35th Annual Conference
of the
Carolina Association of
Translators and Interpreters

"Working Globally, Networking Locally"

Hosted by the Department of Hispanic Studies at the College of Charleston
Charleston, SC

April 1, 2023

CATI CONFERENCE SCHEDULE OF EVENTS

Saturday, April 1, 2023

Time	Type	Description	1 CEU Credit
8:45 – 9:00		Welcome/Call Sign In– *Maria Rodriguez*	
9:00 – 10:15	**I**	Keynote: "A View from the Bench" by Anna Huberman	
10:15 – 11:00		Coffee Break ☕ Networking Breakout Session	
11:00 – 12:00		**Concurrent Sessions I**	
1A	**T**	"The Quicksand of Translating Profanity, Between the Hammer of Accuracy and the Anvil of Conservative Culture" by Ibrahim Alkhaldi, CT, CHI™	
1B	**I**	"Interpreting for Families of Children with Multiple or Low-Incidence Disabilities: Terms to Know" by Ana Soler	
1C	**T**	"Students of Spanish as a Heritage Language Developing Skills and Confidence in Translation" by Dr. Silvia Rodriguez Sabater	
12:00 – 1:30		Lunch	
1:30 – 2:30		CATI General Meeting – Board of Directors	
2:30 – 3:30		**Concurrent Sessions II**	
2A	**T**	"Lost in Translation: the US and Latin American Court Systems" by Anna Huberman	
2B	**I**	"The Educational Setting: An Interpreting Crossroads" by Gabriela Siebach, MATI	
2C	**I**	"Accuracy in Consecutive and Accuracy in Simultaneous: Methods, Strategies and Techniques" by Janis Palma	
3:30 – 3:45		Coffee Break ☕	
3:45 – 4:45		**Concurrent Sessions III**	
3A	**T**	"Using Machine Translation for Legal Translation" by Jeffrey Killman	
3B	**I**	"Disjointed: Interpreting for Patients of Strokes, Traumatic Brain Injuries & Brain Tumors" by Catherine Wilson	
3C	**I**	"What is your sign? The intricacies of interpreting for a Competency to Stand Trial Evaluation - ¿Cuál es su signo? Los pormenores de la interpretación en la evaluación de la capacidad procesal" by Sandra J. Aidar McDermott	

T = Translation, I = Interpretation

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Keynote

"A View from the Bench" by Anna Huberman

How do we achieve good communication in the courtroom? Who is responsible for assuring the elective transmission of information in the courts? The judge? The interpreter? The presenter's unique background as an attorney, an interpreter and now a limited jurisdiction judge will help unravel the skills, talent and insight required from all participants in a court action, as well as identify the pitfalls of poor communication. This presentation will also touch upon how different states provide (or not) for the availability and quality of court interpreters and interpretation services.

Learning Objectives:
1. Understand the importance in communication as it relates to meaningful access to justice for all people.
2. Identify the role of the judge and the interpreter in facilitating language access.
3. Examine the different systems used in the selection of qualified interpreters for court.

Concurrent Sessions: T = Translation, I = Interpretation, B = Business

SESSION 1

1A – The Quicksand of Translating Profanity, Between the Hammer of Accuracy and the Anvil of Conservative Culture by Ibrahim Alkhaldi, CT, CHI™ - T

The use of foul language is probably as old as language itself. It is barely disputable, however, that its use in the last few decades has seen unprecedented spikes due to more prevalent use of swear words in films and on TV, and on easily accessible online communities and social media. Although translators and interpreters obviously do not enjoy the luxury of choosing their words, they are often exposed to criticism, especially when venturing across the barbed wire borders of a conservative culture. This presentation will help shed light on the challenges of translating taboo language.

Learning Objectives:
1. Definition and functions of foul language
2. Taboo themes
3. Foul language challenges facing interpreters and translators

1B – Interpreting for Families of Children with Multiple or Low-Incidence Disabilities: Terms to Know by Ana Soler - I

There are special concerns that interpreters should keep in mind when collaborating with educators and families of students with multiple or low incidence disabilities. Interpreter preparation is key in every school meeting, but especially when a meeting involves multiple parties, a combination of educational, medical and legal terminology, an array of abbreviations related to special services, and specific terminology related to communication and behavior interventions. Participants will leave with an understanding of definitions and characteristics of multiple or low-incidence disabilities, and vocabulary related to inclusion, least restrictive environments, community-based instruction, assistive technology and more.

Learning Objectives:

1. Understand the importance of interpreter preparation to support educators and families of children with multiple or low-incidence disabilities
2. Expand vocabulary related to accommodations and modifications to support the education of students with multiple or low-incidence disabilities
3. Identify additional resources for glossary-building and interpretation practice

1C. Students of Spanish as a Heritage Language Developing Skills and Confidence in Translation by Dr. Silvia Rodriguez Sabater – T

Speakers of Spanish as a heritage language in the United States are often asked to translate materials, forms, and documents for their non-English speaking families or for their non-Spanish speaking colleagues. Therefore, they need to develop the skills and confidence to do this well. The presenter will describe the course Spanish as a Heritage Language: Mi lengua, mis estudios, mi futuro profesional focusing on translation activities, student training, common errors such as lexical and morphosyntactic calques, standard vs US Spanish, and translation as a profession. Attendees will be able to incorporate the information presented into their own courses.

Learning Objectives:
1. Learn about translation activities and student training in a Spanish as a Heritage Language course
2. Identify common errors (lexical and morphosyntactic calques)
3. Reflect on the use of standard vs US Spanish varieties when translating for a US Spanish-speaking audience

SESSION 2

2A. Lost in Translation: the US and Latin American Court Systems by Anna Huberman - T

Because court systems are different, it can be a challenge to translate or interpret court processes or terminology. This presentation will focus on a comparison of the US judicial system with the Latin American and other civil law systems to identify equivalencies, parallels, and differences. We will also contrast common v. civil law traditions; adversarial system v. inquisitorial system; trial by one's peers v. trial to a judge.

Learning Objectives:
1. Understand the language challenges the court systems in different countries present and analyze how to overcome them.
2. Compare court process and trials by system.
3. Identify the different levels of courts and judges.

2B. The Educational Setting: An Interpreting Crossroads by Gabriela Siebach, MATI - I

Interpreting in education can provide for more diversity than many other interpreting sectors, making many educational interpreting settings a true knowledge and skills crossroads. Those who have interpreted in educational settings often describe many settings as an intersection between legal, health care, education, and even conference interpreting. However, all agree that the educational setting, although it may have many similarities to other settings, is so unique that the knowledge and skills applied in sectors like legal or court settings alone may not suffice to interpret effectively. This realization has in the last few years encouraged the development of local and national efforts to professionalize interpreting in education and develop resources and tools to address the unique aspects of interpreting in Education. In this session, we will have an opportunity to, discuss the various areas of overlap between legal/court and educational interpreting specifically. We will have

an extensive discussion related to the challenges that are specific to educational settings where legal/court interpreters may find themselves, and brainstorm ideas to more successfully facilitate communication in those settings.

Learning Objectives:
1. Compare areas of overlap between interpreting in a legal/court and an educational setting;
2. Determine the educational settings where legal/court interpreting knowledge and skills are applicable
3. Identify resources and tools to successfully interpret in settings where legal/court and education may intersect.

2C. Accuracy in Consecutive and Accuracy in Simultaneous: Methods, Strategies and Techniques by Janis Palma - I

How do you approach discourse in the consecutive mode so you can retain the message no matter how long a person speaks? How do you approach discourse in the simultaneous mode so you can keep up with the speaker no matter how fast they talk? This interactive presentation will share some methods, strategies and techniques interpreters can apply in their everyday practice to improve retention, speed, and still reduce their cognitive load while renditions remain faithful to the original message. Attendees will be encouraged to participate in guided exercises to try out these techniques, strategies and methods, and will also be provided with take-home resources and suggested exercises to keep working on these enhanced skills.

Learning Objectives:
1. Build up retention for consecutive interpreting through the combined use of working memory and long-term memory;
2. Apply text and discourse analysis techniques to improve accuracy in both consecutive and simultaneous interpreting;
3. Enhance delivery pace and coherence in simultaneous interpreting through the combined knowledge of legal and non-legal language structure.

SESSION 3

3A. Using Machine Translation for Legal Translation by Dr. Jeffrey Killman - T

In light of recent machine translation (MT) developments and studies on MT in legal translation contexts, this paper will discuss what legal translators may expect from this technology. The paper draws on studies completed by the author and other researchers on post-editing and MT quality in various legal translation contexts. Attendees will learn about how data-driven approaches have led to MT improvements in quality and may contribute to translator productivity, as well as how terminological and morphosyntactic areas that are characteristic of legal translation reveal the contextual Achilles heel of this continuously developing technology despite recent overall quality gains.

Learning Objectives:

1. Evaluate how recent data-driven approaches to machine translation (MT) have led to improvements in output quality
2. Compare how quality gains span across terminology and morphosyntax in legal translation contexts
3. Develop an understanding of what legal translators might expect from MT under different translation circumstances

3B. Disjointed: Interpreting for Patients of Strokes, Traumatic Brain Injuries & Brain Tumors by Catherine Wilson – I

Each year in the U.S., 2.5 million people suffer traumatic brain injuries, 795,000 people suffer strokes, and last year, more than 84,000 people were diagnosed with brain tumors. One thing these disorders have in common is their effect on language. During this presentation, participants will learn medical terminology surrounding the pathologies of strokes, TBI's, and brain tumors; how to select the appropriate mode of interpreting for patients suffering from these disorders; and how to handle the ethical dilemmas that arise when medical providers ask interpreters to step outside their role as language professionals during patient encounters.

Learning objectives:
1. Participants will learn pertinent medical terminology for pathology of strokes, TBI's, & brain tumors.
2. Participants will learn how to select the appropriate mode of interpreting depending on the patient's pathology.
3. Participants will learn what to do when ethical dilemmas arise. E.g. What to do when providers ask for interpreter's feedback on the patient's oral expression or mental status or when a therapist requests assistance with a physical task.

3C. What is your sign? The intricacies of interpreting for a Competency to Stand Trial Evaluation - ¿Cuál es su signo? Los pormenores de la interpretación en la evaluación de la capacidad procesal by Sandra J. Aidar McDermott – I

Competency to Stand Trial (CST) is a type of forensic evaluation within the field of mental health services. It determines the ability of a criminal defendant to participate in legal proceedings related to an alleged offense. It is usually court ordered. Although it takes place in a mental health setting, it requires that the interpreter be knowledgeable of the legal process as well as mental disorders. CST is the perfect intersection of legal and medical interpreting and the most common forensic evaluation in the United States. However, there is no research or training available to interpreters. The presenter has worked in this area and will share her personal experience as well as her research. Participants will learn how to prepare appropriately for this type of assignment, understand risk and safety precautions, and apply useful strategies to overcome interpreting challenges. The presentation will be in Spanish.

Learning objectives:
1. What is Competency to Stand Trial (CST), why is it important?
2. History and landmark case for CST.
3. Protocol of a CST, how to prepare.
4. Case studies and best practices.

ABOUT THE SPEAKERS
(in alphabetical order by first name)

Speaker Bio's in alphabetical order by first name:

Ana Soler
Ana Soler is the Chairperson of the National Association of Educational Translators and Interpreters of Spoken Languages (NAETISL: naetisl.org) and Founder of SeSo, Inc. (sesoincga.org), a source of qualified and trained interpreters, and multicultural family engagement workshops for school districts. She completed her degree in Social Work at Georgia State University, her Master's Degree in Public Health at Emory University, and is a

Ph.D. in Special Education student at the University of Georgia. For over a decade, Ana worked with the largest school district in Georgia as the Language Services and Parent Outreach Coordinator, developing, implementing and evaluating professional development opportunities for multilingual personnel, as well as discovering endless opportunities to engage multilingual families in their children's education. Ana has authored interpreter training curricula nationally including the Intercultural Parent and Youth Leadership Program, the Interpretation Academy for Bilingual High School Students, the Arkansas Interpreter in Education Credential Training, a 40-hour course for medical interpreters, and online courses for the University of Georgia, including the Professional Interpreter in Education Certificate course, the Professional Interpreter in Special Education Certificate course, and the Professional Translator in Education course.

Anna Huberman
Anna was born and raised in the Midwest but moved with her parents to Argentina as a teenager where she finished high school and obtained a JD degree from the Universidad de Buenos Aires. As an adult, she moved back to the United States with her husband and children. Her love of language and law came together in her 15-year career as a court interpreter with the Maricopa County Superior Court. In 2012, a new justice court precinct was created in the West Valley. Drawing on her knowledge of the law and language and her 15 years of experience in the courts in Maricopa County, Anna decided to run for the position. She was re-elected to her third term in 2020. Judge Huberman is the current Presiding Judge of the Maricopa County Justice Courts. She is also the past Arizona Justice of the Peace of the Year. Throughout her time as a judge, Anna has been on and chaired numerous Justice Court and Supreme Court committees, workgroups and commissions. She is also involved in training. She has presented as faculty in New Judge Orientation, the Judicial Conference, the Justice of the Peace Conference, and other conferences and trainings. Judge Huberman also serves as a mentor judge. Most recently, she was member of the Task Force on Jury Data, Collections and Procedure and the COVID-19 Continuity of Court Operations During a Public Health Emergency Workgroup (known as the Plan B Workgroup). Chief Justice Robert Brutinel appointed Judge Huberman to the Arizona Judicial Council as of July 1, 2022.

Catherine Wilson
In 2017 I graduated from Wake Forest University with a Master of Arts in Interpreting and Translation Studies and obtained my national certification as a Certified Healthcare Interpreter. I have six years of experience in medical interpreting and translation from Wake Baptist, UNC-CH, and Carolinas Medical Center Hospitals (current). From 2018-2020 I served as CATI's Secretary to the Board & Learning the Ropes Coordinator. In addition to my day job as a Healthcare Interpreter, I also do medical translations and present educational workshops on medical terminology and interpreting topics.

Gabriela Siebach
Court Certified Interpreter, Gabriela Siebach serves as Director of Interpreting Services at Cesco Linguistic Services and has accumulated more than 15 years of professional experience. She has spearheaded the development of multiple training and assessment programs throughout her career. Gabriela holds a graduate degree in Spanish translation and interpretation from the world-renowned Middlebury Institute of International Studies at Monterey. A former Board member of the NCIHC (2019-2021), she currently leads various Council initiatives as Co-chair of the Policy, Education & Research Committee. Gabriela also Co-chairs the American Association of Interpreters and Translators in Education Job Task Analysis Committee and is a member of ATA, CATI, NAJIT, and ASTM.

Ibrahim Alkhaldi
Ibrahim Alkhaldi, CT is a professional translator, interpreter and linguist who has worked in the U.S., China, France, the United Arab Emirates, and more than 40 countries. He is an ATA Mentoring Award Winner, ATA-certified English to Arabic translator and is certified by the Certification Commission for Healthcare

Interpreters. A former international conference, exhibition, and meeting industry professional, he plans and facilitates conferences, events, meetings, and trade shows. He has a BA in the arts.

Janis Palma
Janis Palma has had a career of more than 40 years as a federally certified English-Spanish interpreter and NAJIT-certified English-Spanish interpreter and translator. She holds an M.A. in literature and history from the Centro de Estudios Avanzados de Puerto y el Caribe and is currently working on a Masters in Legal Studies from Arizona State University. Ms. Palma is a Life Member of the National Association of Judiciary Interpreters and Translators and former Chair of its Board of Directors. She is also a member of the Society for the Study of Translation and Interpreting Research Collaborative. Her research interest is the intersection of judiciary interpreting and meaningful language access for LEP criminal defendants in the U.S. She also created a nonprofit institute in 2022, IKIGAI, dedicated to interpreter education and advocacy. You can learn more about it at ikigaiusa.org.

Jeffrey Killman
Jeff Killman is an Associate Professor in the Department of Languages and Culture Studies at the University of North Carolina at Charlotte, where he teaches a variety of translation and interpreting courses. He completed his postgraduate studies in Spain, where he got his doctorate from the University of Málaga. His research focuses primarily on translation technologies and specialized translation. He is also state-certified as a Spanish court interpreter and is the current vice president of the American Translation and Interpreting Studies Association (ATISA).

Sandra Aidar McDermott
Sandra Aidar-McDermott is a certified court interpreter, an ATA certified translator and a conference interpreter. She works mostly in court, but also interprets in mental health, education, and social services encounters. She holds a Master of Conference Interpreting from Glendon College, York University, a Master of Science in Political Science from the Massachusetts Institute of Technology, and a Licenciatura in Ciencias Políticas from Universidad Católica Argentina. She is a Fulbright recipient, a former electoral officer for the UN and the OAS and was a policy advisor in the Argentine Senate. Sandra has been a board member of a dance company, a charter school and a playground association, and recently joined the fantastic board of CATI. She grew up in Patagonia and now calls Columbia, SC her home, where she lives with her husband, sometimes their daughter and three lovely female cats. She is excited for what the future holds.

Silvia Rodríguez Sabater
Silvia Rodríguez Sabater (PhD Indiana University in Spanish and Applied Linguistics) is an Associate Professor in the Department of Hispanic Studies at the College of Charleston. She teaches courses in Spanish Linguistics, Writing, Spanish as a Heritage Language, and graduate courses in Applied Linguistics. She is interested in the application of translation to the study of Spanish. She received training from the Universitat Autònoma de Barcelona in legal translation and from the University of Arizona in medical interpreting. She has published in Hispania, The Modern Language Journal, The Southern Journal of Linguistics, and Critical Inquiry in Language Studies.