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## **COMMUNICATIONS AND DOCUMENTATION**

### **INUTTITUT TRANSLATION AND INTERPRETATION**

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**PROGRAM OF STUDY**  
5704



**INUTTITUT  
TRANSLATION AND  
INTERPRETATION**

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*PROGRAM OF STUDY*  
5704

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Ministère de l'Éducation, 1998 – 98-0390

ISBN 2-550-33323-3

Dépôt légal – Bibliothèque nationale du Québec, 1998

# **COMMUNICATIONS AND DOCUMENTATION**

## **INUTTITUT TRANSLATION AND INTERPRETATION**

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**PROGRAM OF STUDY  
5704**

**June 1997**

**The Inuttitut Translation and Interpretation  
program leads to the Secondary School  
Vocational Diploma and prepares the  
student to practice the occupation of**

**TRANSLATOR/INTERPRETER AND INTERPRETER/TRANSLATOR**



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This program of study, *Inuttitut Translation and Interpretation*, is issued in accordance with section 461 of the *Education Act* (R.S.Q., c. I-13.3).

It has been approved by the confessional committees of the Conseil supérieur de l'éducation in conformity with the provisions of paragraph (a) of section 23 of the *Act respecting the Conseil supérieur de l'éducation* (R.S.Q., c. C-60), as replaced by section 569 of the *Education Act* (1988, chapter 84).

*Pauline Marois*  
Minister of Education



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## INTRODUCTION

The *Instituto Translation and Interpretation* program is based on the orientations for secondary school vocational education that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a Secondary School Vocational Diploma (SSVD) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 1440 hours, which includes 975 hours spent on the specific competencies required to practise the

occupation and 465 hours on general competencies. The program of study is divided into 22 modules, which vary in length from 30 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.



## GLOSSARY

### **Program Training Goals**

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

### **Competency**

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

### **General Objectives**

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

### **Operational Objectives**

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

### **Module of a Program**

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

### **Credit**

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.





# **PART I**



## 1. SYNOPTIC TABLE

Number of modules: 22  
 Duration in hours: 1440  
 Credits: 96

Inuttitut Translation and Interpretation  
 CODE: 5704

CODE	TITLE OF THE MODULE	HOURS	CREDITS *
980 512	1. The Occupation and the Training Process	30	2
980 523	2. English Word Processing	75	5
980 533	3. Inuttitut Word Processing	60	4
980 552	4. Communicating in the Workplace	30	2
980 564	5. Translation and Interpretation Techniques	60	4
980 576	6. Consecutive Inuttitut-English Interpretation	90	6
980 586	7. Consecutive English-Inuttitut Interpretation	90	6
980 594	8. Sight Translation	60	4
980 604	9. Terminological Research	60	4
980 614	10. Research on a Specific Topic	60	4
980 628	11. English-Inuttitut Translation	120	8
980 638	12. Inuttitut-English Translation	120	8
980 643	13. Adaptation from one Inuttitut Dialect to another	45	3
980 654	14. Medical Translation and Interpretation	60	4
980 664	15. Legal Translation and Interpretation	60	4
980 672	16. Office Tasks	30	2
980 684	17. Educational Translation and Interpretation	60	4
980 694	18. Translation and Interpretation in the Social Services	60	4
980 704	19. Managing a Small Translation Firm	60	4
980 718	20. Simultaneous Interpretation	120	8
980 722	21. Job Search Techniques	30	2
980 734	22. Entering the Work Force	60	4

\* 15 hours = 1 credit

This program leads to a Secondary School Vocational Diploma (SSVD) in *Inuttitut Translation and Interpretation*.



## 2. PROGRAM TRAINING GOALS

The training goals of the *Inuttitut Translation and Interpretation* program are based on the general goals of vocational education and take into account the specific nature of the occupation. These goals are:

### **To develop effectiveness in the practice of an occupation.**

To teach students to perform translation and interpretation tasks and activities correctly, at an acceptable level of competence for entry into the job market.

To prepare students to perform satisfactorily on the job by fostering:

- intellectual skills conducive to making wise choices in carrying out tasks;
- analytical and problem-solving skills in carrying out tasks;
- accuracy and speed in carrying out translation and interpretation tasks;
- a concern for communicating effectively with superiors, colleagues, technical specialists, elders and clients, using correct Inuttitut and English;
- a professional attitude and a sense of responsibility;
- a constant concern for occupational health and safety.

### **To ensure integration into the job market.**

To familiarize students with their rights and responsibilities as workers.

To familiarize students with the job market in general and with translation and interpretation in particular.

To help students learn about the occupation to facilitate their integration into the job market.

### **To foster personal development and the acquisition of occupational knowledge.**

To foster a sense of initiative, creativity, independence, a sense of responsibility and the desire to succeed.

To help students develop a concern for quality in carrying out tasks.

To help students understand the concepts related to work techniques and tools that are undergoing constant technological development.

To help students develop a good work method.

### **To ensure job mobility.**

To help students acquire a solid basic education.

To help students develop a positive attitude toward technological change and changes in the occupation.

To help students develop the skills required to learn, obtain information and do research and documentation.

To help students prepare for a creative job search.



### 3. COMPETENCIES

The competencies to be developed in the *Instituto Translation and Interpretation* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol ( $\Delta$ ) indicates a correlation between a specific competency and a step in the work process. The symbol ( $\bigcirc$ ) indicates a correlation between a general and a specific competency.

The symbols ( $\blacktriangle$ ) and ( $\bullet$ ) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES IN  INUITTUT TRANSLATION AND INTERPRETATION  SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)			GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)									TOTALS	
				Organize the work	Do the work	Check the work	Do English word processing	Do Inuttitut word processing	Communicate in the workplace	Use translation and interpretation techniques	Do terminological research	Do research on a specific topic	Perform office tasks	Use techniques related to the management of a small translation firm	Use job search techniques	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODULES	MODULES						2	3	4	5	9	10	16	19	21		
	FIRST-LEVEL OPERATIONAL OBJECTIVES						B	B	S	B	B	B	B	B	S	9	
	DURATION (IN HOURS)						75	60	30	60	60	60	30	60	30		465
1	Determine their suitability for the occupation and the training process	S	30	△	△	△	○	○	○	○	○	○	○	○	○		
6	Do consecutive interpretation of a message from Inuttitut to English	B	90	△	▲				●	●	○	○					
7	Do consecutive interpretation of a message from English to Inuttitut	B	90	△	▲				●	●	○	○					
8	Sight-translate a written message	B	60		▲				●	●							
11	Translate a written message from English to Inuttitut	B	120	▲	▲	▲		●	○	●	●	●	●	○			
12	Translate a written message from Inuttitut to English	B	120	▲	▲	▲	●		○	●	●	●	●	○			
13	Adapt material from one Inuttitut dialect to another	B	45	▲	▲	▲		●	○	●	●	○	●				
14	Translate and interpret in a medical context	B	60	▲	▲	▲		●	●	●	●	●	●	○			
15	Translate and interpret in a legal context	B	60	▲	▲	▲		●	●	●	●	●	●	○			
17	Translate and interpret in an educational context	B	60	▲	▲	▲		●	●	●	●	●	●	○			
18	Translate and interpret in a social services context	B	60	▲	▲	▲		●	●	●	●	●	●	○			
20	Do simultaneous interpretation of a message	B	120	△	▲	▲			●	●	●						
22	Enter the work force	B	60	△	△	△	○	○	○	○	○	○	○	○	○		
NUMBER OF OBJECTIVES		13														22	
DURATION (IN HOURS)			975														1440

S: Situational objective

B: Behavioural objective



Correlation between a step and a specific competency

Correlation to be taught and evaluated

Correlation between a general and a specific competency

Correlation to be taught and evaluated



## 4. GENERAL OBJECTIVES

The general objectives of the *Inuttitut Translation and Interpretation* program are presented below, along with the major statement of each corresponding first-level operational objective.

**To develop in the students the competencies required to apply the principles, rules and methods related to translation and interpretation.**

- Use translation and interpretation techniques.
- Do consecutive interpretation of a message from Inuttitut to English.
- Do consecutive interpretation of a message from English to Inuttitut.
- Sight-translate a written message.
- Translate a written message from English to Inuttitut.
- Translate a written message from Inuttitut to English.
- Adapt material in Inuttitut dialects.
- Do simultaneous interpretation of a message.

**To develop in the students the competencies required to apply language-related principles, rules and methods.**

- Do terminological research.
- Do research on a specific topic.
- Translate and interpret in a medical context.
- Translate and interpret in a legal context.
- Translate and interpret in an educational context.
- Translate and interpret in a social services context.

**To develop in the students the competencies required to apply the principles, rules and methods essential to the management of a small translation firm.**

- Use techniques related to the management of a small translation firm.

**To develop in the students the competencies required to use computer equipment.**

- Do English word processing.
- Do Inuttitut word processing.
- Perform office tasks.

**To develop in the students the competencies required to integrate harmoniously into the school and work environments.**

- Determine their suitability for the occupation and the training process.
- Communicate in the workplace.
- Use job search techniques.
- Enter the work force.



## 5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

### 5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

**First-level operational objectives** are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

**Second-level operational objectives** are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

## 5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

### A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

## B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
  - information
  - performance, practice or involvement
  - synthesis, integration and self-evaluation
4. The instructional guidelines provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. **The field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.



## **PART II**





## MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

CODE: 980 512

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the occupation and the training process.**

#### SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the occupation.
- Understand the training program.
- Confirm their career choice.

#### LEARNING CONTEXT

##### PHASE 1: Information on the Occupation

- Learning about the job market in translation and interpretation (i.e. types of firms, job prospects, wages, advancement and transfer opportunities, hiring criteria).
- Learning about the nature and requirements of the job by meeting with employers and studying reference materials.
- Considering the possibility of starting their own business.
- Sharing their view of the occupation with the group.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Information on the Program and Participation in the Training Process**

- Listing the skills, aptitudes, attitudes and knowledge needed to practise the occupation.
- Becoming familiar with the training program.
- Comparing the training program with the actual work situation in translation and interpretation.
- Giving their first impressions of the occupation and the training process.

#### **PHASE 3: Evaluation and Confirmation of Career Choice**

- Describing their preferences, aptitudes, interests and personal qualities.
- Comparing their preferences, aptitudes, interests and personal qualities with the requirements of the occupation.
- Recognizing their strengths and weaknesses with respect to the occupation.
- Explaining their reasons for or against continuing with the program.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Create an atmosphere conducive to personal growth and professional development.
- Encourage students to engage in discussions and express their opinions.
- Involve students in learning activities.
- Provide students with the means to acquire a clear, objective understanding of the occupation.
- Help students assess their career choice honestly and objectively.
- Organize meetings with representatives of translation and interpretation firms.
- Make suitable reference materials available to the students (e.g. information on the occupation, training programs, handbooks).

<p style="text-align: center;"><b>FIRST-LEVEL OPERATIONAL OBJECTIVE</b> <b>SITUATIONAL OBJECTIVE</b></p>
<p><b>PARTICIPATION CRITERIA</b></p> <p>PHASE 1:</p> <ul style="list-style-type: none"><li>- Collect information on most of the topics to be covered.</li><li>- Express their views on the occupation, interrelating the information they have collected.</li></ul> <p>PHASE 2:</p> <ul style="list-style-type: none"><li>- Give their opinions on some requirements for practising the occupation.</li><li>- Examine the reference materials provided.</li><li>- Express their views on the training program and their reactions to it.</li></ul> <p>PHASE 3:</p> <ul style="list-style-type: none"><li>- Write a summary of their preferences, interests, aptitudes and personal qualities.</li></ul>



## MODULE 2: ENGLISH WORD PROCESSING

CODE: 980 523

Duration: 75 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must  
**do English word processing**  
in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given:
  - a microcomputer
  - a word processing program
  - a printer
- Entering a 250-word (1250-character) text from a reference document

#### GENERAL PERFORMANCE CRITERIA

- Typing speed of 25 words (125 characters) per minute
- Efficient use of word processing program

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Enter an English text.

- Use of appropriate keys
- Complete text
- Absence of errors

B. Use a touch-typing technique.

- Use of appropriate fingers
- Eyes fixed on text

C. Set the page layout.

- Appropriate centring
- Appropriate margins and indent
- Appropriate justification
- Appropriate line spacing
- Appropriate headers and footers
- Appropriate page numbering

D. Use the tools.

- Correct use of:
  - dictionary
  - thesaurus
  - grammar checker
  - spell checker

E. Manage files.

- Relevant identification of document
- Appropriate saving of file on hard disk or diskette
- Creation of directories and subdirectories

F. Print a document

- Selection of the appropriate functions
- Accurate number of copies printed
- Pages printed correctly

## MODULE 3: INUTTITUT WORD PROCESSING

CODE: 980 533

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do Inuttitut word processing** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given:
  - a microcomputer
  - a word processing program
  - a printer
- Entering a 1250-character text from a reference document

#### GENERAL PERFORMANCE CRITERIA

- Typing speed of 125 characters per minute
- Efficient use of word processing program

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Enter a text.

- Use of appropriate keys
- Complete text
- Absence of errors

B. Use a touch-typing technique.

- Use of correct fingers
- Eyes fixed on text

C. Set the page layout.

- Appropriate centring
- Appropriate margins and indent
- Appropriate justification
- Appropriate line spacing
- Appropriate headers and footers
- Appropriate page numbering

D. Manage files.

- Relevant identification of document
- Appropriate saving of file on hard disk or diskette
- Creation of directories and subdirectories

E. Print a document

- Selection of the appropriate functions
- Accurate number of copies printed
- Pages printed correctly



## MODULE 4: COMMUNICATING IN THE WORKPLACE

CODE: 980 552

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **communicate in the workplace.**

#### SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the principles of communication.
- Understand the importance of communication.
- Apply communication principles and techniques.
- Be aware of their strengths and weaknesses with respect to communication.

#### LEARNING CONTEXT

##### PHASE 1: General Principles of Communication

- Learning about the components of the communication process.
- Identifying obstacles to communication.
- Learning about the elements of effective communication.
- Learning about nonverbal communication.
- On the basis of personal or professional experiences, examining their way of communicating by becoming aware of their style, as well as their strengths and weaknesses.

## FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

### LEARNING CONTEXT

#### PHASE 2: **Teamwork**

- Learning how a team functions.
- Observing a work team and noting the importance of good communication.
- Learning about the main steps involved in problem-solving as a team.
- Experimenting with creative work techniques in a team.

#### PHASE 3: **Application of Communication Techniques in Different Work Situations**

- Role-playing normal and difficult situations with colleagues, superiors and clients, in which they must:
  - transmit information;
  - receive information;
  - consult a specialist on a topic;
  - give their opinion on a topic.

#### PHASE 4: **Evaluation of Their Way of Communicating**

- Listing their strengths and weaknesses with respect to their way of communicating with colleagues, superiors and clients.
- Listing the skills they acquired in this module.
- Indicating means of improving their communication skills.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Create an atmosphere of trust and openness.
- Make good use of role-playing and simulation techniques in learning situations representative of the workplace.
- Encourage students to express their views by moderating discussions.
- Provide students who have difficulty communicating with encouragement and support.
- Encourage students to try new behaviours.
- Organize group activities so that students may take turns participating in role-plays.
- Provide checklists to help students observe and analyze the learning situations.
- Help students evaluate their way of communicating and provide them with the appropriate materials (questionnaires or checklists).

### **PARTICIPATION CRITERIA**

PHASE 1:

- Consult the sources of information made available to them.
- Gather information.
- Examine their way of communicating.

PHASE 2:

- Agree to try different techniques for working in teams.
- Participate in the information activities.

PHASE 3:

- Show a desire to learn by participating seriously in the activities.
- Adopt a language level and behaviour appropriate to the context.
- Use observation and analysis instruments.
- Agree to play different roles.

PHASE 4:

- Present a report on their way of communicating.



## MODULE 5: TRANSLATION AND INTERPRETATION TECHNIQUES

CODE: 980 564

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use translation and interpretation techniques** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - doing a consecutive interpretation of a short message (general topic)
  - translating a short written message (general topic)
- Following the teacher's instructions

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation and interpretation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

- A. Use translation and interpretation techniques (modulation, adaptation, equivalence, transposition, borrowing, expanding and calque).
- B. Use techniques for dividing the message into translation units (functional, prosodical, semantic and dialectical).

**SPECIFIC PERFORMANCE  
CRITERIA**

- Correct use of translation and interpretation techniques
- Use of appropriate terminology
- Correct identification of translation and interpretation units
- Use of appropriate terminology

## MODULE 6: CONSECUTIVE INUTTITUT-ENGLISH INTERPRETATION

CODE: 980 576

Duration: 90 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do consecutive interpretation of a message from Inuttitut to English** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - doing consecutive interpretation of a message for 15 to 20 minutes

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of interpretation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the basic principles of elocution

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |  |  |
|--|--|
| A. Identify the important elements of a message.       | <ul style="list-style-type: none"> <li>- Correct identification of subject</li> <li>- Identification of main ideas</li> <li>- Identification of important details</li> <li>- Appropriate note-taking technique</li> </ul>  |
| B. Identify the interpretation units.                  | <ul style="list-style-type: none"> <li>- Appropriate identification of interpretation units</li> </ul>   |
| C. Use transfer techniques.                            | <ul style="list-style-type: none"> <li>- Faithful transmission of message</li> <li>- Selection of techniques appropriate to the context</li> </ul>   |
| D. Apply the conventions of English.                   | <ul style="list-style-type: none"> <li>- Correct use of parts of speech</li> <li>- Observance of rules of syntax and grammar</li> </ul>  |
| E. Observe vocal features.                             | <ul style="list-style-type: none"> <li>- Correct:               <ul style="list-style-type: none"> <li>• intonation</li> <li>• diction</li> <li>• prosody</li> </ul> </li> </ul>   |
| F. Adapt the message to the audience or the situation. | <ul style="list-style-type: none"> <li>- Use of appropriate vocabulary</li> <li>- Appropriate personalization of message</li> <li>- Judicious consideration of cultural, educational and social characteristics of the audience</li> <li>- Observance of social conventions</li> </ul> |



## MODULE 7: CONSECUTIVE ENGLISH-INUTTITUT INTERPRETATION

CODE: 980 586

Duration: 90 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do consecutive interpretation of a message from English to Inuttitut** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - doing consecutive interpretation of a message for 15 to 20 minutes

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of interpretation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the basic principles of elocution

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |  |  |
|--|--|
| A. Identify the important elements of a message.       | <ul style="list-style-type: none"> <li>- Correct identification of subject</li> <li>- Identification of main ideas</li> <li>- Identification of important details</li> <li>- Appropriate note-taking technique</li> </ul>  |
| B. Identify the interpretation units.                  | <ul style="list-style-type: none"> <li>- Appropriate identification of interpretation units</li> </ul>   |
| C. Use transfer techniques.                            | <ul style="list-style-type: none"> <li>- Faithful transmission of message</li> <li>- Selection of techniques appropriate to the context</li> </ul>   |
| D. Apply the conventions of Inuttitut.                 | <ul style="list-style-type: none"> <li>- Correct use of parts of speech</li> <li>- Observance of rules of syntax and grammar</li> </ul>  |
| E. Observe vocal features.                             | <ul style="list-style-type: none"> <li>- Correct:               <ul style="list-style-type: none"> <li>• intonation</li> <li>• diction</li> <li>• prosody</li> </ul> </li> </ul>   |
| F. Adapt the message to the audience or the situation. | <ul style="list-style-type: none"> <li>- Use of appropriate vocabulary</li> <li>- Appropriate personalization of message</li> <li>- Judicious consideration of cultural, educational and social characteristics of the audience</li> <li>- Observance of social conventions</li> </ul> |

## MODULE 8: SIGHT TRANSLATION

CODE: 980 594

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **sight-translate a written message** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - translating a 250-word document orally

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the basic principles of elocution

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Identify the topic of the document.

B. Identify the main ideas.

C. Transmit the message.

### SPECIFIC PERFORMANCE CRITERIA

- Correct application of overview technique
- Correct application of speed reading technique
- Correct identification of general ideas
- Identification of important details
- Faithful transmission of message
- Selection of appropriate transfer techniques
- Observance of vocal features :
  - intonation
  - diction
  - prosody
- Observance of the conventions of spoken language

## MODULE 9: TERMINOLOGICAL RESEARCH

CODE: 980 604

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do terminological research** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given a list of 20 words in English and Inuttitut
- Using reference materials (lexicon or dictionary)

#### GENERAL PERFORMANCE CRITERIA

- Correct identification of word element
- Correct interpretation of words

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

A. Analyze common Inuttitut words.

- Correct identification of their components:
  - roots
  - grammatical markers
  - affixes
- Correct identification of words

B. Analyze common English words.

- Correct identification of their components:
  - roots
  - grammatical markers
  - affixes
- Accurate understanding of words

C. Analyze English technical terms.

- Correct identification of:
  - word origin
  - root
  - grammatical markers
  - affixes

D. Compare the syntactic structure of Inuttitut and English.

- Correct identification of grammatical categories
- Correct identification of:
  - position of words in the sentence
  - meaning of the sentence

E. Apply Inuttitut rules of phonology.

- Correct pronunciation
- Correct spelling
- Correct use of:
  - assimilation rule
  - attenuation rule
  - insertion rule

## MODULE 10: RESEARCH ON A SPECIFIC TOPIC

CODE: 980 614

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do research on a specific topic** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Using reference materials
- Preparing five terminology records on a given topic

#### GENERAL PERFORMANCE CRITERIA

- Observance of the principles of terminological research

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE CRITERIA**

A. Gather documentation on a topic.

- Correct use of available resources
- Selection of appropriate documentation

B. Consult the documentation.

- Correct interpretation of documentation
- Correct classification of topics listed

C. Analyze the vocabulary specific to a given field.

- Appropriate classification according to field
- Cross-checking of English and Inuttitut words

D. Create a terminology file.

- Observance of the rules governing the creation of terminology files
- Satisfactory presentation of each record



## MODULE 11: ENGLISH-INUTTITUT TRANSLATION

CODE: 980 628

Duration: 120 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **translate a written message from English to Inuttitut** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - translating a 200-word document
- Using a word processing program

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of tone of original message

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Look over the document.
- B. Divide the text into translation units.
- C. Translate the message from the source language to the target language.
- D. Revise and proofread the translation.
- E. Produce the final document.

### SPECIFIC PERFORMANCE CRITERIA

- Accurate identification of field
- Complete research of unfamiliar terms
- Proper identification of translation units
- Proper use of translation techniques
- Respect for the original message in its entirety
- Systematic cross-checking of original and translated documents
- Correction of all:
  - spelling errors
  - grammatical errors
  - typographical errors
- Observance of original page layout in its entirety
- Observance of deadline

## MODULE 12: INUTTITUT-ENGLISH TRANSLATION

CODE: 980 638

Duration: 120 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **translate a written message from Inuttitut to English** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - translating a 200-word document
- Using a word processing program

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of tone of original message

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |   |   |
|---|---|
| A. Look over the document.  | <ul style="list-style-type: none"> <li>- Accurate identification of field</li> <li>- Complete research of unfamiliar terms</li> </ul>   |
| B. Divide the text into translation units.                                | <ul style="list-style-type: none"> <li>- Judicious identification translation units</li> </ul>  |
| C. Translate the message from the source language to the target language. | <ul style="list-style-type: none"> <li>- Judicious use of translation techniques</li> <li>- Respect for the original message in its entirety</li> </ul>   |
| D. Revise and proofread the translation.                                  | <ul style="list-style-type: none"> <li>- Systematic cross-checking of original and translated documents</li> <li>- Correction of all:               <ul style="list-style-type: none"> <li>• spelling errors</li> <li>• grammatical errors</li> <li>• typographical errors</li> </ul> </li> </ul> |
| E. Produce the final document.  | <ul style="list-style-type: none"> <li>- Observance of original page layout in its entirety</li> <li>- Observance of deadline</li> </ul>  |

## MODULE 13: ADAPTATION FROM ONE INUTTITUT DIALECT TO ANOTHER

CODE: 980 643

Duration: 45 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **adapt material from one Inuttitut dialect to another** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - adapting a 200-word document

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of adaptation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of tone of original message

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Select the items to be adapted.

B. Define the replacement items.

C. Produce the final document.

D. Transpose a text written in a syllabary into the Roman alphabet.

### SPECIFIC PERFORMANCE CRITERIA

- Correct identification of items to be adapted:
  - lexemes
  - morphemes
  - phonemes
- Systematic research of replacement items
- Judicious selection of replacement items
- Observance of original page layout
- Appropriate selection of diacritical marks
- Observance of conventions of the Roman alphabet
- Integration of replacement items

## MODULE 14: MEDICAL TRANSLATION AND INTERPRETATION

CODE: 980 654

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **translate and interpret in a medical context** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given documents representative of the medical field:
  - translating a 150-word text
- Using reference materials (lexicon and dictionary)

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the conventions of written language
- Observance of protocol used in medical establishments

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| A. Do terminological research.   | - Accurate interpretation of words   |
| B. Act as interpreter in discussions between doctor and patient regarding : <ul style="list-style-type: none"> <li>• first consultation</li> <li>• transmission of examination results</li> <li>• prescriptions</li> <li>• medical report</li> </ul> | - Use of appropriate medical terminology<br>- Correct pronunciation<br>- Faithful transmission of message<br>- Observance of limits of role of interpreter |
| C. Translate a medical document: <ul style="list-style-type: none"> <li>• prescription (dosage)</li> <li>• information pamphlet</li> </ul>   | - Use of appropriate medical terminology<br>- Respect for written message in its entirety<br>- Observance of conventions of written language               |



## MODULE 15: LEGAL TRANSLATION AND INTERPRETATION

CODE: 980 664

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **translate and interpret in a legal context** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given documents representative of the legal field:
  - translating a 200-word text
- Using reference materials (lexicon and dictionary)

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the conventions of written language
- Observance of legal protocol

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| A. Do terminological research.   | - Accurate interpretation of words   |
| B. Act as interpreter in discussions between: <ul style="list-style-type: none"> <li>• accused and judge;</li> <li>• accused, defense attorney and public prosecutor;</li> <li>• witness and judge.</li> </ul> | - Use of appropriate legal terminology<br>- Faithful transmission of message<br>- Observance of limits of role of interpreter              |
| C. Translate a legal document: <ul style="list-style-type: none"> <li>• information pamphlet</li> <li>• judicial proceedings</li> <li>• judgment</li> </ul>  | - Use of appropriate legal terminology<br>- Respect for written message in its entirety<br>- Observance of conventions of written language |

## MODULE 16: OFFICE TASKS

CODE: 980 672

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform office tasks** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - using an electronic mail system
  - using office equipment

#### GENERAL PERFORMANCE CRITERIA

- Observance of record management procedures
- Application of appropriate procedures

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

- A. Determine priorities.
- B. Keep a filing system up to date.
- C. Use office equipment and electronic systems.
- D. Maintain the necessary inventory.

**SPECIFIC PERFORMANCE CRITERIA**

- Clearly defined priorities
- Appropriate record management (manual or electronic)
- Correct use of the following equipment and systems:
  - fax-modem
  - photocopy machine
  - electronic mail
  - telephone
- Appropriate supply of material resources

## MODULE 17: EDUCATIONAL TRANSLATION AND INTERPRETATION

CODE: 980 684

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **translate and interpret in an educational context** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given documents representative of the field of education:
  - translating a 200-word text
- Using reference materials (lexicon and dictionary)

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the conventions of written language

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| A. Do terminological research.  | - Accurate interpretation of words  |
| B. Act as interpreter in discussions between: <ul style="list-style-type: none"> <li>• teacher and parent;</li> <li>• student and principal.</li> </ul>           | - Use of appropriate educational terminology<br>- Faithful transmission of message<br>- Observance of limits of role of interpreter   |
| C. Translate an educational document: <ul style="list-style-type: none"> <li>• program of study</li> <li>• administrative document</li> <li>• textbook</li> </ul> | - Use of appropriate educational terminology<br>- Faithful transmission of message<br>- Observance of conventions of written language |

## MODULE 18: TRANSLATION AND INTERPRETATION IN THE SOCIAL SERVICES

CODE: 980 694

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **translate and interpret in a social services context** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given documents from the field of social services:
  - translating a 200-word text
- Using reference materials (lexicon and dictionary)

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of translation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the conventions of language
- Observance of social services protocol

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| A. Do terminological research.  | - Accurate interpretation of words   |
| B. Act as interpreter in discussions between: <ul style="list-style-type: none"> <li>• psychologist and beneficiary;</li> <li>• director, social worker and beneficiary.</li> </ul> | - Use of social services terminology<br>- Faithful transmission of message<br>- Observance of limits of role of interpreter                          |
| C. Translate a social services document: <ul style="list-style-type: none"> <li>· information pamphlet</li> </ul>   | - Use of appropriate social services terminology<br>- Respect for written message in its entirety<br>- Observance of conventions of written language |



## MODULE 19: MANAGING A SMALL TRANSLATION FIRM

CODE: 980 704

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use techniques related to the management of a small translation firm** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - filling out a form
  - entering accounting data

#### GENERAL PERFORMANCE CRITERIA

- Observance of commonly accepted management procedures
- Neatness of documents

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| A. Prepare the documents required to register a business. | - Observance of registration procedures   |
| B. Promote the services of a business.                    | - Use of relevant techniques  |
| C. Negotiate a translation or interpretation contract.    | - Observance of current conventions   |
| D. Plan the activities of the business.                   | <ul style="list-style-type: none"> <li>- Assignment of a contract to a translator/interpreter</li> <li>- Accurate evaluation of time required to complete a contract</li> </ul> |
| E. Keep the accounting up to date.                        | <ul style="list-style-type: none"> <li>- Appropriate production of invoices</li> <li>- Accuracy of entries in books</li> </ul>  |
| F. Fill out forms.  | - Careful preparation of documents  |

## MODULE 20: SIMULTANEOUS INTERPRETATION

CODE: 980 718

Duration: 120 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do simultaneous interpretation of a message** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Given situations representative of the workplace:
  - doing simultaneous interpretation of a message for 20 minutes

#### GENERAL PERFORMANCE CRITERIA

- Observance of the basic principles of interpretation:
  - faithfulness to original message
  - consistency with respect to vocabulary
  - idiomatic usage of language
- Observance of the basic principles of elocution

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |  |   |
|--|---|
| A. Listen selectively.   | <ul style="list-style-type: none"> <li>- Correct identification of subject</li> <li>- Identification of important ideas</li> <li>- Identification of important details</li> </ul> |
| B. Use transfer techniques.  | <ul style="list-style-type: none"> <li>- Faithful transmission of message</li> <li>- Selection of technique appropriate to the message</li> </ul>                                 |
| C. Apply the conventions of Inuttitut and English.   | <ul style="list-style-type: none"> <li>- Correct use of parts of speech</li> <li>- Observance of rules of spoken language</li> </ul>  |
| D. Observe vocal features.   | <ul style="list-style-type: none"> <li>- Correct :               <ul style="list-style-type: none"> <li>• intonation</li> <li>• diction</li> <li>• prosody</li> </ul> </li> </ul> |
| E. Adapt a message to the audience and the situation.  | <ul style="list-style-type: none"> <li>- Use of appropriate vocabulary</li> <li>- Personalization of message</li> </ul>   |
| F. Use audio equipment : <ul style="list-style-type: none"> <li>• headphones</li> <li>• microphone</li> <li>• tape recorder</li> </ul> | <ul style="list-style-type: none"> <li>- Effective use of equipment</li> </ul>  |

## MODULE 21: JOB SEARCH TECHNIQUES

CODE: 980 722

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **use job search techniques**.

#### SPECIFICATIONS

During this module, the students will:

- Become familiar with the different aspects of a job search.
- Consult sources of information.
- Prepare documents related to a job search.
- Plan their job search.
- Contact businesses.

#### LEARNING CONTEXT

##### PHASE 1: Preparation of the Job Search

- Learning about the steps involved in a job search.
- Learning about the sources of information relevant to a job search.
- Learning about the hiring criteria of different types of businesses.
- Making a list of potential employers and clients.
- Practising interview techniques.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Application of a Job Search Plan**

- Planning the steps in their job search.
- Writing a résumé and a letter of introduction.
- Carrying out their job search plan.
- Keeping a log of their job search and the steps taken.

#### **PHASE 3: Evaluation of the Procedures and Techniques Used**

- Referring to their log, commenting on the relevance of the documents used and the effectiveness of the steps taken.

### **INSTRUCTIONAL GUIDELINES**

The teacher should :

- Provide students with material resources and examples to assist them with their job search.
- Explain to students how to use the reference materials.
- Orient the students toward resource people who can help them in their job search.
- Ensure follow-up throughout the activity.
- Encourage students to share their opinions and cooperate on the project.
- Encourage a personalized, autonomous approach.

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
SITUATIONAL OBJECTIVE**

**PARTICIPATION CRITERIA**

**PHASE 1:**

- Consult the sources of information made available to them.
- Gather information.

**PHASE 2:**

- Write a letter of introduction and a résumé following the rules of presentation, including information on their work experience, training and competencies, as well as more personal information and interests.
- Keep a log containing information on their job search plan, as well as a description of each of the steps taken.

**PHASE 3:**

- Write a realistic, coherent report on their experience.





## MODULE 22: ENTERING THE WORK FORCE

CODE: 980 734

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **enter the work force.**

#### SPECIFICATIONS

During this module, the students will:

- Become aware of their role in a company.
- Perform tasks in the workplace.
- Become aware of the changes in their perception after their practicum.

#### LEARNING CONTEXT

##### PHASE 1: Preparation for the Practicum

- Gathering information on practicum procedures.
- Learning about the organization of the company.
- Situating themselves in the organization of the company.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: The Practicum**

- Observing the work context.
- Performing or participating in various occupational tasks.
- Enquiring whether the practicum supervisor is satisfied with their performance.
- Noting their observations on the work context and on the tasks performed in the company.

#### **PHASE 3: Comparison of Their Initial Perception with the Actual Work Situation**

- Comparing their perception of the occupation before and after the practicum.
- Evaluating the consequences of their experience on their choice of a future job.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Maintain close cooperation between the school and the company.
- Make it possible for students to observe and perform occupational tasks.
- Make sure students are supervised by someone in the company.
- Ensure the periodic support and supervision of students.
- Intervene in the case of difficulties or problems.
- Encourage students to share their opinions among themselves, especially when comparing their initial perception of the occupation with the actual work situation.

<p style="text-align: center;"><b>FIRST-LEVEL OPERATIONAL OBJECTIVE</b> <b>SITUATIONAL OBJECTIVE</b></p>
<p><b>PARTICIPATION CRITERIA</b></p> <p>PHASE 1:</p> <ul style="list-style-type: none"><li>- Gather information on the practicum and the organization of the company.</li><li>- Describe the tasks to be performed by the trainee.</li></ul> <p>PHASE 2:</p> <ul style="list-style-type: none"><li>- Respect company rules regarding activities trainees are permitted to perform, as well as work schedules and rules of ethics.</li><li>- Note their observations on at least five aspects of the work context and the tasks performed during the practicum.</li></ul> <p>PHASE 3:</p> <ul style="list-style-type: none"><li>- Summarize their experience in the workplace, indicating the consequences it will have on their choice of a future job.</li></ul>



