

CPI Preparation Training Workbook

For Aboriginal and
Torres Strait Islander
Languages

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Course outline

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2. The CPI Test	In this module, participants learn about the format of the NAATI Certified Provisional Interpreter (CPI) test, including the length, structure and number of tasks, and the skills that are assessed.	5
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4. Application of Interpreting Mode (Consecutive)	In this module, participants learn about what is meant by consecutive interpreting mode in interpreting and what is good consecutive technique. Participants learn about how this skill is assessed in the CPI test and what is required to pass. They will analyse their own consecutive technique and make improvements.	18
5. Managing Interaction	In this module, participants learn about techniques for managing interpreted interactions. Participants learn about how this skill is assessed in the CPI test and what is required to pass. They will analyse their own interaction management and make improvements.	22
6. Delivery Skills	In this module, participants learn about good speech delivery skills for interpreting. Participants learn about how this skill is assessed in the CPI test and what is required to pass. They will analyse their own speaking skills and make improvements.	28
7. English and Language Proficiency	In this module, participants will learn about the level of English and Language required to pass NAATI CPI test. They will learn how to prepare for test dialogues using the brief. They will analyse their own English and Language produced whilst interpreting.	30
8. Practice CPI Tasks	In this module, participants will undertake practice tasks that simulate dialogues in the CPI test. They will then view the recording and self- assess their performance.	34

Module 1: NAATI and the Certification System

Learning outcomes:

- 1.1 Understand the role of NAATI in the interpreting & translating sector**
- 1.2 Understand how this training course fits into the professional pathway to certification**

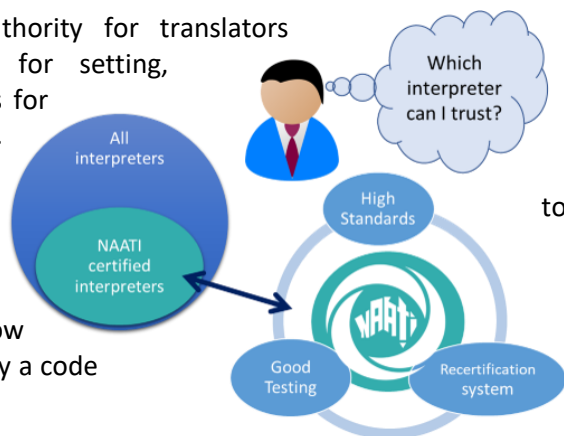
What is NAATI?

NAATI stands for National Accreditation Authority for Translators and Interpreters

NAATI is the national standards and certifying authority for translators and interpreters in Australia. NAATI is responsible for setting, maintaining and promoting high professional standards for the Translating and Interpreting sector in Australia. NAATI's Certification System has been designed to evaluate if a candidate demonstrates the skills needed practice as a translator or interpreter in Australia.

If an interpreter passes a NAATI certification test, and maintains their certification, clients and professionals know that they have strong interpreting skills and are bound by a code of ethics as professionals.

These tests and standards are the same for international and Indigenous languages.

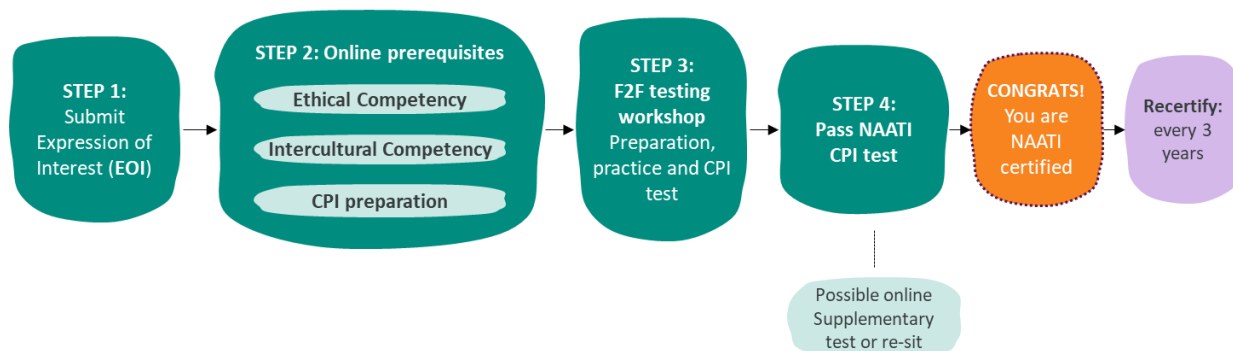


Why do you want your NAATI certification?

Pathway to NAATI certification for Aboriginal and Torres Strait Islander language interpreters

This training package prepares participants to sit their Certified Provisional Interpreter (CPI) test. You must have completed steps 1 and 2 before you can attend the face-to-face workshop and sit the test. It is also a requirement for NAATI certification that interpreters do at least 40 hours of training and preparation.

This CPI preparation training is important to make sure you know what to expect in the test and that you are ready for it. If you pass your test, you will be NAATI certified!



The CPI level certification tests interpreters on their skills in consecutive dialogue interpreting in general (non-specialised, non-complex) settings.

After this training...

You will know what to expect in a NAATI CPI test. If you think you are 'ready', talk to the NAATI team to organise a testing workshop.

Module 2: The CPI Test

Learning outcomes:

- 2.1 Know what to expect when sitting the CPI test**
- 2.2 Know what to expect when sitting the CPI test**

Certified Provisional Interpreter (CPI) test

Test overview

The test is made up of **3 live role-plays**, two **face-to-face** and one over the **phone**. Each will be from a **different domain** (e.g. health, legal, housing, business, education, housing, etc.)

Task briefs

The day before your test, the test supervisor will give you written '**briefs**' that explain the 3 interpreting scenarios. You should read the briefs and prepare for interpreting. You could use dictionaries, glossaries, the internet or talk to language speakers, but you cannot talk to the role-players about the scenarios.

You can make notes and take them into the test but can't take the notes out of the test for confidentiality reasons.





You will normally have between 5 and 15 minutes to prepare and focus between dialogues.

Role plays

Each face-to-face task will start with you being called into the room where the role-players are waiting. The role play starts the moment you walk in.

For the phone task, you will be in a room with a mobile phone that you will answer when it rings and put on speaker phone.

There is an introduction section, introducing each other. Then the English role-player says '**OK, let's start**' and you must start interpreting in the consecutive mode. Each role play should go for 10-12 minutes. This process happens for all 3 dialogues. The role plays are recorded and assessed later.

3 Interpreting tasks	
	<p>Receive briefs to prepare</p> <p>For workshops, you will get the 3 briefs the day before test day, so you can prepare.</p>
	<p>Face-to-face #1</p> <p>5-15min to prepare and focus ~10 min interpreting</p>
	<p>Face-to-face #2</p> <p>5-15min to prepare and focus ~10 min interpreting</p>
	<p>Phone dialogue</p> <p>5-15min to prepare and focus ~10 min interpreting</p>
Total	<p>1hr 30 min (may be split over a few hours)</p>

What resources might you use to prepare the briefs?

The whole test may take up to 1.5 hours, including preparation time. This might be split over a few hours. How many minutes of recorded 'testing' will you do all together?

What skills does NAATI assess?

When markers listen to you interpret, they will ask themselves, “Would I have been satisfied if that were a real job?”

Think of a mentor interpreter you have seen in action. What impressed you about their interpreting?

Markers will assess each of these 6 skills, for each dialogue. You need to be strong in all of them.

Meaning Transfer <ul style="list-style-type: none">• Content and intent of the message is carried across
English Proficiency and Language Proficiency <ul style="list-style-type: none">• Sounds natural, good pronunciation and grammar and pronunciation, good choice of words and register. Easy to understand.
Application of Interpreting mode (Consecutive) <ul style="list-style-type: none">• Start interpreting promptly correct language, 1st person, minimise false-starts and repairs and self-talk
Interactional Management <ul style="list-style-type: none">• Manage any interaction issues efficiently and politely, keep all informed.• Maintain flow
Delivery <ul style="list-style-type: none">• Speak smoothly, clearly and good volume• Not too much hesitation or repetition or fillers• Convey the tone and style of speakers

Getting it right AND making it easy

The challenge for an interpreter is to produce correct interpretations (accurate, proficient language use) and make the process easy for the clients (allows their conversation to flow, interpretations well delivered, interruptions are minimal, but well managed when necessary, speech is loud, clear and easy to listen to).

Which skills do you feel strongest in?

Which skills do you think you need to work on?

What is NOT being assessed?

Briefing & introductions

You will have time to prepare the brief from the day before test day. This is not assessed – it is just part of the process for you to interpret well. When you enter the room, or start the phone call, there is an introduction section. This is not assessed. Different interpreters and different workplaces do these things differently, so it is not being assessed. Markers will assess from when the English Role-player says “OK. Let’s start”.



Body language, facial expressions, dress, fiddling, eye contact, posture

These are not directly assessed, but if they interfere with communication, they might be marked down under interactional management. For example, if the body language is misunderstood as cutting in, and interrupts the flow, that would be marked down under managing interaction.



Different dialects

When different dialects are close enough for interpreters to work across those dialects, they can be tested together. The candidate can interpret using their dialect. This might mean a difference in accent, some vocabulary and some grammar. It is a live role play, so interpreters can clarify terms and so too can role-players. Examiners can mark down the *Delivery skill* if the speech is not clear enough for a range of speakers to understand.



Policy A: Variations of the Spoken Language

Speakers of the same language sometimes use the language differently because of their regional or social backgrounds. This can apply to the use and pronunciation of words and grammar.

Candidates sitting an interpreter certification test must be able to understand common regional and social variations within the language and make themselves understood to speakers of these variations.

Think about the way you speak your language. Is it different from other speakers?

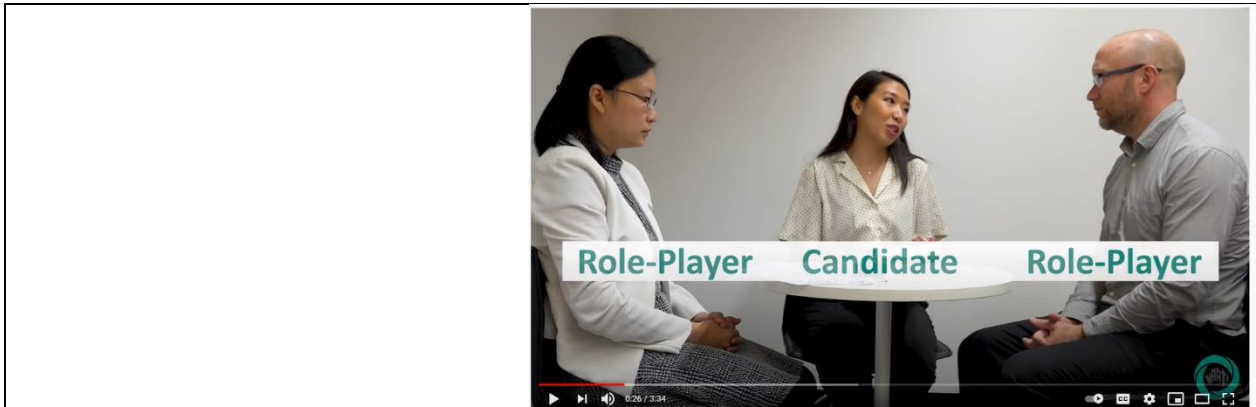
Do you have to change your dialect for some clients?

Think about the potential role-players and how your language matches theirs, or if there are any differences.

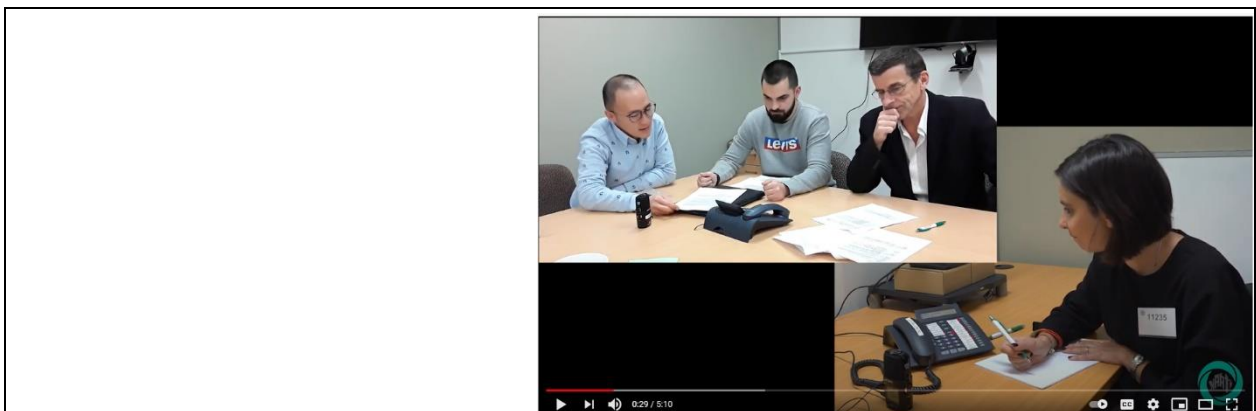
Test demonstration

Watch the videos of these (short) CPI dialogues, to get a feel for how the test role plays run. Pay attention to the skills from the tree diagram.

Face-to-face dialogue – Indonesian example



Phone (remote) dialogue – Italian example



Having watched the videos, how do you feel about the test?

Test setup

The set up and introductions will always follow a similar format. The introductions are NOT assessed, but it is good to start the role play feeling comfortable.

Face-to-face (F2F)

First, you will have received the briefing, and had time to prepare. For example:

Briefing	A LANGUAGE-speaking person from a remote community, Jackie Brown, has just been robbed by a group of youths whilst visiting town. S/he is at the police station to report it. The police officer is taking her/his statement. S/he has lost all her/his money and is upset.
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Think about the information and the language and type of conversation that will happen between the two people. You can use dictionaries or the internet on your phone if you like. You can talk to others, but do not ask the role-players, who are bound by confidentiality.

When you walk into the test room, both role-players will already be there. There is no separate briefing with the professional.



Here is an example introductory section of the role play.

Police officer (in English)	[To interpreter] Hello, I'm Constable Price. I'm going to be speaking with Jackie Brown. I believe s/he has just been robbed. Could you please introduce yourself to Jackie in [LANGUAGE] before we get started?
Interpreter [in Language]	[To Language speaker] Hello, Jackie – I am an interpreter. I am here to help you and the police officer talk to each other. [OPTIONAL – explain key principles of code of ethics, tips about talking directly to each other, etc]
Jackie Brown [in Language]	Yes, hello. I'm Jackie. That's good you came. Some young kids just stole my bag and a need to tell this policeman/woman.
Police officer	[Optional] Interpreter, I'd just like you to interpret what we say to each other. If you need us to repeat or to clarify something, just say so. Also, if one of us talks for too long, just ask us to pause so that you can interpret. OK, let's start.

Note: You **don't have to interpret** the points the English speaker says about repeats and clarification, etc. If you want to, you can. This part is not assessed. The assessed dialogue starts after 'OK, let's start'.

Phone (Remote)

As per the F2F, you get the briefing, for example:

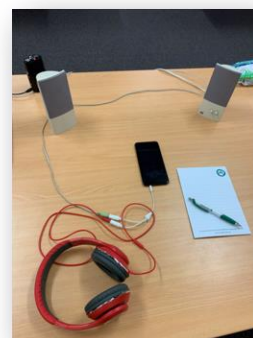
Briefing	A dentist, Mark/Mary Cole, is running a dental clinic at a remote community. A LANGUAGE-speaking person, Danny Lemon, has had a check-up and the dentist is going to extract a tooth. The dentist now needs to explain the procedure, including the use of local anaesthetic, and the follow-up care.
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Prepare yourself to interpret based on the briefing.

For a phone dialogue, you will be in a room with a desk and mobile phone, ready to answer the call when it rings. The role-players will be in another room speaking on speaker phone, or occasionally it will be run as a 3-way call with everyone in different rooms.

When the phone rings, answer the phone and put it on speaker phone. You will talk to someone at the interpreting agency and then they will connect you to the two role-players. Again, there is no separate briefing with the professional.

Here is an example introductory section of a phone task.



Interpreter	[Answer the telephone] Hello?
Booking officer	Hello interpreter. This is the interpreting agency. We have a telephone interpreting job with a dentist, Mark/Mary Cole and a patient, Danny Lemon, who are at the community clinic. Are you available to do this job?
Interpreter	Yes – I can.
Booking officer	I'm now connecting you with Mark/Mary and Danny. Mark/Mary, I have the interpreter here. Please go ahead.
Dentist	Hello, interpreter. I'd just like to confirm that you're a [LANGUAGE] interpreter?
Interpreter [in English]	[to Dentist] Yes – I am a [LANGUAGE] interpreter
Dentist	Great. I've just done a check-up with Danny and we need to extract a tooth. I will be explaining the procedure. Interpreter, please go ahead and introduce yourself to Danny in [LANGUAGE]
Interpreter [in LANGUAGE]	<i>[to Danny] Hello Danny, I'm the interpreter. I will interpret for you and the dentist.</i>
Danny [in LANGUAGE]	<i>Yes, hello interpreter, that's good. This tooth is really hurting, I want him to take it out.</i>
Dentist	[OPTIONAL] Interpreter, I'd just like you to interpret what we say to each other. If you need us to repeat or to clarify something, just say so. Also, if one of us talks for too long, just ask us to pause so that you can interpret. OK, let's start.

Module 3: Meaning Transfer

Learning outcomes:

- 3.1 Understand the definition of *meaning transfer***
- 3.2 Able to recognise and fix meaning transfer problems when interpreting**
- 3.3 Understand what is required to pass this skill in the NAATI CPI test**

Meaning transfer

An interpreter must transfer the full meaning of the message– the *content* and the *intent* - in both directions, from English to Language and from Language to English – lies, swearing, everything!



When you interpret *content*, you must think about:

- **Did I change the meaning?** (Distortions)
- **Did I add anything?** (Additions)
- **Did I leave anything out?** (Omissions)

Interpret **everything!** Lies and swearing too!

When you are interpreting the *intent* of a message, you are thinking about how the speaker meant it – a question, a joke, a compliment, an insult, etc. Make sure you transfer the *emotion* of the message too.

Markers will be asking themselves “What was the impact of the errors on the meaning transfer **as a whole** and/or the **purpose** of the conversation?”.

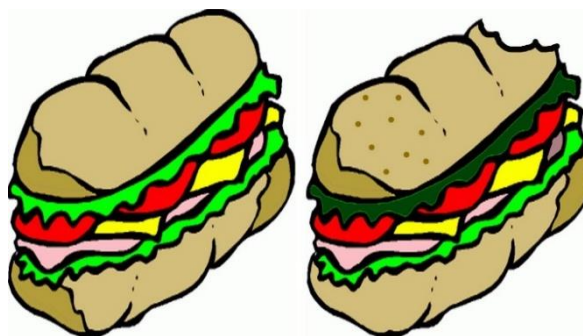
To make sure you transfer the meaning, you may need to use interactional management skills to:

- **Clarify** words/expressions if there could be multiple meanings or it is unclear
- **Correct** yourself if you make a mistake

Tips

- If you **don't know a word** or expression, ask the speaker to **clarify**
 - There will be English (and maybe Language) **idioms** in the dialogues. Make sure you interpret the meaning, not the direct translation
 - The dialogues contain **domain-specific terms and expressions**, but nothing too technical. Prepare based on the brief, but if you don't understand, ask to clarify. It is better to clarify than to leave it out or get the meaning wrong.
- Be careful with **borrowing** English words – only use English words in your Language interpretations if you know the English word is widely used and understood by Language speakers.
- If you realise you've made a **mistake**, fix it!

Spot the difference!



Exercise – Pay attention to the little things

Interpret each sentence. Pay attention to what is changing from one sentence to the next. Use this exercise to think deeply about your grammatical knowledge of your Language: tenses (past, present, future), mode (might, want), pronouns (I, he, they), etc.

Melbourne for football

1. I am in Melbourne for football.
2. I went to Melbourne for football.
3. I'm going to Melbourne for football.
4. I want to go to Melbourne for football.
5. I want to go to Melbourne to play football.
6. I want to go to Melbourne to watch football.
7. He wants to go to Melbourne to watch football.
8. He might go to Melbourne to watch football.
9. They might take him to Melbourne to watch football.
10. They might draft him to play football in Melbourne.



Exercise – Instructions with a lawyer

*Interpret the following sentences. Interpret so it sounds **natural** in your Language. Don't get too stuck on the English words and English sentence structure, listen to the **meaning**.*

1. I'm going to be your lawyer today
2. I have the police story here
3. I'm going to read it to you and I want you to tell me if it is true or not.
4. If there is even a little detail that isn't quite right, pull me up.
5. Once we've talked through the story, I'll tell you what I think you should say to the judge.



Exercise – Is it accurate?

Look at the original sentence. Do the interpretations **a** to **d** below contain an omission, insertion, distortion or is it accurate? Circle the right answer.

“I’m going to read it to you, and I want you to tell me if it is true or not.”

- a) *I’m going to read it to you.*
(Omission – Insertion – Distortion – Accurate)
- b) *I will tell you the story they wrote on this paper. Tell me if it is true.*
(Omission – Insertion – Distortion – Accurate)
- c) *I will tell you this story. I want you to tell me that it is true.*
(Omission – Insertion – Distortion – Accurate)
- d) *I’m going to read you the story. Tell me if this story is true or lies. If they are lies, we can fight these charges.*
(Omission – Insertion – Distortion – Accurate)

Idioms

An idiom is a group of words, a saying or phrase with a separate meaning to the literal meaning. If you translate it literally it won’t make sense.

How do you interpret an idiom?

Option 1 – interpret the meaning

Option 2 – Use an idiom from the target language with the same meaning

Exercise - Idioms

Match these idioms to their meaning. How would you say the idiom in your Language?

Idiom	Matches with	English	Language
Rip off		Wrong, badly	
Pear shape		Little pay	
On the same page		Making him work hard	
Paid peanuts		Thinking the same way	
Giving him a run for his money		Too expensive	

Exercise – Idioms in sentences

Interpret these sentences. How would you say the idiom in your Language?

- I met your little girl at the school this morning. She can talk under water, that one!
- Other communities have gone through the process of building a pool before. Rather than reinventing the wheel, we should talk to them about how they did it.
- Building more houses is the key. If everyone had a roof over their heads, it would be an absolute game-changer.

Meaning and Intent

To interpret the full meaning, you need to pay attention to the emotion and intention when someone speaks. Consider if the speaker wants to:

- Make the person relax
- Feel welcome
- Put pressure on
- Insult
- Make a joke
- Gently ask something sensitive
- Say no (without being too direct)
- Wind up the conversation

To understand the intent, you need to know not only language, but the culture and situational context as well.

Exercise – Doctor's consult

Doctor's consult: "Come in, pull up a pew. What can we do for you today?"

What is the intent and emotion in this line?

Which is the best interpretation?

1. Come in and bring the long bench seat towards you. Today what can we make for you?
2. Get in here and sit down! Why are you here?!
3. Come in and sit down. Why have you come to see me?



How would you interpret this opening line into your language?

Technical terms

Every workplace has technical and specialised terms.

If there is no direct translation, what do you do?

Option 1 – interpret the **meaning only**

Option 2 – **borrow** the English word and give the **meaning**

This is a good option if it is an important word that will be used a lot and the client needs to learn it. Be careful not to become a 'teacher', trying to teach many new words.

Option 3 – **borrow** the English word into the sentence and ask the English speaker to **clarify**.

Borrowing English words

Only use English words in your Language interpretations (without an explanation) if you know the English word is widely used and understood by all Language speakers.

If you are using an English word in your interpretation, ask yourself:

- Do all Language speakers **use** this word?
- Do all Language speakers **understand** this word?
- Is the **meaning the same** between English and Language?

Exercise – Technical words - Centrelink

Here is a list of common words from Centrelink. How would you interpret them? Use a **Language word**, borrow the **English word**, give **meaning** in a sentence, **borrow English** and give **meaning**, **borrow** and ask Centrelink officer to **clarify**?

Centrelink Terms	Language/Borrow /Meaning/ Borrow+meaning/Borrow+clarify	In Language
Earnings		
Spouse		
If your circumstances change		
Eligible		
BasicsCard		
JobSeeker		
Failure		
Employer		

Exercise – 2-way meaning transfer practice

NAATI has some pre-recorded dialogues available on [NAATI Learn](#) and we may be able to share older PPI recordings for your Language to practice on.

1. Record yourself interpreting the dialogue, then listen back.
2. Think about your accuracy – was anything missing/changed/added? Note English words you borrowed into Language– was it OK to borrow?
3. Make a list of mistakes and how you would do it better next time.

Module 4:

Application of Interpreting Mode (Consecutive)

Learning outcomes:

- 4.1 Understand what consecutive interpreting mode is**
- 4.2 Know what good consecutive interpreting techniques are**
- 4.3 Understand what is required to pass this skill in the NAATI CPI test**

Application of Interpreting Mode (Consecutive)

There are different modes of interpreting: consecutive dialogue, long consecutive monologue, simultaneous and sight translation. The CPI test assesses *consecutive dialogue interpreting*. *Consecutive mode* of interpreting means the interpreter must interpret after the speaker stops or pauses. Good consecutive dialogue interpreting allows two speakers to have a conversation, without the interpreter becoming too present in the conversation.



Both **face-to-face** and **telephone** dialogues need to be in the **consecutive mode**.

For the consecutive dialogue interpreting, 'good technique' means you:

- ✓ **Start** interpreting **promptly** after each speaker finishes or pauses
- ✓ Interpret into the **right language** (not getting confused about which language to use)
- ✓ Interpret in the **1st person**, not reported speech
- ✓ **Don't reformulate** and **restart** too much
- ✓ **Don't talk to yourself** (like saying 'Oh, I can't remember the word!')
- ✓ Stay in the **role of the interpreter** – don't go into teacher mode, teaching many English words to the Language speaker, or support role – giving personal explanations.

Tips

- Good technique is underpinned by **good listening, memory, concentration** and **confidence!**
- **Long segments** – each dialogue has some extra-long segments to force you to cut in and 'chunk' the message. Make sure you cut in at the end of an idea, not mid-sentence.
- **Memory** – practise techniques that work for you.
- **Note-taking** – only take notes if it helps. If it slows you down, and you are slow to start interpreting, don't bother. Note-taking needs to be practised so you have a system that works for you.

First person interpreting

Interpreting in the 'first person' means using the same pronouns as the speaker, putting yourself in their shoes. So if the speaker says 'I went to the shop', you must interpret 'I went to the shop'. First person interpreting allows the interaction to happen between the two speakers, allowing the interpreter to stay just in the role of interpreter.

Most formal interpreting happens this way. It certainly must happen this way in courts, for formal interviews, etc. and interpreters must know how to do it and be comfortable doing it. Sometimes, over the phone or in mental health scenarios interpreters might switch to 'reported speech' (e.g. 'He went to the shop' or 'He said he went to the shop'). Sometimes for cultural reasons with particular clients Indigenous interpreters might also need to switch to reported speech.

Exercise – Know your pronouns

On the left is the English pronoun table. On the right is the Gurindji Kriol pronoun table.

PRONOUN CHART					
	SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS	REFLEXIVE PRONOUNS
1 ST PERSON	I	me	my	mine	myself
2 ND PERSON	you	you	your	yours	yourself
3 RD PERSON (MALE)	he	him	his	his	himself
3 RD PERSON (FEMALE)	she	her	her	hers	herself
3 RD PERSON	it	it	its	not used	itself
1 ST PERSON (PLURAL)	we	us	our	ours	ourselves
2 ND PERSON (PLURAL)	you	you	your	yours	yourselves
3 RD PERSON (PLURAL)	they	them	their	theirs	themselves

	Subject	Object	Emphatic	Possessive
1SG.EXC	ai	ngayu	ngayu	ngayiny
1SG.INC	wi	ngali	ngali	
1PL.EXC	wi	ngaliwa	ngaliwa	ngaliwany
1PL.INC	wi	ngantipa	ngantipa	ngantipany
2SG	yu	yu	nyuntu	nyununy
2DU	yutu(bala)	yutu(bala)		
2PL	yumob	yumob	nyurru(lu)	nyurruluny
3SG	i	im	nyantu	nyanuny
3DU	tu(bala)	tu(bala)		
3PL	dei	dem	nyarru(lu)	nyarruluny
RR		mijelp		

What pronouns does your language use? What are the differences with English?

Write out your Language pronouns here – if they align (they might be different!)

Person	English	Language
1st singular	I – me	
1st dual inclusive	We (you and I)	
1st dual exclusive	We (s/he & I)	
1st plural inclusive	We (all)	
1st plural exclusive	We (not you)	
2nd singular	You	
2nd dual	You two	
2nd plural	You	
3rd singular	He, She	
3rd plural	They	

Exercise – Interpreting Pronouns

Interpret these sentences into Language.

1. He was walking to the river
2. She was walking to the river
3. They (2) were walking to the river by themselves
4. I saw them (2) walking towards the river
5. We (you and I) saw them (2) walking towards the river
6. We (me and him) saw them (2) walking towards the river
7. We (us mob) saw them (mob – more than 2) walking towards the river

Memory techniques

Different interpreters use different techniques to help their memory.

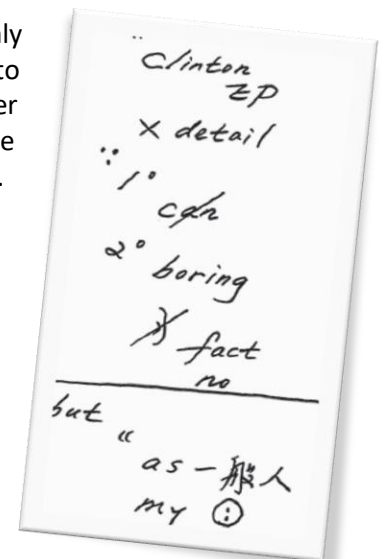
- **Visualisation** – try to see the picture in your head as the speaker speaks.
- **Involve other senses** – smell, taste, sound, feel (cold, hot, sand under feet) – unless it's too uncomfortable!
- **Predicting what people will say** – rely on context and predict what makes sense. Interpreters who have good general knowledge, good knowledge of the context (maybe lots of experience with those jobs or thorough preparation before the job) can guess what people will say.
- **Note-taking** – develop a system to take notes quickly that help your interpreting. Create quick symbols for common words (e.g. \$ for money, ↑ for higher/more)

Note-taking

Note-taking for interpreting is different to other note-taking. The notes are only to help your memory while you are interpreting. It doesn't need to make sense to anyone else, or even to you after the assignment – just for the 60 seconds after the speaker said it. It needs to be helpful, not slow you down (don't make the speakers wait for you to finish writing your notes before you start interpreting).

Tips for interpreter note-taking:

- DON'T write EVERYTHING
- Note vertically down the page, new line for each point
- Ideas, details, numbers, dates
- Create quick symbols and abbreviations for yourself
- Strike a line at the end of the turn



Develop your own system to see what you need and what works for you.

Module 5: Interactional Management

Learning outcomes:

- 5.1 Understand what interactional management is in interpreting**
- 5.2 Know what good interactional management techniques are**
- 5.3 Understand what is required to pass this skill in the NAATI CPI test**

Interactional management

Do you allow the conversation to flow between the two speakers?

Do you manage interactional issues with the speakers politely, efficiently and at the right time?

This skill is about *how* you manage the interaction and coordinate communication, and only doing so when necessary. An interpreter should manage interactional issues politely, efficiently (use as few words as possible) and time it well (at a natural pause in speech).

Think about how you do these things:

- **cutting-in** politely when segments are too long
 - For face-to-face - e.g. "Sorry, may I interpret here...", "Pause there please", raising a hand.
 - For telephone interpreting – say "Pause there please"
- **clarifying** expressions or words
- asking for **repeats**
- managing **overlapping** talk
- responding to **asides** (side conversations)
- **self-correcting** ("Sorry, I made a mistake...")
- **explaining** interaction issues to **both speakers**

Tips

- The dialogues have **extra-long segments** to force you to **cut in**.
- **Number of repeats** – there is no set rule about the number of repeats. Asking for occasional repeats is normal on the job. Markers will think about why you asked for repeats. You will get marked down for repeats if it interrupts the flow and if it is due to you not having strong memory skills. If you only forgot a little piece of information, ask the speaker to repeat that bit.
- Each dialogue also has an '**interactional management trigger**' to resolve (e.g., overlapping speech, side conversations, interruptions, etc.). You must use your skills to manage these, get everything back on track and keep everyone in the loop.
- Get **feedback** from someone you trust - are you 'polite' (culturally subjective concept!)? Efficient (doesn't take too long)? Is your timing right?
- Don't **OVER manage** the interaction (making it longer than it needed to be and interrupting the flow).

Cutting-in technique

Interpreters might need to cut in and stop the speaker so they can still remember everything and interpret accurately.



When to cut in?

- At the end of an idea
- In a natural pause

How to cut in?

- Little hand gesture
- Body language (turn body, breathe in)
- Say [in English] “Pause there please”, “Thankyou”, “Ok”, or something else short, clear and polite
- Say [in Language] _____

*And...if you cut in, **signal** to the speaker to **continue** after your interpretation*

- [in English] “Continue”, “Go ahead”, “Ok”, “yes” or similarly short, clear and polite
- [In Language] _____
- Body language (positioning), hand gesture

Activity – Cutting in video

Watch this video up to 2:20.



What do you notice about the interpreter’s cutting in technique? How might the doctor feel if an interpreter cuts in this way?

Requesting repeats

An interpreter might need to ask the speaker to repeat if they can't remember a detail or there was an interruption to the interpreting. It is fine to ask for a repeat, to ensure accurate interpreting, BUT it will slow down and interrupt the flow, so request repeats wisely!



When and **how** to request a repeat?

- Interpret what you remember first
- Ask to repeat specific details you forgot, or say where you got up to
 - E.g. "Sorry, what was the name of the operation?"
 - E.g. "Sorry, what did you say after needing to report to police every Wednesday?"
- Try to avoid asking a speaker to repeat an enormous chunk (they might forget what they said!)

Requesting clarification

Clarifications help you interpret accurately, but they affect flow.

When and **how** to request a clarification?

If you don't understand the whole sentence

- "Sorry, can you explain that another way?"

If you don't understand a word or expression

- Insert the English word in your interpretation and then ask what the word/expression means.



Activity – Self-reflection

Write what you do with body language or what you say to handle these interactional issues:

You need to cut in - face to face - over the phone	
You want to signal the speaker to continue or that you've finished interpreting	
You need to request a repeat for details you forget	
You need to clarify a word	
You make a mistake	
Speakers talk over each other (overlapping speech)	

A speaker makes side comments to you (asides)	
There are interruptions and audio issues	

Activity – Cutting in and repeats

Ask a friend to read from the newspaper or the transcript of a speech (in English).



- Cut in and repeat the message in English (shadowing), then signal to continue. Focus on picking a good timing and cutting in techniques.
- Practise **face-to-face** and then **over the phone**.
- Try to handle **longer segments** and **ask for repeats** when necessary

Next level...practise interpreting into Language (instead of English shadowing)

Flip side...With a language speaker, practise the same exercise with Language as the source language.

Video critique – good and bad technique

Make comments about how the interpreter handles these issues.

Face to Face	
V3: Cutting in	
V7: Repeat request	
V1: Self-correction	
V6: Side conversation (opinion)	
V4: Speech overlap	
Phone Interpreting	
V9: Cutting in	
V9: Speech overlap	

Role play - Interaction Management

Set-up for interpreting role plays with an English-speaking role player and a Language-speaking role-player. Choose a topic from the ones below. The role-players should try to make life challenging for the interpreter – speak in long chunks until the interpreter cuts in, overlap with the other speaker, ask the interpreter for their opinion, etc. Focus on good interactional management that is polite, efficient and well timed, and keeps each party in the loop. Practice **F2F** sitting in a triangle and over the **phone**.



Interactional challenges






Long chunks	Overlapping speech	Ask interpreter's opinion
Interruptions		Slang
Background noise	Talk to interpreter not speaker	Technical terms

Image: TAFE SA

Role-play topics

1. Medivac baby - Parent has a grizzly 6 month old baby, wants to medivac into town. Doctor asks to check temp, ask for symptoms, eating, drinking, rash, maybe teething?	
2. Remote schooling - Parent talking to teacher about taking kid out of school for 3 months of year 9 to live at outstation. Organising learning activities – align practical activities to school curriculum.	
3. Building police relationships – police officer talking to parents about ways to improve behaviour by developing community engagement projects.	
4. Telstra phone deal – a customer is visiting a Telstra store. S/he heard from family you could get a phone with a free tablet if you sign up for a 24 month contract. The Telstra agent will need to see proof of regular income for the last 3 months.	

Module 6: Delivery

Learning outcomes:

- 6.1 Understand what good delivery skills are in interpreting**
- 6.2 Understand what is required to pass this skill in the NAATI CPI test**
- 6.3 Develop self-awareness of own speech habits through self-assessment**

Delivery skills

You need to show you can speak well to deliver your interpretations.

Good delivery includes:

- Speaking **smoothly** (not too much **hesitation**, **repetition** or **fillers** – like ‘ummmm’)
- Speaking at a **good pace** (not too fast, or too slow)
- Speaking **clearly** (enunciation)
- Speaking with good **volume** and projection (loud enough)
- Using a **tone** and **style** similar to the speakers



Tips

- For **telephone** interpreting you may need to be louder and extra clear
- These skills can be hard to assess yourself. Make a recording of yourself and listen back. Ask someone you trust to give you honest feedback too.

Warm up

Do these exercises to help with clear pronunciation.

- **Little face, big face:** Make your face as small and squished as possible, then make it as BIG as possible (open your eyes/mouth/raise eyebrows).
- **Tongue round your mouth:** Push your tongue around the inside of your mouth in a circle.
- **Silent Happy Birthday:** Mouth the words to ‘Happy birthday’ slowly and deliberately, without making a sound, as if someone was trying to do lip-reading.

Practice – Intonation - Emotions talking

“The cat is sitting on top of the car.”

Say the same sentence with different emotions: Angry / surprised / suspicious / excited

*Say the sentence 5 times, each time **emphasising a different word** – cat / is / sitting / on top / car.*

Think about how you would emphasise important information in the translation into your language.

Practice – Do I sound like that?

Record yourself doing the following exercises.

- **Exercise 1** - Talk for 1 minute about what you did yesterday.
- **Exercise 2** - Set up 2 phones in different rooms. Talk into one for 1 minute about what you want to do on the weekend and record the other phone with it on speakerphone.

Checklist	Volume	Pronunciation	Speed	Ums	Intonation
Exercise 1					
Exercise 2					

Module 7: English & Language Proficiency

Learning outcomes:

7.1 Understand the level of English proficiency expected in a NAATI CPI test

7.2 Understand the level of Language proficiency expected in a NAATI CPI test

7.3 Know how to prepare for the CPI test dialogues based on the brief

English and Language proficiency

Interpreters need *deep* knowledge of both languages to understand messages *fully* and *immediately*, and then interpret accurately *straight away*. Not just a level to have a conversation. The easiest way to think about this level of proficiency is if it sounds 'natural' to a native speaker and is **easy to understand** when discussing familiar and more complex and abstract ideas.

When interpreting, an interpreter should sound natural (idiomatic), have good pronunciation and grammar, good choice of words and register, and be easy to understand.



Polish your language

For both languages you should keep *up to date* and keep working on all parts of language knowledge, but *especially for your second language*:

- **Good grammar** (not making mistakes with tenses, plural agreement, suffixes)
- **Good lexicon**
 - *Vocabulary* - particularly for common interpreting jobs: health, basic legal, Centrelink
 - *Idioms* – keep learning new ones and think about how to translate (equivalent or meaning)
 - *Metaphor* (picture language) & *euphemism* (talking about sensitive things in a roundabout way)
 - Beware of:
 - *borrowed words* – do all language speakers use and understand the word?
 - *False friends* – words that sound the same in the 2 languages, but have different meanings (eg, *kilim* in Kriol and *kill* in English)
- **Register and style** - knowing how and when your language should be formal/informal, polite, funny, friendly.
- **Implied meaning** – there is more meaning behind the words, that you know from context
 - E.g. Someone might ask “Do you want to go get a coffee?” when really they mean they want to go somewhere and talk in private, whether they want coffee or not
- **Language varieties**: knowledge of common dialects, regional differences
- **Language trends**: words that are ‘old fashioned’, how young people speak, new expressions, new taboos

Tips

- The dialogues will not be very complicated, but they *will* have **common terminology** related to each domain (e.g., police dialogues will still use common words like ‘charge’ and ‘arrest’, health might use ‘immunisation’, ‘infection’, etc.). They also include some **idioms** that fluent speakers should know, and you can’t just translate literally.
- English Variety – aim for **Standard Australian English** (don’t get confused with Aboriginal English).
- **Research the brief** - think about words, expressions, likely questions, topics, issues, that might be used in that situation.
- Be careful about **‘borrowing’** too many English words into your Language interpretation.
- If you are not sure about the meaning, ask for **clarification**.

Activity – Preparing a brief – Reporting a robbery (F2F dialogue)

Here is an example ‘Brief’ for a dialogue. Practice preparing your language for this scenario.

Briefing	A LANGUAGE-speaking person from a remote community, Jackie Brown, has just been robbed by a group of youths whilst visiting town. S/he is at the police station to report it. The police officer is taking his/her statement. S/he is quite upset as she has lost all his/her money.
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Here are some example notes. Add your own notes about your language translations.

Vocabulary	(from brief) Robbed, youth, report, statement, lost (lit, without, didn’t lose it herself), Group of youths – how many – affect pronouns? Boys/girls/mixed? (Other police vocab) Stole, arrest, Charge, offender (Language vocab)
Purpose & goals	Police: Take statement, Get whole story written down for report, help victim?? may lead to arrest, Victim: report to police, get help, get money back, help to get home
Register, style, dialect	Police - formal Victim upset, accent/variety if from remote community?
Risks/challenges	Emotional client, might be distressing to interpret May ask interpreter for help, look for support, money
Other notes	Client man or woman? Police man or woman?

Activity – Preparing a brief – Dentist (Phone dialogue)

Here is an example 'Brief' for a dialogue. Practise preparing your language for this scenario.

Briefing	A dentist, Mark/Mary Cole, is running a dental clinic at a remote community. A LANGUAGE-speaking patient, Danny Lemon, has had a check-up and the dentist is going to extract a tooth. The dentist, Mark/Mary Cole, now needs to explain the procedure, including the use of local anaesthetic, and the follow-up care.
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Write your own notes below

Vocabulary	<p>(from brief)</p> <p>(Other dentist vocab)</p> <p>(Language vocab)</p>
Purpose & goals	<p>Dentist</p> <p>Patient</p>
Register, style, dialect	<p>Dentist</p> <p>Patient</p>
Risks/challenges	
Other notes	

Module 8: Practice Test

Learning outcomes:

- 8.1 Experience a simulated NAATI CPI test and understand the level of performance required to pass the test overall**
- 8.2 Analyse personal performance and reflect on readiness for testing**
- 8.3 Understand how test day, examining and issuing of results happens**

Practice test

You need to practice full length role plays and watch/listen to yourself to know if you are ready for the real test. During the face-to-face workshop, you will get the opportunity to do practice test dialogues. This way you will also get used to the test room setting and the format.

Process



Interpret a dialogue

Record it



Watch the recording

Make notes about your performance

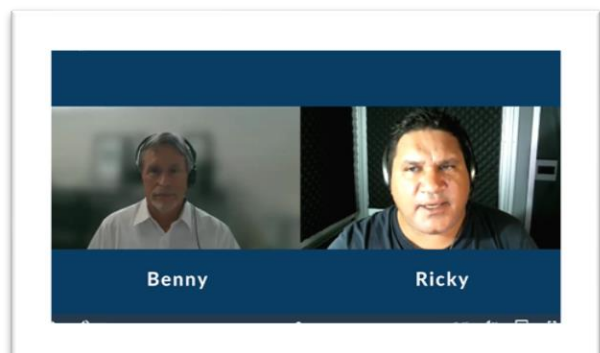


Assess yourself

Assess each skill

Before the workshop, you can also set up similar role plays.

- **Face-to-face:** set up the desk with interpreter in the middle of the triangle
- **Phone:** Practise interpreting via speaker phone
- **Scripts:** if you have a Language speaker that can sight translate, use the training role play scripts or request extra scripts from IIP team.
- **NAATI Learn:** practise on the dialogues on NAATI Learn. You can't practise interactional management, but the length and complexity will be similar to the CPI test dialogues.



Self-Assessment checklist

As you listen back to your practice dialogues, ask yourself these questions and take notes

- Did I interpret accurately?** What did I leave out/add/change?
- How important were any errors?**
- Was I quick to start interpreting?**
- Did I use first person?**
- Did I start smoothly?** (didn't false-start, reformulate)
- Did I cut in well?** (in a pause, signal effective and efficient)
- Were my repeat requests well done?** (efficient, polite, specific, justified)
- Did I manage problems well?** (interruptions, asides, keeping everyone in the loop)
- Did the conversation flow well between the 2 people?** (not stop and start too much)
- Did I speak loudly and clearly and use good tone and style?**
- Did I say 'um' a lot?**
- Was my English good ('natural')?** (good word choices, correct grammar)
- Was my Language good ('natural')?** (good word choice, good grammar, English borrowings were appropriate for audience)

Marking the test

On the last page of this booklet is a copy of the CPI rubric markers tool. The original rubric with the exact wording is available on the NAATI website.

For each dialogue, markers will give you a band number for each of the 6 skills, from 1 (highest) to 5 (lowest).

The basic way to think of the bands is this:

Band	Skill descriptor
1.	Skilful
2.	Mostly good
3.	Some skill shown
4.	Limited skill shown
5.	Minimal skill shown

For each skill in each dialogue, you will also get written feedback to help you understand why you got that band number.

Bands required to pass a dialogue

For each dialogue you need to get a 1 or 2 for each skill. For skills *b) Application of Mode (Consecutive)* and *c) Interactional Management*, there is a little wriggle room. You can get a 3 in one of these, but not both.

Interpreting Skills				Language Competency	
a) Meaning Transfer	b) Consecutive Technique	c) Managing Interaction	d) Speaking Skills	e) English	f) Language
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

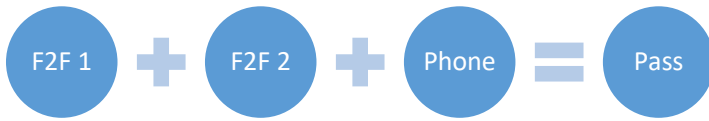
Pass → (points to bands 1-3)

Fail → (points to bands 4-5)

Wriggle room ↑ (points to band 3 in skills b and c)

Passing the test

You have to pass all 3 dialogues to pass the test.



Issuing results

NAATI will get your test examined by two markers within 10 weeks of your test, but normally a lot sooner. NAATI will send you your results via email and offer to talk you through the results via phone or videocall. The results include the bands and comments for each skill of each of the 3 role-plays. Markers will write comments that:

- show why they chose a particular band
- give examples of mistakes from your test.

What happens if you don't pass?

- Remember that it is a hard test. Learn from the feedback and try again.
- If you fail one task, you can sit a supplementary test of that task type (within 1 year).
- If you fail two or all three tasks, you need to sit the full test again.

Test day

The day before

You need your brain at its best on test day. So...



Eat good food



Rest well

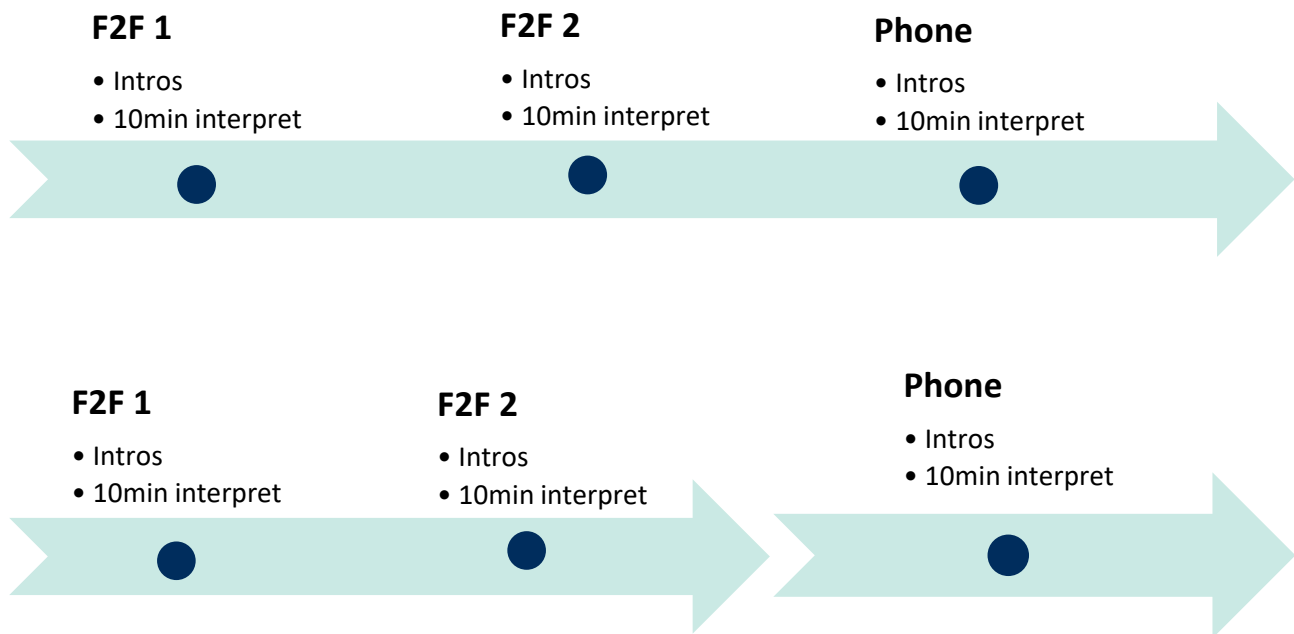


Get your things ready

Prepare the briefs, doing research using dictionaries, glossaries and internet or talking to others. You must not contact the actual role-players. Get your notes ready to bring with you.

Timeline on test day

Depending on the number of candidates and role-players, you might do all three dialogues in a row, or two in a row, and one in a different session. For example:



Do's and don'ts

Prepare the brief	Test Room(s)	After the test
Do research Do take notes Bring 1 page into each dialogue	Paper, pen, water provided Introduction not assessed Interpret normally! Clarify if you don't understand, cut-in if too long, manage any issues that come up	Remember confidentiality Don't talk about the content of the dialogues NAATI will send results within 10 weeks

Relax!

How do you relax before a stressful job? Well, if you have any techniques, use them on any test nerves! Experts say the more you get used to a technique, the better it works.

Here are a few relaxation techniques you might like to try.

Palming technique

- Shut your eyes
- Cover with your hands, without touching eyes
- Think about a relaxing place for 1 minute



Positive self-talk

- "I am relaxed"
- "I will do my best"
- "I know what I'm doing"
- "I have already interpreted for lots of dialogues, this is just another one"

Tense and release

- Feet flat on floor
- Hold under chair
- Pull the chair up and press feet down for 5 seconds
- Relax for 10 seconds
- Repeat

Breathing exercises

- Put your hands on your tummy
- Take 5 slow breaths
- Feel your tummy go up and down
- Think about the air going in and out

Source: https://web.wpi.edu/Images/CMS/ARC/How_to_Reduce_Test_Anxiety.pdf, accessed 19/9/2019

CPI assessment rubric – Marking tool

	Transfer competency				Language competency
	A: Meaning transfer	B: Application of Interpreting modes (Consecutive)	C: Interactional management	D: Delivery	E & F: English and LOTE language proficiency enabling meaning transfer
Skills	The content and intent of the source message should be carried across. Meaning transfer errors are changing the meaning (distortion), leaving meaning out (omission) and adding meaning (addition).	Good consecutive mode includes starting to interpret promptly after the speaker finishes, interpreting into the right language , speaking in the first person , minimising false starts and repairs (reformulations), not talking to themselves .	Managing the interaction includes being polite and efficient when asking a speaker to pause, repeat or explain something , making sure people speak in turn and to each other, correcting interpreting mistakes and keeping everyone informed of what is happening.	Good delivery includes speaking smoothly (not too much hesitation, repetition or fillers), speaking at a good pace , speaking clearly (enunciation), speaking with good volume and projection and using a tone and style that suits the context and conveys the tone and style of the speakers .	Language proficiency includes sounding natural (idiomatic), good pronunciation and grammar, good choice of words and register and being easy to understand .
<i>Key questions</i>	<i>What was the impact of the errors on the meaning transfer as a whole and/or the purpose of the conversation?</i>	<i>Did the interaction sound like a conversation between two people?</i>	<i>Was the flow of the conversation maintained?</i>	<i>Was the interpretation easy to listen to?</i>	<i>How correct and natural was the language and did it make sense?</i>
Band 1 <i>Skilful</i>	Interprets the intent and consistently interprets the content of the message accurately. Any meaning transfer errors have no negative impact on the purpose of the communication .	Consistently applies the consecutive dialogue mode well.	Skilfully manages the communication politely and efficiently, maintaining the flow of the interaction.	Consistently good delivery	The language is correct and natural . Any cases of unnatural and/or incorrect language were rare and did not impact the overall quality of the communication .
Band 2 <i>Mostly good</i>	Interprets the intent and mostly interprets the content of the message accurately. The meaning transfer errors do not critically impact the purpose of the communication .	Mostly applies the consecutive dialogue mode well.	Mostly manages the communication politely and efficiently, maintaining the flow of the interaction.	Mostly good delivery	The language is mostly correct and natural . The cases of unnatural and/or incorrect language have a minor impact on the overall quality of the communication but do not impact the understanding of the target language .
Band 3 <i>Some skill shown</i>	Shows some ability to interpret the intent and content of the message accurately. The meaning transfer errors, taken together, negatively affect the meaning transfer as a whole . and/or There is one or more meaning transfer errors that critically impact the purpose of the communication .	Shows some ability to apply the consecutive dialogue mode.	Shows some ability to manage the communication politely and efficiently. and/or This sometimes impacts the flow of the interaction is sometimes impacted .	Some good delivery. The quality of the candidate's delivery is clearly impacted and/or the delivery does not appropriately convey the tone and style of the speakers adequately.	Shows some correct and natural language use . The cases of unnatural and/or incorrect language significantly impact the overall quality of the communication . and/or impact the understanding of the target language .
Band 4 <i>Limited skill shown</i>	Shows limited ability to interpret the intent and content of the message accurately. There are frequent meaning transfer errors.	Shows limited ability to apply the consecutive dialogue mode.	Shows limited ability to manage the communication politely and efficiently, which impacts the overall flow of the interaction.	Shows limited ability to deliver the message well. The quality of the candidate's delivery is frequently impacted .	Shows limited correct and natural language use . The cases of unnatural and/or incorrect language frequently impact the quality and/or understanding of the target language .
Band 5 <i>Minimal skill shown</i>	Shows minimal or no ability to interpret the intent and content of the message accurately. There are excessive meaning transfer errors.	Shows minimal or no ability to apply the consecutive dialogue mode.	Shows minimal or no ability to manage the communication politely and efficiently, which prevents the flow of the interaction.	Shows minimal or no ability to deliver the message well. The quality of the candidate's delivery is constantly impacted .	Shows minimal and/or no correct and natural language use . The cases of unnatural and/or incorrect language constantly impact the quality and/or understanding of the target language .