

Instructionally Related Activities Report Form

SPONSOR: Javier González

PROGRAM/DEPARTMENT: Global Languages and Cultures

ACTIVITY TITLE: Visit from professional interpreter and translator Alice Ehr to SPAN 451 and SPAN 321

DATE (S) OF ACTIVITY: October 8 and 10, 2019

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Ms. Ehr is currently the Managing Interpreter and Coordinator for Denver County Courts. She is certified at the state level as a court interpreter. Previous to this step in her career, she owned and ran a translation and interpretation business in the Denver, Colorado metropolitan area. In SPAN 451, Intro to Healthcare Interpreting, she worked with students in developing their skills in simultaneous interpretation, an essential skill in the interpreting field. She also advised students on some of the ethical and linguistic difficulties that can arise in the field, shared several anecdotes from her work in the field, advised students on possibilities within the interpreting field, on starting in the profession and founding their own business, among other topics. Ms. Ehr brought training materials for the students as well. In SPAN 321, Intro to Spanish-English Interpretation, she covered a variety of situations in the court room, including a thorough review of procedures, vocabulary and professionalism with examples from her extensive experience. She also shared aspects about starting and running the business, some of the challenges in interpretation, the process taken when assessing jobs, numerous anecdotes from her work in the field in her time before working in court, and gave advice to students on how to pursue a career in translation and interpretation, among other topics.

- a) **HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?** Ms. Ehr's talk covered situations in the following of the course's learning objectives: a) Interpret accurately and completely between English and Spanish in various healthcare settings using modes of interpretation typically found in medical encounters (consecutive, simultaneous, sight, and whispered interpretation)* Ms. Ehr focused on simultaneous interpreting. b) Integrate appropriate medical terminology in both languages and enhance communication between a provider and patient during routine and complex medical encounters. c) Use culturally appropriate behavior and recognize and address instances that require intercultural inquiry to ensure accurate and complete understanding.
- By providing numerous contexts and examples for the real world, it helped point students in the right direction when facing some of the many challenges that arise in the interpreting field.

helped students with the learning outcomes of developing students' interpreting skills between English and Spanish in the main three modes of interpretation (sight, consecutive, and simultaneous), offered simulated interpreting exercises to give students the chance to build fluency in Spanish improve listening comprehension in Spanish and English and improve speed and accuracy in information processing and conversion. She offered exercises in some of the skills practiced in the course including mental agility (i.e., memory development, summary

techniques) voice control (i.e., breathing techniques, diction) and language control (i.e., interpreting register). Students will become knowledgeable of various interpreting issues including interpreting as a profession the role of the interpreter ethics and decision-making interpreting models processing and information management skills and professional standards, along with specific legal vocabulary and its nuances.

(2) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY? Giving students the opportunity to speak with professionals actively engaged in the field, hearing of their experiences firsthand, getting practical advice as to how to get started in the career, understanding some of the issues in a concrete sense and having the opportunity to have questions answered directly by this professional all complement the work done in the class. It is important for students to be able to interact with these professionals so that they can assess their own goals and address what they need to do to enter the profession. As some of the comments in the attached excel documents confirm, students were very pleased with the events overall and several of the students were in both of the classes in which she presented.

(3) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

The structure of the activity in 451 was well focused and there were no weaknesses beyond there being a lot of situations more related to the judicial interpreting field. Nonetheless, seeing that some of the same ethical and practical issues arise in that field helped students better understand the importance on focusing on those issues. The activity in SPAN 321 was structured to address several aspects of the court room. Students wanted more opportunity with her to practice interpreting and would have liked more visual materials to follow along. That said, the student response (see attached excel forms) was, by and large, very positive and want her, as well as other interpreters, to present in our courses.



OVER THIS ACTIVITY FOR NEXT TIME? The activity accomplished its purpose. Because this was the second time Ms. Ehr visited the course, her presentations were more specifically tailored to our students and the courses. We will also use the feedback from these presentations to prepare her, or other guest speakers, to organize their presentations for our students.

(5) WHAT DID YOU LEARN FROM THE PROCESS? It is a far simpler task to invite a speaker to a class than organizing a large event. Ms. Ehr also gave me several ideas as to other points to focus on in each class. She also made connections with the students in the class who responded very well to her presentations.

(6) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

See attached excel forms.

In general students were very pleased with her, her positive energy, the skills they acquired and the feedback was, by and large, very positive, including an enthusiastic "Bring her back!" among other enthusiastic responses.

(7) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Ms. Ehr was paid \$1250 for her presentations.

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

See attached rosters.

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION

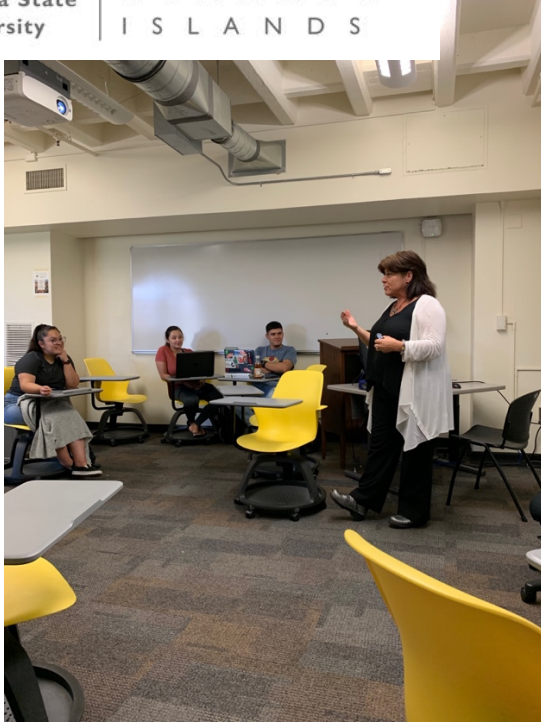
In SPAN 321.



California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S

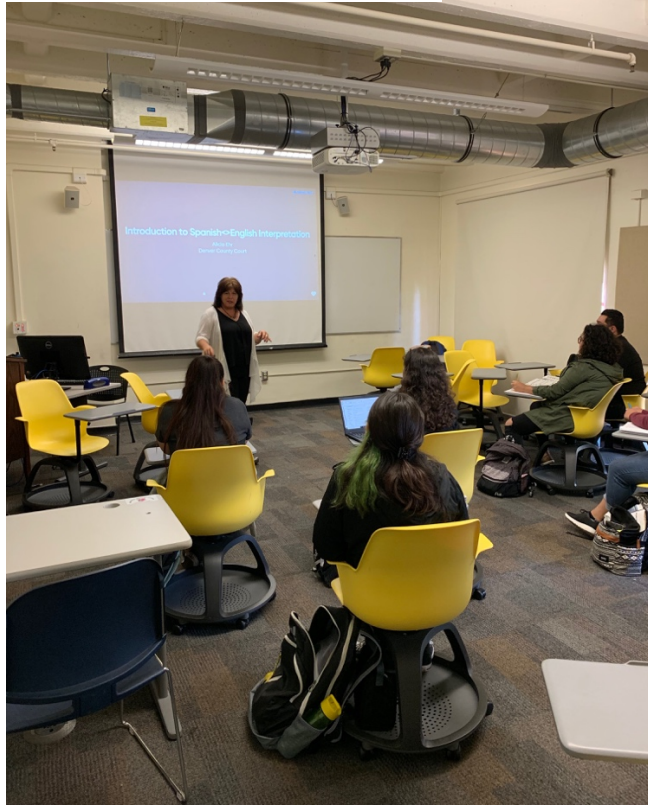




California State
University

INSTRUCTIONALLY RELATED ACTIVITIES

C H A N N E L
I S L A N D S



SPAN 321 Roster Fall 19, attended October 8 presentation

1. Alma Andrade
2. Donalin Bell
3. Anahi Bustos
4. Erika Casillas
5. Monica Cruz Montejano
6. Jessica DeLuis
7. Sandy Franco
8. Deicy Gonzalez
9. Jocelyn Ledezma
10. Maryann Leyva
11. Evelyn Lopez
12. Martha Lopez
13. Victoria Marley
14. David Sanchez Padilla
15. Kayla Rivera
16. Marbella Salgado
17. Jesus Sandoval Castro
18. Anabel Soto
19. Daisy Sumaya
20. Carmen Torres
21. Itzely Valadez
22. Miram Velez

SPAN 451 Roster Fall 19, attended October 10 presentation

1. Alma Andrade
2. Minay Baltazar
3. Anahi Bustos
4. Edith Flores
5. Sandy Franco
6. Deicy Gonzalez
7. Maryann Leyva
8. Martha Lopez
9. Victoria Marley
10. Sindy Martin
11. Juana Martinez
12. Jeanette Monzon
13. Reyna Moreno
14. April Navarro
15. David Padilla Sanchez
16. Diana Reyes
17. Darise Rodriguez
18. Marbella Salgado
19. Jesus Sandoval Castro
20. Itzely Valadez
21. Miriam Velez