

CHAPTER 6

Careers in languages

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This chapter explains how languages can be useful in your students' future professional life by describing four jobs linked to translation and interpreting: **translator**, **conference interpreter**, **public service interpreter** and **intercultural mediator**. After completing the chapter's activities, students will be able to:

- Explain what professional **translators**, **conference interpreters**, **public service interpreters** and **intercultural mediators** do.
- Describe the value that languages might have in their professional life.

6.1 INTRODUCTION

Have you ever wondered how important languages could be for your students? Be they those they speak at home (Punjabi, Amazigh, Swedish, etc.) or the second languages they have acquired elsewhere (Japanese, studied because of an interest in Manga, for instance), languages can enhance your students' career prospects and become a very important asset for their professional life. There are many jobs in which languages play a key role, and knowing an extra language could open up doors behind which your students may never have considered looking before.

Languages are part of a great number of professional paths, and there are even specific **careers in languages**. Think about any job that involves communication between different cultures. Think, for example, about major companies that operate throughout the world, or even businesses that engage in international trade on a smaller scale. And what about institutions from different countries which need to cooperate with each other?



With growth in international trade, marketing departments all over the planet need to communicate across borders. As a result, they usually need individuals who understand both the language and the local culture of the markets they want to reach. The jobs such people might do are not limited to the marketing field; they can also involve business and economics.

Languages are also highly valuable in tourism. The travel industry offers a wide variety of jobs, from hotel management to flight attending, for example. Relations between countries is another area in which there are several possible careers, from diplomacy to roles involving foreign languages in intelligence agencies. Diplomats, for instance, have to meet and liaise with people from different backgrounds and cultures, and can be crucial to international relations. Teaching foreign languages is also an option; in the future, your students could help others learn a language and discover a culture that is entirely new to them. And if it is your students' aim to have a career linked to something they are passionate about, YouTubers, bloggers, influencers, and environmental or human rights activists will all attract more followers if they are able to communicate in their target audience's language.

In this chapter, we will be describing four jobs related to translation and interpreting. To get an idea of how significant the **professional careers** in question have been over the years, you need only think of the importance of communication and contact between different languages and cultures. In every case of such communication and contact, people with formal training and the skills needed to speak more than one language have been of great value, and that remains the case today.

6.2 TRANSLATORS

Think of a film, book or videogame you like. Think about its content, its characters and where it is set. Now, think about the language used in it. Your students have probably seen, read or played their favourite films, books or videogames in their own language, but have they ever wondered if they were originally created in that language? The chances are they were not, but your students were able to understand them because someone translated them.

A **translator** is someone who translates written texts from one language into another. That means, for example, taking a comic book written in French, such as one from the Asterix series, and translating it into a different language so that speakers of that language can read it too. The process involves reading and understanding the original text and rewriting it in another language.

It is important to stress that translators work with written language, this being one of the main ways they differ from **interpreters**. There is a common misconception that an interpreter and a translator are the same thing. And yes, both are language experts who transfer messages from one language to another, but a translator deals with written language while an interpreter translates orally or through a sign language. There are many professionals who provide both types of services.

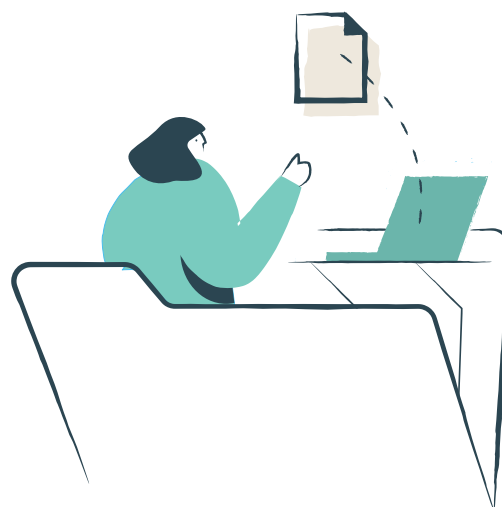
A **translator** is highly proficient in two languages, which are known as the "**source language**" and the "**target language**". By way of example, if a manual with operating instructions in Japanese needs to be translated into Hindi, the source language is Japanese and the target language is Hindi. Before beginning to produce a new text, the translator has to read the text to be translated and then do the necessary research.

That includes understanding the context and the particularities of the target audience, as well as looking up any unfamiliar terms (technical terms, slang, etc.). Once they have done all that, the translator starts translating the text. Translators sometimes have to deal with the pressure of deadlines, tight schedules and irregular working hours, among other complications.

The tools a translator uses are not limited to dictionaries. They also include a wide variety of other resources, such as a computer, a good internet connection, **CAT tools**, and other language resources (glossaries, thesauruses, corpora, terminology databases, etc.).

Furthermore, when possible, translators contact experts on the topics of the texts they are translating, with a view to better understanding their content. Translators learn something new every time they translate a new text, as they usually have to do research to be able to understand it (it may well involve a specialised topic that they are unfamiliar with) and rewrite it in another language. Consider the example of a technical translator who works with texts on technology. They might be asked to translate a description of a cutting-edge technological product that only the company that has developed it knows about. The translator will have to learn a lot about that product to translate its description.

To make the most of all the effort it takes to get the background knowledge necessary for a good translation, translators tend to specialise, and sometimes even hyper-specialise, in a few fields of their choice. There are consequently a number of different types of translators, identified on the basis of their main field



DID YOU KNOW THAT...

computer-assisted translation (CAT) tools and machine translation tools are not the same thing? CAT tools, such as translation memories, help translators by dividing a text into smaller segments, retrieving pieces of previously translated texts which are similar to the segments of the text currently being translated, etc. They are not machine translation tools like the ones freely available on the internet.

of work. Translating services are required in many different areas. For example, a translator who works with technical texts, such as the one mentioned above, is a technical translator. There are also medical translators, literary translators, audiovisual translators and legal translators, among others. Wherever languages are used and communication is required, there is a need for translators. Your students have probably never heard of legal translators, for example, and are unlikely to know what they do, but will be able to work it out by thinking about language use and communication between people who speak different languages within the legal field. And what about businesses? Whenever a company from one country wants to work with a company from a country where a different language is spoken, they may

require a translator. They might have to sign agreements or other legal documents, which they could need to translate. There are also translators whose area of expertise is translating videogames.

We have covered what translators do, what they use to translate, and what kinds of texts they work with. What about where they work? Most translators are self-employed, but some work in-house for companies, for public authorities, or for agencies that provide translation services.

Professional translators are generally members of professional associations of translators. There are local, national and even international associations that foster and promote the professional development of translators and interpreters. Such associations usually have professional codes of ethics and offer specific certification to complement translators' CVs, as well as training, talks, assistance, etc. For someone looking to hire a translator, turning to a professional association is a great option. Some associations also work with universities that, depending on their country, offer three or four-year bachelor's degree programmes in translation and interpreting. See chapter 3 if you want to tell your students about the skills and attitudes it takes to become a good translator.

If you want your students to hear a professional translator talking about what his job is like, go to [activity 6A](#) and meet David.

The Nuremberg trials

6.3 CONFERENCE INTERPRETERS

Conference interpreting is a profession that originated in the 20th century; the centenary of its birth was celebrated in 2019. The Paris Peace Conference in 1919 was a historic moment in many ways. The Treaty of Versailles marked the official end of World War I and established both the League of Nations (later replaced by the United Nations) and the International Labour Office (ILO). Before 1919, French was the official diplomatic language. During the Paris Peace Conference, however, diplomats from the United States and Great Britain insisted that English should be made a diplomatic language as well. That created demand for English at international conferences and thus gave rise to an entirely new profession: conference interpreting.

Interpreters originally worked in **consecutive mode**; it was not until the Nuremberg trials that **simultaneous interpreting** was really used on a large scale. Interpreting the entire Nuremberg proceedings between French, English, Russian and German was an incredible linguistic and technical feat.





The first interpreters worked in consecutive mode, as mentioned above, and without any technology. They had to wait until the person whose speech they were interpreting had finished delivering it to begin rendering it in another language. Some remarkable interpreters are said to have been able to remember every detail of speeches of up to an hour in length without taking notes. One of them was André Kaminker, who had a photographic memory and could reproduce a speaker's dramatic gestures, emotional tone, pauses and significant phrases without using any notes. He also held a world record, which he set by interpreting a two-and-a-half-hour speech made by a French diplomat. He interpreted the entire speech without interrupting the speaker.

Thanks to technology (audio systems and isolated booths), today's interpreters have developed other techniques for rendering speeches. They tend to rely less on memorising full speeches and more on the ability to quickly analyse what they hear, find equivalents in the target language, and reproduce speech as they hear it. This is called simultaneous interpreting, and you can find more information about it in chapter 3. Consecutive interpreting is used in press conferences, interviews with footballers or actors, etc. Simultaneous interpreting is used in national and international conferences, lectures, presentations, etc.

Conference interpreters can work as freelancers at events (conferences, seminars, workshops, etc.) with very different subject matter, from cultural to technical and medical topics. Conference interpreters play a key role in international institutions, such as the Europe-

DID YOU KNOW THAT...

conference interpreters are said to need 200 hours of intensive training and practice before they are ready to take on their first professional assignment?

an Union or the United Nations. Simultaneous interpreters have sometimes been the main characters of books and films. In the case of *The Interpreter*, for example, Nicole Kidman plays an interpreter working at the United Nations in New York City.

The European Union has 23 official languages and multilingualism is one of its founding principles. The EU Commission's interpreting service provides interpreters for around 11,000 meetings every year, making it the largest interpreting service in the world. The United Nations has six official languages (English, French, Chinese, Spanish, Arabic and Russian), and speeches at its meetings are simultaneously interpreted into all six. The United Nations is another of the world's largest employers of conference interpreters. It has established language days for each of its official languages (Arabic – 18 December; Chinese – 20 April; English – 23 April; Spanish – 23 April; French – 20 March; Russian – 6 June), with the aim of celebrating multilingualism and cultural diversity and promoting equal use of all six throughout the organisation.

Just happening to speak more than one language does not make you an interpreter; it is

much more complex than that. To be a good conference interpreter, you need excellent language skills and must be capable of listening very actively, analysing what the speaker is saying, and then reproducing their speech as if it were your own in your active language. All those different skills need to be learnt. Many universities in different countries offer courses in conference interpreting.

Worldwide, the International Association of Conference Interpreters (AIIC) has more than 3,000 members who provide spoken and sign language conference interpreting services. AIIC was founded in 1953, after the Nuremberg trials, and has been promoting the highest standards of quality and ethics in interpreting ever since.

All language professionals have benefited from technological developments. In the case of conference interpreters, technology has helped to provide the terminological support necessary to prepare assignments, for example. As we saw in chapter 3, there are now certain mobile applications that can help us translate in some situations, such as when we travel to a country whose language we do not speak. They are useful solutions for everyday situations. However, interpreters translate complex messages, conveying speakers' intentions, their use of irony, and so on; machines are still a long way from being able to interpret such nuances of language.

If you want your students to hear a professional conference interpreter talking about what her job is like, go to [activity 6B](#) and meet Carmen.

6.4 PUBLIC SERVICE INTERPRETERS

Large migratory flows result in multicultural and multilingual societies in which people live together and need to communicate. **Public service interpreting (PSI)**, also known as **community interpreting**, takes place when people living in the same community, society or country do not share a language and have to rely on an interpreter to communicate in their daily lives. That is the case, for example, when someone who does not speak the majority language has to communicate with a doctor, meet their children's teachers or testify in court. EU and non-EU nationals alike have the right to access public services (health, education, social services, etc.) in a language they understand.

As public service interpreting is carried out in situations where the issues of daily life are discussed, i.e. situations that we all have to deal with at one time or another, it is sometimes considered to be an easier or more accessible type of interpreting, something that any bilingual speaker can do. However, due to the importance that the settings involved can have in a person's life, some of those situations may be critical or entail risks and should not be dealt with by non-professionals. A mistranslation of a meal's ingredients could have life-threatening consequences for an individual with a food allergy, for example. It is therefore essential that public service interpreters know their profession, rigorously follow a professional code of ethics, and guarantee impartiality in and the confidentiality of conversations.

In a conversation between friends, it would make little difference if you said "smash" or "hit" when describing a car accident. It has been shown, however, that a person posed the question

About how fast were the cars going when they **smashed** into each other? will report a much greater speed than if asked About how fast were the cars going when they **hit** each other? Imagine the implications of that small change of words in a court hearing or an interview with a police officer. The consequences of a non-professional or inaccurate interpretation can affect people's lives, and that is what makes public service interpreting so important.

Have you ever asked your students if they know how many languages there are in the world? The question might seem simple but the answer is not. As we saw in chapter 1, it is estimated that our planet has more than 7,100 languages, but



DID YOU KNOW THAT...

it takes more than just being bilingual to work in public service interpreting?

Outstanding skills in two languages are just one of the multiple attributes interpreters need, as we saw in chapter 3.

there is no exact total. The world's languages are tremendously rich and varied; while not all those languages enjoy the same status and recognition, the native speakers of each and every one of them should enjoy the same protection.

Many countries are home to other languages besides those with official status or considered to be predominant there, e.g. Irish in Ireland and Catalan in Spain. The variation in a language depending on the country or region its speakers come from is a potential source of misunderstandings and another challenge for public service interpreters. There are far more languages and dialects in the world than just those it is possible to study at universities, and it can be difficult to find interpreters for some language combinations.

Public service interpreters assist many different kinds of people, including refugees, people of immigrant origin, speakers of indigenous or minority languages, deaf people, tourists and foreign residents, in their dealings with representatives of the public services. In addition to police and judicial settings, public service interpreters work in the health, educational, social and religious sectors. Judicial interpreting, i.e. interpreting in courts of law, is actually considered a separate field in countries such as the United States and Canada and, in any case, involves a greater degree of specialisation for interpreters.

Public service interpreting can involve both simultaneous and consecutive interpreting (described above in the section on conference interpreters). It is sometimes also referred to as **liaison interpreting**, because its purpose is to establish contact between two parties, often bilaterally. Remote, telephone or videoconference

interpreting is an increasingly common means of providing public service users with linguistic assistance. Public service interpreters use remote interpreting when they are not in the same room as one or more of the speakers, and communication takes place via telephone or video-conference. There are great advantages to this system, as it increases interpreters' geographic availability and reduces service costs. However, it also has disadvantages related to a lack of knowledge about the context, less visual information, empathy, confidentiality, etc. It is important that interpreters undergo training to develop specific skills for this type of interpreting.

Although public service interpreting has always existed, its recognition as a profession is a relatively recent development, dating from the 1960s, and varies from country to country. In general, in countries with a long history of immigration, such as the United Kingdom, the United States, Canada, Australia and Sweden, the profession is well established and its practitioners are accredited through university degrees, continuing education, and accreditation or certification tests, as well as by professional associations and trade unions. However, the profession is sometimes less recognised in countries that have only more recently begun to receive large influxes of migrants and refugees or which lack training, regulation and accreditation.

If you want your students to hear a professional public service interpreter talking about what her job is like, go to activity 6C and meet Irina.



6.5 INTERCULTURAL MEDIATORS

Intercultural mediation and **public service interpreting** have certain characteristics in common. Both offer solutions to the challenges of intercultural communication, as well as encouraging respect for difference and positive interaction between people. Their similarities often lead to confusion. The main difference between them is that intercultural mediation involves more than linguistic communication. It encompasses a wide range of tasks, such as helping patients carry out administrative procedures in hospitals or doctors' surgeries, giving seminars or workshops on particular topics, and producing brochures and information materials. Intercultural mediation sometimes even takes place between people who speak the same language but do not share the same cultural code, because they come from countries with a common language but different cultural traditions.

That applies, for example, to Spanish speakers from Spain and Latin American countries. They speak the same language, Spanish, but their cultural traditions are not the same.

The activities and functions of a mediator extend beyond communication itself to allowing communication to flow. An **intercultural mediator** has more leeway than a public service interpreter and can add or omit information if they consider that doing so could facilitate mutual understanding and agreement. Public service interpreters have to adhere to a code of ethics, meaning that they must be more precise and do not have such leeway to add or omit information.

In essence, intercultural mediation aims to prevent, anticipate and resolve conflicts caused by cultural difference; to ensure that welfare needs are met and basic equal rights upheld; and to raise awareness of the enrichment that cultural diversity entails. But where do mediators carry out their professional activity?

Intercultural mediators work in many fields. In the social sphere, for example, they support professionals in their dealings with people from different cultures. That might mean helping such people manage their finances or mediating in neighbourhood disputes. In the family sphere, intercultural mediators help in the contexts of family reunification, cultural adaptation processes and gender-based violence issues, among many others. In terms of the labour market, meanwhile, they perform tasks related to job placement and writing CVs.

Mediators play an important role in education and health too. The tasks they perform in the field of education include helping to design plans for integrating students into schools and mediating when there are communication problems between students, school staff and families.



Mediators also raise awareness of certain topics. In the health field, for instance, their tasks range from prevention work, patient follow-up, and advising and training professionals, to giving talks and workshops on general health-related matters or on more specific topics, such as nutrition, sexuality, maternity, and so on.

The presence of intercultural mediators and the role they play can differ from one country to the next. There are countries in which the figure is highly present and others in which it is almost non-existent.

If you want your students to hear a professional intercultural mediator talking about what her job is like, go to [activity 6C](#) and meet Hasna.

6.6 CONCLUSIONS

Careers in languages contribute to society and are very rewarding and fulfilling. Languages can be an asset in many professional fields. Here, we have described four jobs linked to translation and interpreting: translator, conference interpreter, public service interpreter and intercultural mediator.

Translating texts, working in international settings, helping public service users communicate, and mediating between different cultural

traditions are just a few of the many activities that can be part of a successful career in languages. Your students may have been fortunate enough to have learnt a different language at home or may have acquired a second language at school or because of their own interest in it; either way, helping them embrace their cultural and linguistic diversity in the classroom can be an important first step on the path to such a career. The next step will be training to develop the necessary skills.

REFERENCES

- Berk-Seligson, S. 1990. *The Bilingual Courtroom: Court Interpreters in the Judicial Process*. Chicago: University of Chicago Press.

FURTHER READING

- García-Beyaert, S.; and Arumí, M. 2018. "¿Puente o pasaje? Mediación intercultural e interpretación en los servicios públicos como figuras complementarias para la atención en la salud en un contexto de diversidad". In: Mendoza, R. et al (eds). *La mediación intercultural en la atención sanitaria a inmigrantes y minorías étnicas*. Diaz de Santos: Madrid.
- B.A.S.S. Meier-Lorenté-Muth-Duchêne. 2021. *Figures of Interpretation*. Multilingual Matters.



WHAT CAN I PASS ON TO MY STUDENTS?

- **Languages are an asset for students' future careers.**
- **There are careers linked to translation and interpreting for which formal training is available.**
- **A translator works with written language and an interpreter translates orally.**
- **Possible jobs linked to translating and interpreting include those of translator, conference interpreter, public service interpreter and intercultural mediator.**
- **Helping students embrace their cultural and linguistic diversity in the classroom can be a first step towards a career in languages.**
- **Further training is necessary for a successful career in languages.**

TEACHER'S NOTES

ACTIVITY 6A. Hi, I'm a translator!

In this activity, students will...

- Learn that translating is a career option.
- Hear from a professional translator.
- Watch a video that might not be in their native language.
- Reflect on the value of languages in a career as a professional translator.

ESTIMATED
TIME

45 MIN

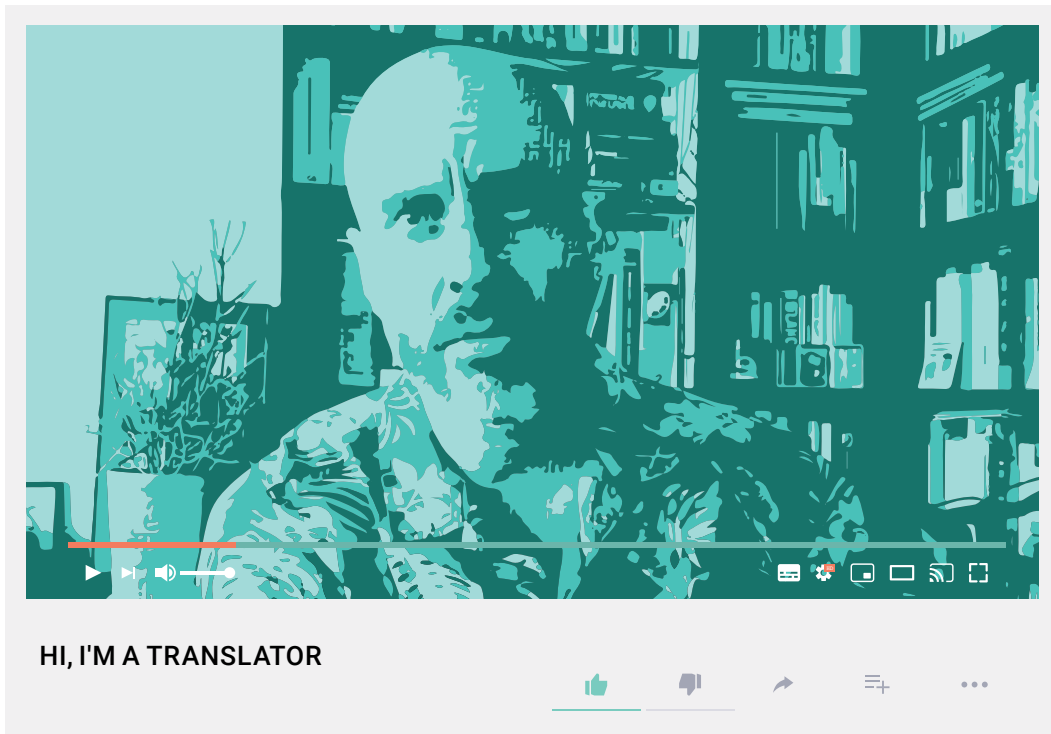
How to use this resource

STAGE 1	<ul style="list-style-type: none"> · Introduce the activity to your students. · Let them know that they are going to watch a video. · Tell them about the video's content, language and length. · Read out the questions they will have to answer afterwards. 	5'
STAGE 2	<ul style="list-style-type: none"> · Play the video (https://pagines.uab.cat/eylbid/en/content/chapter-6-videos-0). 	5'
STAGE 3	<ul style="list-style-type: none"> · Divide your students into groups of three or four. · Ask them to discuss the answers to the questions in their groups. 	12'
STAGE 4	<ul style="list-style-type: none"> · Discuss the answers to the questions with the whole class. · Reflect on the situations in which professional translators are needed. · Ask your students if they see themselves working in any of those situations. · Compare translating to any other careers in languages you have already worked on with your students. 	15'
STAGE 5	<ul style="list-style-type: none"> · Wrap up the session with the last question. 	8'

Prep time suggestions

- Watch the video. It is in Spanish with English subtitles.
- Prepare answers to the questions.
- See chapter 6 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online (<https://pagines.uab.cat/eylbid/en/content/teachers-book>), to find out more about what a translator does.

ACTIVITY VISUALS



MEET A TRANSLATOR AND LEARN ABOUT THE INS AND OUTS OF HIS JOB

David has invited us to his home to tell us about what he does for a living. He is a professional translator based in Barcelona and he has a lot to say about translation. Watch this five-minute video and take notes on what David says.

In groups of three or four students, try to answer the following questions:

1. What languages does David work with?
2. Where does he work?
3. How does his work contribute to society?

After answering the questions, think about what it would be like to be a translator. Is that a professional career you are interested in? Explain your answer and share your thinking with your classmates.

TEACHER'S NOTES

ACTIVITY 6B. Hi, I'm a conference interpreter!

In this activity, students will...

- Learn that conference interpreting is a career option.
- Hear from a professional conference interpreter.
- Watch a video that might not be in their native language.
- Reflect on the value of languages in a career as a professional conference interpreter.

ESTIMATED
TIME

45 MIN

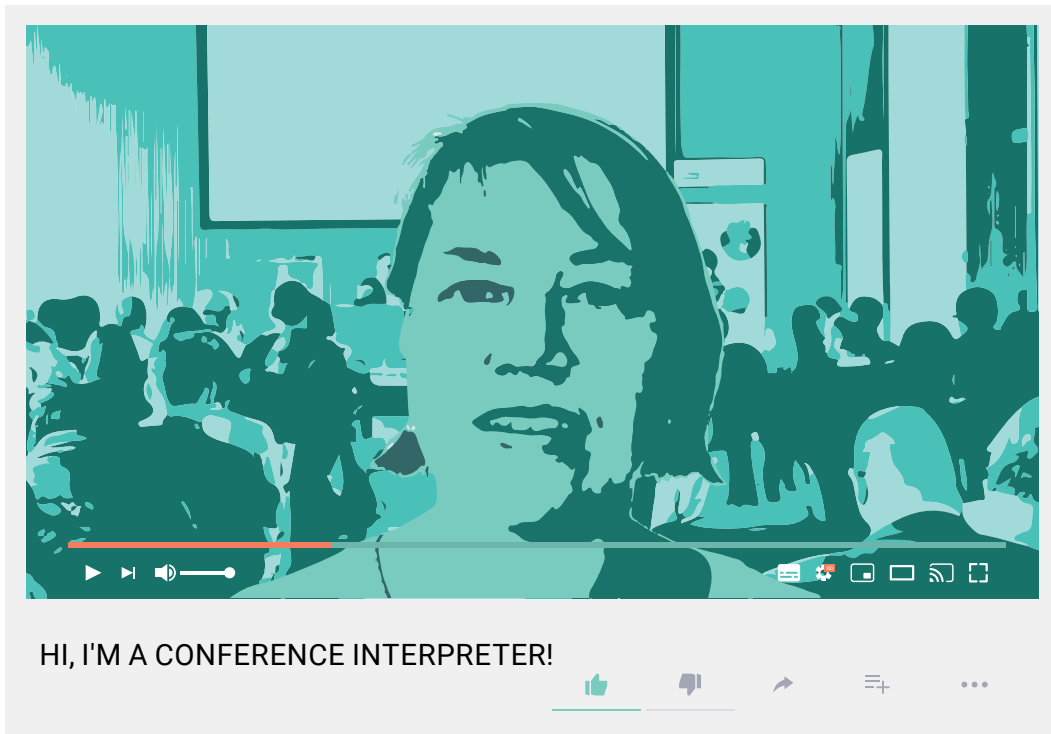
How to use this resource

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STAGE 3	<ul style="list-style-type: none"> · Divide your students into groups of three or four. · Ask them to discuss the answers to the questions in their groups. 	12'
STAGE 4	<ul style="list-style-type: none"> · Discuss the answers to the questions with the whole class. · Reflect on the situations in which professional translators are needed. · Ask your students if they see themselves working in any of those situations. · Compare translating to any other careers in languages you have already worked on with your students. 	15'
STAGE 5	<ul style="list-style-type: none"> · Wrap up the session with the last question. 	8'

Prep time suggestions

- Watch the video. It is available in German and Spanish.
- Prepare answers to the questions.
- See chapter 6 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online (<https://pagines.uab.cat/eylbid/en/content/teachers-book>), to find out more about what a conference interpreter does.

ACTIVITY VISUALS



MEET A CONFERENCE INTERPRETER AND LEARN ABOUT THE INS AND OUTS OF HER JOB

Carmen explains what her job is like – she is a conference interpreter. Have you ever heard of conference interpreting? Have you ever met a conference interpreter? Watch this five-minute video and take notes on what Carmen says.

In groups of three or four students, try to answer the following questions:

1. What languages does Carmen work with?
2. Where does she work?
3. How does her work contribute to society?

After answering the questions, think about what it would be like to be a conference interpreter. Is that a professional career you are interested in? Explain your answer and share your thinking with your classmates.

TEACHER'S NOTES

ACTIVITY 6C. What do you know about public service interpreting and intercultural mediation?**In this activity, students will...**

- Learn that public service interpreting and mediating are career options.
- Hear from a professional public service interpreter and a professional mediator.
- Watch videos that might not be in their native language.
- Reflect on the value of languages in a career as a professional public service interpreter or mediator.

ESTIMATED
TIME

45 MIN

How to use this resource

STAGE 1	· Introduce the activity to your students. · Let them know that they are going to watch two videos. · Tell them about the videos' content, language and length. · Read out the questions they will have to answer afterwards.	5'
STAGE 2	· Play the videos (https://pagines.uab.cat/eylbid/en/content/chapter-6-videos-0).	10'
STAGE 3	· Let your students work individually on their answers (activities 1 and 2).	5'
STAGE 4	· Discuss the answers to the questions with the whole class.	15'

Answers: activity 1

1. True
2. False
3. True
4. False
5. True
6. True

Answers: activity 2


1. Intercultural mediator
2. Intercultural mediator
3. Public service interpreter

- Reflect on the situations in which professional public service interpreters and intercultural mediators are needed.
- Ask your students if they see themselves working in any of those situations.
- Compare the two jobs. Compare them to any other careers in languages you have already worked on with your students too.

STAGE 5	· Wrap up the session with the last question.	10'
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Prep time suggestions

- Watch the videos. The public service interpreter's video is in English and the mediator's video is in Italian.
- Prepare answers to the questions.
- See chapter 6 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online (<https://pagines.uab.cat/eylbid/en/content/teachers-book>), to find out more about what public service interpreters and mediators do.

ACTIVITY VISUALS

What do you know about public service interpreting and intercultural mediation?

MEET IRINA AND HASNA AND FIND OUT WHAT PUBLIC SERVICE INTERPRETERS AND INTERCULTURAL MEDIATORS ARE

Do you know what a public service interpreter is? What about an intercultural mediator? Do you know what they do or where do they work? Watch these two five-minute videos and meet Irina and Hasna. Irina is a public service interpreter in England and Hasna is an intercultural mediator in Italy. They both explain their jobs and describe their day-to-day work.

Activity 1: true or false?

Take notes on what Irina and Hasna say. Decide if the following statements are true or false.

	TRUE	FALSE
1. Irina was born in Moscow and now lives in the UK.		
2. Irina learnt about the role of public service interpreters at school.		
3. Irina works in police interviews, legal consultations and court proceedings.		
4. Hasna has been an intercultural mediator for one year.		
5. Hasna works five to nine hours per day as an intercultural mediator.		
6. Hasna's work involves not only linguistic but also cultural issues.		

Activity 2: public service interpreter or intercultural mediator?

Are you aware of the differences between a public service interpreter and an intercultural mediator?

Answer the following questions:

	PUBLIC SERVICE INTERPRETER	INTERCULTURAL MEDIATOR
Whose work might involve helping to design plans for integrating students into schools or organising talks and workshops on health-related topics?		
Who has more leeway and can add or omit information if they consider that doing so could contribute to mutual understanding?		
Who has to follow the principles of a code of ethics?		

After answering the questions, think about what it would be like to be a public service interpreter or a mediator. Are they professional careers you are interested in?