



Australian Government

Department of Education, Employment and Workplace Relations

PSPTIS605A Interpret in complex dialogue settings (LOTE)

Revision Number: 3

PSPTIS605A Interpret in complex dialogue settings (LOTE)

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit describes the outcomes, skills and knowledge required to interpret from a source language to a target language in complex dialogue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and to address problems in delivery.

An interpreter in the dialogue setting is required to interpret between two languages in both directions. A complex setting may involve specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. Interpreting in this setting typically requires high levels of accuracy and accountability. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction. The physical elements of the setting or number of parties involved limit the interpreter from managing the discourse. The complex dialogue setting may create additional demands in managing the discourse. It may require interpreters to switch modes in a challenging environment where there is a range of participant interests and personal welfare and safety issues that need to be considered.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

This unit applies to interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay or as part of a team. Miscommunication that may occur in this setting may be managed through consultation and intense preparation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive and analyse source message	<p>1.1 Establish dialogue <i>protocols</i> with participants in a professional manner, to facilitate communication dynamics and outcomes, and provide clarification where required.</p> <p>1.2 <i>Attend actively</i> to source utterance, and identify and address factors affecting communication flow.</p> <p>1.3 Determine <i>linguistic and non-linguistic elements and structure and complexities of discourse</i>, and identify and address factors affecting meaning.</p> <p>1.4 Identify and address <i>issues of understanding or recall</i> in a manner that does not compromise <i>effective delivery</i>.</p>
2 Transfer message to target language	<p>2.1 Transfer <i>communicative intent</i> of utterance into target language using <i>techniques</i> to ensure impartial delivery.</p> <p>2.2 Identify and address <i>issues in message transfer</i> promptly and according to established techniques.</p> <p>2.3 Maintain flow of communication and <i>manage discourse</i> in a professionally and culturally appropriate manner.</p> <p>2.4 Identify <i>circumstances</i> requiring a switch in interpreting mode and <i>manage mode switch</i>.</p> <p>2.5 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.</p>
3 Evaluate interpreting performance	<p>3.1 Evaluate performance in line with <i>issues</i> encountered, assignment requirements and code of ethics.</p> <p>3.2 Determine <i>personal impact</i> of assignment and identify need for debriefing and counselling.</p> <p>3.3 Implement strategies to improve future work practices.</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- discourse management skills to:
 - manage presence of more than two discourse participants and turn-taking
 - apply and switch interpreting modes suitable to setting and discourse requirements
- interpersonal skills to:
 - ensure behaviour and presentation are appropriate to dialogue setting and cultural conventions
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - work with others who may not understand interpreting process
 - collaborate with professional teams and content and setting specialists
- interpreting skills to achieve competent message transfer, including to:
 - conceptualise and express complex and specific information in target language, maintaining impartiality
 - include non-verbal cues in message transfer
 - interpret implied information and setting-specific terminology
 - manage sociolinguistic issues
 - reflect voluntary and involuntary pragmatic and prosodic features of an utterance
 - reproduce factual and linguistic content with a high degree of accuracy
 - solve problems of equivalence
 - transfer cultural cues embedded in a message
 - use technical, language and discourse management skills to ensure cohesive and faithful delivery of messages
- language skills to achieve competent performance:
 - broad range of specialised and context-specific registers
 - complex implied meaning
 - colloquial language and regional differences
 - educated native speaker proficiency in first language
 - language structure, dialects and idioms in source and target languages
 - near native speaker proficiency in second language
 - special and context-specific terminology
- literacy skills to:
 - prepare required background material and resources on subject and context
 - produce records of key information, for self and others when team or tandem interpreting

- organisational skills to:
 - arrange work environment suitably
 - prepare and administer resources and documentation relating to assignment
- problem-solving skills to:
 - address factors that may compromise effective performance
 - change conditions to enhance communication flow
 - research skills to source specialised information specific to assignment
- self-management skills to:
 - apply code of practice and legislative requirements to work processes
 - mentally order information for message transfer
 - interpret in a professional and impartial manner
 - seek debriefing and support where required
- technology skills to use office equipment and information and communications technology where necessary

Required knowledge

- in depth knowledge of cultures and societies of both English and LOTE participant
- specialised subject and context knowledge relevant to assignment
- broad general subject and context knowledge, including of:
 - community, business and diplomatic domains
 - systems and institutions in Australia, different language communities, countries and relevant terminology
- relevant codes of ethics
- concepts of form based and meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
 - determine cultural concepts and cues embedded in language
 - transfer cultural concepts without compromising communicative intent of source utterances
 - use culturally appropriate message delivery
- feedback and debriefing techniques
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to interpreters, including:
 - confidentiality requirements
 - privacy legislation
 - requirements for evidence in justice system
- limitations of work role, responsibility and professional abilities

- modes of interpreting and techniques for managing mode switches
- OHS and risk management principles and practices to ensure own physical safety and comfort
- research methods to undertake intense assignment-specific preparation
- near native or educated native fluency in source and target languages to achieve competent performance
- advanced strategies to assist retention of information and recall of source messages
- theories which have influenced current interpreting practice, in particular:
 - effort model
 - form based vs meaning based translation
 - principles of note taking

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to interpret from a source language to a target language in complex dialogue settings, preserving the communicative intent of the source language, including:

- applying interpreting and LOTE and English language skills required to achieve competent message transfer and performance
- applying educated native speaker language proficiency in the first and near native speaker language proficiency in the second language.
- using a range of strategies and techniques to effectively deliver and preserve the communicative intent and maintain impartiality
- using interpersonal and communication skills to interpret in a professional manner appropriate to participants and under challenging conditions
- using advanced memory retention strategies
- managing the discourse to identify and address complicated group dynamics and barriers to effective communication outcomes
- applying knowledge of the language, conventions, culture and protocols of a range of specialised subjects and contexts
- identifying circumstances requiring a switch in interpreting mode and managing mode switch
- reflecting strategies to improve work practices

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for interpreting in complex dialogue settings.

Resources for assessment include:

- opportunities to observe and question candidates interpreting in meetings which require a range of communication and presentation techniques
- formal structured meetings with high client accountability (legal, commercial, diplomatic, government, professional services) for outcomes

- meetings which require specialised and technical terminology and complex conceptual matters, including formal protocols and prescriptive procedures
- settings which allow a range of capacity to influence meeting processes and communication flow
- meetings which include parties with a range of experience with interpreting and its protocols and conventions.
- examples of professional development strategies to improve practice

The context for assessment might include simulations of general dialogue settings, and ideally will include observations conducted in real interpreting settings. Evidence for assessment should be gathered to demonstrate a range of experiences interpreting in complex dialogue settings in a range of sectors in the community, business and diplomatic domains.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Protocols may include:

- effecting introductions
- briefing participants
- explaining purpose and process, including:
 - pausing utterance when at own limits of recall
 - rotating interpreting when team interpreting, according to industry standards and situation
- information management appropriate to dialogue
- requesting participant details, such as names and titles
- professional and operational protocols in specific systems such as:
 - health
 - government
 - diplomatic
 - welfare
 - immigration
 - education
 - justice
 - business

Attend actively may include:

- applying specialised subject and context knowledge to anticipate purpose of discourse and strategy being used to develop ideas
- deconstructing
 - complex syntax
 - lexically dense content
 - formal register
- applying strategies to support retention and recall, including:
 - reviewing records and recollection of message
- recording key information, such as:
 - key content words and concepts
 - key facts, including numbers, dates and times
 - personal details, such as names, titles and

addresses

- linguistic and conceptual relationships
- technical terms
- maintaining concentration and focus
- maximising retention and recall
- noting verbal and non-verbal cues
- seeking repetition and clarification
- noting speakers' facial expressions, gestures and body language.

Factors affecting communication flow may include:

- physical adjustments required, such as:
 - adjusting position and seating in regard to listener or speaker
 - adjusting lighting and ventilation, and visual and ambient noise
- immediate emotional, psychological, developmental, physical, or other states or attributes of participants
- demands and protocols of assignment, including:
 - status and relationships of participants
 - formality of environment
 - complexity of cultural and interpersonal dynamics
 - fluidity of dialogue
 - predictability of discourse content
 - direct speech (first person), reported speech (third person)

Linguistic and non-linguistic elements may include:

- colloquial and idiomatic language and regional differences
- humour
- ellipsis
- register, including:
 - language of professionals in different fields
 - formal and informal
 - spoken and written
 - gender-specific and honorific language
 - terminology appropriate to given contexts
 - impersonal forms
- specialised and context-specific vocabulary
- voluntary and involuntary pragmatic features of speech, such as:
 - inflection and tone
 - nuance and intensity of feeling
 - stress and pitch
 - types of language
- voluntary and involuntary prosodic features of speech, such as:
 - hesitation
 - pauses and silence
 - rhythm
 - discourse markers
- body language

- eye contact
- facial expressions
- gestures and posture

Structure and complexities of discourse may include:

- structural elements:
 - cultural cues
 - discourse markers
 - language cues necessary for following conversation, interrupting or interjecting
 - interpersonal elements
 - turning points in an argument
 - turn taking
- complexities
 - alternatives
 - contradictions
 - double meaning
 - hidden meaning
 - sociolinguistics

Addressing issues of understanding or recall may include:

- confirming understanding
- checking communicative links
- managing cultural and interpersonal dynamics
- referring to dictionaries or glossaries
- retaining and recalling utterances of sufficient length to ensure delivery is accurate and cohesive
- seeking clarification or repetition

Effective delivery may include:

- delivery that is appropriate to participants, including:
 - language faithful to the source that is:
 - long and syntactically complex
 - uses complex expression, style and register
 - maintaining eye contact, except where not culturally appropriate
 - native or near-native pronunciation
 - rephrasing and paraphrasing
 - speaking slower than normal rate of speech
- mode switch
- reflecting dialogue and appropriate to setting
- self-monitoring of performance, including self-correction
- timely delivery

Communicative intent may include:

- addressing regional differences
- checking for understanding in Auslan and Indigenous languages
- exercising cultural judgement in relation to

reformulation

- identifying and using a wide range of idiomatic expressions
- identifying and using loan words or signs
- incorporating implied meaning in message transfer
- maintaining logical sequence of source utterance
- paraphrasing to transfer concepts where there is no equivalence
- reflecting speaker characteristics, including affect, demeanour and lucidity
- reflecting syntactic complexity and lexical density
- transferring cultural cues, such as laughter and euphemisms
- transferring the communicative intent of idioms and idiomatic expressions
- transferring the communicative intent of metaphors and similes
- using complex standard of expression, style and register
- using terminology appropriate to context, field and profession
- verbalising non-verbal source language components

Techniques may include:

- continuing to interpret while searching references
- correcting own errors in a timely manner
- delivering in direct, not reported speech
- keeping all parties informed
- paraphrasing
- preserving self references
- repeating complex instructions
- seeking repetition rather than explanation

Issues in message transfer may include:

- transfer errors such as omissions, additions or changes that occur as a result of:
 - complicated group dynamics
 - cross-cultural differences
 - jargon
 - lack of common context
 - misinterpreting, or not transferring sensitively
- transfer problems:
 - elliptic, fragmentary or ambiguous source utterances
 - lack of equivalents
 - need for paraphrasing
 - unknown terms

Managing discourse may include:

- using strategies to pause utterance at limits of recall
- directing speakers on length, pace and form of spoken delivery
- clarifying terminology and message components
- explaining exchanges between interpreter and one party to the other parties
- identifying optimum portions in speech for interpreter to start interpreting
- managing interruptions by different speakers
- managing presence of more than two participants in discourse and turn-taking
- maintaining culturally appropriate behaviour

Issues may include:

- assignment requirements
- code of ethics
- complicated group dynamics
- maintaining impartiality
- necessity to withdraw
- personal presentation
- personal competency

- Circumstances*** may include:
- requirement for team or relay interpreting
 - communication dynamics
 - time constraints
 - nature of discourse setting (e.g. court, health, education)
- Managing mode switch*** may include:
- maintaining appropriate position in relationship to participants
 - deciding what to interpret, such as full, summary or explanation of gist
 - identifying key points
 - using strategies to identify speakers
 - effective managing turn-taking and changing mode as needed
- Personal impact*** may include:
- performance stress
 - factors affecting interpreter impartiality
 - factors affecting interpreter personal safety or comfort, including:
 - cultural or societal dilemmas
 - adversarial dialogues
 - stressful interpreting situations

Unit Sector(s)

Not applicable.

Competency field

Translating and Interpreting.