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WORKSHOP DESCRIPTIONS FOR JANICE H. HUMPHREY, ED.D., CSC, COI

LANGUAGE AND INTERPRETING DEVELOPMENT

Application of ASL Detail: Expansion Techniques

Working between English and ASL requires interpreters to be sensitive to the divergent ways information is conveyed in each language/culture. Whereas English specializes in implied information, as well as jumping from one time-frame to another while communicating, the visual demands of ASL required interpreters to apply expansion techniques, as well as “real-time sequencing” of information and events. In this workshop, participants will review the divergent approaches of conveying information in both languages, identify where and why linguistic expansions or reductions are required, and apply this information to hands-on/voice-up practice in a range of texts.

Discourse Markers: The Glue of Communication

All languages use linguistic cohesive techniques to render messages that make sense. These techniques allow a speaker/signer to:

- correct something that was stated in error or unclearly
- add an example or clarifying explanation to something the audience may not have understood when first presented
- link what might seem like disconnected details in a presentation
- connect related elements of a complex idea
- among a number of other functions!

These linguistic elements are essential if participants are to comprehend the overall presentation, as well as accurately predict where the signer/speaker is going in their lecture even making it possible to determine what might be expected of students or participants at a later point in the interaction.

Participants will:

1. learn to identify English and ASL discourse markers, recognize which are used in formal or informal settings, and how each is typically used
2. observe experienced interpreters demonstrate the use of effective cohesive devices in English-to-ASL, as well as ASL-to-English texts
3. practice interpreting short texts in both English and ASL, working in the safety of small groups of 3-4 where self-reflection and feedback are possible.

Discovering the Meaning Being Conveyed

Interpreting is all about conveying the intention, or “deep-meaning,” being conveyed by a presenter. It is not enough to sign every word being spoken or speak an English word for each sign being produced. Effective and accurate interpreting requires that we discover the meaning being conveyed in the source language, and only then consider how to render that intention into the target language and culture.

After some foundational principles are shared and we view and analyze the work of some actual interpretations by some experienced interpreters, participants will work in small groups to practice interpreting messages in English and ASL source texts of short and medium length:

- identifying the intended meaning expressed

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- noting the critical role of context and non-verbal elements used in expressing meaning, in addition to the spoken/signed content contained in utterances, in order to identify the presenter's meaning
- conveying the extracted meaning and speaker/signed goal(s) into the target language, while incorporating the impact of the speaker's choice of register, level of detail and other communication markers to make interpreting choices

Is that how you say that??

This ASL-to-English workshop will provide participants opportunities to improve their voice interpreting skills in a range of settings, using various registers/settings and signing models of various ages and ethnicities. We will lay the foundation of what "good" voice interpreting sounds like, identifying the component skills required and specific ways to prepare for an ASL-to-English job. We will also outline the skills required to work as a team, supporting each other in a voicing job.

Then, participants will work in groups of 3-4, where there will be opportunities to practice voice interpreting various ASL texts, applicable to a range of settings and clients. There will also be opportunities to try out teaming skills applicable to ASL-to-English interpreting jobs, as well as developing confidence in how to give and receive feedback on the work of each team member as an interpreter and as a support person.

NUMBERING SYSTEMS

Numbering Systems in ASL and English: Information Challenges for Interpreters

English uses two numbering systems: ordinal (1st, 15th, 123rd) and cardinal (1, 400, 8,092). Regardless of whether the topic is finding the square root of a number, the date of an upcoming event, or the time of day – English will use cardinal or ordinal numbers to convey this numerical information clearly and explicitly.

ASL, on the other hand, has different numbering systems for virtually every category of number.

- People age numbers are different than the number set used to discuss the age of an animal or a building.
- The numbering set used to convey the height of a building or a bridge is completely different from that used to describe the height of a person.
- There is a different numbering set used for scores in various sports and for the measurements of the rug that will fit in the living room.

It is critical for interpreters to learn to recognize the numbering system being used by a Deaf student or client, and to accurately incorporate these systems into your interpretations – especially when interpreting for students from preschool through high school, where interpreters are often a primary model of ASL for dDeaf students. This workshop will provide opportunities to learn and practice a minimum of 12 ASL numbering systems, as well as learning about resources available to continue your learning beyond the time spent in this environment.

SETTING SPECIFIC SKILL DEVELOPMENT

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Setting-Specific Interpreting Skills Development

Interpreters often need some information, specific English and ASL terms and other foundational information in order to work in specific settings:

- Individual and family counseling
- Church services
- Sports teams with a mix of Deaf and non-Deaf players
- Various legal settings, including (a) discussing/preparing wills; (b) short court appearances for pleadings, parole checks, etc.; (c) jury duty; and (d) simple to complex divorce cases
- Various medical settings, including (a) annual physical exams; (b) video and office visits for a range of medical issues; (c) discussing birth control options; (d) pre/post day surgical discussions
- and the list goes on.

If this is the type of workshop your group desires, the presenter will development a workshop through intensive interaction with the workshop organizers, who will determine which interpreting setting(s) are to be the focus, the level of participant experience in the target setting, the percentage of time laying information foundations and the percentage of time engaged in actually interpreting setting-specific monologues and interactive texts. The topics range widely, and all possible topic areas are NOT included in the list above.