evidence interpreted effectively, not towards making witnesses feel happier.

D THE INTERPRETER'S ROLE

- 1 It is important not to appear indifferent to the client as a person but it is also important to be seen to be both independent and neutral, acting as a medium of communication between the two sides. Interpreters may feel uncomfortable in situations where their independence and neutrality is questioned either by the client or by the authorities. Where the interpreter has a professional affiliation (such as being an official of a court) it is important to declare it.

- 2 It is normally quite inappropriate. A professional interpreter's role is not to interpret the wishes of the client but to interpret what is said. It may be that a pre-interpretation briefing is necessary for professional reasons. In other circumstances the client's interests may be represented by a spokesperson acting as an agent, but this is different from the role of the interpreter.
- 3 Professional preparation is clearly advisable wherever possible. In court interpreting it is important to get hold of appropriate court records. In conference interpreting it is important to get hold of an advance text and maybe to meet the client briefly before the interpreting session. In cases of interpreting for senior international corporate personnel it may be helpful to contact the corporate press office for advance information or to get information about the company on the Internet. All these preparatory steps aid confidence and fluency during the interpreting session. However, in many public service interpreting situations, such preparation is not possible.

SUMMARY OF LEARNING POINTS

Helping the adjudicator

Address all interpreted evidence to the adjudicator. (All chapters)

Give the adjudicator reasons for asking evidence to be repeated or made clear. (Chapters 2 and 5)

Make sure that you give the adjudicator time to write down the evidence. (Chapter 4)

Language

Watch out for problems with language, especially with words which cannot be translated literally. (Chapter 3)

Interpret everything that is said, without omitting or adding anything of your own. (Chapter 3)

Watch out for possible misunderstanding of what is said by clients or by representatives. (Chapters 3 and 6)

Behaviour

Use simple gestures to help witnesses give evidence slowly and clearly. (Chapter 4)

Remember that witnesses may be under stress. This will affect the way they give evidence. (Chapters 4 and 5)

Be impartial and formal in your dealings with witnesses. (Chapters 2 and 5)

THE ADJUDICATOR'S VIEW

A PREVIEW and PREPARATION

Objectives

You will learn about

- interpreting seen through the eyes of an adjudicator.
- facilitating the adjudicator's understanding
- the role of interpreters

Participants

The adjudicator: Professor David Casson

B VIDEO STUDY

Professor Casson covers a number of points about interpreting. As you watch the video, write notes to answer these questions.

- 1 What are the key qualities of a good court interpreter?
- 2 What kind of difficulties does a court interpreter face?
- 3 When should an interpreter ask for help?
- 4 What common mistakes does an interpreter make?
- 5 What should an interpreter do if he or she is 'watching the pen'¹?
- 6 How might an interpreter betray partiality?
- 7 How might body language show partiality?
- 8 How should an interpreter deal with problems with the adjudicator?
- 9 Summarise the key qualities of an interpreter.

C LEARNING POINTS

Look at the answers to the questions in B again. Compare them to your own experience, under these headings, and give examples, where relevant.

- 1 Qualities
- 2 Difficulties

- 3 Asking for help
- 4 Common mistakes
- 5 Watching the pen
- 6 Impartiality
- 7 Body language
- 8 Problems with the adjudicator
- 9 Key qualities

D THE INTERPRETER'S ROLE

- 1 You have seen how Professor Casson treats the interpreter as an official of the court. What are the key features of the interpreter's role in an official environment?
- 2 What do you feel is the appropriate client attitude towards interpreters? To what extent does that exist in your service? If it is unsatisfactory what can you do to change it?
- 3 What is the attitude of Professor Casson towards interpreters. Is it shared by senior people in your service? What can be done to improve attitudes?

THE ADJUDICATOR'S VIEW: KEY

VIDEO TRANSCRIPT

COMM: What is the adjudicator's view?

QUALITIES

COMM: First, what qualities does the adjudicator look for in an interpreter?

ADJ: Well, I think the most important thing to remember is that the interpreter is a professional. He's performing an extremely important function in the process of the administration of justice that we are concerned with in our jurisdiction. We rely upon interpreters in immigration appeals to a very great extent. The majority of our appellants do not have English as their first or native language and in order for them to be able to put their case to us fairly, the use of the interpreter is necessary - essential - and so we regard the interpreter as one of our most important officers. And I'm very happy to say that mostly they perform their responsibilities with skill and with distinction.

DIFFICULTIES

COMM: Next, what about the difficulties that an interpreter faces?

ADJ: I believe that the interpreter has an extremely arduous job: he may be confronted and often is confronted with an appellant whose command of his own language is not literary at all and who is not accustomed perhaps to speaking in sentences and in phrases that are meant to be repeated, let alone translated; yet the interpreter has got to be able to convey to the adjudicator what the appellant is saying without distorting it, without changing the meaning, without improving the quality of what is being said, but at the same time trying to make sense of what is said. Sometimes that can be an exceptionally difficult task. And all adjudicators who have some knowledge of another language and who realise in the individual case how difficult the appellant is being, the other witness is being, in terms of clarity, repetitiveness and so on, those of us who have that certain degree of knowledge fully understand the difficulties the interpreter is facing, but that is the skill which the interpreter is bringing to bear in the discharge of his responsibilities.

AN EXAMPLE

COMM: Can you give a typical example?

ADJ: I suppose one of the most frequent would be the inexperienced advocate [legal representative] who fails to appreciate that what he is asking the appellant is going to have to be translated and translated speedily and who therefore asks far too long a question. That poses the interpreter with a very great difficulty, because he doesn't want to interrupt if he can possibly avoid it, and yet there may be circumstances in which his only chance of being able to discharge his job properly is to stop the advocate in the middle of the question. When that arises he must make it clear to the adjudicator that it's necessary for the question to be broken down.

ASKING FOR HELP

COMM: When should an interpreter ask for help?

ADJ: The interpreter must always look to the adjudicator for help whenever he or she feels she needs it. That is to say if there's any difficulty which impedes the interpreter in discharging the job that he or she is there to do, then she must at once make that plain to the adjudicator, and the adjudicator's responsibility is to ensure that the interpreter is able to do the task that he is there to do.

COMMON MISTAKES

COMM: What kind of mistakes do interpreters make?

ADJ: I suppose the first illustration would be the interpreter who translates a sentence or an answer by saying 'he says that he did this'. Now the most important responsibility of the interpreter is to convey to the adjudicator the words used by the appellant, by the witness - not in reported speech but in direct speech, as though the interpreter were himself giving the answer, making allowances for the fact that it is a translation, but it must not be given in reported speech. It must be the witness speaking through the interpreter.

WATCHING THE PEN

COMM: Why is 'watching the pen' important?

ADJ: It sounds rather trite, but it really does hide a most important task for the interpreter to remember, and that is that the evidence that the witness is giving through the interpreter is going to be written down by the adjudicator, probably, most of the time and the danger is that the interpreter will speak so fast that the adjudicator is not able to do his job of recording the evidence that is given in writing. By watching the adjudicator's pen the interpreter can ensure that he is not going ahead of things.

IMPARTIALITY

COMM: Do you ever find interpreters being partial or biased?

ADJ: Fortunately, it is very rare for an adjudicator to feel that an interpreter is not being impartial. On the infrequent occasions where that may be the case, it is usually the witness' representative - the appellant's representative - who will indicate that there is a problem. If that doesn't happen, certainly the adjudicator has a very clear responsibility, a judicial responsibility, to ensure that the court official - and that is what the interpreter is - is discharging his or her responsibilities with absolute truthfulness and impartiality. One must be on the look out as an adjudicator for indications that there may be a want of impartiality, for example signs of impatience or disagreement expressed by the interpreter, or interruptions of the answers being given in the original language, indications like that must be something that an adjudicator should be aware of and alert to and it may be the adjudicator's responsibility to decide that this interpreter ought not to continue in this particular case. But as I say, that is happily a very rare event.

BODY LANGUAGE

COMM: Can an interpreter's body language affect the outcome of an appeal?

ADJ: I find that a difficult question to answer, it is difficult for me to say what kind of body language is acceptable between the interpreter and the witness. It's generally desirable, I would say, for the interpreter not to

have any form of physical contact with the witness whose words he or she is interpreting. Sometimes the temptation to do that is quite strong, but in general it would be desirable to avoid it.

PROBLEMS WITH THE ADJUDICATOR

COMM: What should interpreters do if they have a problem with the adjudicator?

ADJ: It's perfectly proper for an interpreter to indicate to the adjudicator that some difficulty has arisen. Whether as a result of what the adjudicator has said or done, or indeed for any other reason, anything that impedes the interpreter in the discharge of his responsibilities is something which the interpreter should draw to the attention of the adjudicator. Adjudicators sometimes speak too fast, they sometimes don't allow enough time for words to be interpreted and so on, if that happens the interpreter should indicate the problem to the adjudicator. If an interpreter feels a particular adjudicator is being unhelpful to an unacceptable extent then that is something which the individual interpreter should always take up with the Interpreter Manager after the hearing.

AND FINALLY...

COMM: And finally...

ADJ: My key qualities for an interpreter are professional skills, linguistic competence, a good clear speaking voice, patience and a reasonable degree of lack of fatigue.

B VIDEO STUDY

- 1 The quality the adjudicator looks for is professionalism. He regards the interpreter as a court official.
- 2 The interpreter's difficulties are that he/she has to translate clearly and without distortion sentences that are often not clear easily translatable.
- 3 The interpreter should ask the adjudicator for help when anything occurs to impede the interpreter in the discharge of his or her professional duty.
- 4 The most common mistake by interpreters is reporting what a person says instead of translating the actual words.
- 5 'Watching the pen' describes the interpreter's duty not to translate too fast for the adjudicator to follow or to write down the evidence.
- 6 Absolute truthfulness and impartiality is the professional duty of the interpreter. Showing impatience or interrupting or entering into discussion with the person interpreted may be a sign of partiality.

- 7 It is often difficult to decide what is acceptable body language, but avoid physical contact. In addition, beware of emphatic gestures (e.g. of sympathy or encouragement) and facial expressions (e.g of disapproval).These can suggest bias on the part of the interpreter.
- 8 Anything that impedes performance of professional duties such as speaking too fast should be brought to the attention of the adjudicator. If the interpreter feels the adjudicator is unhelpful it should be raised after the session.
- 9 Professor Casson summarises the key qualities as follows:
- lack of fatigue
 - professional skills
 - linguistic competence
 - a good clear speaking voice
 - patience

C LEARNING POINTS

I Your answers here will depend on your own professional experience.

1 *Neutrality* Interpreters are professionals who act as neutral facilitators between speakers of a foreign language and culture and the host culture officers who they represent.

Intervention Their aim is to intervene not interfere in proceedings in order to help clarify the true meaning of what is said.

Bridging communications gaps (linguistic and cultural) They are objective professionals bridging a communications gap (linguistic or cultural).

No *interference* It is not their job to interfere in official procedures.

/mf)ort/o//ty They should not confuse the role of interpreter with that of agent, advocate or representative.

D THE INTERPRETER'S ROLE

1 The key features of an interpreter's role in an official environment are neutrality and professionalism. The public service interpreter's loyalty must be to the service he/she represents and this must not be compromised. At all costs the interpreter must avoid giving the impression of partisanship by tone of voice, expression or body language. This stance may need to be explained to the client before the session.

2 Faced with the interpreter's neutrality, the client may feel that the interpreter is betraying the client's culture or compromising his/her community. In the light of a common language and a common culture, the client may expect the interpreter to defend his/her interests. Hence an attitude of distrust may appear and lead to a hostile reaction on the part of the client.

Where this hostility appears, it is important to explain to the client that the job of the interpreter is to be completely impartial and that it is in the best interests of all parties.

- 3 Professor Casson's attitude towards interpreters is very positive. However, many public service officials accord interpreters low professional and social status because they feel the interpreter will automatically identify with the client nationally and culturally and that therefore they cannot be trusted as impartial.
- In general there is a need for management training for public service official in the effective deployment and professional status of interpreters.
 - In addition it is important to maintain professional standards at all time and to explain to clients and officials the professional attitudes and procedures that control interpreter behaviour in court.

COMPLETE WDEO SCRIPT

CASE STUDY I PART I

- COMM: Two appellants...
... and two court interpreters:
Mr Akram Minhas and
Mrs ChristianeTeytaud
Mr Minhas has been assigned to interpret in the appeal of MrVijay
Malhotra...
- COMM: Vijay Malhotra comes from India. He applied for political asylum on the
grounds that he would face persecution if he returned home.
His application was rejected and he is appealing against the Secretary of
State's refusal to grant asylum.
- CLERK: All rise.
- ADJ: Please sit down.
(*To REP*) Miss Stevens, are we ready to proceed with this appeal?
- REP: Yes sir.
- ADJ: Good. (To HOPO) Mr Cooper?
- HOPO: Yes sir.
- ADJ: Good, very well. (To /NT) Mr Minhas, good morning.
- INT: Morning, sir.
- ADJ: Have you been able to speak to this appellant yet?
- INT: I haven't sir, but I will with your permission.
- ADJ: Please do so.
- INT: Thank you sir. (*Speaks to APP in Punjabi, then to ADJ.*)
Sir, we can understand each other perfectly and the language is Punjabi.
- ADJ: Very good. Have you ascertained the appellant's religion?
- INT: No sir, but again I will do with your permission, sir.
(*Speaks to APP in Punjabi, then to ADJ.*)
Sir, hc'a a Hindu.
- ADJ: Very good. Will you please swear the appellant, Mr Minhas?
- INT: Yes sir. (*Speaks to APP in Punjabi.*)

COMM: An important point in the Home Office's refusal to grant asylum is the confusion over the dates given by Mr Malhotra for his entry into the United Kingdom. This is the first point to be taken up by Mr Malhotra's representative.

ADJ: Miss Stevens.

REP: Sir, may I refer you to page four of the first interview, question three. *(To APP)* In that interview you stated that you had to leave India in September 1993, but in the second interview you changed it to November 1993 because you said you'd confused the dates. Surely, it must have been November because September does not fit the date of the demonstration when the police shot your brother...

INT: Sir, could the representative please make her questions a little shorter and simpler?

ADJ: Yes, Mr Minhas. *(To REP)* Miss Stevens, try to break down your questions into single sentences if you will, so that the interpreter can interpret more readily.

REP: I'm very sorry. *(To APP)* In your first interview, you said you'd been forced to leave India in September 1993. Is that correct/

INT: *In your first interview, you said you'd been forced to leave India in September 1993. Is that correct?*

APP: *Pardon, What did you say?*

INT: Pardon, what did you say?

REP: In your first interview, did you state that you had left India in September 1993?

INT: *In your first interview, did you state that you had left India in September 1993?*

APP: *Yes, that is what I said in my first interview.*

INT: Yes, that is what I said in my first interview.

REVIEW

COMM: Let's go back to the [representative's] original question.

REP: *(To APP)* In that interview you stated that you had to leave India in September 1993, but In the second interview you changed it to November 1993 because you said you had confused the dates. Surely, it must have been November because September does not fit the date of the demonstration when the police shot your brother...

COMM: There was too much there to translate. But the interpreter couldn't tell the representative directly. The only course open was to ask the adjudicator to intervene on his behalf.

INT: Sir, could the representative please make the questions a little shorter and simpler?

COMM: At the adjudicator's request, the representative then asked a shorter question.

REP: (To APP) In your first interview, you said that you had been forced to leave India in September 1993. Is that correct?

INT: *In your first interview, you said that you had been forced to leave India in September 1993. Is that correct?*

COMM: This was clearly not the question the appellant expected. So he wanted the question repeated.

APP: *Pardon? What did you say?*

INT: Pardon? What did you say?

COMM: It would have been quite easy for the interpreter just to repeat the question in Punjabi for the appellant. But he had to let others in the court know everything that the appellant was saying. Once again, the interpreter addressed the adjudicator, not the representative.

CASE STUDY I PART 2

COMM: Another important point in this appeal was the reason why the appellant had been a member of a particular political party.

REP: Why did you become a member of that party?

INT: *Why did you become a member of that party?*

REP: *My relatives have been members of that party.*

INT: My relatives have been members of that party.

REP: In your interview, you mentioned your uncle. Was he a member?

APP: No, No. *(continues in Punjabi) No, I never said that You have the wrong word.*

INT: No, I never said that. You have the wrong word. Sir, there is more than one word to describe 'uncle' in Punjabi, perhaps the appellant's representative needs to ask which particular relative is being referred to.

REP: Which relative do you mean then?

REP: *Which relative do you mean then?*

INT: *My mother's elder brother, of course.*

INT: My mother's elder brother, of course.

REVIEW

COMM: The representative asked about Mr Malhotra's reference to his uncle in his interview.

REP: In your interview, you mentioned your uncle. Was he a member?

APR: No, No. (*continues in Punjabi*) No, I never said that You have the wrong word.

INT: No, I never said that. You have the wrong word.

COMM: The appellant interrupted because he knew some English and he spotted the word 'uncle'. There was a problem of language here because there are several Punjabi words which correspond to the various relationships covered by the English word 'uncle'. And the right word had to be found.

INT: Sir, there is more than one word to describe 'uncle' in Punjabi. Perhaps the appellant's representative needs to ask which particular relative is being referred to.

REP: Which relative do you mean then?

INT: *Which relative do you mean then?*

APP: *My mother's elder brother, of course.*

INT: My mother's elder brother, of course.

COMM: There was another point here. The appellant seemed to be displaying an air of superiority. But the interpreter didn't draw attention to the attitude of the appellant, or try to sound more objective. He translated exactly what was said, and didn't attempt to change any words at all.

CASE STUDY 2 PART I

COMM: Our second appellant is Rose Toure. Mrs Toure comes from the Cote d'Ivoire and her application for political asylum is based on her work with an opposition group. On arrival in the United Kingdom she was found to be pregnant and was diagnosed as HIV positive.

HOR: (*To APP*)..And when travelling to the airport did you have to show your national identity card to the authorities...?

COMM: Mrs Toure was carrying her national identity card when she arrived at Heathrow airport, but she had no passport or ticket. Later, a ticket and a forged passport in her name were found on the aircraft. During his cross-examination, the Home Office Presenting Officer asked Mrs Toure how she came to leave the passport and the ticket on the aircraft. He also questioned her about the circumstances in which she

obtained the documents from an agent - called Mr Kone - and then boarded the flight at Abidjan.

REP: Mrs Toure, *I would like you to say what happened when you were with your agent, Mr Kone, at Abidjan airport?*

APR: *Mr Kone took me to a counter and the officer stamped my passport and then he, Mr Kone, took me to the plane and handed over my passport and my ticket, and then he went away and left me there.*

INT: Mrs Toure, I would like you to say what happened when you were with your agent, Mr Kone, at Abidjan airport?

INT: I'm afraid I shall have to ask the appellant to speak louder and more slowly.

ADJ: Yes, please do so, Mrs Teytaud.

INT: Mrs Toure, *please can you repeat what you said, speaking louder and more slowly.*

APR: *First, Mr Kone took me to a counter and there the officer stamped my passport and then he, Mr Kone, took me to the plane and handed over the passport and the ticket.*

INT: First, Mr Kone took me to a counter and there the officer stamped my passport and then he, Mr Kone, took me to the plane and handed over the passport and the ticket.

ADJ: Mrs Teytaud, please go a little more slowly. Remember that I am writing this evidence down please.

INT: Sorry sir. First Mr Kone took me to the counter...

COMM: Things are not going well, even though MrsToure's evidence is basically quite simple.

REVIEW

COMM: MrsToure's evidence.

First Mr Kone took her to a counter where the passport was stamped. Then Mr Kone took her to the plane and handed over the passport and the ticket.

Then Mr Kone left her and went away.

COMM: This was a very distressing experience for Mrs Toure, and she had difficulty telling the court about what had happened.

APR: *Mr Kone took me to a counter and the officer there stamped my passport and then he, Mr Kone, took me to the plane and handed over my passport and ticket, and then he went away and left me there.*

- COMM: It was difficult to hear exactly what the appellant was saying. The interpreter used gestures to get her to speak louder and more slowly but without success.
- INT: I'm afraid I shall have to ask the appellant to speak louder and more slowly, sir.
- COMM: Next time MrsToure managed to speak distinctly, but she was becoming more and more distressed as she repeated her story.
- APR: *First, Mr Kone took me to the counter and there the officer stamped my passport...*
- COMM: This was the second time the interpreter had heard the story, so not surprisingly she went quite fast in English when she gave a translation.
- INT: First, Mr Kone and there the officer stamped my passport and then he, Mr Kone, took me to the plane...
- COMM: This was too fast for the adjudicator to write down the evidence.
- ADJ: MrsTeytaud, please go a little more slowly. Remember that I am writing this evidence down please.
- INT: Sorry, sir...

CASE STUDY 2 PART 2

- COMM: Now back to the appeal hearing.
- INT: First, Mr Kone took me to a counter. Then the officer stamped the passport, and then Mr Kone took me to the plane... I'm sorry I'll have to ask the appellant to repeat the next bit.
- ADJ: Please do that.
- INT: *Could you repeated what happened when you boarded the plane?*
- APP: *The passport and ticket were taken from Mr Kone.*
- INT: The passport and the ticket were taken from Mr Kone.
- ADJ: Do you mean that you took the passport and the ticket? Or were they taken by someone else on the plane?
- INT: Do you mean that you took the *passport and the ticket?* Or were they taken by someone else on the plane?
- APP: *You already know. He gave it to the attendant on the plane and left me there. (Continues in local dialect.)*
- INT: I'm afraid the appellant has broken into dialect. I'll ask her to say that in French.
- ADJ: Please do so, MrsTeytaud.

INT: *Could you say that in French?*

APR: *You already know. He gave it to the officer, to the attendant on the plane and then he left me there.*

INT: *You already know. He gave it to the officer, to the attendant on the plane and then he left me there.*

COMM: *The appellant is calmer now. And that part of her evidence is complete.*

REVIEW

COMM: *It hasn't been easy for the interpreter. Let's go back a bit.*

INT: *First, Mr Kone took me to a counter. Then the officer stamped the passport, and then Mr Kone took me to the plane...*

COMM: *After so many interruptions, she'd begun to forget the appellant's exact words.*

INT: *I'm sorry. I'll have to ask the appellant to repeat the next bit.*

ADJ: *Yes. Please do that.*

COMM: *This meant a request to the appellant to repeat what she'd already said twice.*

APR: *The passport and the ticket were taken from Mr Kone.*

INT: *The passport and the ticket were taken from Mr Kone.*

COMM: *The appellant couldn't be expected to use exactly the same words every time. And now the adjudicator had to ask for clarification.*

ADJ: *Do you mean that you took the passport and the ticket or were they taken by someone else on the plane?*

INT: *Do you mean that it was you who took the passport and the ticket from Mr Kone, or that someone else on the plane took them?*

COMM: *Unfortunately, the appellant was now so distressed that she used a local dialect not recognised by the court.*

ADJ: *You already know! He gave it to the attendant and then he left... (in local dialect again) He left me there. (Continues in local dialect.)*

COMM: *She had to be asked to speak French, the language in use for the appeal hearing.*

INT: *(To ADJ) I'll ask her to say that in French.*

ADJ: *Please do so Mrs Teytaud.*

INT: *Could you say that in French?*

COMM: The interpreter's manner helped to calm the appellant without giving any sense of taking her side in the appeal. And in this way the interpreter helped to bring this difficult part of the hearing to a successful conclusion.

THE ADJUDICATOR'S VIEW

COMM: What is the adjudicator's view?

QUALITIES

COMM: First, what qualities does the adjudicator look for in an interpreter?

ADJ: Well, I think the most important thing to remember is that the interpreter is a professional. He's performing an extremely important function in the process of the administration of justice that we are concerned with in our jurisdiction. We rely upon interpreters in immigration appeals to a very great extent. The majority of our appellants do not have English as their first or native language and in order for them to be able to put their case to us fairly, the use of the interpreter is necessary - essential - and so we regard the interpreter as one of our most important officers. And I'm very happy to say that mostly they perform their responsibilities with skill and with distinction.

DIFFICULTIES

COMM: Next, what about the difficulties that an interpreter faces?

ADJ: I believe that the interpreter has an extremely arduous job: he may be confronted and often is confronted with an appellant whose command of his own language is not literary at all and who is not accustomed perhaps to speaking in sentences and in phrases that are meant to be repeated, let alone translated; yet the interpreter has got to be able to convey to the adjudicator what the appellant is saying without distorting it, without changing the meaning, without improving the quality of what is being said, but at the same time trying to make sense of what is said. Sometimes that can be an exceptionally difficult task. And all adjudicators who have some knowledge of another language and who realise in the individual case how difficult the appellant is being, the other witness is being in terms of clarity, repetitiveness and so on, those of us who have that certain degree of knowledge fully understand the difficulties the interpreter is facing, but that is the skill which the interpreter is bringing to bear in the discharge of his responsibilities.

AN EXAMPLE

COMM: Can you give a typical example?

ADJ: I suppose one of the most frequent would be the inexperienced advocate [legal representative] who fails to appreciate that what he is

asking the appellant is going to have to be translated and translated speedily and who therefore asks far too long a question. That poses the interpreter with a very great difficulty, because he doesn't want to interrupt if he can possibly avoid it, and yet there may be circumstances in which his only chance of being able to discharge his job properly is to stop the advocate in the middle of the question. When that arises he must make it clear to the adjudicator that it's necessary for the question to be broken down.

ASKING FOR HELP

COMM: When should an interpreter ask for help?

ADJ: The interpreter must always look to the adjudicator for help whenever he or she feels she needs it. That is to say if there's any difficulty which impedes the interpreter in discharging the job that he or she is there to do, then she must at once make that plain to the adjudicator, and the adjudicator's responsibility is to ensure that the interpreter is able to do the task that he is there to do.

COMMON MISTAKES

COMM: What kind of mistakes do interpreters make?

ADJ: I suppose the first illustration would be the interpreter who translates a sentence or an answer by saying 'he says that he did this'. Now the most important responsibility of the interpreter is to convey to the adjudicator the words used by the appellant, by the witness - not in reported speech but in direct speech, as though the interpreter were himself giving the answer, making allowances for the fact that it is a translation, but it must not be given in reported speech. It must be the witness speaking through the interpreter.

WATCHING THE PEN

COMM: Why is 'watching the pen' important?

ADJ: It sounds rather trite, but it really does hide a most important task for the interpreter to remember, and that is that the evidence that the witness is giving through the interpreter is going to be written down by the adjudicator, probably, most of the time and the danger is that the interpreter will speak so fast that the adjudicator is not able to do his job of recording the evidence that is given in writing. By watching the adjudicator's pen the interpreter can ensure that he is not going ahead of things.

IMPARTIALITY

COMM: Do you ever find interpreters being partial or biased?

ADJ: Fortunately, it is very rare for an adjudicator to feel that an interpreter is not being impartial. On the infrequent occasions where that may be the case, it is usually the witness' representative - the appellant's representative - who will indicate that there is a problem. If that doesn't happen, certainly the adjudicator has a very clear responsibility, a judicial responsibility, to ensure that the court official - and that is what the interpreter is - is discharging his or her responsibilities with absolute truthfulness and impartiality. One must be on the look out as an adjudicator for indications that there may be a want of impartiality, for example signs of impatience or disagreement expressed by the interpreter, or interruptions of the answers being given in the original language, indications like that must be something that an adjudicator should be aware of and alert to and it may be the adjudicator's responsibility to decide that this interpreter ought not to continue in this particular case. But as I say, that is happily a very rare event.

BODY LANGUAGE

COMM: Can an interpreter's body language affect the outcome of an appeal?

ADJ: I find that a difficult question to answer, it is difficult for me to say what kind of body language is acceptable between the interpreter and the witness. It's generally desirable, I would say, for the interpreter not to have any form of physical contact with the witness whose words he or she is interpreting. Sometimes the temptation to do that is quite strong, but in general it would be desirable to avoid it.

PROBLEMS WITH THE ADJUDICATOR

COMM: What should interpreters do if they have a problem with the adjudicator?

ADJ: It's perfectly proper for an interpreter to indicate to the adjudicator that some difficulty has arisen. Whether as a result of what the adjudicator has said or done, or indeed for any other reason, anything that impedes the interpreter in the discharge of his responsibilities is something which the interpreter should draw to the attention of the adjudicator. Adjudicators sometimes speak too fast, they sometimes don't allow enough time for words to be interpreted and so on, if that happens the interpreter should indicate the problem to the adjudicator. If an interpreter feels a particular adjudicator is being unhelpful to an unacceptable extent then that is something which the individual interpreter should always take up with the Interpreter Manager after the hearing.

AND FINALLY...

COMM:

And finally...

ADJ:

My key qualities for an interpreter are professional skills, linguistic competence, a good clear speaking voice, patience and a reasonable degree of lack of fatigue.

INTERPRETER'S CODE OF CONDUCT, OATH AND AFFIRMATION

1 INTRODUCTION

Public Service Interpreters are expected to abide by the Code of Conduct to which they are signatories. The standards in the Code set a framework for interpreting in the public services, upheld if necessary by professional and impartial disciplinary procedures. The objective of the Code of Conduct is to make sure that communication across language and culture is carried out consistently, competently and impartially, and that all those involved in the process are clear about what may be expected from it.

This Code of Conduct is registered with the Office of Fair Trading (Registration No. RMS/215 I).

2 COMPETENCE

Interpreters admitted to the register are expected to:

- 2.1 have a written and spoken command of both languages, including any specialist terminology, current idioms and dialects;
- 2.2 understand the relevant procedures of the particular discipline in which they are working;
- 2.3 maintain and develop their written and spoken command of English and the other language;
- 2.4 be familiar with the cultural backgrounds of both parties.

3 PROCEDURE

Interpreters will:

- 3.1 interpret truly and faithfully what is said, without anything being added, omitted or changed; in exceptional circumstances a summary may be given if requested, and consented to by both parties;
- 3.2 disclose any difficulties encountered with dialects or technical terms, and if these cannot be satisfactorily remedied, withdraw from the assignment;
- 3.3 not enter into the discussion, give advice or express opinions or reactions to any of the parties;
- 3.4 intervene only
 - 3.4.1 to ask for clarification

- 3.4.2 to point out that a party may not have understood something
- 3.4.3 to alert the parties to a possible missed cultural inference
- 3.4.4 to ask for accommodation for the interpreting process;
- 3.5 not delegate work, nor accept delegated work, without the consent of the client;
- 3.6 be reliable and punctual at all times;
- 3.7 must state (in a criminal trial) if they have been involved in interpreting at the police station on the same case.

4 ETHICAL AND PROFESSIONAL ISSUES

Interpreters will

- 4.1 respect confidentiality at all times and not seek to take advantage of any information disclosed during their work;
- 4.2 act in an impartial and professional manner;
- 4.3 not discriminate against parties, either directly or indirectly, on the grounds of race, colour, ethnic origin, age, nationality, religion, gender or disability;
- 4.4 disclose any information, including any criminal record, which may make them unsuitable in any particular case;
- 4.5 disclose immediately if the interviewee or immediate family is known or related;
- 4.6 disclose any business, financial, family or other interest which they might have in the matter being handled;
- 4.7 not accept any form of reward, whether in cash or otherwise, for interpreting work other than payment by the employer.

THE INTERPRETER'S OATH AND AFFIRMATION

Interpreter's oath

I swear by almighty God that I will well and faithfully interpret, and true explanation make of all such matters and things as shall be required of me, according to the best of my skill and understanding.

Interpreter's affirmation

I (Witness's full name) do solemnly, sincerely and truly declare and affirm that I will well and faithfully interpret, and true explanation make of all such matters and things as shall be required of me, according to the best of my skill and understanding.

INFORMATION AND FURTHER READING

Details about the Diploma in Public Service Interpreting and about the National Register of Public Service Interpreters are available from:

Institute of Linguists, Saxon House, 48 Southwark Street, London SE1 1UN

Tel:+44 171 940 3100 Fax:+44 171 940 3101 email info@iol.org.uk

Useful websites and email discussion lists include:

<http://www.iol.org.uk>

<http://lingwst.la.utk.edu/index.html>

<http://www.najit.org/intro.html>

<http://lingwst.la.utk.edu/seligson.html>

<http://www.wmin.ac.uk/LLC/languages>

forensic-linguistics@mailbase.ac.uk

majordomo@najit.org.

Institute of Linguists

Language in the Judicial Process

National Association of Judiciary

Interpreters and Translators

(see * below)

University of Westminster (Languages)

discussion list

send the command subscribe courtinterp-l

as the body of an e-mail message to

majordomo@najit.org

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