

**MODULE 1: INTRODUCTION TO LEGAL INTERPRETING**  
**M1.3 Lesson 3 – Court Interpreter Requirements**  
**LESSON PLAN OVERVIEW**

Individual Lesson	Objectives	Suggested Materials	Activities	Homework
<p>During this lesson we will describe specific Court Interpreter pre-requisites necessary to interpreter for Ohio’s judiciary system. Namely, we will describe the minimum linguistic level in the language pair in which the interpreter will work, the minimal talent a person should have, and the appropriate interpretation strategies and technique needed for improving performance.</p> <p>1. Court Interpreter Requirements:  1. A) Minimum linguistic level: Language A versus Language B  1. B) Interpretation Talent  1. C) Interpreter Strategies and Technique</p> <p>2. Methodology  2. A) Power point presentation explaining the minimal level of education in the interpreting language pair, what innate abilities are necessary to interpret in a court setting, and the strategies and technique needed for training and</p>	<ul style="list-style-type: none"> <li>• Students will learn what the requirements to become a professional Court Interpreter are from a linguistic perspective.</li> <li>• Students will have gained fundamental information regarding court interpreter’s minimum requirements with sufficient clarity that they are able to identify their own strengths and weaknesses as court interpreters. They will become aware of their own linguistic level, talent as interpreters, and their current interpretation technique for training purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point.</li> <li>• Printouts.</li> <li>• Court Interpreter BENCH NOTES.</li> </ul> <p><a href="https://www.supremecourt.ohio.gov/JCS/interpreterSvcs/LSResources/benchNotes.pdf">https://www.supremecourt.ohio.gov/JCS/interpreterSvcs/LSResources/benchNotes.pdf</a></p>	<ul style="list-style-type: none"> <li>• 250-word essay topics:  (1) What are your strengths and weakness with respect to the requirement to interpret in a judicial setting in Ohio?  (2) Did you become aware of your strengths and weaknesses after studying this module or have you always been aware of them?</li> <li>• End of Section M1C Questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework:  Students will make a list of topics they feel they can talk and discuss more eloquently in your language A compared to your language B, or vice versa if that is the case. Then, plan to find a good article from a reliable source in the weaker language for that topic.</li> </ul>

ongoing professional improvement.				
-----------------------------------	--	--	--	--