



# CAPI Takes on Leadership Role for Court Interpreter Program in Colorado

Tammy Quinn of the Office of the State Court Administrator has announced that due to the budget crisis in Colorado, SCAO has had to cut back dramatically on the Court Interpreter Certification program. Thanks to the very quick intervention by our co-chair, Melinda Gonzalez Hibner, CAPI was able to negotiate with SCAO to take on the responsibility for a large portion of the program so that it can continue through this difficult economic time.

On Saturday, April 12, 2003, CAPI held the first Non-Language Specific Court Interpreter Orientation Workshop directed specifically to interpreters who work in languages other than Spanish. At this time Colorado does not offer certification in languages other than Spanish, however this workshop provided important information regarding ethics, protocol, the judicial system in Colorado and ideas for continuing education. A total of 38 people attended this workshop. CAPI would like to extend special thanks to the instructors: Cathy Bahr, Isabelle Houlbreque and Melinda González Hibner for their teaching, as well as to Denver County Court Judge Bowers for her presentation on the judicial system.

On the weekend of April 26-27, 2003, CAPI held its first Spanish Court Interpreter Orientation Workshop to a packed room of 85 people. This workshop provided the key elements of court interpreting that the students will need before

testing for the Spanish Court Interpreter Certification Test that will be given at the end of July of this year. Just as in the Non-Language Specific Workshop, the subjects of ethics, protocol, judicial system, and continuing education were broached, as well as detailed information and some practice in the different modes of interpreting. CAPI would like to extend special thanks to the instructors: Cathy Bahr, Melinda González Hibner, and Alberto Hernández Lemus for their teaching, as well as to Jefferson County District Court Judge Boatright for his presentation on the judicial system.

The following optional step for those who would like to take the Spanish Court Interpreter Certification Test in July is to attend the University of Colorado at Denver “**Interpreter Skills**” Course that will last for five 6-hour sessions (Saturdays - May 31, June 7, June 14, June 21 & June 28, 2003) from 9:00am – 4:00pm with one hour for lunch. Contact Denise Hudson from the UCD Extended Studies Dept. at (303) 556-2735.

Look for more information on registration for the Certification Test on the CAPI website after June 2, 2003.

## Colorado Court Interpreter Certification Program Program Component Reference List

### Contact Information:

- Interpreter Hotline – (Questions) – (303) 837-2330
- CAPI – Contact Julia Davis or Melinda Gonzalez-Hibner
- Colorado Judicial Branch – Contact Tammy Quinn, (303) 837-3645, website - [www.courts.state.co.us/chs/hr/interpreters/courtinterpreterpage.htm](http://www.courts.state.co.us/chs/hr/interpreters/courtinterpreterpage.htm)
- University of Colorado - Denise Hudson, (303) 556-4930, [denise.hudson@cudenver.edu](mailto:denise.hudson@cudenver.edu)

Interpreter Certification Program Component	Entity Responsible	Who To Contact?
General Oversight of Policy – Future Direction of Program	Colorado Judicial Department	Tammy Quinn
Court Interpreter Oversight Committee	Colorado Judicial Department	Tammy Quinn
Interpreter Discipline	Colorado Judicial Department	Tammy Quinn
Interpreter Orientation Seminar	CAPI	
University of Colorado “Interpreter Skills” Course	University of Colorado at Denver	Denise D. Hudson
Certification Exam	Colorado Judicial Department	Tammy Quinn
Maintenance of Official Certification Roster for State of Colorado	Colorado Judicial Department	Tammy Quinn
Program marketing, outreach, interpreter education	CAPI	
General Interpreter Questions	Interpreter Hotline	(303) 837-2330

## COMMITTEE ACTIVITY

The Continuing Education Committee expects to provide a medical interpreter training event in the fall and a workshop on tape transcription/translation later this year.

The Publications Committee will be working in conjunction with Membership and Outreach to develop an informational/educational packet that will include pieces on what certification means and Frequently Asked Questions.

If you have any news or reviews to share with the readers of Captions, please send it to [cathy@spanishtran.com](mailto:cathy@spanishtran.com) so it can be included in the next issue.

### *Visit CAPI's website!*

You can find more information about upcoming events of interest to interpreters and translators, as well as resources for interpreters and those who are looking for an interpreter at

[www.coloradointerpreters.org](http://www.coloradointerpreters.org).

## COURT INTERPRETER OVERSIGHT COMMITTEE

Cathy Bahr and Melinda Gonzalez Hibner attended the March 7, 2003 meeting of the Court Interpreter Oversight Committee where the following topics of interest to CAPI members were addressed:

The creation of a state-level position for interpreter coordinator is of great interest and currently not financially feasible due to lack of funds. Discussion on the topic included the possibility of raising money by requiring certified interpreters to pay a licensing fee and starting up a dialogue with minority bar associations.

Colorado needs more certified court interpreters but is currently unable to continue funding the program. [See article "CAPI Takes on Leadership for Court Interpreter Program in Colorado" earlier in this issue.]

Captions may be posted on the State Judiciary's website.

There was a lot of discussion around the topic of educating court personnel about the difference between interpretation and translation and the possibility of getting frequently used forms translated into Spanish.

## TEN MISCONCEPTIONS ABOUT TRANSLATION AND TRANSLATORS:

10. Anybody with two years of high school language (or a foreign-tongued grandmother) can translate.
9. A good translator doesn't need a dictionary.
8. There's no difference between translation and interpretation.
7. Translators don't mind working nights and weekends at no extra charge.
6. Translators don't need to understand what they're translating.
5. A good translator doesn't need proofing or editing.
4. Becoming a translator is an easy way to get rich quick.
3. Translation is just typing in a foreign language.
2. A translator costs \$49.95 at Radio Shack and runs on two C batteries.

*And the #1 misconception about translation and translators:*

1. The marketing copy that took a team of 20 people two months to put together can be translated overnight by one person and still retain the same impact as the original.

# Does being a good interpreter mean being a good translator?

## Part I: What does it take to be a good translator?

by Cecilia Castro de Anderson

People often think that just because somebody knows two or more languages this automatically makes that person a translator and/or an interpreter. We language professionals know this is not true.

Equally mistaken is the notion that just because somebody is a good interpreter, he or she is a translator as well. We also know this is not true either.

However, day in and day out we interpreters are put in situations where we are asked to translate. Even though CAPI's focus is on interpreting, it is important to underscore the fundamental difference between translating and interpreting in order to understand the core set of skills that makes each profession different.

That is why this article will focus on the skills necessary to be a good translator and a second article in a future issue of Captions will do the same thing for interpreting.

Let us start by stating the not-so-obvious notion that the main difference between interpreting and translating is the medium: interpreters translate orally while translators do so in written form. This difference that may be apparent only in terms of the means of communication, is not so. Each profession implies mastering a unique set of skills.

Translators need to excel in written output in the target language, usually their native one. This means that they must have both passive -- reading and listening -- and active -- speaking and writing -- comprehension and proficiency in the target language (i.e. the language translated to) in addition to thorough understanding of the source language (i.e. the language translated from).

Proficiency in the target language means having knowledge and understanding that would be considered above-average for a regular native speaker. That is, exceptional writing skills.

Why "exceptional"? Because the translator's task does not consist of making a one-to-one transfer into another language. On the contrary, his or her role is to recreate the text in the target language. The translator is a writer who simply takes the original text as a guideline of what needs to be conveyed in another language and then transforms it to produce a final result that no one could tell was ever written in any language other than the one it is being read in.

A college professor once told a class of future translators: "Your best job is the one that goes unnoticed". She could not have been more right. If nobody can tell that a document has been translated, we have accomplished our goal as translators.

The final translated document should read like a well-written original. This means that it is indispensable for a translator to have extremely good writing skills, a thorough knowledge of grammar rules, spelling, clarity of expression, good choice of words, the ability to maintain the original register and breadth of vocabulary, to mention just a few.

Becoming a good translator takes years of study, practice and experience. It is nothing anybody is born with. In order to improve your work, the best way to do so is to become detached from your output.

One of the best ways to do this is the "24-hour rule". When you finish your translation, proofread it once and check for correct spelling. Then set it aside for 24 hours. When you get back to it, read your work, trying to be as objective as possible and decide whether it sounds like a well-written original and whether it is as good as it could be. Surprisingly, you will change several things that just "didn't sound right" or were not clear. These adjustments will make your translated text sound and flow better.

Unfortunately, the truth is that sometimes we cannot afford to wait 24 hours to do this. But try to set your translation aside for as long as possible to force that distance that will enable you to take a new, fresh look at it. Finally, it is always advisable to have it proofread once more by somebody knowledgeable and reliable language-wise.

You will be amazed at how much your work improves every time if you make a conscious effort to become a better translator. This type of quality will provide our non-English speaking readership with the output they deserve and expect.

Happy translating!

**U.S. Department of Health and Human Services/ HRSA/Center for Health Services  
Financing and Managed Care  
And  
U.S. Department of Health and Human Services/Office of Minority Health  
Present**

A Satellite Broadcast, Wednesday, June 4, 2003

**CROSS-CULTURAL COMMUNICATION IN HEALTHCARE:  
BUILDING ORGANIZATIONAL CAPACITY**

*A practical and dramatic look at increasing language services in managed care settings  
for low-income populations*

*Selected National Experts to Include:*

**Shani Dowd, L.C.S.W. Robert C. Like, M.D., M.S.**

Director Associate Professor and Director

Clinical Cultural Competency Training Center for Healthy Families and Cultural Diversity

Harvard Pilgrim Health Care Department of Family Medicine

UMDNJ-Robert Wood Johnson Medical School

**What you will learn:**

- Why delivering culturally & linguistically appropriate care makes sense from business & quality perspectives
- How organizations are effectively providing linguistically appropriate care
- What you can do to build your organization's capacity to deliver linguistically appropriate care
- Where you can go for useful information and resources

**How you will learn:**

- Experts in the field offer rationale and best practices
- Dramatic illustrations highlight successful strategies and common pitfalls
- Video clips from interviews of actual patients and physicians enhance understanding

**Who should attend:**

- HRSA grantees and sub-grantees, including Ryan White Care Act (HIV/AIDS Providers); Maternal and Child Health Programs; School-Based Health Clinic Programs; Rural Health Providers; Community, Migrant, Homeless Health Centers; Academic Health Centers; Health Professional Schools
- OMH grantees including Bilingual/Bicultural Service Demonstration Program, Community Programs to Improve Minority Health, Health Disparities in Minority Health Program, Technical Assistance and Capacity Development for HIV/AIDS Services in Minority Communities, Minority Community Health Coalition Demonstration Program-HIV/AIDS, State and Territorial Minority HIV/AIDS Demonstration Program
- State Medicaid Agencies; State and Local Health Departments; Managed Care Plans with Medicaid enrollees; All other safety net providers and organizations involved in delivering managed health care (including behavioral health services) to low-income populations

**Information on Continuing Medical Education (CME) / Continuing Education units (CEU), registration and viewing locations to follow.**

Please check our website <http://www.hrsa.gov/financeMC> for updates.

**Wednesday, June 4, 2003**

1 pm-3:30 p.m. Eastern 12 pm-2:30 pm Central 11 am-1:30 pm Mountain

10 am-12:30 pm Pacific 9 am- 11:30 am Alaska 8 am-10:30am Hawaii

Department of Health & Human Services

*CAPI provides this information as a service to its members. CAPI does not attest to the validity or quality of the information or workshop given, except in the case of CAPI sponsored activities.*