OVERVIEW OF THE ORAL PERFORMANCE EXAMINATION FOR PROSPECTIVE COURT INTERPRETERS

Consortium for State Court Interpreter Certification

Revised August 2000

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This contents of this manual are intended to be adapted by state personnel to reflect the state's specific policies and procedures concerning state court interpreter certification oral examinations.

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

1. Introduction

This document has been prepared to help persons aspiring to become approved court interpreters understand what the oral examination measures, how it is administered and scored, and how to prepare for taking the examination. Each examinee should study this overview thoroughly in order to be more fully prepared for the oral performance examination.

The oral examination is only one part of the process for becoming an approved or certified court interpreter. There may be other requirements you will need to fulfill before your state considers you eligible to participate in this examination. Passing this test will demonstrate that you are considered minimally competent to interpret in your state's court system. Passing scores on this examination may or may not be recognized by other states' court systems.

2. Background

Court interpreting is a sophisticated and demanding profession that requires much more than being bilingual. One must possess high levels of knowledge and fluency in English and the non-English language, a level generally equivalent to that of an educated native speaker of the language. Court interpreters must also possess specialized cognitive and motor skills, have a firm understanding of court procedure and basic justice system concepts and terminology, and be thoroughly familiar with requirements of the Code of Professional Responsibility for Interpreters in the Judiciary. Court interpreters play a vital role in court proceedings that involve non-English speaking individuals as litigants or witnesses. The Code of Professional Conduct for Court Interpreters in your state describes the expectations of the judiciary with respect to what court interpreters must know and be able to do during interpreted proceedings.

It is important that judges have timely access to *appropriately qualified* interpreters to assist them in conducting court proceedings involving individuals who do not speak English, or who have a limited ability to speak English. The objectives of the Court Interpreter Testing and Certification Program, therefore, are:

- to identify individuals who possess the required knowledge and skills; and,
- to expand the pool of qualified interpreters available to assist the court in the conduct of interpreted proceedings.

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3. Exam objectives, design, and structure

Oral performance examinations are tests designed to determine whether candidates possess the minimum levels of language knowledge and interpreting skills required to perform competently during court proceedings. The tests are substantially similar in structure and content to tests that have been developed by the federal courts. The tests are designed and developed by consultants who have extensive knowledge of courts and court proceedings, the job requirements for court interpreters, and/or advanced training or high levels of fluency in English and the non-English language. These experts may include federally certified court interpreters, judges and lawyers, scholars, and/or legal professionals.

4. What does the exam measure?

The test measures language knowledge and fluency in both languages and the ability to successfully render meaning from target to source language in each of the three *modes* of interpreting that are required of court interpreters. The three modes of interpreting include:

- simultaneous interpreting;
- consecutive interpreting;
- sight translation of documents.

In short, the test measures what a court interpreter should and must be able to do to meet minimum professional requirements.[1] In all three modes of interpreting the interpreter must demonstrate the following abilities:

- Ability to speak the non-English language and English fluently and without hesitation;
- Ability to transfer all meaning faithfully from the source language to the target language while interpreting in both the consecutive and simultaneous modes, and while sight translating documents (sometimes called sight interpreting);
- Ability to pronounce the non-English language and English in a way that does not systematically interfere with meaning and understanding.

5. What is the structure of the exam

The entire exam consists of four parts. All four parts are based on actual transcripts or other court documents and simulate in many respects, actual court interpreting. The four parts of the exam are:

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[1] See for example, William E. Hewitt, Court Interpretation: Model Guidelines for Policy and Practice in the State Courts (National Center For State Courts, 1995), Chapter 3, "Job Analysis and Position Descriptions for Professional Court Interpreters." Available online: http://www.ncsconline.org/wc/publications/res_CtInte_Pub.pdf

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- Sight translation of a document written in English interpreted orally into the non-English language
- Sight translation of a document written in the non-English language interpreted into oral English
- Consecutive interpreting from English into the non-English language and from the non-English language into English
- Simultaneous interpreting from English into the non-English language

5.1 Sight translation: English to non-English language

This part of the test simulates an interpreter reading an English document aloud to a non-English-speaking person. The document is about 225 words in length. After instructions are given, the examinee is allowed six minutes to complete this portion of the exam.

5.2 Sight translation: non-English language to English

This part of the test simulates an interpreter reading a non-English language document aloud to an English speaking person. This document is also about 225 words in length. After instructions are given, the examinee is allowed six minutes to complete this portion of the exam.

5.3 Consecutive interpreting

This is the appropriate form of interpreting for non-English speaking witnesses, and other question and answer situations involving non-English speaking persons. During this portion of the test, the interpreter interprets English language questions (segments) into the foreign language and foreign language answers (segments) into English. Although the consecutive portion of the examination usually follows the format of "question – answer – question – answer," there may be times when the cadence changes.

The examinee may ask to have two of the test segments repeated. The consecutive portion is administered by having a test proctor play the recorded courtroom simulation on a CD player.

5.4 Simultaneous interpreting

Simultaneous interpreting is the appropriate mode of interpreting for many situations interpreters encounter in the courtroom, for example, interpreting for defendants during procedural hearings and trials. This part of the exam consists of a CD recording of a simulated attorney's opening or closing statement to a judge or jury. It is approximately 800 to 850 words in length, is recorded at an approximate speed of 120 words per minute, and is about seven minutes long. One hundred and twenty words per minute is *much slower* than most ordinary courtroom speech. Most of the passage is monologue speech by one voice, representing an attorney. A brief section of colloquy by voices representing the judge, other attorneys, or a witness may be included in addition to the monologue.

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During this portion of the exam, the examinee listens to the prerecorded English passage through earphones and, while listening, interprets aloud into the non-English language. The candidate's interpretation is recorded on a tape recorder for later review and scoring by the test examiners. This part of the examination takes approximately ten minutes, including instructions and preparation.

6. Test rating and scoring

Each exam will be assessed in two ways: 1) by the number of *scoring units* interpreted correctly and 2) by an overall non scoring-unit evaluation.

6.1 Scoring units

Scoring units are particular words and phrases that are selected to represent various features of language that interpreters encounter in their work, and that they must render accurately and completely, without altering the meaning or style of speech. The examiners determine whether those scoring units are interpreted correctly or incorrectly. When interpreting into the non-English language, the examiners will consider correct any rendering that would be acceptable in *any appropriate spoken variety of the non-English language.*

It is important for examinees to understand that when the test is prepared, test reviewers try to make sure that the test does not include words or phrases that are used in a way that is peculiar to a particular country or region.

The types of scoring units that are scattered throughout the test include the following:

- Grammar--words or phrases that might be interpreted incorrectly due to an inadequate command of grammar
- False cognates—words that sound or look alike in both languages, but that have different meanings
- General vocabulary—a range of nouns, verbs, adjectives, etc.
- Technical vocabulary—special terminology frequently encountered in court contexts, such as common legal terms
- Idioms and expressions—words or phrases in the source language which will usually result in lost meaning or nonsense if they are interpreted word-for-word into the target language
- Numbers, names, dates—these must be accurately preserved during the interpretation
- Modifiers, emphasis—adjective, adverbs, exclamations, etc. in the source language that must be accurately preserved in the target language
- Register/style—words or phrases characteristic of a style of speech (formal, casual, informal) that must be preserved in the interpretation, for example, "yeah" and "yes" mean the same, but make a different impression on the listener
- Position and special function—words or phrases that might be overlooked or left out because of their position in the sentence, such as embedded phrases or tag-ons, or because they are "fillers," such as false starts, stalls, etc., and

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- Slang/Colloquialisms—words or phrases that are slang or colloquial language.

6.1.1 How many scoring units must a candidate get right to pass the exam?

Each portion of the exam has a fixed number of scoring units. There are 75 scoring units in the simultaneous, 75 or 90 units in the consecutive (depending upon what version of a test is used), and 25 units in each of the sights, for a total of 50 units that are used to calculate the score for the sight translation portion of the exam. The candidate must score at least a 70% on each of the three scorable parts of the test in order to pass.

6.1.2 How do the test raters (examiners) determine if a scoring unit is rated "correct" or "incorrect?"

Each candidate's test is reviewed by two raters. The raters independently score each scoring unit, and then compare their scores. When a scoring unit is omitted or rendered incorrectly, the raters will place an "X" over that scoring unit (for example, if the scoring unit is June 16, 2004 and the examinee said June *15*, 2004, that scoring unit will be marked as "incorrect"). When there is disagreement between the raters about the interpretation of a scoring unit, the raters consult a *scoring dictionary*. The *scoring dictionary* includes a compilation of interpretations for that scoring unit that have been deemed "acceptable" or "unacceptable" by other teams of raters in the past. If the *scoring dictionary* does not adequately address the disagreement, the raters will turn to reputable bilingual dictionaries and other resources to see if the interpretation would be acceptable in any country where the language is spoken. When there is disagreement that cannot be resolved through discussion or by consulting the *scoring dictionary* or published resources, a third opinion may be sought. The benefit of any doubt always goes to the candidate. In other words, if after discussion and research, just <u>one</u> rater believes a scoring unit is interpreted correctly, the unit is marked as "correct".

Once the raters have rated and discussed an examination, they count the number of incorrect scoring units and subtract that sum from the total number of scoring units in that section of the test. The result is the total number of correct scoring units. The total number of correct scoring units and that number, expressed as a percentage, is reported to the examinee. For example, if a candidate had 15 scoring units out of a possible of 75 marked as "incorrect," that number would be subtracted from the total number of scoring units, leaving 60 scoring units as "correct." The report to the examinee would illustrate 60 correct scoring units, and the percentage score (in this example, 60 divided by 75, or 80%).

6.2 Nonscoring unit evaluation

In addition to the evaluation of a candidate's scoring unit assessment, each section of the exam is further evaluated in a general way by the test raters for consistency in interpreting and language skills. This is a structured assessment of interpreting and language skills that may not be captured within the framework of the

scoring unit assessment. It will be used to evaluate any consistently repeated mistakes, difficulty understanding a candidate due to speech habits or accent, and significant changes in meaning in non-scoring unit phrases of the exam. For example, on rare occasions, an examinee may "hit" the correct interpretation of scoring units enough times to achieve the minimum acceptable score in an exam section (70% or better), while routinely misinterpreting the entire unit of meaning within which the scoring unit has occurred. Examinees may also manage to correctly interpret many keywords, but frequently embellish the text or "make-up" words. These are serious breaches of professional conduct and may result in an unacceptable rating on that dimension of the evaluation. The nonkeyword (non-scoring unit) evaluation functions as a corrective measure of the quantitative performance criteria associated with the point score earned through interpretation of the scoring units.

Using this evaluation, the test raters will assign one of three values to the candidate's performance on each of three dimensions—English Language Skills, Foreign Language Skills and Interpreting Skills. The values are *Acceptable*, *Borderline*, and *Unacceptable*.

Assignment of an *Acceptable* score occurs when the raters believe that the examinee's overall performance is competent or better. In such circumstances the scoring unit scoring will determine whether the examinee achieves the "pass" or "does not pass" status on the exam.

A *Borderline* classification is an indication to the examinee that his/her performance on the exam demonstrated weaknesses that concerned the raters. This rating does not influence the objective (scoring unit) score, so a candidate will not fail if a *borderline* rating is received and the candidate passes on the point score.

Examiners will assign an *Unacceptable* rating to performances that clearly do not meet minimum standards for court interpreting. Usually, *Unacceptable* ratings are matched by scoring unit scores that do not meet the minimum standards for passing the test. However, if an *Unacceptable* rating is given on a dimension of the nonkeyword scoring system, it forces the assignment of a "fail" status, even if the point score is in the passing range. The procedure followed in such cases is that if both raters agree on an *Unacceptable* rating for any of the three categories, and the candidate's overall scoring unit score would otherwise entitle the candidate to pass the test, then the candidate's examination will automatically be referred to a second rating team. If the second rating team agrees with the *Unacceptable* rating, then the candidate will not qualify for a "pass" status on the exam, regardless of the score on the scoring unit assessment, and the results report will be returned with a "does not pass" classification.

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7. Procedural and mechanical aspects of the exam

(NOTE: EACH STATE SHOULD ENSURE THAT THIS SECTION CONFORMS TO THE PRACTICE IN THAT STATE)

7.1 Application

Candidates who have complied with all the state requirements can apply to take the test and pay any required registration fee (or comply with any other state requirements). This is done well in advance of the test day. If you have already applied to take the test and paid the fee (if applicable), you should have received notice with this booklet telling you of the testing location, test date, and specific time of your appointment. To take the test, you must show up on time and be prepared to confirm your registration information and your identity with photo identification that matches your registration form. *If you do not have a photo identification, you should make advance arrangements with the test coordinator from whom you received your registration form to agree on some other form of acceptable positive identification.*

7.2 Exam Day

As noted above, you must appear on time at the test site with your identification and test registration confirmation forms. In most cases, there will be a registration clerk or test proctor waiting to confirm your identity and your appointment. Please report to the clerk or proctor as soon as you arrive. After confirming your registration and completing the paperwork required to process your exam, you will be asked to take a seat in a waiting area until a test administrator calls your name. Examinees will be taken to the test room in the order they arrive. Appointments are generally made on a staggered schedule to limit the total sign in, waiting, and test time to no more than one hour. Generally, you can expect to complete the entire process in 60 minutes or less.

When your name is called you will be escorted to the test room by a proctor. *You will not be allowed to bring any purses, handbags, or other similar personal belongings that have not been opened and examined into the test room. Tape recorders or any other mechanical devices will not be allowed inside the test room*. After you are seated, the proctor will give you further detailed instructions before the exam begins. You should behave as you would if you were working in court.

8. What will the examination room look like?

The exam is normally given in a room such as a courtroom, a jury room, or a conference room. Only you and the test administrator(s) or proctor(s) will be present in the room during the exam. Your consent is required for observers to be present.

The administrator/proctor will have a list of individuals to be tested that day and a "script" that he or she will follow to read the instructions. All examinees are given exactly the same instructions. At your seat, there will be a water pitcher, paper cups, a

cup of water poured for you, a note pad, and pencils and pens for you to take notes if you wish. On the table, there will be one Compact Disk player and an audio cassette tape recorder. The tape recorder will record your test and will be turned on as soon as you enter the room. The CD player will be used to play the pre-recorded simultaneous and consecutive portions of the test.

9. What happens once I'm in the examination room?

The following descriptions apply to the specific parts of the exam.

9.1 Sight:

First, the test administrator will hand you a document, written in English, which you must interpret into the foreign language. After that exercise is completed, the test administrator will hand you a second document, written in the foreign language, which you will interpret into English. You will be given six minutes to read and interpret each document. The administrator will inform you that you have two minutes to read the document to yourself to gain a perspective of the contents and the overall meaning. Although you can begin your interpretation at any time, you are encouraged to use that time to familiarize yourself with the document and take notes if it will help you in your delivery. If you haven't begun to interpret the contents after two minutes, the test administrator will tell you that "you should begin." At that point, you have four minutes remaining to orally translate the document. This procedure is identical for both documents. The goal is to render an accurate rendition of the document in a fluid, smooth manner, avoiding hesitations, false starts, and constant repeats of passages that detract from the listener's ability to comprehend the message.

9.2 Consecutive:

The consecutive portion of the exam will be played on a Compact Disk player. The test administrator will play a segment of the test and then pause the machine. At the pause, you will interpret what was said into the other language. For example if the segment represents an attorney asking a question in English, at the pause, you will interpret that question into the foreign language. The administrator will then play the next segment and pause. Again, you will interpret what was said into the other language. For example, if the segment is the witness answering in the foreign language, at the pause, you will interpret that answer into English.

You will be allowed to ask for two repetitions during the consecutive portion of the exam. The segments will vary in length from one word to over forty words. You may not ask for a *part* of a segment to be repeated or for a segment to be split into two separate utterances. If you ask for a repetition, the whole segment will be repeated for you (this can only occur twice during this portion of the exam). You may not ask for clarification of any particular word or phrase.

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You are encouraged to take notes to assist your memory. It is in your best interest to keep up with the pace of the segments since you will be allowed 22 minutes to complete this portion of the exam. If you take long, detailed notes, try to write everything that was said before you begin your interpretation, or if you deliver more than one rendition of your interpretation of utterances, you are likely to run out of time. If you run out of time, all of the scoring units from the point where you ran out of time to the end of the consecutive portion will be counted as incorrect.

9.3 Simultaneous:

The simultaneous passage has been pre-recorded on a CD. After a brief introduction by the test proctor, you will put on a set of earphones. You will hear a brief introductory message on the CD before the simultaneous portion begins. As you listen to the introduction, you will have the chance to make sure the earphones fit comfortably and to adjust the volume. Then, when the test begins you will interpret out loud and simultaneously everything that is said into the non-English language. You may sit or stand during the test. However, if you choose to stand, you should speak loudly and clearly so that your interpretation is recorded adequately, and bear in mind that your movement will be restricted by the length of the earphone wires. Once the simultaneous portion of the exam begins, you are not permitted to stop the exam. If you stop during the simultaneous portion, that will terminate the exam. At that point, all scoring units that follow will be counted as wrong. Once the simultaneous portion of the test is over, you will be permitted to take off the earphones.

10. After the exam

After the exam you will be asked to leave the testing area without returning to the waiting area. You are not allowed to discuss the exam with any other candidates. One of the sign-in requirements is that you sign an oath, promising not to divulge any information about specific language or test items to any other person after you complete the examination.

11. Notification of exam results

You will be notified by mail of your exam results. The exam administrator or proctor will give you an idea of how much time will expire between the time you take the test and the time you will receive the results. Your test tapes, test scores, and test-rating sheet will be confidential. Only the test administrators, test raters, and staff at the National Center for State Courts will have access to these materials. The summary results – whether you pass or do not pass the test – are matters of public record and may be reported in response to any inquiry. The details about your scores may be provided to an official representative of another Consortium member state upon request, and may be provided to others if you submit a written request for that information to be released.

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12. Who scores the exam?

In most states, the exam is scored by teams of two interpreters who have themselves taken and passed a similar certification test, or, in the case of newly developed examinations, are academic experts who have participated in the development of a test and who have been trained in the theory and practice of scoring Consortium examinations. Raters receive specific training and usually have experience in test administration and test scoring. All members of the teams are evaluated carefully to assure that they follow the testing standards established for the examination process.

13. Suggested "do's and don'ts" during the examination

There are several tips that will be helpful to you if you keep them in mind while you are taking the examination. Please study the following suggestions carefully.

13.1 DO

- Perform throughout all parts of the oral exam as though you were interpreting in a courtroom. The only times you should go out of this role is between exam sections.
- Concentrate on the source language and your rendition as you go through the various parts of the test.
- Try to interpret any words or phrases that may be unfamiliar to you, as long as you can make an educated guess about the meaning from the context given to you in the passage.
- *Stick with it* in the simultaneous. If you find yourself getting frustrated, or feeling that you are unable to keep up, pause for a second or two to regain your composure and then keep trying! (Remember that you cannot ask the proctor to stop the exam and then start over.)
- During the consecutive portion, use the same grammar "person" that is employed by a speaker. For example, if the witness says in the foreign language the equivalent of "My name is Teresita Salazar," the proper interpretation into English would be, "My name is Teresita Salazar," NOT, "She says her name is Teresita Salazar."
- Conserve the intent, tone, and language level of the source messages you interpret. *If you encounter any impolite words or phrases, slang, or obscene language, interpret them as closely as possible into the target language just as they sound in the source language.* Do not attempt to clean up or change the language of any speaker.

13.2 DON'T

- Guess wildly the meaning of a word or phrase that you don't know.
- Allow yourself to get frustrated when you don't know how to interpret a word or phrase. Skip it and keep going.

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- Give a string of synonyms for a given word or several interpretations for a particular phrase. If you do this, only the last synonym or phrase you render will be graded, even if you said it correctly on the first try.

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Appendix 1

SUGGESTIONS FOR PREPARING FOR THE TEST[2]

Sight Translations:

Take any written materials (for example, newspaper and magazine articles, letters, books, birth certificates, etc.) and, speaking into a tape recorder, perform sight translations. Evaluate your rendition against the source material. Practice on a variety of subjects and vary the type of material that you use. Continue practicing until you are able to comfortably translate at least 225 words accurately within a six-minute time frame.

Consecutive Interpretation:

Practice your ability to repeat sentences and paragraphs of varying lengths, from one to fifty words. You are likely to find a number of sources for practice materials. For example, your local court reporter's office may be willing to let you have draft copies of actual transcripts, or you may find practice materials on the World Wide Web. If necessary, you can ask friends and family members to create samples of "question and answer" formatted transcripts. Say a segment aloud in the source language (or have a friend or family member read the segment out loud for you), then interpret that segment into the target language. Be sure to vary the lengths of the utterances and practice until you are able, with the use of notes if you are trained in notetaking skills, to interpret long passages.

For many interpreters, note taking is extremely beneficial in all modes of interpretation, but especially in the consecutive mode. If you find that you benefit from note taking, develop an efficient note taking system in order to remember relevant names, dates, places, and figures. It is often essential to develop this skill under the direction of an experienced interpreter or teacher. However, the skill you develop will be your own personal method of note taking. Notes might be recorded in the form of simple outlines, charges, diagrams, or graphs. Listing information in the form of a diagram might be helpful while interpreting at a trial during which a particular scenario is repeatedly mentioned. An effective note taking system allows you to concentrate on the ideas and concepts contained in the message, not on taking the notes. It is important to adopt a strategy or strategies that work best for you. Attend as many different kinds of court proceedings as possible. As you listen, practice taking notes

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[2] Most of the information in this section is adapted from FUNDAMENTALS OF COURT INTERPRETATION: THEORY, POLICY, AND PRACTICE by Roseann Duenas Gonzalez, Victoria Vasquez, and Holly Mikkelson. It is available from Carolina Academic Press, 700 Kent Street, Durham, NC 27701; 919-489-7486, Fax 919-493-5668.

that highlight actions, specific information (dates, names, etc.) and legal concepts. Develop your own symbols for the court, the district attorney, the public defender, etc.

Practice consecutive interpretation until you are able to accurately interpret oral passages that are 850 to 900 words in length, with segments of varying lengths, within a 20- to 22-minute time frame.

Simultaneous

Before the exam, practice your ability to listen through earphones and interpret out loud as you listen. Practicing silently is not as effective as practicing *out loud.* Being very comfortable with earphones and listening to a reader while interpreting out loud is important.

You should practice in front of other people so that you become comfortable with someone else being in the room, listening to your interpretation. It doesn't matter if the other person is bilingual or not. The goal is to become accustomed to having someone else listening.

Attend as many different kinds of court proceedings as possible. While you listen, render them silently to yourself simultaneously with the speaker. When you run into a word or phrase that you cannot interpret, make a note of it. When you return home, look up those words and phrases to determine their meaning and the appropriate interpretation of them.

Use television and radio broadcasts as interpreting materials. Interpret them aloud while you are driving or performing another activity simultaneously.

Practice will help you avoid being startled or "paralyzed" by what you don't know or a word you cannot remember. If you become "paralyzed" during the simultaneous portion of the exam, you will miss much of the incoming message.

Shadowing

Shadowing is a basic exercise that will help you strengthen your simultaneous skills. It familiarizes the interpreter with performing two tasks simultaneously.

To practice:

- Have someone record varied paragraph-length passages in English and in the non-English language into a tape recorder.
- Listen to a passage. Then play it again and repeat everything you hear in the same language, staying as close to the speaker as possible.
- Listen to the passage again, repeating it in the source language.

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When you reach a point where this exercise is somewhat "easy" for you, increase your capacity by repeating the exercise and writing the numbers 1 through 100 at the same time.

When that becomes "easy" for you, repeat the exercises and simultaneously write the numbers 100 to 1 backwards. With progress, complete the following exercises:

- Repeat the exercise and simultaneously write 1-100 by 5's.
- Repeat the exercise and simultaneously write 1-100 by 3's.
- Repeat the exercise and simultaneously write out a poem you know from memory.
- Repeat the exercise and simultaneously write anything committed to memory such as the Pledge of Allegiance or the Preamble to the Constitution, or the names and telephone numbers of your family and friends.

These techniques are excellent for stretching your ability to *multi-task*. Multi-tasking is an essential part of interpreting. Repeating these exercises will essentially provide your brain with a "workout."

Other exercises:

Since effective court interpreting requires accuracy and speed, it is essential that you enhance your listening and concentration capabilities.

Listening: Practice your ability to listen through earphones and other mechanical devices.

Listening: Listen carefully to the meaning and concept of the communication rather than the separate words. You can practice critical listening anywhere at anytime.

Concentration: Learn to concentrate on what the person for whom you are interpreting is communicating. Concentrate only on the actual communication without being distracted by external factors such as physical appearance, gestures, etc. Accurate interpretation relies on how well the interpreter understands a message.

Understanding a message requires *intellectual listening,* that is, *listening for ideas*. An interpreter must listen to a message and simultaneously classify the information in the message into a *hierarchy*. An interpreter makes instantaneous decisions about which ideas are central and which are supporting or minor. The following is an exercise that may help build this skill:

- Have someone record several passages of approximately 15 words in English.
- Choose texts representing a variety of areas (a newspaper report about a local crime, a scientific report of the results of research, a passage from a book, etc.).
- Listen to each passage without taking notes. Turn off the recorder. Write down the main idea of the passage. (For example: "Language interpreting

performance tests are oral tests designed to determine whether candidates possess the minimum levels of language knowledge and interpreting skills required to perform competently during court proceedings." Main idea of the passage: oral interpreting tests determine if one has the minimal level of skill required to interpret in the courts.)

- Continue this procedure with all the passages.
- Then listen to each passage again, confirming that the main idea you recorded was, indeed, the main idea of the passage.
- Listen to the passage again.
- Turn off the recorder.
- Note additional specific information that supports the main idea you had originally taken down. (For example: performance exams are oral tests that determine if one has the language knowledge and interpreting skills required to interpret in the courts.)
- Continue the procedure, taking notes and adding to the information until you have written a complete summary for each passage.

You should practice these exercises with another person or a small group of people in order to receive immediate and constant feedback. Practicing with others is a great way to increase your vocabulary and to be aware when more than one interpretation is accurate and acceptable. All of the exercises mentioned in this section and those that are suggested to you at training sessions are more beneficial when performed interactively.

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Appendix 2

Lists of resources available to help you increase your interpreting skills

A heartfelt "thank you" to Holly Mikkelson, who so kindly shared her comprehensive and valuable lists of resources for Spanish interpreters, including:

Recommended References for Spanish Interpreters
Regional Spanish Websites
Recommended References on Regional and Colloquial Spanish
English Slang References

and to the State of New Jersey, a founding member of the Consortium for State Court Interpreter Certification, our appreciation and admiration for the collection of resources found at its Web site, many of which are included in this document.

Examinees, please note: Many of the institutions listed below offer "academic certificates," which are different from state or federal interpreter certifications. If you receive academic certificates, and are not state or federally certified, you should clearly identify the certificate in your resumes or biographies and not claim state or federal interpreter certification. To do so would be unethical.

COLLEGES AND UNIVERSITIES

BINGHAMTON UNIVERSITY

Translation Research & Instruction Program
Library Tower 1302
P.O. Box 6000
Binghamton, NY 13902
(607) 777-6726
http://www.binghamton.edu/trip
trip@binghamton.edu
The Translation Research and Instruction Program is the pedagogical division of the Center for Research in Translation (CRIT). It administers the interdisciplinary curriculum and examination that lead to translator certification. Although most students in the program are matriculated in one of the University degree programs, the translation study courses may be taken as a separate track.

BOSTON UNIVERSITY

Interpreter Certificate Program (Portuguese)
Center for Professional Education

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

940 Commonwealth Avenue West
Boston, MA 02215
(617) 353-4497
http://www.butrain.com/cpe/legalcert.asp
CPE@BU.EDU

BROOKDALE COMMUNITY COLLEGE
Community Interpreting in Spanish Certificate Program
Business and Community Development
765 Newman Springs Road
Lincoln, NJ 07738-1543
(732) 224-2315
www.brookdalecc.edu
The community need for interpreting Spanish to English is critical. The ability to overcome language barriers is essential in a variety of instances that include medical emergencies as well as legal and social situations. This program is designated to train entry-level interpreters for service and employment opportunities. The instructors—all specialists in their respective fields of interpreting—will incorporate "real life" samples of materials and examples of situations that will be encountered in the field. Consecutive interpreting used in medical, legal, and social service situations, as well as simultaneous and sight translation will be covered. Advanced training for the state exam for Court Interpreters will be offered.

COLLEGE OF CHARLESTON
Dr. Virginia Benmaman, Director
MA Program in Bilingual Legal Interpreting
University of Charleston
Charleston, SC 29424-0001
(843) 953-4947
http://www.cofc.edu/~legalint
Masters Degree Program Description The Masters of Arts in Bilingual Legal Interpreting for English-Spanish is the only graduate program in the United States which offers the opportunity to receive the education and training required and expected of a professional degree-holding legal interpreter. The program is a comprehensive, sequenced, and integrated series of courses designed to provide the student with the theoretical foundation, performance competencies, and research skills required of a graduate entering this growing profession. The curriculum consists of 14 courses (42 credits) which can be completed over a two-year period. Eight of the ten courses must be completed at the University of Charleston during two full summers. The teaching faculty who are invited to teach during the summer sessions are among the most qualified professors of interpreting and professional interpreters in North America. The remaining two core courses, a practicum in legal settings and an

internship as an apprentice interpreter, may be completed in a court jurisdiction of the student's choice. Four remaining courses may be taken at another university, subject to approval by the program director, and applied to the program as transfer credit.

Certificate Program Description This certificate program, comprised of existing courses within the present master's program, will provide the means by which students enrolled in other language oriented graduate programs, as well as other interpreting and translating professionals, can attain the foundational skills in legal interpreting in an abbreviated time frame, generally in one full summer. Students in the program will take four of the courses regularly offered during the summer session.

KEAN UNIVERSITY
Department of Foreign Languages, Literatures, and Cultures
Hutchinson Hall, J-309
Union, New Jersey 07083-0411
http://www.kean.edu/

MARYMOUNT MANHATTAN COLLEGE
221 East 71st Street
New York, NY 10021
(212) 774-0780
http://marymount.mmm.edu/

MONTCLAIR STATE UNIVERSITY
Certificate Program in Translation and Interpretation in Spanish
María José Vizcaíno, Director
Spanish/Italian Department
Montclair State University
Upper Montclair, NJ 07043
(973) 655-4285
http://chss2.montclair.edu/spanish-italian/stranslation.htm
Montclair State University's Certificate Program in Translation and Interpretation in Spanish provides basic preparation for entry-level translating and interpreting positions in government, telecommunications, the judiciary, the helping professions, business and the arts. Designed for students who have good speaking and writing skills in both English and Spanish, the four-course sequence focuses on the specific skills of translation and interpretation.

MONTCLAIR STATE UNIVERSITY
Department of French, German, and Russian
Montclair State University
Upper Montclair, NJ 07043
(973) 655-7422

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http://chss2.montclair.edu/french
This department offers a Translation Concentration for French Majors.

NEW YORK UNIVERSITY
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES
Center for Foreign Languages and Translation
NYU School of Continuing and Professional Studies
10 Astor Place, Suite 505
New York, NY 10003
(212) 998-7030
http://www.scps.nyu.edu
scps.foreignlanguages@nyu.edu

- *Certificate in Court Interpreting*
  Spanish/English
  http://www.scps.nyu.edu/departments/certificate.jsp?cerld'155
  This program is designed for individuals with a mastery of both languages. As a prerequisite to entering the program, all prospective students must pass an oral proficiency test both in Spanish and English to determine their linguistic competence and general cultural preparation.
- *Certificate in Translation*
  English to Spanish or Spanish to English
  http://scps.nyu.edu/departments/certificate.jsp?cerld'157
  This program is intended for linguistically skilled individuals of diverse professional and educational backgrounds who seek to develop abilities in the field of translation.
- *Certificate in Translation*
  French to English, German to English, English to Portuguese, General Translation
  http://www.scps.nyu.edu/dyncon/acfl/cert_tran.html
  This program is intended for linguistically skilled individuals of diverse professional and educational backgrounds who seek to develop abilities in the field of translation.
- *Online Certificate Programs*
  http://scps.nyu.edu/departments/certificate.jsp?cerld'157
  This program is available to distance learning students.

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RIDER UNIVERISTY
Department of Foreign Languages and Literatures
Rider University
2083 Lawrenceville Road
Lawrenceville, NJ 08648
609-896-5146
Forlang@Rider.edu
http://www.rider.edu/

RUTGERS UNIVERSITY
Department of Spanish & Portuguese
Faculty of Arts & Sciences
Rutgers, The State University
P.O. Box 270
New Brunswick, NJ 08903-0270
(732) 932-9412 x. 25
http://span-port.Rutgers.edu/ or http://french.rutgers.edu
span-port@rci.rutgers.edu
Certificate of Proficiency in Spanish-English and English-Spanish Translation
OBJECTIVE: To provide students with the opportunity to gain competence in Spanish-English and English-Spanish translation. The program will train students in a skill which can be applied to future employment in connection with such major fields as Banking, Business, Journalism, Legal Translation and Social Services.

TEMPLE UNIVERSITY
Department of Spanish and Portuguese
Anderson Hall, Room 450
Philadelphia, PA 19122
(215) 204-1706
http://www.temple.edu/spanpor
haldaron@unix.temple.edu

UNION COUNTY COLLEGE
Interpreting Spoken Language Certificate Program
Elizabeth Campus E-500
12 West Jersey Street
Elizabeth, NJ 07201
(908) 965-2345
http://faculty.ucc.edu/fineart-difiore
The Interpreting Spoken Language Program trains bilingual individuals in the basic skills needed for professional work in interpreting and translating. Union County College offers three courses as part of a certificate program. Students from all language backgrounds may study in the program.

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LANGUAGE REQUIREMENTS: A high level of proficiency in English and at least one other language is required for entrance into these courses. The College provides a placement test in English. Those wishing to study in this course must finish all developmental English and ESL requirements before registering for interpreting courses. Evaluation in one's other language is done by the student her/himself or in consultation with the coordinator of the program. It is recommended that the student have some college education in that language and be fluent both in speaking and writing.

UNIVERSITY OF ARIZONA
THE NATIONAL CENTER FOR INTERPRETATION
University of Arizona
Modern Languages Bldg., Room 445
Tucson, AZ 95721
(520) 621-3615
http://nci.arizona.edu/
ncitrp@u.arizona.edu
Summer Institute:
This is an intensive three-week course offered every summer to help beginning and intermediate court interpreters develop their interpretation abilities and to help advanced or working interpreters hone their skills. Advanced, intensive program alternatives are available for experienced federal and state certified interpreters.

Special Weekend Seminars (Friday-Sunday)
These will be held at least four times throughout the year in Tucson to assist candidates in preparing for the federal written and oral, as well as state, exams. In addition, traveling seminars are available to groups of 15 or more elsewhere.

UNIVERSITY OF MASSACHUSETTS-BOSTON
Division of Corporate, Continuing and Distance Education
University of Massachusetts, Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
http://www.conted.umb.edu
Department of Hispanic Studies (617) 287-7550
This intensive six-credit undergraduate certificate program has been specially designed to provide qualified applicants with a comprehensive introduction to professional court interpretation. The program teaches the fundamentals of theory and practice through classroom discussion and activities, as well as through laboratory exercises designed to develop interpreting proficiency. Novice and experienced interpreters will benefit equally from extensive practice. Students will devote additional time out of class to

court visits and to fulfill oral and written assignments. Not offered as an online course as of 2006.

WILLIAM PATTERSON UNIVERSITY
Center for Continuing Education and Distance Learning
P.O. Box 913
Wayne, NJ 07474-0913
(973) 720-2491
http://www.wpunj.edu/ce

ENGLISH SLANG AND IDIOMS REFERENCES

Cassidy, F. and Hall, J. (eds.) **DICTIONARY OF REGIONAL AMERICAN ENGLISH VOLS. I-IV**. Harvard University Press

Chapman, Robert L. **DICTIONARY OF AMERICAN SLANG**. Harper Resource, 1998. ISBN 006270107X

Green, Jonathan. **THE BIG BOOK OF FILTH: 6500 SEX SLANG WORDS AND PHRASES**. Sterling Publishing, 2000. ISBN 0304353507

Johnson, Sterling. **ENGLISH AS A SECOND F*CKING LANGUAGE**. ESFL University Press, 1995. ISBN 0-9644545-0-5

Novobatzky, Peter and Shea, Ammon. **DEPRAVED AND INSULTING ENGLISH**. Harvest Books, 2002. ISBN 0156011492

Philbin, Tom. **COP SPEAK: THE LINGO OF LAW ENFORCEMENT AND CRIME**. John Wiley & Sons, 1996. ISBN 0-471-04304-4

Spears, Richard A. **NTC'S AMERICAN IDIOMS DICTIONARY.** National Textbook Co., 1988. Library of Congress Number: 86-63996

Spears, Richard A. **SLANG AND EUPHEMISM: A DICTIONARY OF OATHS, CURSES, INSULTS, SEXUAL SLANG AND METAPHOR, RACIAL SLURS, DRUG TALK, HOMOSEXUAL LINGO, AND RELATED MATTERS.** Jonathan David, 1981. ASIN 0824602595

Spears, Richard A. **FORBIDDEN AMERICAN ENGLISH**. McGraw-Hill/Contemporary Books, 1990. ISBN 0844251496

Online Slang Dictionaries

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

The Alternative English Dictionary
http://www.notam02.no/~hcholm/altlang/ht/English.html
Commonly-Used American Slang
http://www.manythings.org/slang/
Cool Western Slang
http://www.bibble.org/western_slang.html
Gay Slang Dictionary
http://www.hurricane.net/~wizard/19a.html
Online Dictionary of Street Drug Slang
http://www.drugs.indiana.edu/slang/home.html
Recent Slang
http://www.slangsite.com/
Slang Dictionary
http://members.tripod.com/~jaguarpage/slang.htm
Tru Dat
http://members.tripod.com/~mara_juarez/slang.htm
Vox Dictionary of Contemporary Slang
http://www.lexscripta.com/desktop/dictionaries/slang.html

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SOME ESSENTIAL DICTIONARIES AND OTHER REFERENCE MATERIALS FOR COURT INTERPRETERS

English monolingual dictionaries

American Heritage Dictionary of the English Language, 4th Edition
Format: Hardcover, 4th ed., 2116pp.
ISBN: 035825172
Publisher: Houghton Mifflin Company
Pub. Date: September 2000
Edition Desc: 4th

Random House Webster's Unabridged Dictionary
Format: Hardcover, 3rd ed., 2256pp.
ISBN: 0375425667
Publisher: Random House Information Group
Pub. Date: September 2001
Edition Desc: 2nd

Black's Law Dictionary (American and English Jurisprudence)
Format: Textbook Hardcover, 7th ed., 1776pp.
ISBN: 0314228640
Publisher: West Group
Pub. Date: August 1999

Dictionaries for languages other than English

ARABIC

Al Mawrid (English-Arabic/Arabic-English dictionary)
Format: Hardcover, 3rd ed., 2376pp.
ASIN: 1894412974
Publisher: Dar El Ilm Lilmalayin
Pub. Date: March 1998

Al Mawrid 2002: A Modern English-Arabic Dictionary
Format: Hardcover
ISBN: 9953900426
Publisher: Librarie Du Moyen-Orient
Pub. Date: 2001

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Arabic-English Faruqi's Law Dictionary
Format: Hardcover, 3rd ed., 380pp.
ISBN: 0884310728
Publisher: I B D Ltd
Pub. Date: December 1986
(This dictionary is also available in English-Arabic)

CHINESE

Chinese-English Dictionary
Format: Hardcover, 1401pp.
ISBN: 962-04-0398-3
Pub. Date: 1991

English-Chinese Dictionary
Format: Hardcover, 1769pp.
ISBN: 962-04-0201-4
Pub. Date: 1991

Chinese-English New Practical Dictionary
Format: Paperback, 1418pp.
ISBN: 0-88431-193-7
Pub. Date: 1987

Chinese-English (Mandarin) Dictionary
Format: Hardcover, 660pp.
ISBN: 0-88431-261-5
Pub. Date: 1967

English-Chinese Glossary of American Criminal Law
Format: Paperback, 246pp.
ISBN: 0-88727-111-1
Pub. Date: 1989

English-Cantonese Glossary
Format: Looseleaf
ISBN: N/A
Publisher: ACEBO
Pub. Date: N/A

Glossary of Selected Legal Terms English-Cantonese
Office of the Administrator of the Courts, State of Washington

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

Distributed by ACEBO, P.O. Box 7485, CA 93962

FRENCH

Dictionnaire Encyclopedique, 2 vols
Format: Hardcover, 2124 pp.
ISBN: 2-03-301806-1
Pub. Date: 1994

Le Nouveau Petit Robert: Dictionnaire De La Langue Francaise
Format: Hardcover
ISBN: 2850368261
Publisher: Le Robert
Pub. Date: 2002

Harper Collins Robert French Unabridged Dictionary
Format: Hardcover, 6th ed., 2142 pp.
ISBN: 0060084502
Publisher: Harper Resource
Pub. Date: 2002

English-French Lexicon of Legal Terms
ISBN: 928712313-6

GREEK

Greek-English Dictionary, 2 vols
Format: Hardcover, 1318 pp.
ISBN: 0-88431-922-9
Pub. Date: 1961

English-Greek Dictionary
Format: Hardcover, 1102 pp.
ISBN: 0-88431-125-2
Pub. Date: 1961

HAITIAN CREOLE

Haitian Creole-English-French Dictionary
Deslan Rincher & Associates
22-11 Church Ave
Brooklyn, NY 11226

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

(718) 693-0461

Haitian Creole-English-French Dictionary
1981, Bloomington Indiana-Creole Institute
Haitiana Publications
170-08 Hillside Ave.
Jamaica, NY 11432
(718) 523-0135

Haitian Creole-English Dictionary
Targetej, Dunwoody Press
ISBN 0-93174575-6

ITALIAN

Italian Encyclopedia Universal Dictionary
Format: Hardcover, 1860 pp.
ISBN: 88-7166-174-5

Italian-English English-Italian Dictionary (Sansoni)
ISBN: 88-3831437-3

English-Italian Law Dictionary
ISBN: 88-1400316-5
Pub. Date: 1994

Italian-English Law Dictionary
ISBN: 88-1405001-5
Pub. Date: 1996

KOREAN

Korean-English Dictionary
Format: Flex, 2182 pp.
ISBN: 89-387-04020-5
Publisher: Minjungseorim
Pub. Date: 1994

English-Korean Dictionary
Format: Flex; 2687 pp.
ISBN: 89-387-0401-7
Publisher: Minjung
Pub. Date: 1994

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

English-Korean Glossary
Format: Looseleaf
ISBN: N/A
Publisher: ACEBO
Pub. Date: N/A

POLISH

The Great Polish/English Dictionary (2 Volume set)
Format: Hardcover; 1728 pp.
ISBN: 83-214-0956-3
Pub. Date: 1992

The Great English/Polish Dictionary
Format: Hardcover; 1404 pp.
ISBN: 83-214-0955-5
Pub. Date: 1992

Polish/English Dictionary of Legal Terms
ISBN: H3-04-01897-7

English/Polish Dictionary of Legal and Economic Terms
Format: Hardcover; 724 pp.
ISBN: 83-214-0533-9
Pub. Date: 1991

Kodeks Karny – Postepowania Karnego
ISBN: 83-85330-30-5

Kodeks Cywilny – Kodeks Postepowania Cywilnego
ISBN: 83-9004443-3-1

PORTUGUESE

Portuguese Dictionary-Novo
ISBN: 85-209-0411-4

Pequeno Dicionário Enciclopédico Koogan Larousse
Editoria Larousse do Brasil, Rio de Janeiro
Imported Books. P.O. Box 4414, Dallas Texas
(214) 941-6497

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

Dictionary Portuguese-English (2 volumes)
Format: Hardcover; 1328 pp.
ISBN: 85-06-01598-7

English-Portuguese Dictionary
Format: Hardcover; 1151 pp.
ISBN: 85-06-01599-5

Dicionário Jurídico, 3rd edition
Maria Chaves de Mello. Rio de Janeiro: Barrister's Editors, 1987

Noronha's Legal Dictionary
Durval de Noronha Goyos, Jr.
Sao Paulo: Editora Observador Legal, 1993

RUSSIAN

Russian Encyclopedic Dictionary
Format: Hardcover; 1632 pp.
ISBN: 5-85270-001-0

English-Russian Dictionary 2 Volumes
Format: Hardcover; 2108 pp.
ISBN: 0-88431-168-6
Pub. Date: 1988

Russian-English Translator's Dictionary
Format: Hardcover; 735 pp.
ISBN: 0-471-93316-3
Pub. Date: 1991

Russian-English Legal Dictionary
ISBN: 5-88746-004-0

English-Russian Dictionary of American Criminal Law
ISBN: 0-313-30455-6
Available from Greenwood Publishing Group
P.O. Box 5007, Westport, CT 06881-5007

SPANISH

Diccionario de la Lengua Española
ISBN: 84-239-4399-2

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

Diccionario de Uso del Español (2 volumes)
ISBN: 84-249-1344-2

Larousse Gran Diccionario
Español-Ingles/Ingles-Español
ISBN: 970-607-023-0

Simon and Schuster International Dictionary
English-Spanish/Spanish-English
ISBN: 0-671-21507-8 plain edition
ISBN: 0-671-21267-2 thumb-indexed

Unabridged Spanish Dictionary
Harper Collins

Diccionario Jurídico Español-Inglés
Guillermo Cabanellas de las Cuevas and Eleanor C. Hoague.
Editorial Heliasta, 1998

Diccionario De Términos Jurídicos Inglés-Español, Spanish-English
Format: Hardcover; 688 pp.
ISBN: 84-344-0506-7
Pub. Date: 1995

Bilingual Dictionary of Criminal Justice Terms (English-Spanish)
ISBN: 0-87526-379-8

The Interpreter's Companion, 4th Edition
ACEBO, P.O. Box 7485, Spreckels, CA 93962
(Contains six separate Spanish-English, English-Spanish glossaries: Legal Terms, Traffic and Automotive Terms, Drug Terms, Weapons Terms, Medical Terms, and Slang Terms)

VIETNAMESE

Vietnamese-English/English-Vietnamese Dictionary
Format: Hardcover; 826 pp.
ISBN: 0-88431-113-9
Pub. Date: 1992

English-Vietnamese Glossary
Format: Looseleaf

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

ISBN: N/A
Publisher: ACEBO
Pub. Date: N/A

BOOK DISTRIBUTORS

For all languages

Imported Books
2025 West Clarendon
P.O. Box 4414
Dallas, TX 75208
(214) 941-6497

i.b.d., Ltd.
International Book Distributors
24 Hudson St
Kinderhook, NY 12106
(800) 343-3531

Schoenhof's Foreign Books
76A Mount Auburn Street
Cambridge, MA 02138
(617) 547-8855

United Nations Bookstore
G.A. 32 New York, NY 10017
(212) 963-7680

French, German, Italian, Portuguese and Spanish

Europa Books
Evanston, IL 60201
(708) 886-6262

Spanish books

Ediciones Universal
P.O. Box 450353
Miami, FL 33245-0353
(305) 642-3234

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

OTHER RESOURCES

American Translators Association (ATA)

225 Reinekers Lane, Suite 590
Alexandria, VA 22314
(703) 683-6100
ata@atanet.org
http://www.atanet.org/
A national not-for-profit association established in 1959, ATA has over 6,500 members throughout the US and abroad. Among its professional activities, it holds an annual conference every fall, publishes a monthly magazine, The ATA Chronicle, and offers accreditation in several language pairs.

The American Association of Language Specialists (TAALS)

http://www.taals.net/

Berlitz

Interpreter Training and Quality Assurance
Bowne Global Solutions
1730 Rhode Island Ave NW, Suite 308
Washington, DC 20036
800-423-6756 x. 180
dawn.birnie@bowneglobal.net
www.bowneglobal.com
A variety of seminars are offered for interpreters of all languages, both on site and via distance learning.

Distance Opportunities for Interpreter Training (DO IT) Center

1059 Alton Way, Box 7
Denver, CO 80230
http://au.frcc.cccoes.edu/~doit/
The DO IT Center has traditionally offered the following courses:

Diagnostic Assessment and Skills Training Series
This is a yearlong series comprised of three courses. Self-instructional packets will lead students through structured skill development activities targeting individual needs. WebCT will serve as the online classroom for discussion and collaborations during the completion of self-instructional materials.

Prior Learning Assessment
This 15-week online course introduces you to the process of creating a professional portfolio and provides you with the opportunity to systematically collect materials that effectively demonstrate the knowledge and skills you have developed.

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Interpreting in the American Legal System
This online course is comprised of four courses distributed over four semesters. A one-week onsite supervised practicum in Denver, CO is associated with the final course.

*You must meet your state's requirements to interpret in legal settings to apply for these courses.

National Association of Judiciary Interpreters and Translators (NAJIT)
603 Stewart St., Suite 610
Seattle, Washington 98101
Tel: 206-267-2300
headquarters@najit.org
http://www.najit.org/

New York University School of Continuing and Professional Studies
The American Language Institute
NYU School of Continuing and Professional Studies
48 Cooper Square, Room 200
New York, NY 10003
(212) 998-7200
scpsinfo@nyu.edu
http://www.scps.nyu.edu/ali

Northwest Translators and Interpreters Society (NOTIS)
P.O. Box 25301
Seattle, WA 98165-2201 USA
(206) 382-5642
info@notisnet.org
http://www.notisnet.org

Registry of Interpreters for the Deaf (RID)
333 Commerce Street
Alexandria, VA 22314
(703) 838-0030 V
(703) 838-0459 TTY
http://www.rid.org/
The Registry of Interpreters for the Deaf, Inc., is a national membership organization of professionals who provide sign language interpreting/transliterating services for Deaf and Hard of Hearing persons.

Rutgers, Faculty of Arts and Sciences Continuing Education (FASCE)
FASCE Corporate Program, Tillett 107

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

Rutgers, The State University of New Jersey
53 Avenue E
Piscataway, NJ 08854-8040
(732) 932-5937
http://fasce.rutgers.edu/eslce.htm
FASCE offers courses in accent improvement for persons who have a strong command and fluency in English, but who wish to increase their intelligibility in English. Courses are scheduled BY ARRANGEMENT and registrations are accepted at any time.

American English Accent Improvement, FAS-470
American English Accent Improvement Tutorial, FAS-471
American English Accent Improvement Tutorial, FAS-472

FASCE offers other courses for professional development in spoken English as a second language:

Speaking English Professionally
Vocabulary and Grammar for Effective Speech
Presentation Skills for Nonnative Speakers of English
Speech and Accent Assessment

The Translators and Interpreters Guild (TTIG)
http://www.ttig.org/

Washington State Court Interpreters and Translators Society (WITS)
http://www.witsnet.org/

Society of Medical Interpreters (SOMI)
http://www.sominet.org/

Northern California Translators Association (NCTA)
http://www.ncta.org/

California Court Interpreters Association (CCIA)
http://www.ccia.org/

Southern California Area Translators and Interpreters Association (SCATIA)
http://www.scatia.org/

Colorado Translators Association (CTA)
http://www.cta-web.org/

New Mexico Translators and Interpreters Association (NMTIA)
http://internet.cybermesa.com/~nmtia/

Austin Area Translators and Interpreters Association (AATIA)

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

http://www.aatia.org/

El Paso Interpreters and Translators Association (EPITA)
1003 Alethea Pl.
EL Paso, TX 79902,
email: grdelgado@aol.com

Houston Interpreters and Translators Association (HITA)
P.O. Box 61285
Houston, TX, 77208-1285
(713) 935-2123

Indiana Supreme Court Commission on Race and Gender Fairness Sub-Committee on Language and Cultural Issues:
A Judge's Reference Guide to Language Interpretation in Indiana Courts
http://www.in.gov/judiciary/fairness/pubs/interp-benchbook.pdf

Metroplex Interpreters and Translators Association (MITA)
http://www.dfw-mita.com/

Upper Midwest Translators and Interpreters Association (UMTIA)
Minnesota Translation Laboratory
218 Nolte Center
315 Pillsbury Drive SE
Minneapolis, MN 55455, (612) 625-3096
email: Laurence.h.bogoslaw-1@tc.umn.edu

Nebraska Association of Translators and Interpreters (NATI)
http://www.natihq.org/

Saint Louis Translators and Interpreters Network (SLTIN)
P.O. Box 3722
Ballwin, MO 63022-3722
(314) 394-5334

Chicago Area Translators and Interpreters Association (CHICATA)
http://www.chicata.org/

Michigan Translators/Interpreters Network (MiTiN)
http://www.mitinweb.org/

Northeast Ohio Translators Association (NOTA)
http://www.ohiotranslators.org/

The contents of this manual are intended to be adapted by state personnel to reflect the state's policies and procedures concerning state court interpreter certification examinations.

The Kentucky Translators and Interpreters Association (KTIA)
P.O. Box 7468
Louisville, KY 40257-0468, (502) 548-3988
email: vapues@insightbb.com

Tennessee Association of Professional Interpreters and Translators (TAPIT)
http://www.tapit.org/

Carolina Association of Translators and Interpreters (CATI)
http://www.catiweb.org/

Atlanta Association of Interpreters and Translators (AAIT)
http://www.aait.org/

Florida Chapter of the American Translators Association (FLATA)
http://www.atafl.org/

Delaware Valley Translators Association (DVTA)
http://www.dvta.org/

Massachusetts Medical Interpreters Association (MMIA)
http://diversityrx.org/HTML/MOASSA.htm

New England Translators Association (NETA)
http://www.netaweb.org/

New York Circle of Translators (NYCT)
http://www.nyctranslators.org/

RECOMMENDED REFERENCES FOR SPANISH INTERPRETERS

Spanish-English Dictionaries

Oxford Spanish-English Dictionary
Harper-Collins Spanish-English Dictionary
American Heritage Larousse Spanish-English Dictionary
Simon & Schuster's International Dictionary
Larousse Spanish-English Dictionary

General Language References

Diccionario de ideas afines, by Fernando Corripio, pub. Editorial Herder

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