

The following are actual subtitles used in some English language movies shown in Mexico:

Source Language: Spoken English Taken from Movies	Target Language: Spanish Subtitle (mistranslated)	Translation of Mistranslated Spanish Subtitle
1. You grossly underestimate me.	Me subestima vulgarmente.	You underestimate me vulgarly.
2. That was a killer scene.	Éste fue un escenario de un asesino.	That was a scene about of a murderer.
3. No thanks, I'm all coffeed out.	No gracias, no me gusta el café.	No thanks, I don't like coffee.
4. Are you gonna go potty?	¿Vas a ir a la fiesta?	Are you going to go to the party?
5. Do you want to ride my dirt bike?	¿Quieres pasearte en mi bicicleta sucia?	Do you want to ride my dirty bike?
6. Wow, he sounds certifiable!	¡Guau, le parece confiable!	Wow, he sounds trustworthy!
7. Nope, he's still as ornery as ever.	No, es todavía ordinario como siempre.	No, he's still as ordinary as ever.
8. I don't know if I can trust you...are you the man [a cop]?	No sé si puedo confiar en ti... ¿eres el hombre?	I don't know if I can trust you...are you the man?
9. They're both definitely out to lunch.	Los dos definitivamente salieron a comer.	They both definitely went out to eat.
10. Now that's par for the course.	Pues eso es energía para el curso.	Now that's energy for the course.

Answer these questions (Be specific!):

1. What is the correct translation of the original English?
2. Can you guess why the person who wrote the subtitles made the error? Some possibilities:
(a) unfamiliar technical term (b) slang (c) idiomatic expression (d) misheard or mispronunciation
3. What effect would the mistranslation have on a Spanish-speaking moviegoer?



National Center for Interpretation

The Leader in Interpreter Training and Testing

Latino Academic Success: Online Teacher Training in Translating and Interpreting Pedagogy and Practice

A Review of the University of Arizona's
FIPSE-Funded Projects



Paul Gatto
Program Coordinator Senior
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FIPSE–Funded “Pipeline” Projects

1. **Professional Language Development Project**—PLDP (1999-2002)
2. **Arizona Initiative to Improve Latino Access and Academic Success** (2003-2006)
3. **Preparación** (2006-2010)—Building Teacher Capacity for Latino Academic Success in Middle/High School and Beyond: Innovative In-service and Curriculum Reform
4. **Preparación Online** (2008-2013)— Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE *Preparación* Translation and Interpretation Secondary Curriculum



Fund for the Improvement of Post
Secondary Education



▶ March 10, 2011

Confronting Challenges: The Stigmatization of Heritage Speakers' Language

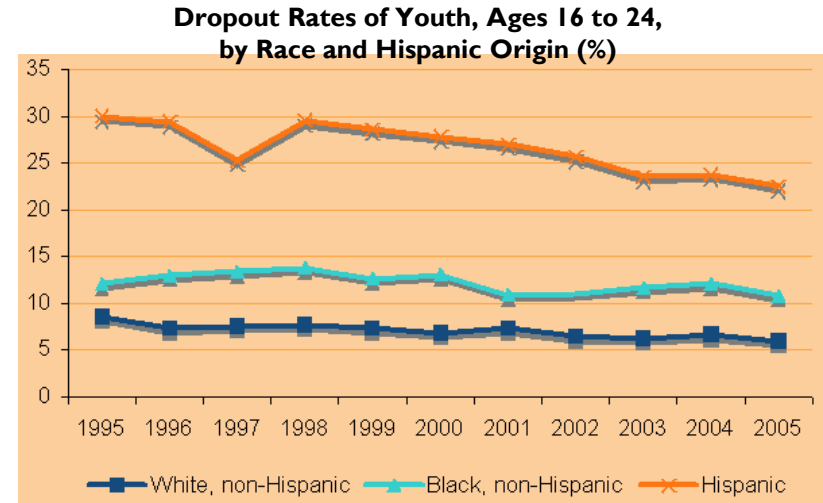
- ▶ Lack of prestige associated with heritage language and cultural group.
- ▶ Mismatch between student variety and “prestige” variety offered in classes.
- ▶ Little attention is paid to acknowledging giftedness of “language brokers” and developing heritage language students' language and cultural competence.
- ▶ Focus on deficiencies rather than proficiencies of heritage language students by high school and college teachers.



Heritage languages are ignored and undeveloped despite the enormous need for interpreters and translators to serve the growing LEP population.

Impact of Stigmatization on Latino Students

- ▶ Lack of interest among many heritage language speakers in studying their own language.
- ▶ Alienation from education.
- ▶ Low high school graduation rates.
- ▶ High dropout rates.
- ▶ Poor college readiness.
- ▶ Lack of interest in pursuing higher education.



Source: Child Trends Data Bank

Aparicio, 1998
Angelelli, Enright & Valdes, 2002
Cummins, 1986
Edwards, 1985

Krashen, Tse & Mcquillan, 1998
Nevarez, 2001
Nieto, 2003
Samaniego & Gonzalez, 1999

Sanchez, 1993
Shorris, 1992
Valdes, 2003

Changing Academic Culture

The development of a curriculum designed to nurture the special linguistic abilities of young interpreters offers to such youngsters an opportunity **to see themselves as uniquely talented individuals who are recognized by the school as outstanding [and] ... may very well make a difference between continued engagement and school abandonment.**

~Angelelli, Enright, and Valdes (2002)

Basis of Our Projects

Premise: Bilingual students possess a powerful and underutilized set of linguistic and cultural skills that, when accessed, **increase** both the **motivation** and the **abilities** necessary to pursue higher education.

Hypothesis: Training in interpretation and translation would produce **considerable cognitive benefits** in terms of students' linguistic, metalinguistic, analytical, creative, and executive functioning, resulting in **improved academic outcomes**.

Goal: Create a Comprehensive “Pipeline” promoting Latino academic success from Middle School to Graduate School

FIPSE–Funded “Pipeline” Projects

I. **Professional Language Development Project—PLDP** (1999-2002)

- ▶ Grant #: P I I 6D990357
- ▶ Developed and implemented a three-week summer institute in T&I for high school juniors & seniors.
 - ▶ Modeled on the Agnese Haury Institute for Interpretation
- ▶ Institutionalized and held annually at UA
- ▶ 275+ students served to date



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PLDP Impact on GPA & Retention

- ▶ Average high school GPA improvement: **+.27**
- ▶ Higher retention in postsecondary education:
 - ▶ **UA Drop-out Rate: 32%**
 - ▶ **PLDP enrollees Drop-out Rate at UA: 11%**
 - ▶ **Pima Community College Drop-out Rate: 36%**
 - ▶ **PLDP enrollees Drop-out Rate at Pima: 6%**

FIPSE–Funded “Pipeline” Projects

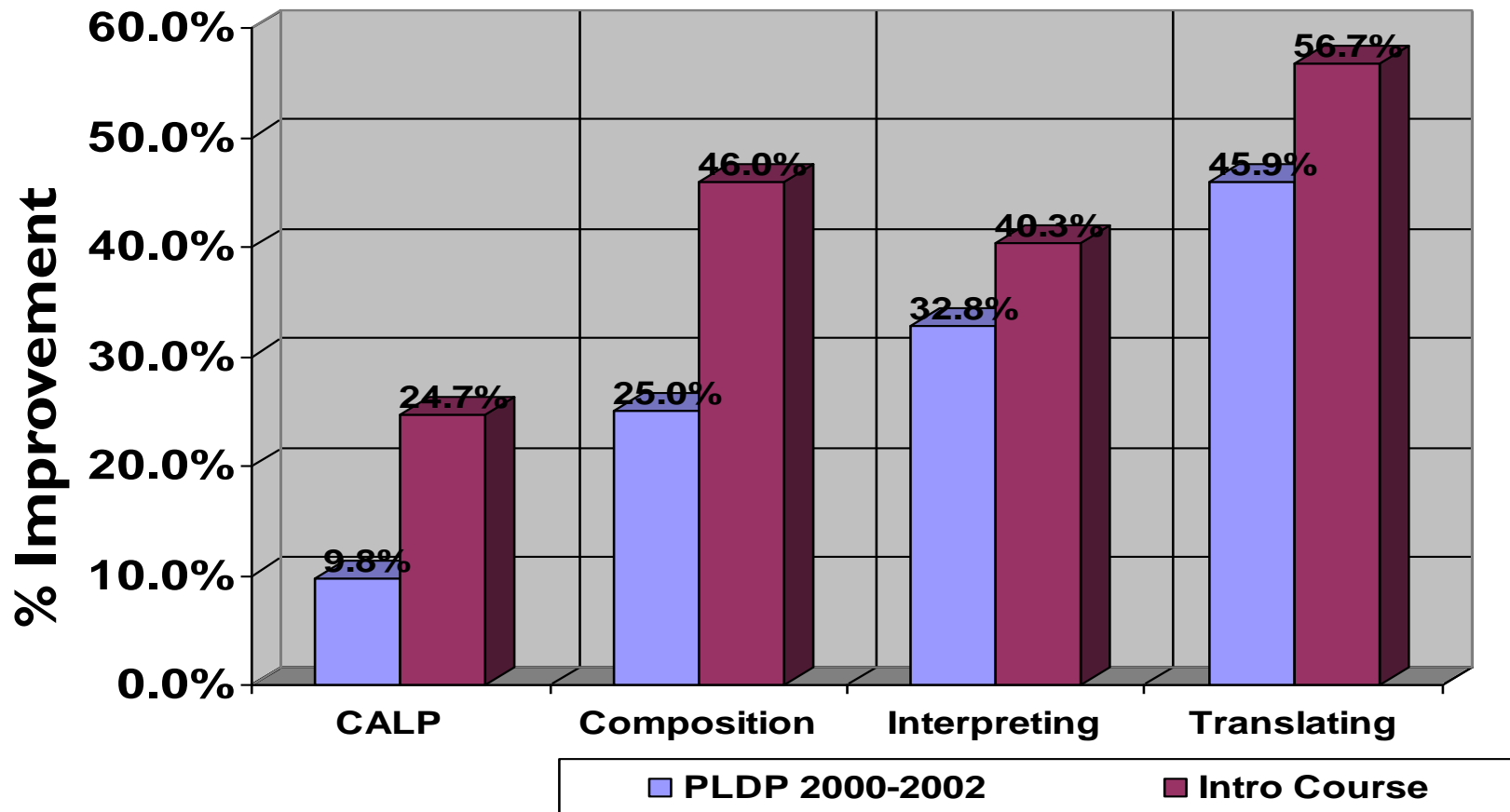
2. **Arizona Initiative to Improve Latino Access and Academic Success (2003-2006)**

- ▶ Grant #: P116B031416
- ▶ Developed and implemented the **only** interdisciplinary T&I major and minor in the U.S.
- ▶ Developed and implemented turn-key introductory course in T&I that has been exported to 22 postsecondary institutions in six states
- ▶ 750+ student served, with additional students at other institutions



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PLDP & Major Student Outcome Measures



FIPSE–Funded “Pipeline” Projects

3. **Preparación** (2006-2010)—Building Teacher Capacity for Latino Academic Success in Middle/High School and Beyond: Innovative In-service and Curriculum Reform

- ▶ Grant #: P116B060067
- ▶ Three-week onsite in-service to build middle and high school teacher capacity to deliver T&I curricula effectively in the classroom.
- ▶ Turn-key legal, medical, business, media, community service, and education units for integration into existing Spanish classes.
- ▶ 500+ students served to date.
- ▶ Tucson Unified, Sunnyside Unified & Amphitheater Public Schools participated
 - ▶ 5 High Schools (10 teachers total)
 - ▶ 3 Middle Schools (3 teachers total)
- ▶ Additional support from Mrs. Agnese Haury

“The students have found a more formal, assertive, and passionate voice.”

~ Pueblo High School

Preparación—Qualitative Research: Teacher Observations on Student Performance

“... students were suddenly **interested in reading** and were **more willing to participate** during and after the unit. They became **better readers** and were overall **more willing to take risks** and make mistakes, which is critical to improving language and cognitive skills.”

~Tucson High Magnet School

Many Latino students are reluctant to speak Spanish because they feel it is “inferior.” **High register units showed them for the first time that it was not.**

~ Pueblo High School



Students’ writing improved. They produced longer passages (even “**doubling their output**”), used higher order vocabulary and wrote with a **more developed voice.**

~ Sunnyside High School

Students **asked more questions**, especially higher level and application questions. **It was very different from a regular classroom.**

~ Amphitheater High School

Teacher Observations on Student Engagement & Heightened School-Home Connection

“The program made school ‘make sense’ [to students].”

~Sunnyside High School

Kids were **surprised how much their parents knew**. Before, they often thought that the parents did not know much because they only spoke Spanish.

~Tucson High Magnet School

The students were much **more interested and participatory**.

~Vail Middle School

“Before the program, students separated themselves into English-dominant and Spanish-dominant speakers during group work. **Afterwards, students mixed so that they could help, learn from, and teach each other.**”

~ Desert View High School

[T&I class] had perfect attendance and promptness compared to my other four classes. Students “Didn’t want to miss class,” it was “challenging and enjoyable.”

~Amphitheater High School

“I was in shock. It changed the students.”

~ Vail Middle School

Transformative Effects on Student Achievement

1. Taps into Latino students' sociolinguistic and cultural knowledge of two languages, promoting appreciation of their heritage language and culture.
2. Presents their bilingual abilities as a source of intelligence and resourcefulness that others may not possess (Valdes, 2003).
3. Makes education meaningful and relevant to students' inherent interest in serving their community.
4. Experience the motivating effects of academic success and envision themselves as viable participants in the knowledge enterprise that higher education represents.



FIPSE–Funded “Pipeline” Projects

3. **Preparación Online** (2008-2013)— Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE *Preparación* Translation and Interpretation Secondary Curriculum

- ▶ Grant #: P116B080013
- ▶ Adapting the on-site T&I in-service for online delivery
- ▶ Nationally disseminating established methodology at reduced expense to school districts
- ▶ Broadly distributing the secondary and post-secondary materials developed under previous FIPSE grants
- ▶ Rigorously evaluating T&I studies’ impact on student outcomes with a large, national pool of students
- ▶ Additional support from Mrs. Agnese Haury



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Preparación Online—Current Status

- ▶ **Recruit teachers/school districts**
 - ▶ Targeting high Hispanic states: Arizona, California, Nevada, Illinois, Texas
- ▶ **Recruit interested translators/interpreters volunteers to participate**
 - ▶ Focus on professional interaction with participating teachers online
 - ▶ Possible in-person interaction with students in classrooms
- ▶ **Summer 2011—Onsite In-Service at the University of Arizona**
 - ▶ June 6 – 24, 2011
 - ▶ 120 recertification hours
 - ▶ Access to Curriculum Units
- ▶ **Summer 2012—First Online In-Service**
- ▶ **Spring 2012—T&I Unit Piloting in Classrooms**
 - ▶ Collect evaluative data on student outcomes

Preparación Online: T&I Units



- ▶ Build students' **conceptual knowledge** and English and Spanish higher register **language proficiency** focused on relevant, real world applications.
- ▶ **Introductory unit** explains basics of interpreting and focuses on the conservation of meaning.
- ▶ **Content lectures** introduce terminology and concepts **in context**.
- ▶ **Integrated Curriculum:** Concepts, procedures, topics, and terminology presented interactively and reinforced in practice-intensive interpreting laboratories.
- ▶ **Social Justice** perspective presented in all units.

Criminal Justice

- ▶ Criminal vs. Civil Law
- ▶ Criminal Case Flow
- ▶ Constitutional Basis of Miranda Rights



Healthcare

- ▶ Anatomy & Physiology
- ▶ Major Hispanic Illnesses
 - ▶ Diabetes
 - ▶ Heart Disease



Overview of Intro T&I Unit

- ▶ **DAY 1: Introduction to the Program, the Unit and the Lessons**
 - ▶ 1A-OH: Growing Need for Language Services
 - ▶ 1B-OH: Where Do These Needs Arise
 - ▶ 1C-OH: What's So Bad About That
 - ▶ 1D-OH: Value of Bilingualism
 - ▶ OPTIONAL 1E-OH: Mexican Translator Joke
- ▶ **DAY 2: Definition of Translation and Interpretation, and Units of Meaning**
 - ▶ 2A-GO: T&I Graphic Organizer
 - ▶ 2B-OH: Translation and Interpretation
 - ▶ 2C-OH: Units of Meaning
 - ▶ 2D-OH: Units of Meaning Exercises
- ▶ **DAY 3: Introduction Translation and Interpretation: Words Have Many Meanings**
 - ▶ 3A-OH: Words Have Many Meanings
 - ▶ **3B-OH: Types of Meaning**
 - ▶ **3C-GO: Types of Meaning**
 - ▶ OPTIONAL 3D-HO: E&S Idiomatic Expressions
- ▶ **DAY 4: Types of Translation—Document and Sight Translation; Simultaneous and Consecutive Interpretation**
 - ▶ 4A-OH: T&I Modes
 - ▶ 4B-OH: Document Translation
 - ▶ 4C-OH: Sight Translation
 - ▶ **4D-HO: Sight Translation Homework**

Sight translate the following text for a family member or friend.
Highlight challenging words or phrases.

Below is an announcement for a First Aid course being offered by the Red Cross:

Emergency First Aid

Course Description: This course is for anyone who wants to gain a basic knowledge of general first aid and some basic first aid procedures.

In this course, you will learn:

- Basic resuscitation techniques.
- How to bandage everyday injuries.
- How to control bleeding.
- How to treat bruises and sprains.
- What to do if someone goes into shock.
- What to do if someone is choking.
- How to pack a good first aid kit for any emergency.

This exciting and valuable course will be held Tuesday through Friday evening from 7 to 9 and all day Saturday. Enrollment is first-come, first-served, so sign up today!

Overview of Intro T&I Unit

- ▶ **DAY 5 : Consecutive and Simultaneous: Review**
 - ▶ **5A-OH: Simultaneous Interpretation**
 - ▶ **5B-OH: Consecutive Interpretation**
 - ▶ **5C-PPT:T&I Jeopardy**
 - ▶ **5D-HO: Skills and Areas of Emphasis**

- ▶ **DAY 6: Consequences of Bad Translations and Interpretations**
 - ▶ **1C-OH:What's So Bad About That**
 - ▶ **6A-HO: Bad Translations**
 - ▶ **6B-OH: Gregorio Cortez Preview**
 - ▶ **VIDEO CLIP: *Ballad of Gregorio Cortez***
 - ▶ **6C: Final Quiz**
 - ▶ **6D:Alternate Final Quiz**

Intro Unit Materials Table of Contents	Intro Units Resources Table of Contents
<p><i>"Materials" includes all documents used in the Intro Unit:</i></p> <ol style="list-style-type: none"> 1. 1A-OH: Growing Need for Language Services 2. 1B-OH: Where Do These Needs Arise 3. 1C-OH: What So Bad About That 4. 1D-OH: Value of Bilingualism 5. 1E-OH: Mexican Translator Joke 6. 2A-GO: T&I Graphic Organizer 7. 2B-OH: Translation and Interpretation 8. 2C-OH: Units of Meaning 9. 2D-OH: Units of Meaning Exercises 10. 3A-OH: Words Have Many Meanings 11. 3B-OH: Types of Meaning 12. 3C-GO: Types of Meaning 13. 3D-HO: E&S Idiomatic Expressions 14. 4A-OH: T&I Modes 15. 4B-OH: Document Translation 16. 4C-OH: Sight Translation 17. 4D-HO: Sight Translation Homework 18. 5A-OH: Simultaneous Interpretation 19. 5B-OH: Consecutive Interpretation 20. 5C-PPT: T&I Jeopardy 21. 5D-HO: Skills and Areas of Emphasis 22. 6A-HO: Bad Translations 23. 6B-OH: Gregorio Cortez Preview 24. VIDEO CLIP: <i>Ballad of Gregorio Cortez</i> 25. 6C: Final Quiz (English & Spanish versions) 26. 6D: Alternate Final Quiz 	<p><i>"Resources" includes all documents <u>not</u> used in the Intro Unit, but used in all other units:</i></p> <p>MEMORY TECHNIQUES</p> <p>R-1 Memory Techniques—<i>PPT presentation on chunking, notetaking, and visualization</i></p> <p>R-2 Memory Techniques—<i>GO visual reminders about how to organize information</i></p> <p>CONSECUTIVE INTERPRETATION & SIGHT TRANSLATION</p> <p>R-3 Consecutive & Sight Basics—<i>guidelines for practice</i></p> <p>R-4 Consecutive Interpretation & Sight Translation Assessment Chart (CISTAC)—<i>rubric for peer assessment and grid to record scores</i></p> <p>R-5 CISTAC Score Report—<i>grid for student scoring</i></p> <p>R-6 Interpreting Self Evaluation Checklist—<i>English & Spanish</i></p> <p>DOCUMENT TRANSLATION</p> <p>R-7 Document Translation Basics—<i>guidelines for practice</i></p> <p>R-8 Translation Assessment Chart—<i>rubric for peer assessment and grid to record scores</i></p> <p>R-9 TAC Score Report—<i>grid for student scoring</i></p> <p>OTHER</p> <p>R-10 T&I Glossary—<i>monolingual English glossary of T&I terms and concepts</i></p> <p>R-11 Instructional Techniques—<i>definitions of standard techniques and activities for teachers</i></p>

Preparación Online: In-Service

Asynchronous Components

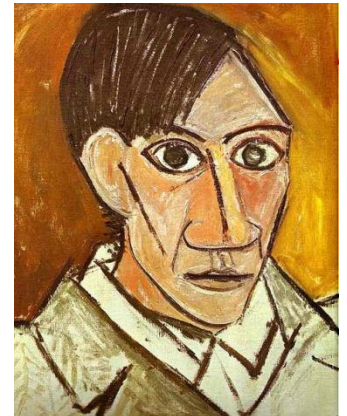
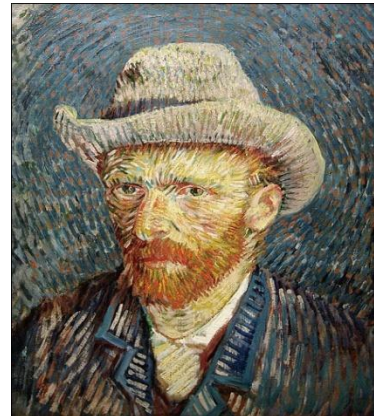
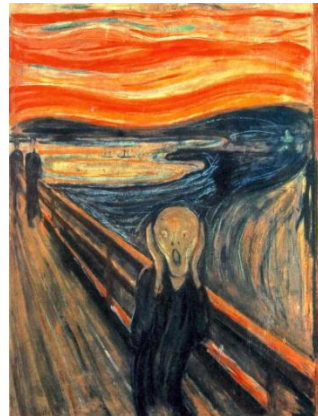
- ▶ Interactive lecture
 - ▶ Video lectures
 - ▶ PowerPoint-style lectures
- ▶ Self-paced interpreting practice
 - ▶ Simultaneous, Consecutive, Sight Interpretation
 - ▶ Document Translation
 - ▶ Timed/Untimed Recording
 - ▶ Review and Critique
- ▶ Review activities and assessments

Synchronous Components

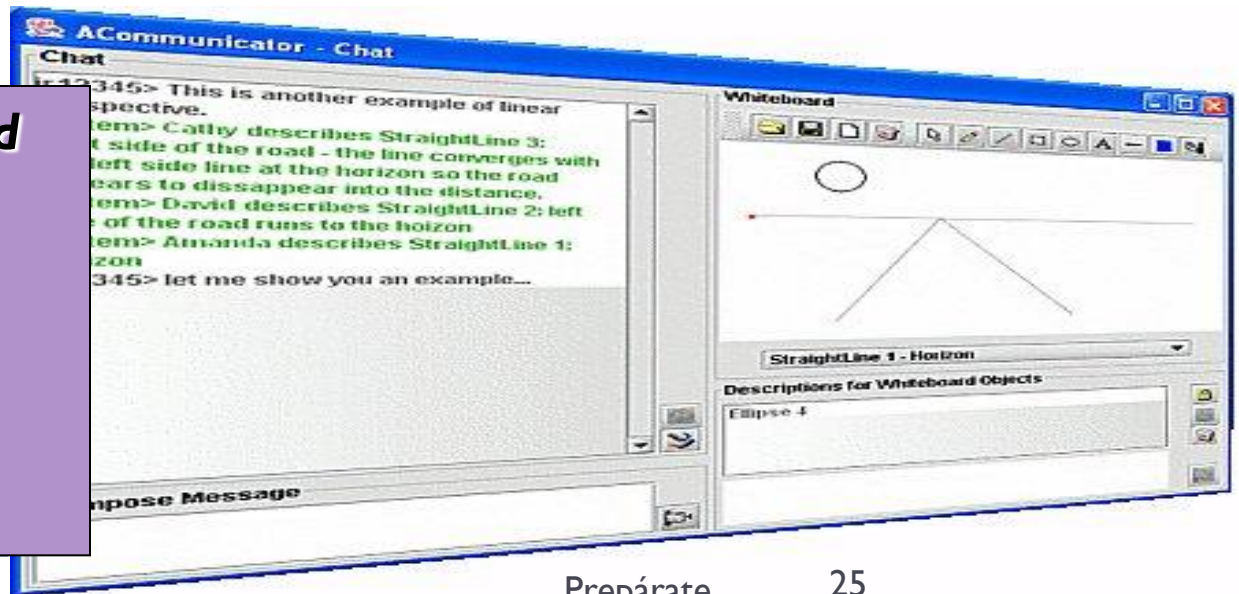
- ▶ Practice-oriented for interpreting and monitoring
- ▶ Practice-oriented microteaching



Example of Interface



- **Interactive Whiteboard**
- **Scrolling Text**
 - **Script, Sight Trans**
- **Glossary**
- **Chat/IM/Forum**





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Hispanics and Education: National Facts—Growth

- ▶ The number of Hispanic students in the nation's public schools **nearly doubled** from 1990 to 2006
 - ▶ 10 million Hispanic K-12 public school students
 - ▶ One-in-five public school students (Pew 2008)
- ▶ By 2050, Hispanic school-age population projected to grow by **166% vs. 4%** for non-Hispanic school-age population (Pew 2008)

Hispanics and Education: National Facts—Language

- ▶ **7 in 10** Hispanic K-12 students (regardless of ELL status) speak Spanish at home (Pew 2008)
 - ▶ Approximately 7,000,000 students
- ▶ From 1995-2005 K-12 ELL population grew **56% v. 12%** total growth.
 - ▶ 10.5% of total U.S. K-12 population are ELL.
 - ▶ 80% of ELL population is from Spanish-speaking families, totaling 4,000,000 students. (Genesee, *et al.* 2005)

Hispanics and Education: National Facts—High School

- ▶ Only 65% of Hispanics will earn a high school diploma vs. 93.5% of Whites. (NCES 2008)
 - ▶ Of these, only 16% are college ready. (Green & Forster, 2003)
 - ▶ Whites are twice as likely to be college ready.
- ▶ Hispanic High School Dropout Rate ***almost four times*** that of Anglos (NCES 2008)

Hispanics and Education: National Facts—College

- ▶ Between the ages of 25-29, Whites are almost twice as likely to have **enrolled in college** as Hispanics (65.6% vs. 33.9%) (NCES 2008)
- ▶ **35.5%** of Whites (ages of 25-29) have completed a Bachelor's degree vs. **11.6%** of Hispanics (NCES 2008)

Language and Education: National Facts

DO THE MATH

- ▶ Of the 10,000,000 Hispanic K-12 students:
 - ▶ Only 6.5 million will graduate from high school
 - ▶ Only 3.4 million will even enroll in college
 - ▶ Only 1.2 million will complete a Bachelor's degree.

- ▶ Recall that 7 in 10 of these students speak Spanish at home.