

Interpreter Training



OBJECTIVES OF TRAINING

Participants will be able to describe:

- The training an interpreter requires
- Characteristics of educators and trainers responsible for the training of interpreters



How do you train interpreters

Is your country ready for training interpreters?



SO YOU WANT TO CREATE AN INTERPRETER PROGRAM...

Step one:

- Situational analysis of country or region
- Deaf community and interpreters with community-based researcher

Questions to ask:

- Is the signed language of the country documented effectively?
- Is there an educational institution that is a partner for a deaf studies and interpreter program?
- Local or regional program – capacity for on-going feed?
- Have we reviewed 2017 WASLI Education Task Group Guidelines?

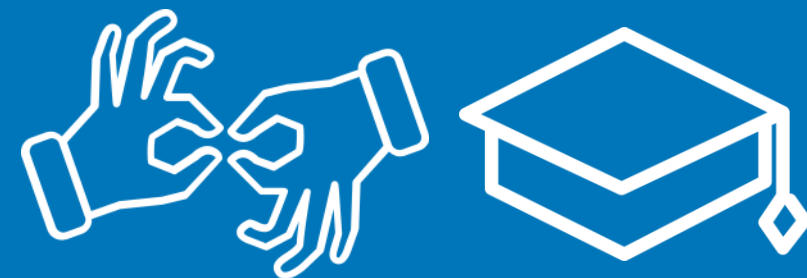


SIGNS OF GLOBAL PROFESSIONALISM

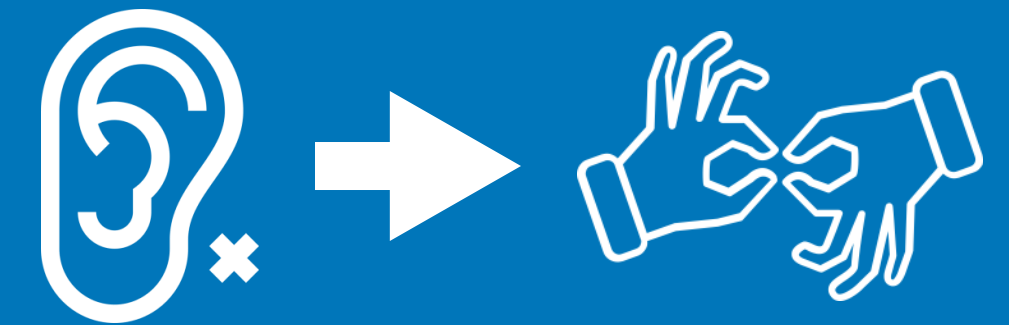
Deaf people
human rights



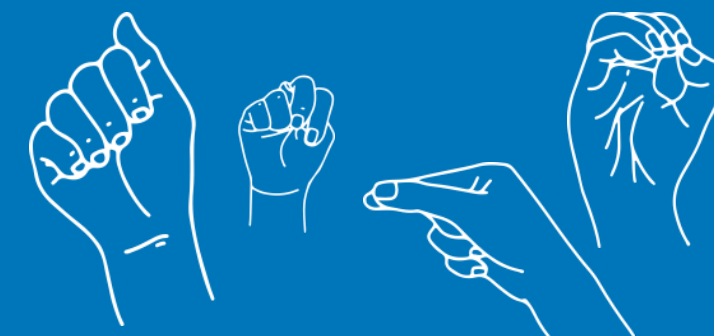
Formal interpreter
education programs



Collaboration deaf
organizations and
interpreters



Sign language
research



HUMAN RIGHTS ARE LINGUISTIC RIGHTS

- UN Convention on the Rights of Persons with Disabilities
 - 5 articles that include sign language
 - Deaf interpreters? Access to employment and training?
- Human rights legislations
- Important: Deaf community training



TOOLS: INTERPRETER EDUCATION

WASLI Philosophy

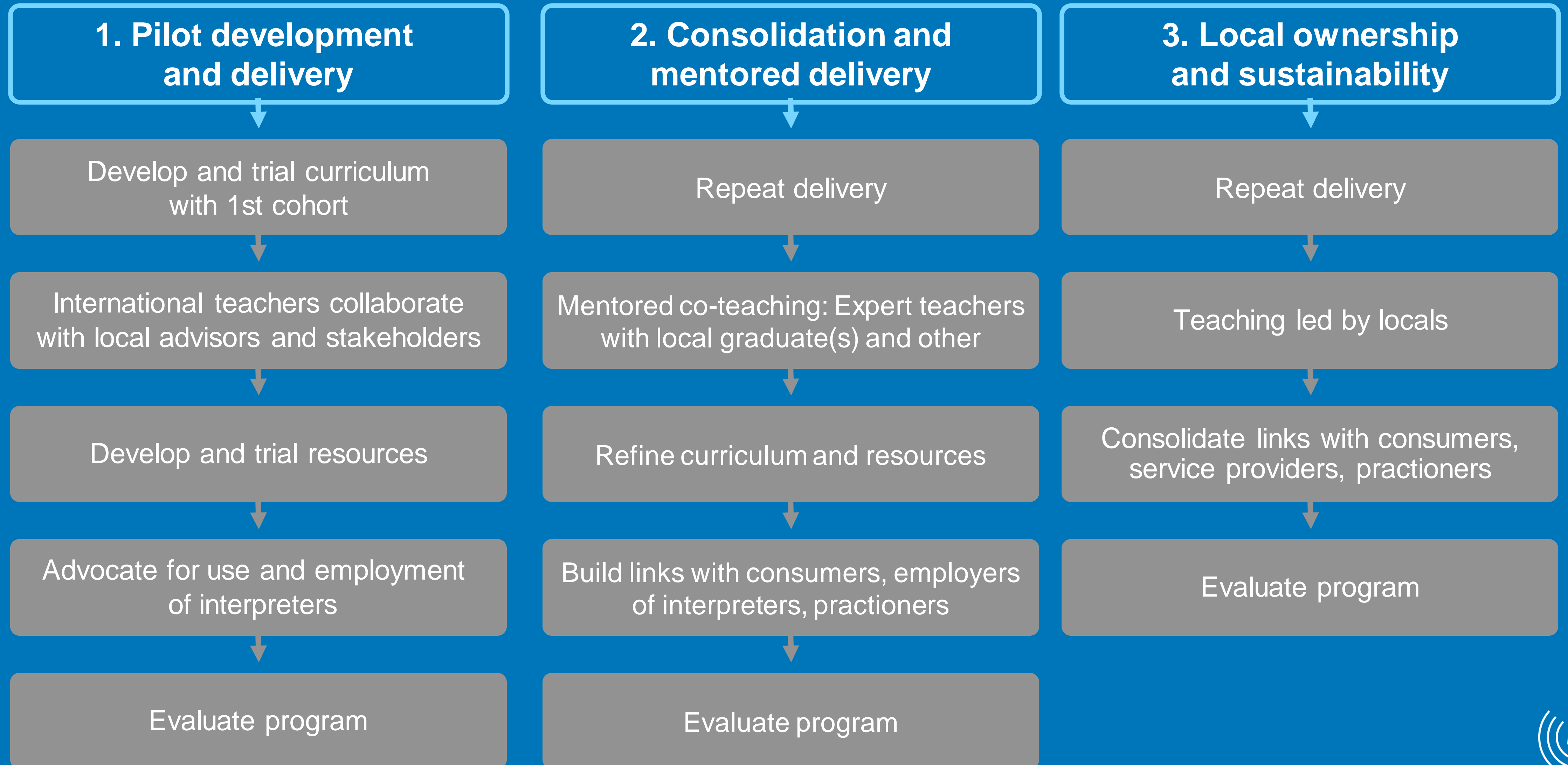
<http://wasli.org/wp-content/uploads/2013/07/WASLI-Philosophy-Statement-23-May-09.pdf>

Educational Guidelines

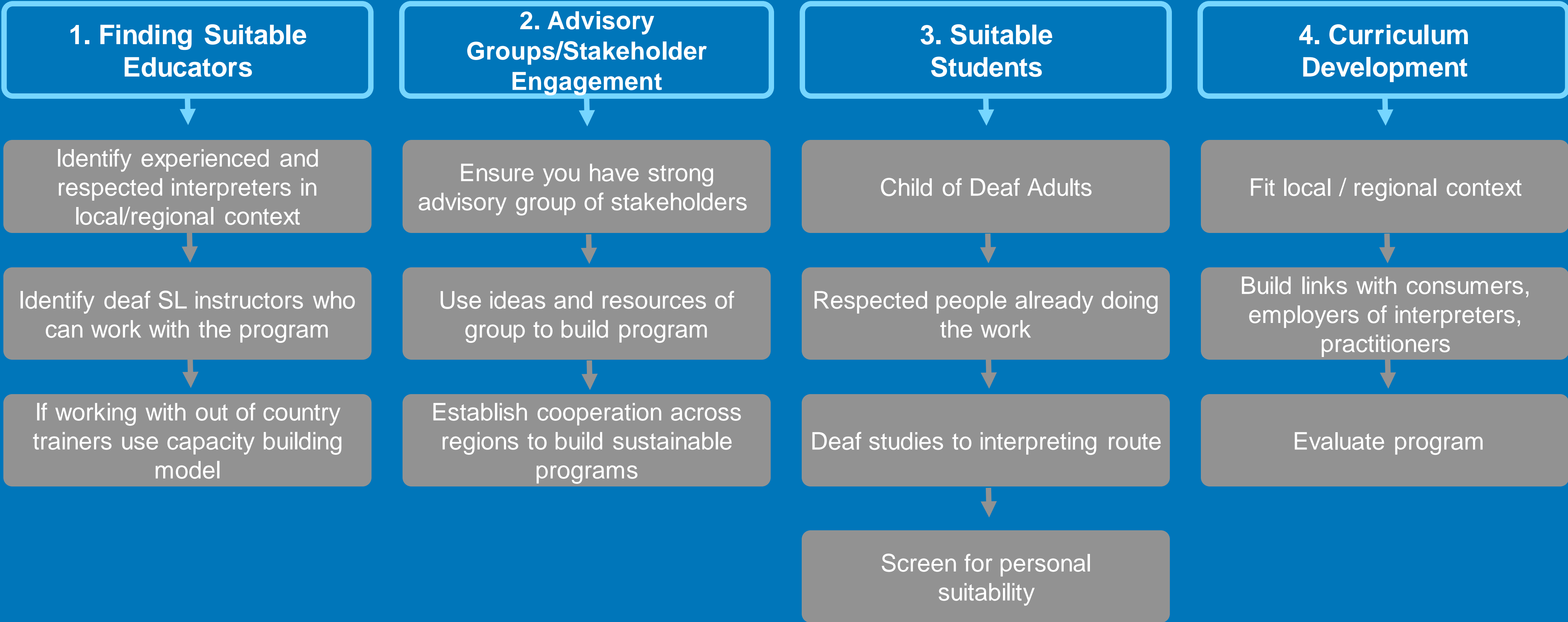
<http://wasli.org/wp-content/uploads/2013/07/WASLI-Interpreter-Guidelines.pdf>



WASLI EDUCATION GUIDELINES



CHALLENGES IN SETTING UP PROGRAMS



ACTIVITY 6: SO HOW DO I GET STARTED?

With an elbow partner:

- If your country does not have an interpreter program, how can you become a better interpreter?



PATHWAYS TO EDUCATION

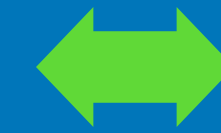
Short term workshops

- Language known
- Interpreting: Deaf community owned



Series of components

- Shorter program
- Cohesion among blocks of learning
- Work and learning



University based programs

- Diplomas
- Undergraduate
- Service learning with deaf community
- MA and PhD

SKILLS NEEDED BY EDUCATORS AND TRAINERS

- **Experience+++**
 - Teaching and planning training events
 - Local and out of country teachers
 - work collaboratively
- **Respect for all learners**
- **Ability to collaborate with diverse team of trainers, both deaf and hearing**
 - Understand how to teach L2 learners
- **Language Teachers**
 - Fluent in national sign language
 - Understand how to teach SL
- **Interpreting Teachers**
 - Experience as interpreter
 - Certified (if country has certification)
 - Understand how to teach and sequence activities from translation, consecutive, and simultaneous interpreting

TRAINING BUILDING BLOCKS

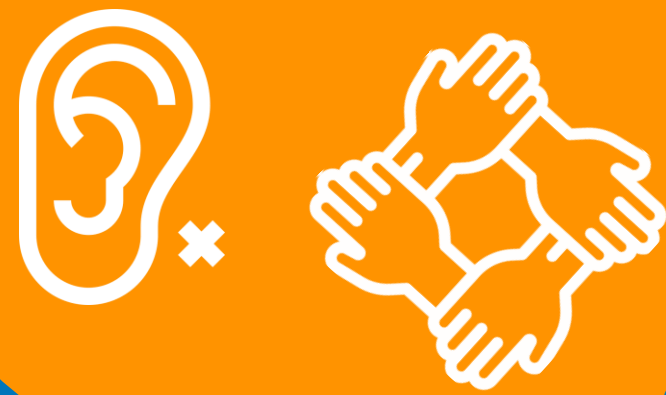
- Language Fluency
 - Sign language and spoken language
- Intercultural Competencies
 - Respect for all cultures
- Communication Competencies
 - Deaf community and culture
 - Majority and Minority communities
 - Collaborating with deaf communities and associations
- Interpreting Competencies
 - Understanding of language and interaction
- Ethical Competencies
 - Decision-making and ethics
 - Problem-solving

STEPS IN SIGN LANGUAGE TRAINING

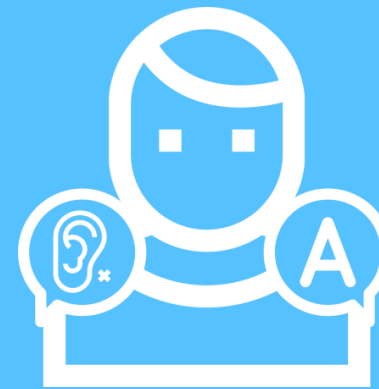


STEPS IN SIGN LANGUAGE TRAINING

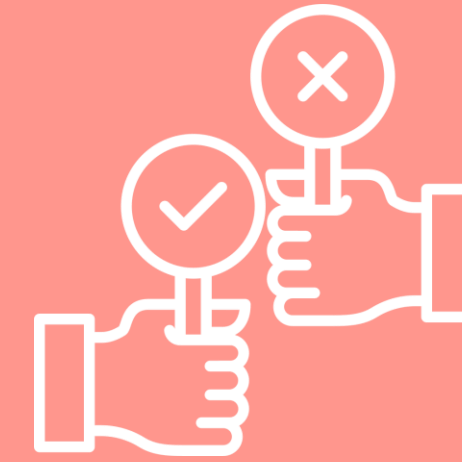
Intercultural
communication



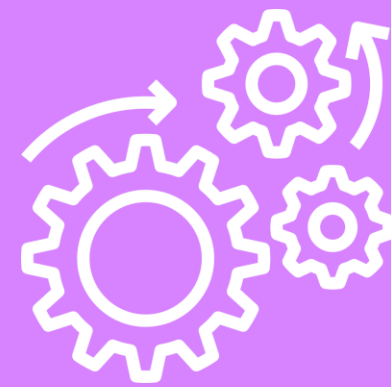
Co-interpreting



Ethics and
decision making



Interpreting
skills and
techniques

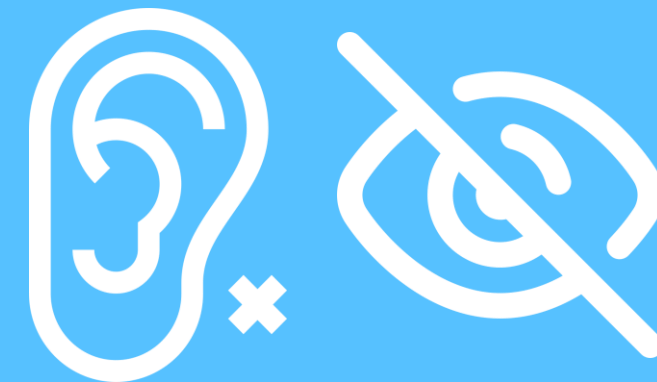


STEPS IN SIGN LANGUAGE TRAINING

Preparing
for interpreting



Local needs:
Deafblind?



Critical
reflection



Practicums



WHO SHOULD TEACH?

- Just because you are a:
 - Great signer
 - Great interpreter
 - Doesn't mean you are a great teacher
- Need knowledge of how to structure training, build curriculum
- Find local support - universities



WHO SHOULD TEACH?

- Build curriculum
- Training teachers
- Work with materials available in language of your country
- If English is known, many resources
- Ensure curriculum suits YOUR country, and your stage of development



STEPS IN SIGN LANGUAGE TRAINING



SUGGESTED READINGS

- WASLI Role of the Interpreter
- WASLI Educational Training Guidelines
- Janzen, Terry, and Donna Korpiniski. 2005. Ethics and Professionalism in Interpreting. In Terry Janzen (Ed.), Topics in Signed Language Interpreting: Theory and Practice. Amsterdam/Philadelphia: John Benjamins. 165-199.
- Russell, D., & Stone, C., (accepted for publication). International Perspectives on Language Interpreting. In: Jan Humphrey and LeWana Clark, eds. So you want to be an interpreter. H & H Publishing: Amarillo, TX.
- Russell, D. (2018). International perspectives on interpreting: Isn't everything just like at home?. In Len Roberson and Sherry Shaw (Eds.) Signed Language Interpreting in the 21 Century. pp. 173-198. Gallaudet University Press: Washington DC.
- Russell, D. (2017). Deaf/non-deaf Interpreter Teams: The complexity of professional practice. In Christopher Stone & Lorraine Leeson (Eds.) Interpreting and the Politics of Recognition. Routledge: New York City

<https://www.mtapractice.com/2017/01/10/professional-ethics-interpreters/>