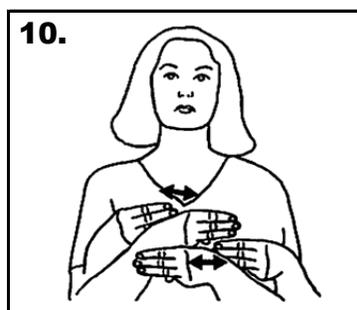
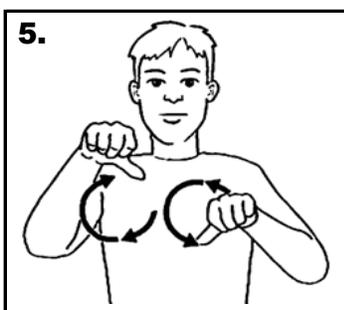
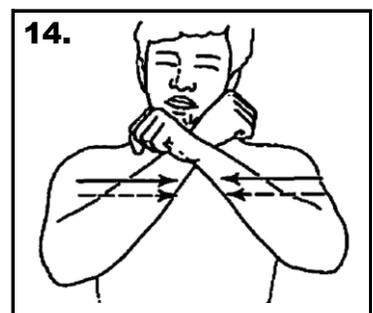
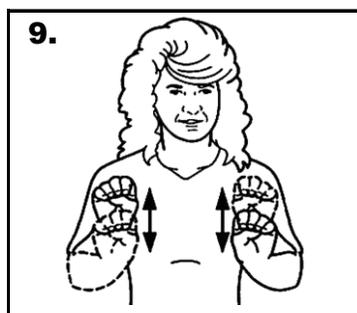
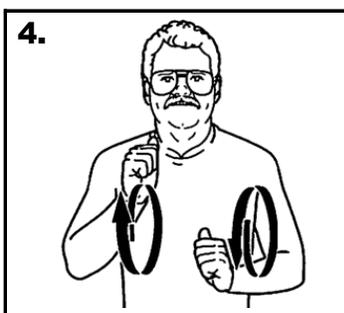
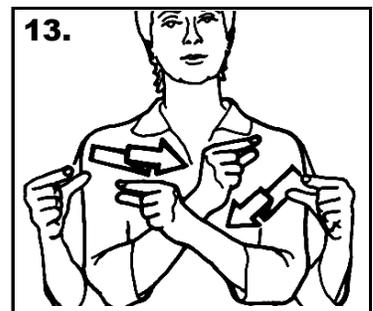
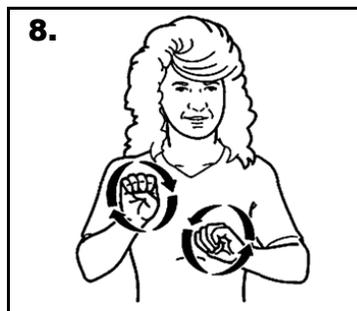
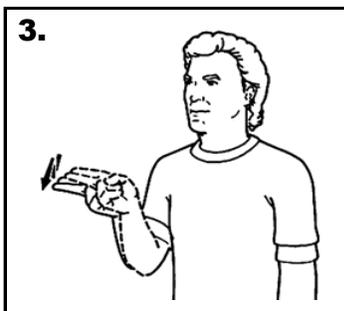
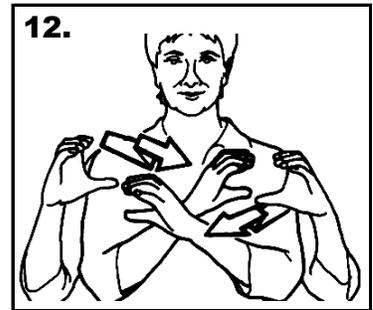
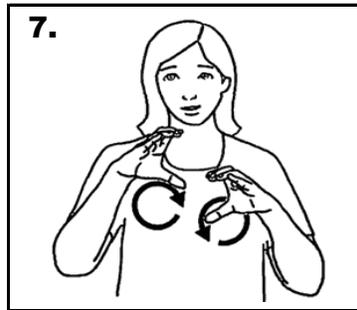
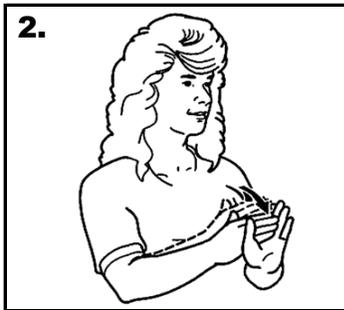
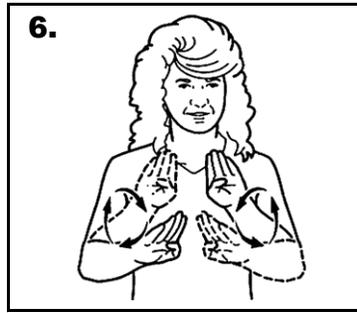
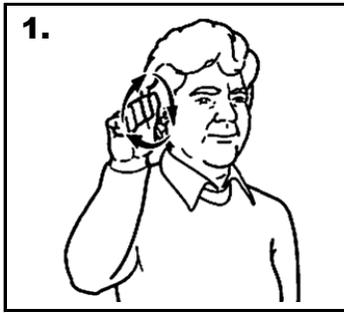
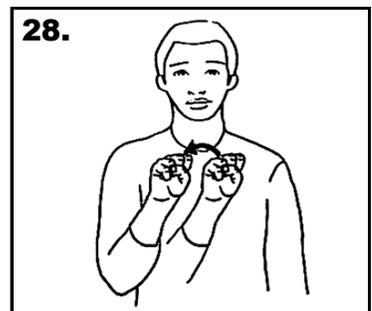
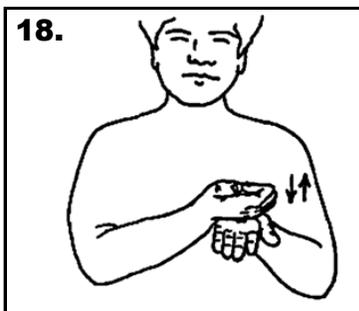
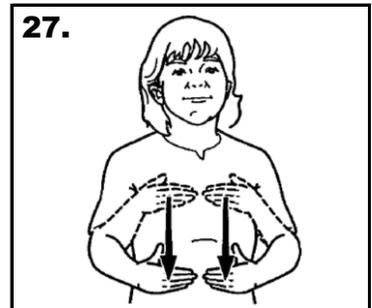
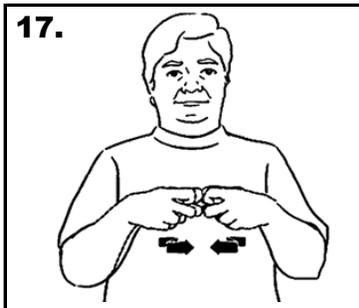
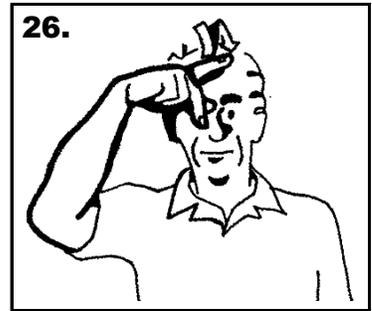
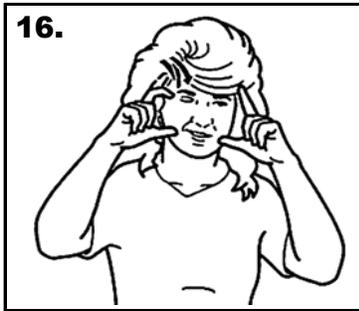


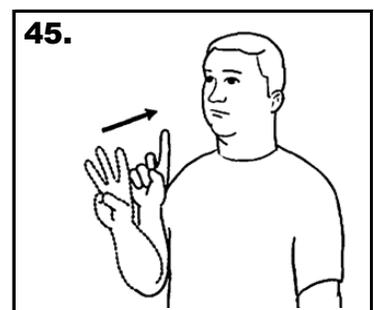
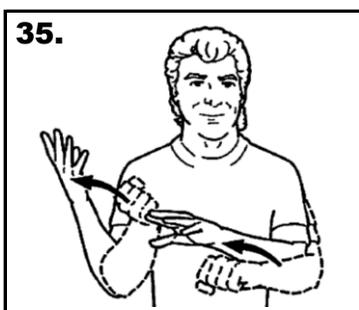
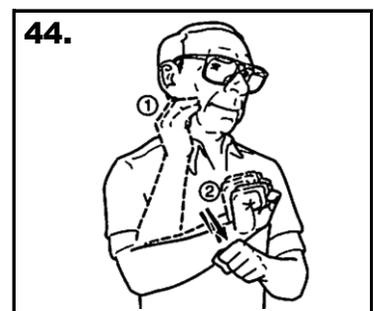
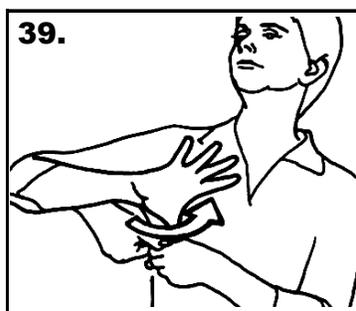
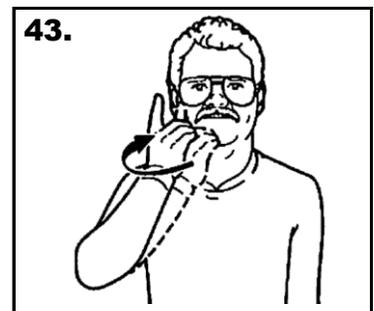
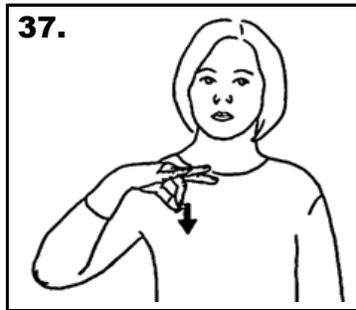
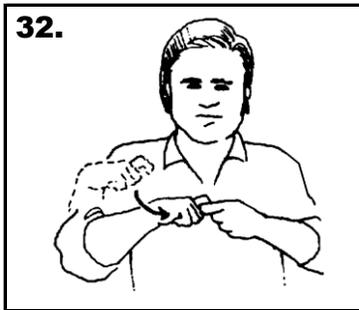
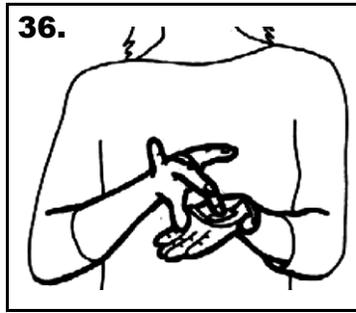
20 - Education (Part 2)



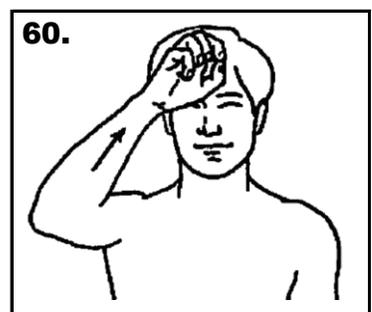
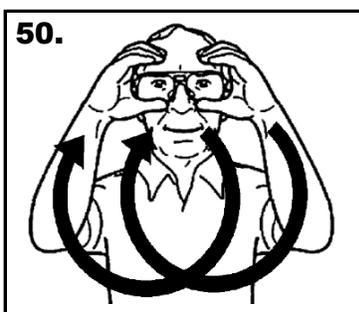
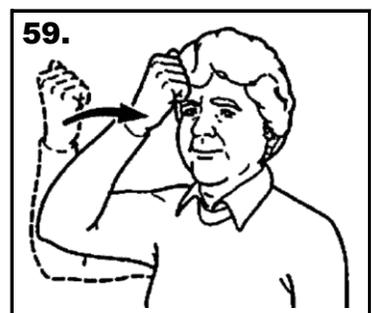
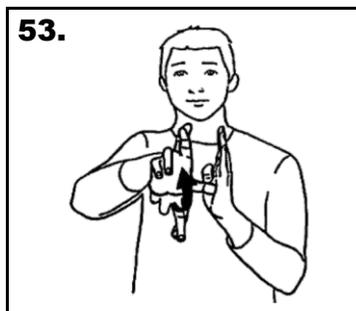
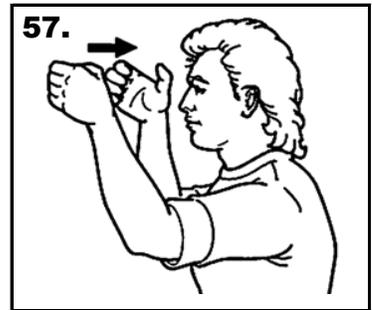
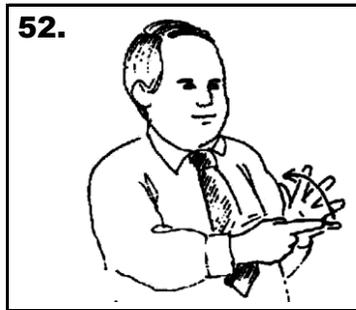
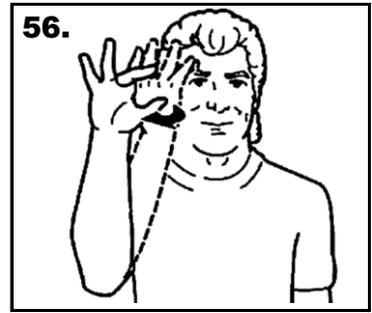
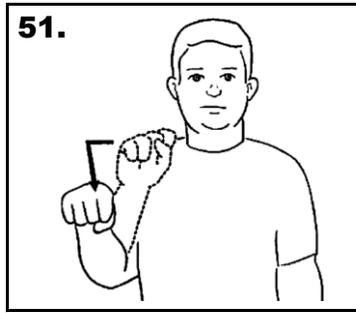
20 - Education (Part 2)



20 - Education (Part 2)



20 - Education (Part 2)



Chapter 20: Education (Part 2)

1. audiology
2. psychology
3. history
4. act, drama, theater, play, perform
5. science
6. biology
7. chemistry
8. experiment
9. evaluate
10. math
11. algebra
12. calculus
13. geometry
14. statistics
15. trigonometry
16. photography, camera, take a picture
17. physics
18. economics, economy
19. engineer, architect
20. print, publish, newspaper, journalism
21. art, draw, illustrate
22. music, song
23. poetry (hearing)
24. poetry (asl)
25. earth, planet, geography
26. philosophy
27. body, anatomy
28. social studies, social security
29. business, busy
30. exercise, gym, workout
31. English, England
32. Spanish
33. French, France
34. discuss, debate, talk about
35. throw out, get rid of, expelled
36. kicked out of, thrown out of, expelled
37. credits, benefit, profit
38. skill, good at, talent, proficient, fluent
39. unskilled, incompetent, not good at, moron
40. expert
41. lecture, speech, presentation
42. read-lips, speech, oral
43. dorm
44. homework
45. withdraw
46. story, narrative
47. cheat
48. cheat
49. cheat
50. all-nighter, awake all night
51. semester
52. review, go over
53. review, go over
54. immersed, deeply engaged, really involved
55. smart, intelligent, brilliant, clever
56. smart, intelligent, brilliant, clever
57. genius, to know a lot
58. ignorant
59. dumb, stupid, idiot
60. know nothing

Grammar & Deaf Culture:

Chapter 20: *Education (Part 2)*



TYPES OF INTERPRETING



Consecutive interpreting:

The interpreter waits until the speaker is finished before interpreting, and vice versa.

- works best for small groups or one-on-one conversations.

PROS

- More processing time
- Better understanding of the concept and intent
- More like a conversation
- With both parties able to speak uninterrupted by an interpreter.



CONS

- Usually takes about twice the amount of time
- Cannot be done in many interpreting situations where large groups are present

Consecutive Interpreting: Where?

This type of interpreting is a popular option during both formal and informal occasions.

These include:

- **ANY Legal assignments (MUST be Consecutive)**
- HR meetings
- Parent-teacher conferences
- Client-attorney meetings
- Medical consultations



Simultaneous Interpreting :

Interpretation is transmitted to in real time as the original message.

PROS

- Usually takes less time since the interpreter does NOT have to wait

CONS

- LESS processing time
- Misinterpretations (or mis-cues) are more likely
- Does not allow for efficient interruptions by either client



Simultaneous Interpreting: Where?

Primarily used in formal or large group settings, where one person is speaking in front of an audience, rather than in conversational environments.

These events can include:

- Conferences
- Church services
- Business or board meetings
- Training sessions
- Lectures and presentations



Telephone Interpreting:

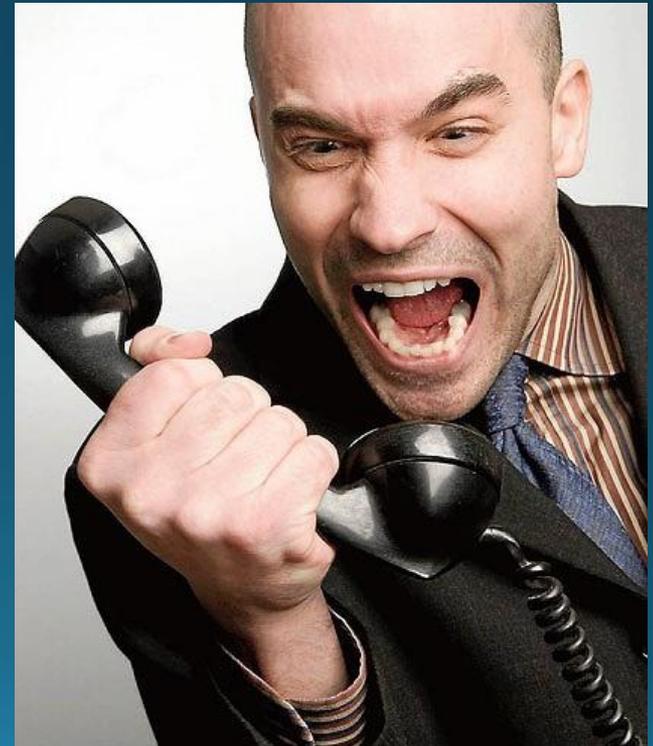
- An interpreter makes a phone call with a Deaf person present
- When someone picks up, the interpreter explains a Deaf person is making this call through an interpreter
- **Additional information is usually signed** such as tone, background noise, or other information gained from hearing the phone call

PROS

- Gives access to the phone for the Deaf person
- Immediate information may be given or received if needed

CONS

- **Can be difficult to interpret because Hearing Norms are followed**
- Visual information is not present, all information (tone, background noise) relies on only on auditory



Team Interpreting

Team interpreting refers to interpreting situations where **two or more** interpreters are working together with the goal of creating **ONE interpretation**, capitalizing on each other's strengths, and supporting each other for consistency and success.



When is a Team Needed?

There may be a need for a team interpreter due to:

- length of assignment
- complexity of material
- pacing of speaker
- multiple speakers
- working with a Deaf-Blind consumer
- need to copy sign questions from the audience.
- unique deaf consumer



Team Interpreting Example: Multiple Speakers

LIVE IN ASL

FIRST 2020 PRESIDENTIAL DEBATE



PRESIDENTIAL DEBATE

far is simply a lie. I'm not here to call out his lies. Everybody knows he is a liar

DPAN.TV
THE SIGN LANGUAGE CHANNEL



TRUMP



BIDEN



MODERATOR

Team Interpreting Terminology

In a team interpreter scenario, the interpreter who is currently active is called the “**primary interpreter**” while the other interpreter is called the “**support interpreter.**”

People also refer to them as:

- the “**on interpreter**” & the “**off interpreter**”
- the “**hot seat**” and the “**cold seat**”



Feeding

“**Feeding**” refers to the actions of the support interpreter providing information to the primary interpreter needed for an accurate interpretation.

This can include:

- Missed information
- Corrections
- Environmental information



Feeding

A support interpreter may feed information when asked by the primary interpreter **OR** when not asked but sees a need to feed.

If the information that was fed was not used immediately, it may mean:

- the **feed was not heard** (does the interpreter need a visual or tactile cue to signal that a feed is coming?)
- the **volume was too low**, or the **signing not seen**
- the information **may be incorporated later**

But, ultimately, the decision as to if, how, and when the feed will be used is the **active interpreter's**.

Switching when Teaming

- The team should **come to an agreement** as to what time intervals switching should occur (standard is every 20 minutes)
- It is the responsibility of the support interpreter to **monitor to the time** to know when to “jump in.” The active interpreter is involved in the complex process of interpreting and cannot do this.
- It may be appropriate to wait a few additional moments for the interpreter to **complete the current “thought”** before switching.

Switching (cont.)

- The support interpreter should **stand and move a few feet away** from the active interpreter indicating they are ready to switch.
- The active interpreter should **complete the current thought** being interpreted and leave the active seat once completed.



Group Discussion Interpreting

Interpreters are sometimes required to interpret a group discussion. *Best practice?*

- Point to who is speaking before interpreting
- Body Shifting may also be appropriate

REMEMBER: As Interpreters, we regulate turn taking and intended goals

- Proper time to ask questions
- Proper time to comment
- Paraphrasing source is sometimes appropriate if concept and intended goal is the same



Shadow Interpreting

A type of interpreting where interpreters will “shadow” performers on stage interpreting each actor in ASL during a theatrical performance so that the audience can experience the visual details of a play while not missing the dialogue.



Certified Deaf Interpreter

A Certified Deaf Interpreter (**CDI**) is an individual who is Deaf or hard of hearing and has been certified by the Registry of Interpreters for the Deaf as an interpreter.

They usually work together with a hearing interpreter to provide unique and additional skills during the interpretation process in specific situations.



Certified Deaf Interpreter

DEAF INTERPRETING THE PROCESS:

HEARING
PERSON



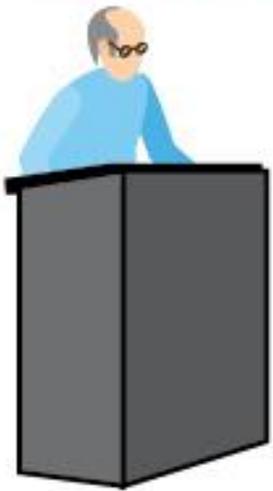
INTERPRETER



DEAF
INTERPRETER



DEAF
PERSON



HEARING
PERSON



INTERPRETER



DEAF
INTERPRETER



DEAF
PERSON



Specialized training/experience

In addition to excellent general communication skills and general interpreter training, the CDI may also have:

- **specialized training** and/or experience in use of gesture, mime, props, drawings and other tools to enhance communication
- an **extensive knowledge** and understanding of deafness, the deaf community, and/or Deaf culture
- have **excellent communication skills**, bringing added expertise into both routine and uniquely difficult interpreting situations.

When is a CDI Needed?

A CDI may be needed when the communication mode of a Deaf consumer is so unique that it cannot be adequately accessed by interpreters who are hearing.



Some such situations may involve individuals who:

- Use non-standard signs or gestures such as those commonly referred to as “home signs” which are unique to a family
- Use a foreign sign language

When is a CDI Needed? (cont.)

- **Have minimal or limited communication skills**
- **Are deaf-blind or deaf with limited vision**
- **Use signs particular to a given region, ethnic or age group**
- **Have characteristics reflective of Deaf Culture not familiar to hearing interpreters**
- **In cases where a standard hearing interpreter has not been able to provide effective and accurate interpretation**

Tri-Lingual Interpreters:

Interpreters who are fluent in three (TRI) languages.

- **Most often interpret between ASL, English, and another language**
- Similar to bi-lingual interpreting, the interpreter should be knowledgeable in ALL languages and cultures



Educational Interpreting

Requires **additional knowledge** and skills relevant to children. K-12 educational interpreters, whose job it is to help make education accessible for deaf or hard-of-hearing students, are part of **a complex system**. Simply knowing ASL does not qualify an individual to be an interpreter. If interpreters are not highly qualified, they cannot provide students with access to an appropriate education.



Needs Vary

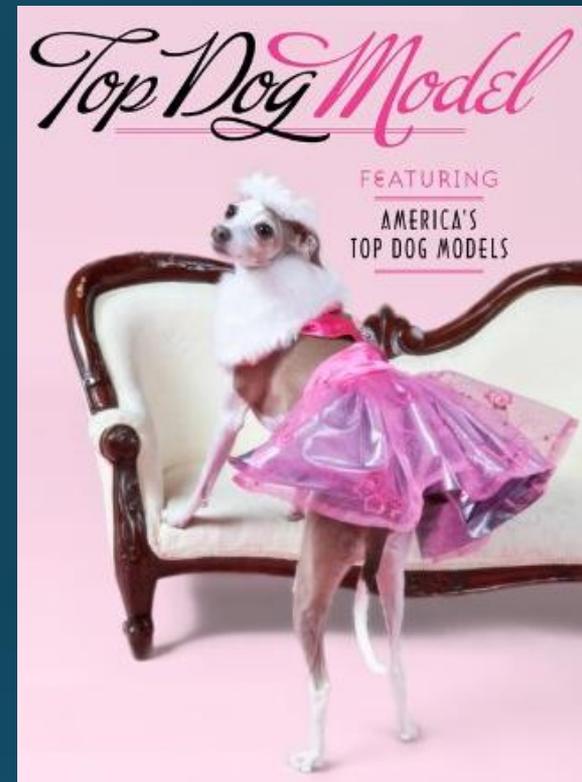
In the classroom, the instructional content varies significantly according to grade level.

- **In the primary grades**, the interpreter needs a broad basic knowledge of the subject areas such as mathematics, social studies and language arts, and should have an understanding of child development.
- **At the secondary level**, the interpreter needs sufficient knowledge and understanding of the content areas to be able to interpret highly technical concepts and terminology accurately, as well as, be prepared to support the educational team in educational transitioning.

Language Model

Children in all cultures learn language through social interaction in meaningful situations. In order to learn, a child must have multiple opportunities to interact with people **fluent in the language** they are learning.

It is common for deaf children to enter school with a language delay and below average skills. They must continue learning language, using the interpreter as a **language model**.



Language Model

For this reason, the more **experienced** and **qualified** interpreters should be placed in a **primary** educational setting to best accomplish the goal of appropriate language modeling.



Modeling through Interaction

Research shows that interaction is essential for language learning. Interpreting alone is merely a model that the students watches, but does not actually interact with. Experts do not believe that watching interpretations of language during a lecture will actually lead to significant language learning. **Communicating with the child directly**, rather than interpreting for the teacher, is vital for successful language modeling. However, it is important that the interpreter have excellent ASL and English communication skills. A child cannot learn language when the adult role models are not fluent.

REVIEW

- CDI
- consecutive interpreting
- educational interpreting
- feeding
- group discussion interpreting
- intended goals
- language model
- primary vs. secondary Skills
- shadow interpreting
- simultaneous interpreting
- switching when teaming
- team interpreting
- telephone interpreting
- trilingual interpreting
- turn taking regulation

