

CURRICULUM DEVELOPMENT FOR A COURSE FOR  
AUSLAN INTERPRETERS AND TRANSLATORS

***AUSLAN INTERPRETING AND TRANSLATION FOR  
EMERGENCIES AND WORKING IN THE MEDIA***

Monash University, Translation and Interpreting Studies

April-June 2016

[Marc.Orlando@monash.edu](mailto:Marc.Orlando@monash.edu)

# Project details:

- Stemmed from a National Emergency Management Project which identified a lack of training of interpreters to work with TV producers and on TV sets
- *“To train AUSLAN interpreters and Deaf English to AUSLAN translators to interpret and/or sight translate **live emergency announcements** on television and news broadcast and information pertaining to natural hazard emergencies in a **clear, concise and culturally-appropriate manner for public broadcast**, and **thus to improve the ability of deaf and deaf-blind people to prepare for, respond to and recover from natural hazard emergencies**”.*
- In collaboration with the School of Media, Journalism and Film Studies
- 18 participants selected nationally, 6-week course, blended activities (4 days face-to-face + online modules), practical workshops on real TV set, various modes (simultaneous, sight-translation, sight-interpretation).
- It has been a real ‘eye-opener’ for participants and trainers (sign language and spoken language), but also for TV crews and producers.
- It is envisaged to repeat the same for spoken language interpreters.

# ***MENTAL HEALTH INTERPRETING PROJECT***

Funded by external industry research grant – VITS  
(Victorian Interpreting and Translating Service)

Monash University, Translation and Interpreting Studies

Aug 2015 - June 2017.

[Jim.Hlavac@monash.edu](mailto:Jim.Hlavac@monash.edu)

# Project details:

## Hypothesis:

- Increases in (self-)diagnosis and aged-related conditions will lead to an increase in the proportion of work that interpreters perform in mental health settings.

## Questions:

1. What are features of the speech/signing of mental health patients, therapists, clinicians and other mental health staff that are important for interpreters to be aware of?
2. Which modes (consec. or simul.) are used?
3. Which physical configurations are reported?
4. How do interpreters 're-present' incoherent speech/signing

## Findings:

- Consecutive dominant, but 90% report also using simultaneous at times
- Incoherent speech often paraphrased, use of 3.SG. to patients unsure of roles, standard diagnostic tests often adapted, need for teamwork to understand treatment strategies
- Personal safety, self-care and 'mentally-taxing' aspects (speech/signing and behaviour as the main symptoms for diagnosis and treatment)

## Outcomes:

- Guidelines on Mental Health Interpreting – forthcoming by end of 2017
- Research paper on interpreters' perspectives on Mental Health Interpreting – forthcoming mid 2018

2017 LITERARY TRANSLATION SPRING SCHOOL

***TRANSLATING THE UNTRANSLATABLE: POETRY IN  
TRANSLATION***

Monash University, Translation and Interpreting Studies

September 21-23, 2017

[Leah.Gerber@monash.edu](mailto:Leah.Gerber@monash.edu)

- Monash University's 5<sup>th</sup> Literary Translation Spring School (modelled on BCLT version)
- Aimed at students, writers, professional translators, language teachers and anyone interested in literary translation!
- A 3-day residential program of hands-on translation practice is accompanied by discussions on the topic of translating poetry. We also offer exciting networking opportunities with other translators, writers, publishers and academics.
- Daily translation workshops are led by an expert translator together with the author of the text to be translated. Working languages for the 2017 Spring School are: **German, Spanish, Japanese and Chinese**
- Past events: *Translated! (2010)*, *Translation, Transnation (2011)*, *Murder and Mayhem in Translation (2013)*, *Literary Commons (2016)*