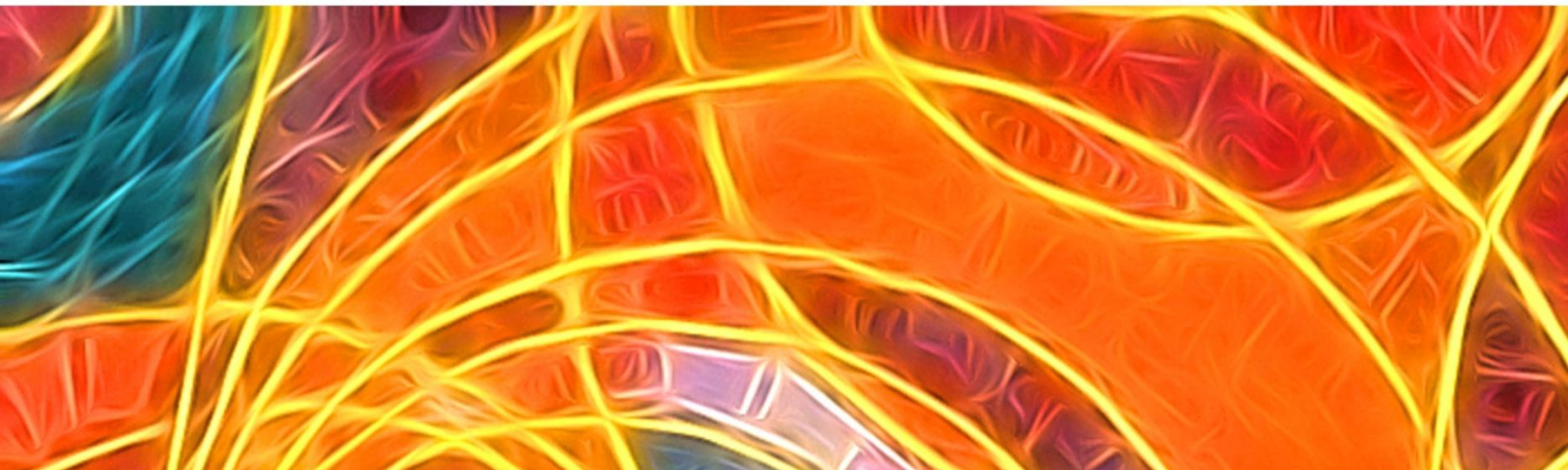# Interpreting In Spanish-Influenced Settings:
A Curriculum Guide

NCIEC
National Consortium of Interpreter Education Centers

"No thief, however skillful, can rob one of knowledge, and that is why knowledge is the best and safest treasure to acquire."

L. Frank Baum

About NCIEC

The National Consortium of Interpreter Education Centers aims to expand and enhance the effectiveness of the interpreting workforce through education and professional development services and resources offered regionally and nationally. Five Regional Interpreter Education Centers offer training and technical assistance to regional stakeholders including curricular resources for interpreting education programs, educational opportunities for interpreters at all levels of experience, consumer self-advocacy training, and new interpreter recruitment. The National Interpreter Education Center serves to coordinate cross-center collaborative activities, dissemination, communication, and knowledge transfer; evaluate the effectiveness of Centers' educational offerings; and provide educational opportunities, resources, and technical assistance to enhance teaching practices across the U.S.

NCIEC Mission

The mission of the National Consortium of Interpreter Education Centers is to connect and collaborate with diverse stakeholders to create excellence in interpreting.
http://www.interpretereducation.org

NCIEC Trilingual Task Force

The NCIEC Trilingual Task Force was established in 2011 to guide the work of the NCIEC Trilingual Interpreting initiative. Comprised of approximately twelve stakeholders from around the country, they have been the driving force behind the numerous publications, educational tools, and trainings that have occurred since its inception. NCIEC publically proclaims its sincere appreciation to the Task Force and recognizes that, while the materials bear an NCIEC brand and Creative Commons copyright, it is clearly the knowledge and work of the Task Force represented in the following publications.

NCIEC Trilingual Task Force Publications

A number of educational tools have been published since the Task Force's inception in 2011. Each publication is available in both English and Spanish. In some instances, the materials are downloadable from NCIEC. In other cases, the materials must be ordered. All materials are available at no cost or at a nominal fee if a hard copy book is preferred. For more information regarding these publications, please go to:

http://www.interpretereducation.org/specialization/aslspanishenglish/

- ***Compendium of Essential Readings for Interpreters* (2014):** Nine Readings, commonly used in interpreting education and Deaf studies curricula, and deemed essential by interpreter educators across the U.S. Available in Spanish and English.

- ***Toward Effective Practice: Interpreting in Spanish-Influenced Settings* (2014):** This publication adds to the current body of research, literature, and resources by highlighting the myriad elements that comprise the trilingual "big picture." Through its evidence-based content, the publication offers quantitative data to support long-time anecdotal beliefs. It provides future researchers, fund seekers, and educators with new data and reference materials to use as they move forward with their work. It offers practitioners a greater understanding of what they do and promotes strategies for mobilization. Finally, it educates stakeholders and the public, including employers, about the nature and uniqueness of this specialized area of interpreting.

- ***Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)* (2014):** This two-disk, two-hour, 42-minute DVD set depicts trilingual interpreters at work in social services, an adult classroom, VRS, and a parent-teacher conference. Fully captioned.

List of Contributors

A great many stakeholders contributed to this publication in both its content and its preparation. Acknowledged below, they represent working trilingual interpreting practitioners, researchers, Deaf consumers, employers and others stakeholders who have shared their expertise with the editorial team.

Content Experts

Leonardo A. Álvarez, (NY) M.A.Ed., NIC, freelance trilingual interpreter (ASL/Spanish/English), President of NYC Trilingual Interpreters, Inc., instructor of Spanish and English, linguist, researcher, and interpreter mentor-educator.

Edwin Cancel, (OR) M.A., Board for Evaluation of Interpreters (BEI) Trilingual Interpreter Master, RID NIC, RID Ed: K-12, full time faculty Portland Community College Sign Language Interpreter Program.

Yolanda Chavira,(TX) Trilingual Master, BEI III, former staff interpreter for DARS-DHHS (Department of Assistive and Rehabilitative Services–Deaf and Hard of Hearing Services), and currently BEI administrative assistant.

Arlene Narváez, B.S., RID CI, CT, trilingual interpreter, consultant, and interpreter trainer.

Julie A. Rázuri, (TX) B.A.A.S., BEI Level III (ASL/English), BEI Advanced (ASL/English), and freelance interpreter.

Rafael Oscar Treviño, (FL) M.A., NIC Advanced (ASL/English), BEI Trilingual Master (ASL/Spanish/English), Florida certified court interpreter (Spanish/English), and freelance interpreter and translator.

Authors

Leonardo A. Álvarez, (NY) M.A.Ed., NIC, freelance trilingual interpreter (ASL/Spanish/English), President of NYC Trilingual Interpreters, Inc., instructor of Spanish and English, linguist, researcher, and interpreter mentor-educator.

Pauline G. Annarino, (CA) M.S., NAD V, GPC, Director of Western Region Interpreter Education Center (WREIC), and member of the National Consortium of Interpreter Education Centers.

Diana Doucette, (MA) M.Ed., CI, CT, Director of the Northeastern University Regional Interpreter Education Center (NURIEC), and member of the National Consortium of Interpreter Education Centers.

Beverly Hollrah, (DC) M.Ed., CSC, Director of the Gallaudet Regional Interpreter Education Center (GURIEC), and member of the National Consortium of Interpreter Education Centers.

Arlene Narváez, (CA) B.S., RID CI, CT, trilingual interpreter, consultant, and interpreter educator.

Rafael Oscar Treviño, (FL) M.A., NIC Advanced (ASL/English), BEI Trilingual Master (ASL/Spanish/English), Florida certified court interpreter (Spanish/English), and freelance interpreter and translator.

Curriculum Guide Reviewers

- Esteban Amaro Jr.
- Leticia Arellano
- Masanda Boyd
- Edwin Cancel
- Dr. Robert Davila
- Rogelio Fernandez
- Edgardo Figueroa
- Dr. Carla Garcia-Fernandez
- Lillian Garcia Peterkin
- Ana Cecilia Hernandez
- Gloria Herrera
- Caleb Lopez
- Hilary Mayhew
- Nora Elisa McAllister
- Dr. David Myers
- Jorge Santiago O'Neill
- Irma Sanchez
- Roberto Sandoval
- Eliezer Sierra
- Rafael Treviño
- Elena Ruiz-Williams

Other Contributors

The *2013–2014 NCIEC Trilingual Task Force* who contributed their insights and guidance in the development and design of the overall publication series:

- Pauline Annarino (NCIEC)
- José Bertrán
- Edwin Cancel
- Kristie Casanova de Canales

- Yolanda Chavira
- Diana Doucette (NCIEC)
- Beverly Hollrah (NCIEC)
- Carmen Mendez

- Paola Morales
- Arlene Narváez
- Lillian Garcia Peterkin
- Rafael Treviño

The individuals who assisted with the preparation of this document:

- Hilary Mayhew
  (administrative support, interpreter)

- Carla D. Morris
  (copy editor)

- John Paul Navoa
  (graphic layout)

- Alberto R. Sifuentes
  (cover design)

- Bailey A. Westerhoff
  (administrative support)

The NCIEC Trilingual Task Force would like to also thank the Directors of NCIEC, Pauline Annarino, Cathy Cogen, Diana Doucette, Beverly Hollrah, Richard Laurion, and Anna Witter-Merithew, who acknowledged and supported the work of the NCIEC Trilingual Task Force.

TABLE OF CONTENTS

Preface

The curriculum guide you are about to review, and hopefully utilize, is the culmination of more than four years of research, study and discovery. Our goal, as authors, was to ensure that this important piece of instructional knowledge reflected authentic educational and professional development goals of aspiring and working trilingual interpreters. We wanted to be confident that this document went beyond the collective experiences of a small number of practitioners and educators. To this end, we engaged in an effective practice undertaking that took an in-depth look at ASL/Spanish/English interpreting from the point of view of the myriad stakeholders who are impacted by this specialized field.

The journey to create an ASL/Spanish/English curriculum began in 2010 when, over a two-day period, fourteen experienced trilingual interpreters convened in Los Angeles to take a critical look at the specialization referred to as "Trilingual Interpreting–American Sign Language, Spanish, and English." They chronicled real world experiences and reviewed best practices in order to understand the depth and breadth of the work. They shared the importance of community mobilization and strategies for empowering trilingual leadership, and the need to establish a standardized curriculum. This meeting planted the first seeds for the establishment of NCIEC Trilingual Task Force and the numerous publications that have followed.

The NCIEC Trilingual Task Force was created in 2011. Its first task was to identify and vet a slate of standardized "domains" and "competencies" required by trilingual interpreters to ensure effective communication. To this end, they undertook the arduous task of identifying current, best, and effective practices around this focus. They conducted numerous surveys, focus groups, interviews, and a literature review. While on this path of discovery, it became evident that trilingual interpreting is a complex process that requires a high degree of linguistic, cognitive, and technical skills that go far beyond bilingual interpreting, *and* that there exists very little anecdotal or research-driven data.

To add to the current body of research, literature, and resources, the NCIEC Trilingual Task Force published *Toward Effective Practices: Interpreting in Spanish-Influenced Settings* (Annarino, Aponte-Samalot, & Quinto-Pozos 2014). Through its evidence-based content, the publication offers quantitative data to support long-time anecdotal beliefs. It provides future

researchers, fund seekers, educators and practitioners with new data and reference materials to use as they move forward in their work.

Along the way, the Task Force noted a glaring absence of educational source material. How can one teach without current and best-practice samples of trilingual work? How can learners engage in critical thinking around the topic without a clearly defined topic in which to discuss? As a result, the next steps on the effective practices path took a quick detour in 2013 as NCIEC Task Force representatives, Arlene Narváez and Yolanda Chavira, and Treehouse Productions teamed up to create *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)* (2014). This more than two and a half hour DVD set offers teachers and practitioners a view into the unrehearsed world of the trilingual interpreter and includes consumer interviews and practitioner reflections. It is intended that *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)* be used in tandem with this new curriculum. As such, you will note references to it throughout this document.

With trilingual interpreting competencies and skills vetted by peers and the Deaf community, a 300-page publication reflecting the thoughts and experiences of more than thirty-five contributors, and 167 minutes of real life interpreting data in hand, the Task Force felt ready to begin the task of creating a curriculum guide designed to enhance the skills of working ASL/Spanish/English interpreters. Six highly respected content experts were chosen to guide the curriculum's development. They came together, along with three NCIEC liaisons who captured their academic discussions to identify the necessary elements of the curriculum and begin the long process of putting their thoughts into an effective and user-friendly document. Over three-days sequestered in Los Angeles and many months of post-meeting work, a beta version of *Interpreting in Spanish-Influenced Settings: A Curriculum Guide* was created.

To ensure that this *Guide* reflects true practice, the authors undertook one last vetting of the work to ensure its relevancy; a content-expert review by 21 stakeholders, both Deaf and hearing, was completed to ascertain the perceived effectiveness, usability and potential impact of the *Guide*.

As you peruse this publication, take specific time to review the Introduction in Part One. It provides you with the information you will need to make the most effective use of this educational tool. It defines the optimum target educator and learner audiences. It explains the

Curriculum Guide's various elements, including suggested teaching formats and environments. You will leave the chapter understanding: how best to use materials; how inclusive or non-inclusive the Curriculum Guide is; and how to build upon *and* share the strategies and knowledge you acquire along your own path toward effective interpreting in Spanish-influenced settings.

You will also note the term "trilingual interpreting" used along with the term "ASL/Spanish/English interpreting." We fully recognize that "trilingual interpreting," as a stand-alone term, refers to the act of interpreting between three independent languages. For purposes of this publication, unless otherwise noted, "trilingual interpreting" refers to the act of interpreting between the three languages ASL, Spanish, and English. We also recognize the need for additional tools that address the interpreting needs of individuals who communicate in languages other than English or Spanish. The ASL/Spanish/English domains and competencies reveal many competencies pertinent to all trilingual settings. However, they also illuminate the existence of skills that are unique to each particular language and culture. We invite trilingual professionals working in non-Spanish-influenced settings to borrow from this publication whenever possible. With so many commonalities, broad-based collaboration among all trilingual interpreters has merit and would be welcome.

As noted in all of the NCIEC Task Force publications, we hope that the reader, irrespective of background, will use this resource for learning, teaching, and advancing the field. We hope that its content will spur dialogue that leads to the expression of philosophical ideas and new and bold approaches to trilingual interpreting. Lastly, we hope that this publication leaves the reader with a desire to become engaged and eager to shape the future and growth of the profession.

Interpreting in Spanish-Influenced Settings: A Curriculum Guide was written with the expressed hope that professionals working in this complex and varied specialty will share their expertise and knowledge by adding to the *Guide*. Please *do* use this important tool and please *do* pass on your new educational acquisitions to others as we journey along the path to effective trilingual interpreting. We hope you find it beneficial as an educator, mentor, and leader.

The Authors

Introduction

Overview

The need for a bilingual ASL/English interpreter who is also fluent in Spanish is clearly on the rise. For so long, interpreters who met even the minimum criteria engaged in trilingual work because the need in the community was so great. It was believed that trilingual interpreting (ASL/Spanish/English) was as simple as taking those skills used in bilingual ASL/English interpreting and transferring them to trilingual work merely adding another language to the task. But the more interpreters engaged in such work, the more they knew the trilingual load was different and sometimes heavier.

As we endeavored even further into this type of work, it became increasingly important to call for Deaf interpreters with cultural background and knowledge of other signed systems and languages to better serve the diverse Latinx communities. As the demand for trilingual interpreting services increased, the need for support, such as qualified trilingual teams (including Deaf interpreters), a shared understanding of the work, guidance, training, and resource materials became more evident. Trilingual interpreters were hungry for information and had an overwhelming desire to be heard.

The NCIEC Trilingual Task Force endeavored to level the playing field by engaging in evidence-based research to determine exactly what made the trilingual load "different" and "heavier" and what were the unique skills used in trilingual interpreting. The Task Force knew that for a curriculum to be effective, it must articulate real-world pragmatic content. Guided by evidence-based research protocols, they explored what made the trilingual load distinctive. Their findings were chronicled in the monograph *Toward Effective Practice: Interpreting in Spanish Influenced Settings* (2014), a publication that offers the first comprehensive collection of evidence-based data defining the knowledge, attitudes, behaviors and skills required by interpreters working in Spanish-influenced settings.

This volume, *Interpreting in Spanish-Influenced Settings: A Curriculum Guide* (2015), is the next natural step towards the creation of trilingual-specific curricula. It applies the domains, competencies, and skills published in *Toward Effective Practice: Interpreting in Spanish Influenced Settings.* In fact, 100% of the concepts from that foundational text are reflected in this *Guide.* Or, in other words, its content is not the opinion or preferences of the curriculum

designers, but rather a prescribed destination point directed by the NCIEC Task Force's "effective practices" investigation. Because of this, as you use and expand on the *Guide*, we ask that you always refer back to the Domains and Competency statements when making your curriculum decisions.

Interpreters who are certified have been tested and proven to possess at least a minimal level of professional competency. Hiring entities generally require certification of interpreters, using this as assurance of interpreting proficiency. As of yet, the only certifying body for trilingual interpreters in the United States is the Board for Evaluation of Interpreters (BEI), however there are still very few certified trilingual interpreters. One goal of the curriculum designers is that interpreters will complete the following Modules and Units of Learning (UOLs) feeling confident in their new knowledge and skills and be better prepared to take the examination for trilingual certification.

Terminology Used in the Guide

Throughout the *Guide:*
- The term "trilingual" is used specifically for the languages ASL/Spanish/English, referring to interpreters working in Spanish-influenced settings.
- The term "Latinx" is used to represent those individuals who identify as Latino, Latina or prefer not to be gender-identified, and include American born citizens, often generations deep, naturalized citizens, guests of the host county and undocumented residents. This emerging term was strongly suggested by members of the Deaf Latinx community as a way to be more inclusive.
- The term "Deaf" refers to the wide spectrum of individuals who make up the Deaf Community. More specifically, it indicates individuals who identify as Deaf, DeafBlind, and hard of hearing.
- The term "Spanish-influenced settings" refers to those settings in which one or more parties use Spanish as a primary language, whether it is spoken Spanish or a sign language from a predominantly Spanish language country.
- The "countries" targeted in the *Curriculum Guide* include countries whose predominant or recognized language is Spanish, such as Mexico, and in Central America, South America, Puerto Rico, Cuba, or other Caribbean Islands.

- The term "sign languages" used in the *Guide* represents the numerous sign languages used in Deaf Latinx communities, including: American Sign Language, Mexican Sign Language (LSM), Cuban Sign Language (LSC), and sign language used in Puerto Rico.

The Depth and Breadth of the Curriculum

You will note that the title of this document is *Interpreting in Spanish-Influenced Settings: A Curriculum Guide.* As such, it should be viewed as just that—a *guide* to delivery. It is not intended to be a comprehensive curriculum that can be picked up and implemented. Rather, consider it as a roadmap full of ideas and educational pathways. Your job as an educator is to use this information to develop an individualized curriculum that is relevant to your target audience and teaching logistics, and compliments your personal knowledge base and expertise.

If used in its entirety, the *Guide* is designed to be used sequentially, but is also written to accommodate various models of instruction. The curriculum designers envisioned each module's teaching content to be given in a ten-hour or greater timeframe. Again, this timeframe is only a guide. The opportunities to expand and extend the teaching time and content are without limit.

The topics can be presented in parts or as a whole. They can be offered as a series of webinars, a weekend-long workshop, a hybrid model, a trilingual track at a conference, a college certificate program, or developed into a full degree program. The potential is endless if the desire to pursue and carry forward this specialized material is there. Yes, the world is your oyster!

Structure and Contents

Interpreting in Spanish-Influenced Settings: A Curriculum Guide is more than just this volume. It is the incorporation of four intertwined and necessary materials that create the best learning outcomes. These materials include:

1. *Compendium of Essential Readings*
2. *Toward Effective Practice: Interpreting in Spanish-Influenced Settings*
3. *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*
4. *Interpreting in Spanish-Influenced Settings: A Curriculum Guide*

The materials listed above are also described more fully in the Acknowledgements section of the *Guide*. You will know they are part of the overall *Guide* by their distinctive shared graphic.

Make sure you are in possession of and familiar with all four materials before developing your own educational event.

The *Guide* is laid out by topic areas, referred to as "Modules." There are six Modules. Within each Module are a number of Units of Learning (UOLs), which are designed to drill deeper into each topic area by highlighting content gleaned from the evidence-based domains, competencies, and skills.

Each Module contains an Overview, followed by a series of UOLs. Some Modules have only a few UOLs, while others, such as Module Five, have more than ten. Do not interpret this variation as one Module being more significant that another.

Module 1 – Foundational Knowledge
True to its name, this module is the foundation and introduction to the program. The module presents a history and background of Deaf education in the U.S. and in Spanish-speaking countries. It brings the trilingual interpreter up to date on the experiences, resources, services, and processes (including immigration) specific to Spanish-speaking communities.

Module 2 – Language and Communication
What we say and how we say it, from linguistic variations in register, regionalisms, and genres can present challenges when interpreting. This module provides strategies for dealing with these variations and for identifying regionalisms while rendering a successful interpretation.

Module 3 – Culture
After learning what and how, we now learn about why. Culture constitutes traditions, locations, beliefs, history, and many other factors that impact the way people communicate. Latinx culture,

8

Deaf Latinx culture and family dynamics influence roles and, thus, communication norms. This module gives the learner an opportunity to explore how a person's worldview, including their own, influences communication and therefore influences the interpreter's work.

Module 4 – Consumer Assessment

Interpretation requires working with consumers from varied cultural and linguistic backgrounds, yet the goal of interpreting is to provide communication that is understood by all those involved. The interpreter's assignment begins with assessment of the setting and the consumers (both Deaf and hearing) in order to make the most effective interpreting decisions. This module focuses on skills and decision-making beforehand and in the moment.

Module 5 – Interpreting Practice

Once a solid foundation is set, this skill-based module focuses on the various interpreting modes and interactive settings used in Spanish-influenced interpreting work. Other skills include managing the flow of communication, effective teaming strategies, and placement.

Module 6 – Professional Practice

Understanding and balancing American, Deaf and Latinx professional norms is an important part of trilingual interpreting work. This module focuses on current trilingual interpreting professional practices, organizations, certifying bodies, and available resources. This module further highlights the importance of mobilization and self-advocacy.

Beyond the modules, the *Guide* offers extensive Appendices that include a Glossary, Resources, References, evaluation information, and much more. We hope you find these supplemental materials helpful as you create your curriculum.

The Guide's Intended Learner Audience

The primary target audience for the *Guide* is the individual who has experience as a bilingual interpreter, is fluent or has mastery in three languages (in this case, ASL/Spanish/English), and is working more and more in trilingual settings or wanting to move in this direction; particularly for one whom trilingual certification is a personal aspiration and advancing this specialized field is important. However, there are a number of UOLs where trilingual skill is not a necessity.

Each UOL includes a "Target Audience" notation. It describes the minimum level of skill or experience a learner should have before participating in the educational opportunity. The curriculum designers sought to build a guide that would benefit all trilingual interpreters, even seasoned BEI Trilingual Certified practitioners and educators. The important message here is that in order to achieve the best learning outcomes, learners should possess the minimum qualification as noted in each UOL.

There is ongoing discussion in the field regarding when trilingual education should occur. Should it be introduced or fully undertaken in an interpreter education program, (referred to in the curriculum as "pre-service"), or after graduation as a practitioner (referred to in the curriculum as "in-service")? The curriculum designers concluded that: 1) certain topics would be of benefit to any person interested in ASL/Spanish/English interpreting; 2) some topics would be too complex or confusing for the pre-service student "who was still trying to make sense of two languages and cultures"; and 3) some topics were better suited to working interpreters.

The *Guide* suggests that all learners who undertake an educational opportunity should possess at minimum some knowledge and experience as a bilingual ASL/English interpreter, if only as an IEP student. Topics best suited for these learners are found primarily, but not exclusively, in Modules 1 and 3. It must be mentioned that this *Guide's* target audience is adults, generally independent professionals or non-professionals who are pursuing academic degrees, further training, or education in their professional field. Adult learners tend to be over 25 years of age, are employed full-time, and may have dependents and family responsibilities, commute to class, or be taking courses online. They are balancing various responsibilities while choosing to take on educational activities. Thus, they have high expectations about what they learn, prefer it to be relevant, and want to be able to apply it to their work and/or lives.

Adult learners tend to be self-directed. They are motivated to learn and take responsibility for their learning. They are generally goal-oriented and prefer practical knowledge over theory. They have rich personal experiences that they bring to the classroom and tend to make connections between new information and past experiences. To validate this, they prefer to interact with others through discussion of new knowledge and skills.

Instructors should remember that adults have experiences, successes and failures to share. In the classroom, adult learners seek respect for their achievements. Some adult learners may find new information more difficult to absorb simply due to the aging factor. However, new

information coupled with experience generally makes the learning go deeper. When making connections between new concepts and experiences, understanding the "why" behind the new information is very helpful. Be sure to review the information in the Appendices regarding the Adult Learner.

Instructor Qualifications

The *Guide* delineates Instructor Qualifications in two ways:
1. Minimum qualifications that every instructor must have.
2. Additional instructor qualifications specific to a module and applied to all UOLs within that module.

The *Guide* defines a slate of minimum qualifications every instructor should possess, regardless of the module or topic area. They include:

- A thorough current knowledge of the subject matter covered in the UOL(s) to be taught.
- A BA degree, with a MA degree preferred.
- Interpreting certification and/or be a consumer who has extensive experience in trilingual settings.
- Several years in the field as an "in the trenches" trilingual practitioner or consumer of trilingual interpreting services.
- Direct racial/ethnic life experiences in the Latinx community.
- Working knowledge of adult learning and individual learning styles.
- An ability to communicate information in a creative and innovative way.
- An understanding of the importance of evaluation, both pre- and post-assessments, to measure learning.
- For online courses, an understanding of technology and how to most effectively design and teach online courses.

The curriculum designers also recognize that not all UOLs require knowledge of interpreting and that some UOLs require knowledge beyond having expertise as a trilingual interpreter. In these instances, the *Guide* offers additional information regarding instructor qualifications in both the Module Overviews and each UOL.

The concept of "of, by, and for" most certainly has a place here. We know that the individuals who assume the roles of teacher or mentor to aspiring trilingual interpreters play a critical role in promulgating or inhibiting an "of, by, for and with" teaching culture. Educators who teach using this Curriculum Guide should be individuals who understand and experience all of the cultures under consideration.

Even stronger is the use of team-teaching whereby Deaf and hearing interpreters and/or Deaf and hearing consumers come together to paint a rich multi-dimensional canvas of learning. Whenever possible, Deaf Latinx instructors, presenters, guest speakers and panelists should be incorporated into the teaching delivery.

Certain modules in the Curriculum Guide specifically promulgate this tenet and explore the affect it has on professionalism and leadership. These modules drill down to take a deeper look at the role oppression plays in reining back Latinx communities' movement toward greater leadership. It is important that the educators who teach using this Curriculum Guide not only understand, but embrace the concept of "of, by, for and with," and model its message.

The Importance of Evaluation

It is important that learners are accountable for participation in their instruction as much as instructors are responsible for the delivery of the content. Learning must be measured in order to gauge progress both on the part of the learner and the instructor. Evaluation, done through pre- and post-test assessments, as well as through various other means, provides feedback to the instructor on the value and clarity of the teaching method, the sufficient coverage of materials, the appropriateness of the delivery method (online, face to face, or hybrid), and other issues related to the quality of instruction. Evaluation also provides insight into the outcomes and impact of the program on student learning.

Evaluation examines various aspects of a program or course, and provides important information to the instructor in order to make appropriate modifications and important changes. Evaluation should be seen as a positive process that brings light to areas that need to be changed or made more effective. The curriculum designers feel so strongly about the importance of evaluation that a primer has been included in the *Guide's* Appendices. You are more than strongly encouraged to plan your educational opportunities from a foundation of evaluation. Make sure to check out the primer.

Creating an Effective Communication Access Environment

The communication mode in which an educational opportunity is presented is a necessary discussion. Group consensus should determine the mode in which learning will occur. As interpreters, we know that if there are Deaf participants present, their preferred mode of communication should be used whenever possible, but what about Spanish or English for hearing participants? Always have this discussion as the first item on your teaching agenda.

Creating an Effective Learning Environment

While what you teach is vital, the learning environment is equally as important. Below are a number of teaching tips found to be effective. As facilitators of learning we recognize that these teaching suggestions are not new but are always helpful to review.

- *Create a safe place in which to learn*
  As you will see, the modules delve into heavy topics such as culture, oppression, language, and communication. It is important that these topics be taught in a safe learning environment where participants feel secure to share and participate. They will learn much about working with the Deaf and Latinx communities, their roles, real and perceived, and they will learn much about themselves in the process.

- *When asking your learners to share, make sure to also share from your own experience as well*
  Never ask your learners to share something you would not. Even more effective, share your experience first as a way of creating a safe place and modeling the type of information you are soliciting.

- *Evidence-based teaching*
  Model the importance of evidence-based work and decision making by acknowledging the basis for your facts and suggestions. Cite resources and authors. When presenting a cultural fact without evidence to support it, state it as such and ask for perspectives/reflections/disagreements from your learners.

- *Always be on the lookout for "cultural drift"*

Be careful not to make unqualified observations about culture(s). The diversity within the Spanish-influenced setting is great, and it can be easy for both the instructor and the learners to drift toward cultural stereotypes; or in other instances, defy, depart or wrestle with "traditional" cultural traits.

- ### *Apply Bloom's Taxonomy to your teaching style*
  More effective learning occurs when teaching includes cognitive, affective and psychomotor activities, often described as knowing/head, feeling/heart and doing/hands. Mix up your learning objectives to include all three learning modes for a better outcome.

- ### *Balance lecture with student-led activities*
  Rather than creating an environment of factual knowledge originating from the instructor, solicit knowledge from the learners. Look for opportunities to *solicit* rather than *convey* throughout the training. Acknowledge their experience by allowing students to share and guide others in learning. In student-led activities, ensure learners have sufficient opportunity for preparation, including consumer assessment, situational analysis, and desired approach to interpretation. If all participants agree, include videotaping as a learning tool.

- ### *Engage in "of, by, for and with" by team teaching (Deaf or hearing)*
  Invite experienced interpreters (Deaf Latinx, hearing, trilingual), professionals, and consumers who are Deaf Latinx, and hearing to take part in case study role-plays and exercises.

- ### *Teaching adults is different from teaching children*
  In many cases, your learners will be your peers. As such, treat your learners' experiences and comments as gold. For specific information or tips on teaching adults, refer to the *Adult Learner* section in the Appendices.

- ### *Couching content and reflecting learner comments in the positive*
  Always recognize a learner's negative comments or concerns and then rephrase them into a more positive statement. Find that silver lining.

- ### *Acknowledging the first hand up*
  We often reward our most eager students by calling on the first person who raises their hand to a question. Leave time after a question is posed, silence or thinking time if you will, for all learners to form their own responses to the question. In this way, students have less chance to default to the thoughts or responses of the "first hand up."

14

- *Pace learning using explain-do-review*

  We recommend that you: 1) share the goals for the content; 2) share a portion of the content; 3) provide instruction for a corresponding content goal activity that allows learners to experience the goal; 4) conduct the activity; 5) review the lessons learned; and 6) complete or explain the content within their newly acquired context. Repeat this sequence of activities as needed.

- *Stay Connected*

  During group activities, stay connected by moving between groups or individuals to monitor how they are doing.

- *Technology redundancy is the name of the game*

  Even the best laid plans can create consternation and chaos when technology goes awry. Have alternate activities planned should videos not play, sometimes PowerPoints do not load and Wi-Fi is slow. Always bring your own computer, even if the host venue promises all equipment will be in place for you. And, put your materials on your hard drive, flash drive, or in online storage. Handouts and printed PowerPoint slides are also great backup tools.

- *Humor and Confidence*

  Both go a long way, no matter how you look at it.

As You Move Forward

We cannot leave the Introduction without reinforcing the basic tenets that underpin the *Guide*. Use them to lead your decision making as you implement training strategies and create new value in the specialization of trilingual interpreting.

Basic Tenets

- The Latinx community is a rich diverse composition of individuals; a community rooted in Spanish language and culture. Their identities encompass a myriad of factors that intersect to strengthen and challenge their lives, including socioeconomics, language, education, gender and sexuality, to name just a few. They are American born citizens, often generations deep, naturalized citizens, guests of their host county, and in some instances, undocumented residents.

- In a specialization as complex as trilingual interpreting, the role of the Deaf interpreter should be pivotal to an interpreting endeavor, not simply a component of it.
- Anyone engaging in the act of training trilingual interpreters must be committed to the self-determination philosophy of "of, by, for and with," a statement that commands "nothing 'for' us without us!"

Never lose sight of the complexity of the community you are serving and the task of interpreting. Always engage in practices that are "of, by, for and with," whereby regard for your Deaf and Latinx consumers are reflected in all aspects of training. And it is only those who have direct life experiences in the Deaf and Deaf Latinx communities who stand at the forefront and lead aspiring trilingual interpreters.

Best wishes in your upcoming training endeavors.

Module 1

Foundational Knowledge

Module Overview

In order to effectively interpret in Spanish-influenced settings, the interpreter must have a keen understanding of the lifestyle, beliefs, challenges and issues specific to the home countries of those individuals who will benefit from the interpretation. This module provides foundational knowledge by exploring such topics as theory and knowledge regarding Deaf education in the U.S. and Spanish-speaking countries; history, politics, and popular culture of Spanish-speaking countries; attitudes towards Deaf people in the U.S. and Spanish-speaking countries; laws and professional regulations governing the interpreting profession in the U.S. and Spanish-speaking countries; knowledge of the immigration process and how it applies in the interpreter's local geographic area; and knowledge about the educational, healthcare, and legal systems in Spanish-speaking countries and in the interpreter's local area.

Why This Module is Important

Interpreters who possess a strong broad base of knowledge are able to provide more accurate interpretations to consumers. Trilingual interpreters that understand the history, culture, and various institutional systems of Spanish-speaking countries will have a better understanding of the Deaf Latinx people with whom they work. Insight into the backgrounds and perspectives of Deaf Latinx people will allow the trilingual interpreter to provide cultural mediation, create trust between the trilingual interpreter and the Latinx consumer, and create a higher level of access to information for the Latinx consumer.

Educational Goals

In this module, the learner will be exposed to:

- Deaf education, history, politics, and popular culture in Spanish-speaking countries and the U.S.
- Attitudes towards Deaf people in Spanish-speaking countries and the U.S.
- Laws and professional regulations governing the interpreting profession in Spanish-speaking countries and the U.S.
- The immigration process and how it applies in Spanish-speaking countries and the interpreter's local geographic area in the U.S.
- Educational, healthcare, and legal systems in Spanish-speaking countries.

Units of Learning in this Module

There are three Units of Learning in this module:

1.1   Deaf Education and Attitudes in Spanish-Speaking Countries and the U.S.
1.2   Political and Popular Cultures of Spanish-Speaking Countries
1.3   Healthcare and Legal Systems in Spanish-Speaking Countries

Additional Instructor Qualifications Needed for this Module

There are no additional instructor qualifications recommended for this module.

Applicable to Pre-Service Interpreter Education Programs:

Yes

1.1
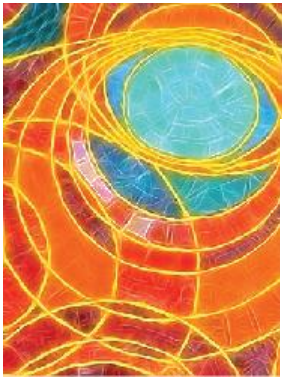
Deaf Education and Attitudes in Spanish-Speaking Countries and the U.S.

Corresponding ASL/Spanish/English Competencies
Domain 1: Foundational Knowledge

1.1   General knowledge about deaf education and attitudes toward deafness in Spanish-speaking countries and territories.

1.2   Specific knowledge about deaf education and attitudes toward deafness for the countries represented in the trilingual interpreter's geographical area.

Purpose of this Unit

Trilingual interpreters will, no doubt, work with Latinx consumers who have immigrated to the U.S. These individuals will have likely received education specific to their home country and will have experienced attitudes from their home country's majority population that may, or may not, differ with those in the U.S., but will certainly influence their behaviors and outlook. Cultural mediation is an important aspect of a trilingual interpreter's work, and the more familiar the interpreter is with the education systems and attitudes that influence the consumer, the better equipped they will be to navigate situations and provide effective service.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education

students, hiring entities, school administrators, interpreter coordinators, teachers of Deaf students and other related service professionals.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- State at least five differences and similarities of general education in Spanish-speaking countries and the U.S.
- State at least five differences and similarities of Deaf education in Spanish-speaking countries and the U.S.
- List at least three ways in which schools programs and structures shape the language of consumers differently.
- List the names and describe, in brief, at least three types of communication modes that Deaf Latinx students may use within the classroom in the U.S. (e.g., Cued Speech, SEE, ASL, etc.).
- Describe at least three predominant attitudes hearing people have towards Deaf students in the U.S. Spanish-speaking countries and the U.S.
- Describe the impact of education on the attitude of hearing people towards Deaf individuals.
- List three ways in which an interpreter's skill level impacts the educational outcome of their Deaf student consumers.
- Describe the accommodations and services provided to Deaf students within school systems in Spanish-speaking countries and the U.S.

Key Concepts

It is important that trilingual interpreters:

- Have a basic understanding of Deaf and general education systems, including their histories, in Spanish-speaking countries and the U.S.

- Understand the differing attitudes, if any, towards Deaf people with less academic opportunity and those with more formal education in Spanish-speaking countries and the U.S. and the impact this may have on Deaf people and interpreting situations.

- Understand the multitude of school programs and structures and how they influence consumers' varied language use.

- Have an awareness of the language models or varieties of sign language Deaf Latinx consumers may have been exposed to within the classroom in Spanish-speaking countries and the U.S.

- Have an awareness of accommodations and interpreting services provided to Deaf students within the school systems in Spanish-speaking countries and the U.S.

- Be familiar with the wide range and availability of technology services available in Spanish-speaking countries.

Key Discussion Questions

What educational programs for hearing and Deaf students exist in Spanish-speaking countries and the U.S., and how are they structured?

What mode(s) of signed language influences language acquisition and use in the classroom in Spanish-speaking countries and the U.S.?

How do interpreters in the classroom help to shape language of Deaf Latinx students?

What predominant attitudes are held by hearing people towards Deaf people in Spanish-speaking countries and the U.S., and are these attitudes impacted by a Deaf person's level of education?

How do attitudes of hearing people towards Deaf people in Spanish-speaking countries and the U.S. potentially impact Deaf people and interpreting situations?

How does the skill level of the interpreter impact the educational outcome of Deaf students? What accommodations and services are provided to Deaf students within the school systems of the U.S. and Spanish-speaking countries?

Suggested Activities

1. Lecture on the most prevalent types of general education and Deaf education provided in Spanish-speaking countries.
2. Lecture on the types of general education and Deaf education programs provided in the U.S.
3. Develop organizational charts showing educational systems in Spanish-speaking countries.
4. Have learners prepare a comparison chart of general education and Deaf education programs provided in Spanish-speaking countries and in the U.S.
5. Lecture on the most prevalent attitudes towards Deaf people in Spanish-speaking countries and in the U.S.
6. Have learners discuss the potential impact prevalent attitudes towards Deaf people in Spanish-speaking countries and in the U.S. may have on Deaf people and interpreting situations.
7. Have learners research Deaf education of the Spanish-speaking countries represented by consumers in their local geographic area.
8. Have learners identify the most prevalent Latinx communities in their immediate geographic area or call center.
9. Have learners prepare verbal reports on predominant attitudes towards Deaf people in the Spanish-speaking countries represented by consumers in their local geographic area.
10. Develop questions related to the impact education systems and attitudes towards Deaf people would possibly have on Deaf consumers both generally and locally; provide guided discussion forums on the questions developed.

1.2

Political and Popular Cultures of Spanish-Speaking Countries

Corresponding ASL/Spanish/English Competencies
Domain 1: Foundational Knowledge

1.3   General knowledge about history, politics, and popular culture in Spanish-speaking countries and territories.

1.4   Specific knowledge about the history and politics of the countries represented in the trilingual interpreter's geographical area.

Purpose of this Unit

Culture and history shape the way people experience the world. Understanding a consumer's worldview gives the trilingual interpreter insight into their values, attitudes, norms, and self-perceptions. Cultural insights help the interpreter to communicate more effectively with consumers, be able to more sensitively navigate cultural issues that may arise, and more effectively perform cultural mediation. This knowledge will help learners to become well-rounded professionals.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of the Deaf and other related service professionals.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- Describe life in Latin America and the Caribbean prior to colonization.
- List the names of the indigenous groups living in the Americas.
- List at least three (3) reasons why Latin Americans wanted to gain independence.
- List the different government systems in Latin America and the Caribbean.
- Give at least three (3) examples of popular culture in Latin America and the Caribbean.
- List the various types of economies that exist in Latin America and the Caribbean.
- Identify three (3) major sports practiced in Latin America and the Caribbean.
- Explain what impact the entertainment industry has had on culture in Latin America and the Caribbean.

Key Concepts

It is important that trilingual interpreters:

- Have basic knowledge of pre-Columbian history in the Americas.
- Have basic knowledge of the various perspectives on Latin American and Caribbean independence.
- Have basic knowledge of the types of governments in Latin America and the Caribbean.
- Have basic knowledge of the political leadership system in Latin America and the Caribbean.
- Have basic knowledge of the economy of Latin American and Caribbean nations.
- Have basic knowledge of the popular culture, social opportunities, and entertainment and sports industries in Latin America and the Caribbean.

Key Discussion Questions

What are the major events in Latin American and Caribbean history?

After achieving their independence, what type of governments emerged in Latin America and the Caribbean?

What are the political leadership systems in Latin America and the Caribbean?

What are the most important issues facing countries in Latin America and the Caribbean today?

What features of popular culture are evident in Latin America and the Caribbean today?

What social opportunities exist in Latin America and the Caribbean?

What economic systems exist in Latin America and the Caribbean?

How has the sports industry helped shape the economy of Latin America and the Caribbean?

How has the entertainment industry impacted Latin American and Caribbean culture?

Suggested Activities

1. Develop a timeline representing major events in Latin American and Caribbean history.
2. Provide a brief lecture on the history of Latin America and the Caribbean.
3. Lecture on the economic and social opportunities available in Latin America and the Caribbean.
4. Lecture on the political system and its leadership in Latin America and the Caribbean.
5. Lecture on the most important issues facing Latin America and the Caribbean (e.g., the economy, crime, and corruption).
6. As a group, discuss the impact of different government systems on client experiences (e.g., communist/socialist vs. capitalist).
7. As a group, discuss the economic impact of the currency crash in Argentina that occurred after 9/11.
8. As a group, discuss the immigration impact on Cuba and the U.S. after President Obama's policy change in December of 2014.

9. As a group, discuss immigration "aggravation" and religion, connected to terrorism fears and tightening of immigration laws.

10. Lecture on the popular culture in Latin America and the Caribbean and its importance to Latinx individuals.

11. Develop charts comparing the various industries that shape Latin American and Caribbean economies today.

12. Provide examples of the economic systems in Latin America and the Caribbean.

13. Participate in guided discussion forums regarding the history, and political and popular culture of Latin America and the Caribbean. If class is online, learners should participate in discussions by posting one-initial response and reply to responses of at least three classmates.

14. Have participants, using one word, share their understanding of the word *Guantanamo* as it relates to history, food, geography, politics, economics, etc.

15. Role-play an immigration meeting of a family seeking residency.

1.3

Healthcare and Legal Systems in Spanish-Speaking Countries

Corresponding ASL/Spanish/English Competencies
Domain 1: Foundational Knowledge

1.5   General knowledge about the educational, healthcare and legal systems in Spanish-speaking countries and territories.

1.6   Specific knowledge about the educational, healthcare, and legal systems of the countries represented in the trilingual interpreter's local geographical area.

1.7   Knowledge of the federal and state laws and regulations related to the provision of both sign language interpreters and bilingual spoken language interpreters.

1.8   General knowledge of the immigration process, especially with regard to the rules that apply to the countries represented in the trilingual interpreter's geographic area.

Purpose of this Unit

Understanding the medical and legal systems in Latin America and the Caribbean, including the immigration process, helps trilingual interpreters to more effectively communicate with consumers when working in those settings. Furthermore, when interpreting in medical or legal settings, having background knowledge helps the interpreter to provide cultural mediation. In addition, it is essential that interpreters understand U.S. federal and state laws and regulations related to their profession in order for them to skillfully and accurately conduct business. Learners will be exposed to overviews of the medical, legal, and immigration systems, and

federal and state laws related to interpreting to build the knowledge necessary to work effectively as trilingual interpreters.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of the Deaf and other related service professionals.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- Describe the general medical services provided in Latin America and the Caribbean and contrast them from those provided in the U.S.
- List the types of governmentally supported medical services provided in Latin America and the Caribbean and contrast them from those provided in the U.S.
- Describe and compare the services provided in outpatient and inpatient care.
- Describe the insurance systems covering medical services in Latin America and the Caribbean.
- Describe the cultural norms related to providing medical services in Latin America and the Caribbean and contrast them from those provided in the U.S.
- Describe the accessibility accommodations provided to Deaf Latinx individuals in medical settings in Spanish-speaking countries and contrast them from those provided in the U.S.
- Describe the legal structures and services provided in Latin America and the Caribbean and contrast them from those provided in the U.S.
- Describe the roles of courtroom and legal personnel in Latin America and the Caribbean and contrast them from those provided in the U.S.

- Describe the procedures for police interrogation, courtroom trials, misdemeanors, and felonies in Latin America and the Caribbean and compare them to those provided in the U.S.
- Describe the cultural norms related to the legal system in Latin America and the Caribbean and compare them to those in the U.S.
- Describe the accessibility accommodations provided to Deaf Latinx individuals in the legal system in Spanish-speaking countries and compare them to those provided in the U.S.
- List and describe at least three (3) federal and state laws and regulations related to the provision of both bilingual sign language interpreters and bilingual spoken language interpreters in the U.S.
- List at least five (5) steps involved in the U.S. immigration process for people from Latin America and the Caribbean.
- Describe the legal system as it relates to Customs in the U.S. and Latin America and the Caribbean.

Key Concepts

It is important that trilingual interpreters:

- Are provided with an overview of the various medical services provided in Latin America and the Caribbean.
- Have a basic understanding of the healthcare insurance systems in Latin America and the Caribbean.
- Have a basic understanding of the procedure for accessing medical services in Latin America and the Caribbean.
- Are aware of the accommodations provided to Deaf Latinx individuals in medical settings in Spanish-speaking countries.
- Understand the cultural norms related to personnel providing medical services in Latin America and the Caribbean.
- Are provided with an overview of legal structures and services provided in Latin America and the Caribbean.

- Have an awareness of the procedures for police interrogation, courtroom trials, misdemeanors, and felonies in Latin America and the Caribbean.
- Have an awareness of the cultural norms related to the legal system in Latin America and the Caribbean.
- Have an awareness of the accommodations provided to Deaf Latinx individuals in the legal system in Spanish-speaking countries.
- Understand the immigration process in Latin America and the Caribbean and in the U.S.
- Understand the federal and state laws related to interpreting in the U.S.
- Understand specific federal and state laws related to interpreting in medical and legal settings in the U.S.

Key Discussion Questions

What various medical services are provided in Latin America and the Caribbean?

What is the healthcare insurance system in Latin America and the Caribbean?

What medical professional organizations exist in Latin America and the Caribbean and what purposes do they serve?

What cultural norms exist related to providing medical services in Latin America and the Caribbean and the U.S.?

What accessibility accommodations are provided to Deaf Latinx individuals in medical settings in Spanish-speaking countries and in the U.S.?

What various legal services are provided in Latin America and the Caribbean?

What are the procedures for police interrogation, courtroom trials, misdemeanors, and felonies in Latin America and the Caribbean?

What are the cultural norms related to the legal systems in Latin America and the Caribbean?

What accessibility accommodations are provided to Deaf Latinx individuals in the legal system in Spanish-speaking countries and in the U.S.?

What are the federal and state laws and regulations related to the provisions for both bilingual sign language interpreters and bilingual spoken language interpreters in the U.S.?

What are the specific federal and state laws related to interpreting in medical and legal settings in the U.S., if any?

What is the U.S. immigration process for people from different Latin American and Caribbean countries?

Suggested Activities

1. Lecture on the healthcare system in Latin America and the Caribbean.

2. Provide examples of Deaf people accessing medical care in Latin America and the Caribbean, including possible negative experiences and outcomes.

3. Lecture on the legal system in Latin America and the Caribbean.

4. Provide examples of Deaf people accessing the legal system in Latin America and the Caribbean, or being arrested and in the legal system, including outcomes.

5. Share the "Map of Worldwide Legal Traditions" (see http://www.laits.utexas.edu/lawdem/unit02/supporting/map_civil_common.html).

6. Provide guided discussion forums on topics related to Deaf people accessing the legal system in Latin America and the Caribbean.

7. Lecture on the immigration process for people entering the U.S. from Latin America and the Caribbean.

8. Show video clips of people going through the immigration process.

9. Watch a variety of Instituto Cervantes clips (http://cvc.cervantes.es/lengua/voces_hispanicas/)and look for practical information that indicates expectations, implicit context, etc. and have students pull out what they can learn from the analysis (e.g., illicit information, temporal, spatial, personal, politics).

10. List and describe at least three (3) federal and state laws and regulations related to the provision of both bilingual sign language interpreters and bilingual spoken language interpreters in the U.S.

11. List and describe any laws specifically related to the provision of interpreting services within medical or legal settings in the U.S.

12. List at least five (5) steps involved in the U.S. immigration process for people entering the U.S. from Latin America and the Caribbean.

Module 2

Module **2**

Language and Communication

Module Overview

Language nuances specific to Spanish-speaking countries and the United States are important for the trilingual interpreter to understand. This module addresses the various language considerations that a trilingual interpreter must incorporate in order to render an effective interpretation. It looks at several factors, including: the range of registers, genres, and varieties in ASL, Spanish, and English; strategies for rendering interpretations for consumers in Spanish free of regionalisms; the names and signs of countries in Latin America and the Caribbean; the meaning of body language and gestures used across Latin America and the Caribbean; and possible false cognates between ASL and the Deaf Latinx consumer's native language.

Why This Module is Important

Trilingual interpreters work with consumers with various linguistic demands, cultural backgrounds, and communication needs. The interpreter must be well versed in each of these areas in order to effectively communicate with consumers. Ease of language use (signed, spoken and written), clear communication, and cultural understanding between interpreter and consumer creates a level of trust and confidence in the consumer; which in turn, allows the interpreter to more effectively do his or her job. Hiring entities may be more confident that they are satisfying consumer needs more effectively by referring interpreters who possess high levels of skill and understanding of language, culture, and communication.

Educational Goals

In this module, the learner will be exposed to:

- Tools for recognizing source and target languages, including behaviors, characteristics, and features of the languages in use.
- How language and communication is affected by length of time the Latinx individual (Deaf and/or hearing) has lived in America (e.g., recent visitor or immigrant, first or multi-generational, etc.)
- The range of registers, genres, and varieties in ASL, Spanish, and English.
- The importance of native-like communication.
- The importance of possessing reading and writing skills in Spanish and English.
- Interpreting for consumers in Spanish, free of regionalisms.
- Names and signs for countries in Latin America and the Caribbean.
- Body language and gestures used to express specific meanings in Latin America and the Caribbean.
- Possible false cognates between ASL and a Deaf consumer's native language.

Units of Learning in this Module

There are four Units of Learning in this module:

2.1   Communication: Spanish Across Latin America and the Caribbean and Within the Latinx Community

2.2   Register and Genre Varieties in ASL, Spanish, and English

2.3   Recognizing Regionalisms and False Cognates

2.4   Latin American and Caribbean Names, Signs, and Body Language

Additional Instructor Qualifications Needed for this Module

Instructor must be knowledgeable about the variety of languages, both spoken and signed, used in Latin America and the Caribbean.

Applicable to Pre-Service Interpreter Education Programs

Yes

2.1

Communication: Spanish Across Latin America and the Caribbean and Within Latinx Communities

Corresponding ASL/Spanish/English Competencies
Domain 2: Language & Communication

2.1   Native or native-like competency in English, Spanish, and ASL in a variety of registers.

2.2   Ability to read and write in both English and Spanish.

Purpose of this Unit

Trilingual interpreters working with Latinx consumers should be well-equipped to deal with the various communication styles used across Latin America and the Caribbean and within U.S. Latinx communities. Interpreters need to be able to recognize source and target languages during an interpreting assignment, based on the behaviors, characteristics, and features of the language used by the consumers, in order to communicate accurately. As an interpreter builds fluency with this information, communication will become more clear and satisfactory, and interpreter/consumer confidence will increase.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of the Deaf and other related service professionals.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- Recognize the various communication styles used in both Latin America and the Caribbean and throughout U.S. Latinx communities.
- Articulate the main differences in communication styles between Mexican, Central American, South American, and Caribbean Spanish.
- Recognize source and target languages during an interpreting assignment, based on the behaviors, characteristics, and features of the language used.

Key Concepts

It is important that trilingual interpreters:

- Are familiar with the various communication styles used in Latin America and the Caribbean and within U.S. Latinx communities.
- Know how to recognize behaviors, characteristics, and features of source and target languages.
- Are fluent in source and target languages to achieve clear and satisfactory communication.

Key Discussion Questions

What various communication styles are used in Latin America and the Caribbean and U.S. Latinx communities?

What are the distinctive features of Mexican Spanish, and how they differ from those of Central American Spanish, South American Spanish, and Caribbean Spanish?

What are the most notable features of the Spanish varieties spoken in the U.S.?

Why is it important to recognize source and target languages during an interpreting assignment, based on the behaviors, characteristics, and features of the language used?

Why is it important to examine the language use between white Latinx and indigenous and mestizo Latinx?

How does knowing about Spanish used across Latin America and the Caribbean and within the Latinx communities improve the interpreter's ability to render a successful interpretation?

Suggested Activities

1. Have learners build a diagram of a tree using a Spanish phrase and branches showing the various meanings, e.g., meaning of the phrase within Latinx communities in the U.S., and meanings within Latin America and the Caribbean.

2. Assign learners to find audio/video clips of people from different regions in Latin America and the Caribbean. Compare and contrast these, including accents and registers. Ask learners to role-play people communicating, including accents and registers, and using different phrases.

3. After exposing learners to various dialects, show them a stimulus video and ask them to identify the speaker's country of origin.

4. Work in pairs to list English words and phrases commonly pronounced in Spanish that may be difficult for a listener to identify at first (e.g., Bed Bath & Beyond).

5. Have learners identify contact language phrases or Tex-Mex phrases (e.g., *hanguea*/hangout and *trustar*/trust).

6. Have learners review a list of words and try to match the words from different countries with its appropriate meaning.

7. Provide examples of how people from different countries or groups answer phone calls.

2.2

Register and Genre Varieties in ASL, Spanish, and English

Corresponding ASL/Spanish/English Competencies
Domain 2: Language, Culture, and Communication

2.3   Adeptness and flexibility in working across a range of registers, genres, and variations of English, Spanish, and ASL; especially in the areas of VRS, education, healthcare, mental health, conference, and immigration settings, as well as abroad.

Purpose of this Unit

In order for trilingual interpreters to competently communicate with consumers from different Latin American and Caribbean countries, they must be adept at working across a range of discourse registers and genres. The more native-like the interpreter's ASL, Spanish, and English skills are, the more effective his or her communication will be. Being flexible and cognizant of Latinx culture in use of registers and genres is especially important when the interpreter works in the setting of VRS, education, healthcare, mental health, conference, and immigration, as well as abroad. In this Unit of Learning, learners will study registers and genres to equip them for this work.

Target Audience

The ideal learner is proficient in the use of grammatically correct written and spoken Spanish and is fluent in reading Spanish.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- List the five (5) types of register.
- Indicate the correct register used when shown various written, spoken and signed language samples.
- Demonstrate the ability to match the consumers' register during a mock interpretation scenario.
- Define "genre."
- List at least three (3) ways in which register and genre differ in technical/scientific and non-technical/non-scientific form.
- Describe the influences of Latinx culture on the use of register and genre.
- Describe the importance of being adept in diverse registers, genres, and varieties of ASL, Spanish, and English in the settings of VRS, education, healthcare, mental health, conference, and immigration, as well as when working abroad.
- Demonstrate the ability to accurately read and translate written Spanish in various stimulus samples delivered by the instructor.
- Demonstrate the ability to accurately write Spanish from verbal stimulus delivered by the instructor.
- List at least three (3) ways in which an interpreter can prepare for assignments that require technical and scientific vocabulary.

Key Concepts

It is important that trilingual interpreters:

- Are familiar with the varieties of discourse registers and genres used by Spanish-speaking individuals.
- Are familiar with influences of Latinx culture on the use of register and genre.

- Know how to adapt one's target language depending upon the length of time the Latinx individual (Deaf and/or hearing) has lived in America (e.g., recent visitor or immigrant, first or multi-generational, etc.)
- Display knowledge and flexibility when confronted with diverse registers, genres, and varieties of ASL, Spanish, and English in the settings of VRS, education, healthcare, mental health, conference, and immigration, as well as abroad.
- Are aware of the importance of linguistic equivalence and accurate lexical choices.
- Have the ability to correctly match Spanish vocabulary and register when the source language is ASL, and vice versa.
- Be able to recognize personal strengths and weaknesses in the use of various registers.

Key Discussion Questions

What is the impact of not rendering linguistic equivalence or making inaccurate lexical choices when interpreting in trilingual assignments?

What are key considerations when making linguistic choices to reflect the speaker?

What are the differences between register and genre?

How are various registers constructed?

Why is it important to consider culture in use of register and genre?

Why is it particularly important for an interpreter to be adept in diverse registers, genres, and varieties of ASL, Spanish, and English in the settings of VRS, education, healthcare, mental health, conference, and immigration, as well as abroad?

What options does an interpreter have when they are "register lean?"

Suggested Activities

1. Lecture on register and genre, including the importance of being adept and flexible in working across a range of registers, genres, and varieties of ASL, Spanish, and English in all settings, including immigration.
2. Provide samples of different types of registers and genres.

42

3. Have learners read Risa Shaw's article *Determining Register in Sign to English Interpreting*, and have them discuss in small groups how the information applies to trilingual interpreting.

4. Have learners develop a list of coping strategies for their own personal strengths and weaknesses in the use of various registers. Discuss these strategies in pairs and refine the list.

5. Provide stimulus for learners to interpret into various registers of Spanish.

6. Assign groups to produce two writings in different registers, providing class time for one representative from each group report on work developed.

7. Provide stimulus for individual or small group demonstration of language structure and sentence construction, in response to stimulus provided in class.

8. Provide stimulus for learners to read and produce interpretation of written Spanish and English technical and scientific documents.

9. Provide mock VRS, healthcare, mental health, education, conference, and immigration settings for learners to respond to using various registers and genres of ASL, Spanish, or English.

10. Discuss the consequences to all parties when register is inaccurate, and identify ways to correct inaccuracies or mitigate the situation.

11. Work on conjunctions and transition terms to enhance processing time with terminology appropriate for advanced register.

12. Play a speech given by the President of Mexico or another dignitary to provide an example of higher registers in spoken Spanish. Ask learners to prepare a speech on current relevant topics as if they were the president of a country or another higher dignitary.
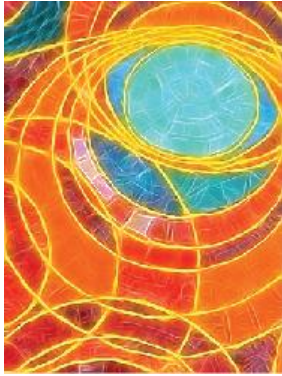
2.3
Recognizing Regionalisms and False Cognates

Corresponding ASL/Spanish/English Competencies
Domain 2: Language, Culture, and Communication

2.4 In Spanish, adeptness and flexibility to use language free of regionalisms when interpreting for a consumer who does not share the same variety of Spanish.

2.7 Awareness of possible false cognates between ASL and the deaf or hard-of-hearing consumer's native sign language.

Purpose of this Unit

Trilingual interpreters work with consumers from various Latin American and Caribbean countries, each of which have their own regionalisms. The interpreter must be aware of the regionalisms one consumer may use, but have the adeptness and flexibility to not apply those same regionalisms when working with consumers from another Latin American and Caribbean country. Likewise, interpreters must be aware of false cognates, or pairs of words in the same language that are similar in form and meaning but have different roots and may be unrelated. This Unit of Learning will provide information and material on various regionalisms and false cognates to aid the learners in rendering more appropriate interpretations.

Target Audience

It is important that the learner for this UOL be fluent in ASL, Spanish, and English.

Additional UOL-Specific Instructor Qualifications

It is recommended that this UOL:

- Be co-taught with instructors representing different language regionalisms.
- Include local Deaf Latinx community members to share their experiences and regional preferences.

Suggested Learning Outcomes

Learners will be able to:

- List the main regional language differences in at least five (5) Latin America and Caribbean countries.
- Describe the most effective way for interpreters to learn of an individual consumer's regionalisms.
- Describe the most appropriate way for interpreters to deal with unrecognized regionalisms.
- List at least three (3) ways in which an interpreter can recognize false cognates.
- Identify false cognates between Spanish and English.
- Describe at least five (5) possible false cognates in Spanish.
- Describe at least five (5) possible false cognates in English.
- List the tools interpreters can use to deal with false cognates.
- Describe the most appropriate way for interpreters to deal with false cognates during an assignment.

Key Concepts

It is important that trilingual interpreters:

- Be familiar with regionalisms that differ from one Latin American or Caribbean country to another.
- Be familiar with the appropriate application of regionalisms; display adeptness and flexibility in ASL and Spanish as being essential to effectively render linguistic equivalents.

- Know how to identify possible false cognates used in language, which will aid in appropriate interpretations.

Key Discussion Questions

What main regional language differences, or regionalisms, are used in countries in Latin America and the Caribbean?

What is the most appropriate way for interpreters to deal with unrecognized regionalisms presented in a trilingual setting?

What are examples of false cognates between Spanish and English?

How can interpreters recognize false cognates?

What is the most appropriate way for interpreters to deal with false cognates that are produced during an assignment?

What are examples of false cognates between ASL and other sign languages?

What tools can interpreters use to deal with false cognates?

Suggested Activities

1. Lecture on regionalisms from Latin America and the Caribbean.
2. Provide regional language samples in ASL, Spanish, and English.
3. Provide stimulus for individual or small group demonstration of language structure and sentence construction.
4. Provide stimulus for learners to read and produce interpretation of written Spanish and English technical and scientific documents.
5. Provide stimulus materials for learners to demonstrate identification of false cognates between Spanish and English, and ASL and English.
6. Provide video samples of ASL, Spanish, and English regionalisms.
7. Provide videos samples of regional accents and grammatical varieties used in Mexican Spanish, colloquialisms and unique grammatical structures used in Central American Spanish, and idioms unique to Caribbean Spanish.

8. Provide glossary lists of common terminology and pronunciation unique to South American Spanish varieties.

9. Create charts showing strategies to avoid regionalisms when interpreting in Spanish.

10. Have students share examples of false cognates, including false cognates they have experienced, misleading hearing gestures used in various countries, possible native sign language cognates, and how they vary by region.

11. Using a Instituto Cervantes video (http://cvc.cervantes.es/lengua/voces_hispanicas/) identify features such as *koinización* (dialect leveling), *elisión* (deletions; e.g., *helado* vs. *helao*), *trueques* (exchange; e.g., *puelto/puerto* or *buscar/buscai*), *retenciones* (retentions; i.e., structures from old Spanish and/or surrounding languages; e.g., *nada no dije* in Paraguay reflects old Spanish grammatical structure and in indigenous Guarani language), and *aspiración* (aspirate; e.g., *refresco/refreh'co*).

2.4

Latin American and Caribbean Names, Signs, and Body Language

Corresponding ASL/Spanish/English Competencies
Domain 2: Language, Culture, and Communication

2.5   Names and signs of countries and large cities in Latin America, with emphasis on the countries represented in the trilingual interpreter's local geographical area.

2.6   Knowledge of what body language and certain gestures mean in Latin America, with emphasis on the countries represented in the trilingual interpreter's geographical area.

Purpose of this Unit

It is essential that trilingual interpreters know and use the correct names and signs of countries and large cities in Latin America and the Caribbean, and that interpreters recognize the meaning of body language and certain gestures used in Latin America and the Caribbean. It is particularly important that interpreters know the city and country names and signs and body language and gestures used in the countries represented by consumers in their local geographic area. This Unit of Learning will provide the foundational knowledge necessary to allow the learner to communicate with ease and eliminate awkward and uncomfortable guesswork. The skills gained by the learner will give their consumer confidence in the interpretation process and in his or her ability to speak freely without concern of being misunderstood.

Target Audience

It is important that the learner for this UOL be fluent in ASL, Spanish, and English.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- List at least 12 names of countries and large cities in Latin America and the Caribbean.

- In response to stimulus given, demonstrate ability to sign the name signs of countries and large cities in Latin America and the Caribbean.

- List at least five (5) examples of body language and gestures used in Latin America and the Caribbean, and describe the meanings of at least five (5) body languages and gestures used in Latin America and the Caribbean.

- Describe at least five (5) similarities and differences of body language and gestures used by hearing and Deaf people in Latin America and the Caribbean.

- Compare and contrast body language and gestures used between hearing and Deaf people in Latin America and the Caribbean.

- In response to stimulus given, demonstrate ability to interpret body language and gestures used by hearing people in Latin America and the Caribbean.

- In response to stimulus given, demonstrate ability to interpret body language and gestures used by Deaf people in Latin America and the Caribbean.

Key Concepts

It is important that trilingual interpreters:

- Understand the correct use of names and signs of countries and large cities in Latin America and the Caribbean.

- Develop familiarity with names and signs of countries used by local consumers.

- Are aware of the importance of understanding the meaning of body language and certain gestures in Latin America and the Caribbean.

- Understand the outcomes of being fluent in names and signs of countries, and their respective body language and gestures.

Key Discussion Questions

What are the names and signs of countries and large cities in Latin America and the Caribbean?

Why should interpreters learn the names and signs of countries and large cities in Latin America and the Caribbean?

Why should interpreters focus on the names and signs of the countries represented by consumers in their local geographic area?

What are examples of body language and gestures used in Latin America and the Caribbean, and what do they mean?

What are the similarities and differences in the way hearing and Deaf people in Latin America and the Caribbean use body language and gestures?

Suggested Activities

1. Lecture on the names and signs of countries and large cities in Latin America and the Caribbean.
2. Invite Deaf Latinx guests from various countries to demonstrate their sign languages, body languages and gestures.
3. Model the signs of countries and large cities in Latin America and the Caribbean.
4. Develop organizational charts showing the similarities and differences of body language and gestures used by hearing and Deaf people in Latin America and the Caribbean.
5. Provide video samples showing different body language and gestures used by hearing and Deaf people in Latin America and the Caribbean.
6. Provide stimulus materials that include the names of countries and large cities in Latin America and the Caribbean. Have learners in small groups rotate interpreting the materials, using the correct signs for countries and large cities.
7. Watch a video of an interpretation in a foreign language, muted, and examine the discourse features and markers for indications of who is directing the interaction. Also, try to identify from the body language alone which person is using one of your target languages.

Play a Latin American *telenovela* video, muted, and have learners provide possible discourse based on body language, gestures, movements, environment, and appearance.

Module 3

Module 3

Culture

Module Overview

It is well recognized that trilingual interpreting is much more than interpreting between three languages. Every interpretation is also intersected by numerous cultures, with one or more of the cultures defined as having minority status. This module asks the learner to recognize and support the rich Deaf Latinx communities and appreciate the multi-intersectional layers of identity. It has the learner take a step back and reflect on one's own culture, culture awareness, and worldview. The module further studies oppression and its impact on interpreting and the nuances of Latinx family dynamics on the interpretation setting.

Why This Module is Important

It is generally recognized that interpretation is effected by the interpreter's understanding of the given topic and their perception of the topic's cultural place within society. Research has shown interpreters are often not conscious of their own level of cultural awareness and often assume they have greater cultural sensitivity than they actually possess. Latinx heritage speakers have one set of cultural awareness and understanding of oppression, while those not of Latinx heritage have a different set. When people work together, yet possess conflicting worldviews, potential exists for cross-cultural havoc. Interpreters can improve interpreting outcomes when they possess greater understanding of their own cultural biases, acceptance of cultures that differ from their own, and a general understanding of oppression.

Educational Goals

In this module, the learner will be exposed to:

- The elements that constitute the culture of people from Spanish-speaking countries.
- The values, standards, beliefs, art, music, and practices shared by many Latin American and Caribbean people.
- The concept of intersectionality and the role it plays in the lives of Deaf Latinx individuals.
- Factors that contribute to bias and discrimination and the tools to combat them.
- Have learner engage in the Walk of Life or Privilege Walk Activity.

Units of Learning in this Module

There are five Units of Learning in the module:

3.1   Latinx Culture(s)

3.2   Cultural Awareness

3.3   Oppression in the Hearing and Deaf Latinx Communities

3.4   The Impact of Oppression on Communication and Interpretation

3.5   Latinx Family Dynamics

Additional Instructor Qualifications Needed for this Module

A strong understanding of oppression and cultural mediation.

Applicable to Pre-Service Interpreter Education Programs

Yes
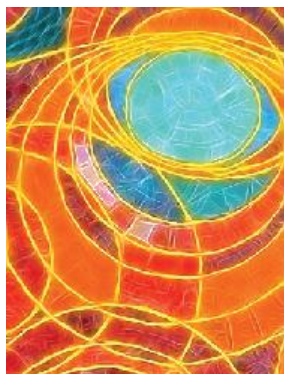
3.1
Latinx Culture(s)

Corresponding ASL/Spanish/English Competency
Domain 1: Foundational Knowledge

1.2   Specific knowledge about deaf education and attitudes toward deafness for the countries represented in the trilingual interpreter's geographical area.

Purpose of this Unit

Latinx culture is made up of a set of values, standards, beliefs, art, music, and practices shared by many Latin American and Caribbean people. Trilingual interpreters must have an understanding of the normative cultural values of Latinx consumers in order to communicate with and respond to them appropriately. This Unit of Learning will provide relevant information on Latinx culture(s), which will help the learner build trust and a sense of teamwork with their consumers. It will also lead to reduced stress in interpreters and consumers and allow for more productive interpreting assignments.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of the Deaf and other related service professionals.

Additional UOL-Specific Instructor Qualifications

The instructor must have real life experiences in Latinx communities and a worldview rooted in Latinx culture(s), as well as a good understanding of culture from a sociological and linguistic viewpoint.

Suggested Learning Outcomes

Learners will be able to:

- Define the basic concepts of culture from a sociological and linguistic viewpoint.
- Explain how Latin American and Caribbean culture is truly a combination of many sub-cultures.
- List the patterns present in Latin American and Caribbean culture today.
- Gain consumers' trust by increasing understanding of the consumer's religious beliefs.
- Gain consumers' trust by increasing understanding of the consumer's traditions and values.
- Understand and apply cultural values when interpreting for Latinx consumers and their families.

Key Concepts

It is important that trilingual interpreters:

- Understand the elements that constitute the culture of the people of Latinx heritage.
- Understand the effect the length of time the Latinx individual (Deaf and/or hearing) has lived in America (e.g., recent visitor or immigrant, first or multi-generational, etc.) has on their identity, culture and worldviews.
- Have a basic understanding of the values, standards, beliefs, art, music, and practices shared by many Latin American and Caribbean people.
- Know that proper communication requires an understanding of the normative cultural values of Latinx consumers.

Key Discussion Questions

What cultural practices, e.g., art, music, beliefs, and standards, are shared by many Latin American and Caribbean people?

What influences define Latin American and Caribbean culture?

What are trends of Latin American and Caribbean culture in the 21st Century?

How does understanding Latinx culture influence the interpreting decision-making process?

How much influence might religion have on an interpreter's Latinx (Deaf or hearing) consumers?

What types of traditions and norms might interpreter's Latinx (Deaf or hearing) consumers value?

Suggested Activities

1. Introduce Nitza Hidalgo's "Three Facets of Culture" ("Multicultural Teacher Introspection." In *Freedom's Plow: Teaching in the Multicultural Classroom*).

2. Using Nitza Hidalgo's "Three Facets of Culture," have learners share which facet of culture most describes who they are (i.e., concrete, behavioral, symbolic).

3. Have each learner create a descriptive list of the most salient features of their own culture.

4. Have participants analyze uses of *si dios quiere* or *quizas* in Spanish, and discuss how it relates to world-view, and how it influences an interpreter's word choice in interpretation, particularly in intent/message equivalences.

5. Have learners read Dennis Cokely's article *Interpreting Culturally Rich Realities*, and apply it to Latinx culture.

6. Have learners watch "VRS Call" (*Interpreting in Spanish Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English),* DVD Two) and have them discuss the post interview with the interpreter, focusing on the importance of being culturally aware.

3.2
Cultural Awareness

Corresponding ASL/Spanish/English Competencies
Domain 3: Consumer Assessment

3.2   Given the variety of consumers served in the United States, an understanding that trilingual interpreters never assume that their expertise in their own Latino culture or variety of Spanish excludes them from having to learn about others.

3.6   Understanding differences in gender roles in various cultures.

Purpose of this Unit

Becoming a culturally competent trilingual interpreter begins with being aware of his or her own cultural values, beliefs, biases, and perceptions. When working with consumers from Latin American and Caribbean countries different from the interpreter's own heritage, it is important for them not project their own behavioral rules on them and cause misinterpretations. Since most interpreters (and people in the general population) are not usually conscious of their own cultural norms or biases, they must learn how to recognize the influences that come from their personal backgrounds. This Unit of Learning will help learners to identify the similarities and differences between their culture and that of their consumers. This will help the learner to become more sensitive during the interpretation process, and will have a positive impact on their linguistic output.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of the Deaf and other related service professionals.

Additional UOL-Specific Instructor Qualifications

Instructor should have real life experiences in the community and a world-view based upon Latinx culture(s), as well as a good understanding of culture from a sociological and linguistic viewpoint.

Suggested Learning Outcomes

Learners will be able to:

- Define their personal cultural values, beliefs, and perceptions.
- Articulate the importance of openness toward other Latinx and non-Latinx cultures, and the preferred communication styles of those cultures.
- Describe common differences between Latinx and non-Latinx communication styles.
- Identify and explain their own communication styles and recognize its potential impact on their work.

Key Concepts

It is important that trilingual interpreters:

- Are culturally competent trilingual interpreters and understand their own culture and worldviews.
- For hearing interpreters, know that by virtue of being hearing, they bring privilege and power to the interpreting setting.
- Know that projection of the interpreter's own worldview onto consumers can cause miscommunication.
- Understand that most people are unaware of their own cultural norms or dynamics.

- Know that one's worldview, linguistic tendencies, and cultural norms can impact their work.

Key Discussion Questions

Why is it important for trilingual interpreters to assess their own cultural values, beliefs, perceptions, and worldviews?

How can an interpreter become more aware of their own personal experiences that may impact their work?

What are common causes of bias and discrimination?

What are some tools for combating bias and discrimination in oneself and with one's consumers?

Why do interpreters need to recognize the different influences in their own personal background?

How does the interpreter's cultural awareness impact the interpretation process?

Suggested Activities

1. Have learners complete a Walk of Life or Privilege Walk Activity. A variety of these exercises exist that are designed to stimulate discussion on privilege. This exercise can be done on paper in order to create a safe learning environment. A sample can be found at: http://www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf.

2. Facilitate a large group discussion about worldviews.

3. View the NCIEC Classroom Module, *Social Justice in Interpreting,* and draw from the Module's suggested activities.

4. Assign readings from the book *Interpreting in Multilingual and Multicultural Contexts*. Lecture and discuss key points from these readings. Invite learners to share personal experiences related to readings from the book. Be sure to include discussion on the importance of understanding gender roles in various cultures.

5. Define the various communication styles and cultures (e.g., high context and low context, direct and indirect, formal and informal) and encourage learners to share personal

experiences that demonstrate various communication styles. Hearing others' experiences will create greater understanding and openness to learning differences.

6. Develop discussion questions based on Dr. Luis A. Rosado article "Cross-Cultural Communications: A Latino Perspective."

3.3

Oppression in the Hearing and Deaf Latinx

Corresponding ASL/Spanish/English Competency
Domain 3: Consumer Assessment

3.9   Understand the history and significance of oppression in the Latino community (deaf and hearing) in analysis of power relationships among participants within the interpreted interaction in order to determine how the consumer's position within the power dynamic might influence interpreting decisions or strategies.

Purpose of this Unit

Current and past oppression of consumers in Deaf and Latinx communities can influence them significantly. Trilingual interpreters need to be aware of how internalized oppression and racism affects the often-marginalized Deaf and Latinx communities. Interpreters must be aware of and monitor their own position of power and privilege in the interpreting situation when working with such consumers before being able to act as allies or promote equity through their own attitudes and behaviors. The key to positively influencing behaviors or situations is to first recognize them. According to some, to become a professional trilingual interpreter requires "ongoing unpacking of privilege and bias" before one is able to learn and understand the multiple and complex issues facing Deaf Latinx communities. This Unit of Learning will expose learners to potentially oppressive behaviors (their own or others) or situations that may have either negative or positive influences on the interpretation process, and the decisions or strategies chosen when working with Latinx consumers.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of Deaf students, and other related service professionals.

Additional UOL-Specific Instructor Qualifications

Instructors must have real life experiences in the community and a world-view based upon Latinx culture(s). Equally important the instructor must have an in-depth academic understanding of oppression and how it manifests itself and an ability to facilitate a safe sharing environment.

Suggested Learning Outcomes

Learners will be able to:

- Describe the five types of oppression and how they manifest in Latinx communities.
- Explain the additional challenges Latinx individuals in the U.S. may face regarding oppression and power dynamics.
- Explain the additional challenges Deaf Latinx individuals may face regarding oppression and power dynamics.
- Describe strategies for addressing oppression and power dynamics in an interpreted interaction.
- Describe reasons for Latinx (Deaf and hearing) immigration and its contribution to oppression.
- Provide examples of power-laden terminology with connotative meaning common in trilingual settings (e.g., undocumented vs. illegal, hit vs. spank).

Key Concepts

It is important that trilingual interpreters:

- Are aware of the effects of external and internal oppression and racism on Deaf and Latinx consumers.
- Are aware that Deaf Latinx communities face multiple levels of discrimination, including audism, classism, colorism, sexism, xenophobia and homophobia.
- Understand that interpreters and hearing American consumers are assigned more power and privilege.
- Display behaviors and attitudes towards consumers in the Deaf and Latinx communities that are sensitive to oppression and biases, and instead promote equity.
- Understand that interpreting decisions or strategies may be impacted by an interpreter's biases.

Key Discussion Questions

How does internalized oppression and racism affect people in the Deaf and Latinx communities?

How do biases held by people in different countries create conflicts between countries?

What are the impacts of power and privilege on communication?

Why is the *perception* of being oppressed as equally impactful as *true* oppression? Likewise, why is the *perception* of power equally as impactful as holding *true* power?

Why is it important to know the history of oppression in U.S. Latinx communities?

In trilingual settings, why is it particularly important to understand the goal and intent behind language choices?

What attitudes and behaviors help to promote equity between interpreters and consumers?

Suggested Activities

1. Fully review the NCIEC Classroom Module on *Social Justice.* Incorporate information, source material and activities for learner use.

2. Lecture on the five types of oppression and ask learners to share how the five types are directed toward or manifested in Latinx communities. A discussion list can be found at: https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf

3. Introduce the topics of power-laden language, implicit versus explicit language, connotative terminology, and embedded meaning in language choices. Provide examples.

4. As a group, discuss the term "bias."

5. Develop scripts for role-plays that include power-laden language.

6. Have learners role-play mock interpretation scenarios. Discuss the language choices made, potential consequences, and alternate choices.

7. Lead the class in a discussion about power dynamics. Be sure to include how interpreter placement can convey alliance with an individual or group.

8. Have a group discussion regarding how interpreters are perceived versus how they feel.
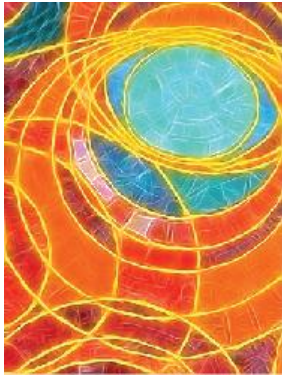
3.4

Impact of Oppression on Communication and Interpretation Communities

Corresponding ASL/Spanish/English Competency
Domain 3: Consumer Assessment

3.9   Understand the history and significance of oppression in the Latino community (deaf and hearing) in analysis of power relationships among participants within the interpreted interaction in order to determine how the consumer's position within the power dynamic might influence interpreting decisions or strategies.

Purpose of this Unit

Both verbal and non-verbal communication conveys information, attitudes, and behaviors, and can indicate positions of power or specific roles in a relationship. People with high levels of power, or more privilege, have the ability to influence or control the behavior of other people, unintentionally, or not. Individuals who have low levels of power, or less power, or may have internalized oppression, often comply with their status and assume less influential roles or positions in society. In order to make appropriate and ethical decisions, and encourage equity in the interpretation process, this Unit of Learning will expose learners to the impact of oppression on communication. Learners will acquire knowledge of how power dynamics influence communication and how to constructively balance power to ensure full and effective communication between consumers.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of the Deaf and other related service professionals.

Additional UOL-Specific Instructor Qualifications

Instructors must have real life experiences in the community and a world-view based upon Latinx culture(s). Equally important the instructor must have an in-depth academic understanding of oppression and how it manifests itself and an ability to facilitate a safe sharing environment.

Suggested Learning Outcomes

Learners will be able to:

- Articulate the various verbal and non-verbal communication presentations that convey oppression, whether it is intended, subconscious or inadvertent.
- Articulate how oppression, perceived and real, affects the interpreting process and intended outcomes.
- Explain how oppression, whether intended or not, is infused into spoken or signed communication.
- Share strategies for constructively balancing power in an interpreting setting.
- Explain the importance of acting as allies and promoting equity in interpreting situations.

Key Concepts

It is important that trilingual interpreters:

- The role that ASL, as the heavily preferred language in the U.S. has over other native sign languages, and impacting the users' identity.
- Know that verbal and non-verbal communication conveys externalized and internalized oppression.

66

- Understand that the impact of oppression on communication leads to an increase in the need for appropriate and ethical decision making, and equity in the interpretation process.
- Understand that the power dynamics in an interpreted setting will aid in constructively balancing power to ensure full and effective communication between consumers.

Key Discussion Questions

How is oppression conveyed through communication?

How are power dynamics conveyed through communication?

How do attitudes towards ASL, as the most commonly used sign language in the U.S., affect identity and promote oppression?

Is it an interpreter's job to balance the power between individuals in an interpreting situation? If yes, how might it be accomplished?

How might understanding oppression affect logistics and language choices in interpreting? What significance is it for interpreters to be allies versus caretakers?

How can accepting assignments that are above an interpreter's skill level be an oppressive act?

What types of power might a trilingual interpreter possess?

How can interpreters neutralize or utilize their perceived power?

Suggested Activities

1. Introduce a discussion of body language through a demonstration that sends the learners a "mixed message." For example, storm into the room, slam a book down on your desk, stand with your arms crossed, frown, stamp your foot and say "Today will be a great day. We will do some really interesting and fun things today." Then ask the class how they felt about the words you were saying. Did they believe you? Were they comfortable with you? Why not? How and what else were you communicating? What about your role-play was most believable?

2. From *Interpreting in Vocational Rehabilitation Settings* (NCIEC 2012), have learners watch the stories of Cristanta, Ana, and Julio in "Stories from Life Experiences, Immigration Experiences." Ask learners what similarities exist between the three stories, and how these life experiences may affect interpreting if unbalanced power dynamics are in play.

3. Discuss what types of body language can be perceived as oppressive.

4. Have learners write different feeling or emotion words on index cards, and place the cards in a container. Have learners choose a card and demonstrate through role-play the feeling or emotion on the card, ask the other learners to identify what is being demonstrated.

5. Develop role-play activities between a group of learners, with one or two learners being the oppressor, one or two learners being the oppressed, and one learner being the interpreter as an unwitting oppressor. Afterwards, discuss observations of the role-play with the larger group, and discuss how changes could be implemented to balance power.

6. Compare and contrast intended oppression, subconscious oppression and inadvertent oppression. Following the discussion, as a small group activity provide the learners with the same interpreting scenario but have each group infuse one of the following into the interpretation: intended oppression, subconscious oppression, or inadvertent oppression. Have each group role play their scenario. Time and size permitting, have small groups role play again for all to discuss the impact of each type of oppression on the interpretation and communication outcomes.

7. Create an interpreting scenario in which there is a clear imbalance of power, such as in a somewhat hostile immigration interview. In small groups, have learners problem-solve how to mitigate the power imbalance and then role play the interpreting scenario trying to incorporate the problem-solving strategies they identified.

8. Read and discuss *Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context* (Baker-Shenk, 1986). Review the various characteristics of oppression such as being put down, feeling inferior, and being denied privilege, opportunity, or service. The article points out that Deaf people are a highly oppressed group and that interpreters are at risk of contributing to that oppression. Engage students

in discussion about how this relates to Latinx community members (Deaf and hearing), and trilingual interpreters.

3.5

Latinx Family Dynamics

Corresponding ASL/Spanish/English Competencies
Domain 3: Consumer Assessment

3.3   Understanding that trilingual interpreters should address Spanish-speaking hearing consumers with the appropriate formal use of language, such as "*usted,*" when addressing them directly.

3.8   In three-person interactive situations, understand Latino family dynamics in order to determine how the consumer's position within the family might influence interpreting decisions or strategies.

Purpose of this Unit

Although Latinx families, like others in the U.S., have a variety of configurations, the center of traditional Latinx culture is the family. Identity with and loyalty to the family is considered to be one of Latinx culture's core values. As immigrant Latinx individuals incorporate into mainstream U.S. culture with their Latinx roots they adapt and make behavioral changes. Yet, the integrity of the family as a central core remains a strong cultural tradition. In this Unit of Learning learners will develop knowledge of how instrumental roles of family members and the consumer's position within the family affect how they communicate. The student will also learn about how the various influences of family dynamics play in the interpreting setting and what must be considered in order to make appropriate interpretation decisions and linguistic choices.

Target Audience

This UOL is intended for learners at all levels, from the novice bilingual ASL/English interpreter, to the more advanced interpreter. It is also beneficial for interpreter education students, hiring entities, school administrators, interpreter coordinators, teachers of the Deaf and other related service professionals.

Additional UOL-Specific Instructor Qualifications

Instructors must have real life experiences in the community and a world-view based upon Latinx culture(s).

Suggested Learning Outcomes

Learners will be able to:

- Explain the rationale behind choices of who to interpret for first when interpreting for a family.
- Demonstrate the ability to appropriately use the usted form of address.
- Describe the differences between Latinx family dynamics and majority culture family dynamics.
- Explain how the Latinx family's view of deafness may be used to guide an interpreter's decision in vocabulary choices.
- Describe the traditional Latinx cultural value placed on the family.

Key Concepts

It is important that trilingual interpreters:

- Are aware that as immigrating Latinx individuals adapt to living in the U.S., some behavior changes are made, but the family remains central to their identity.
- Understand in the Latinx culture, family extends beyond the immediate family.
- Know the appropriate use of *usted* when addressing various members of a consumer family.
- Understand that the role or position of each family member involved in an interpreting situation affects the consumer's style(s) of communication.

- Latinx family dynamics can influence interpreting decisions or strategies.

Key Discussion Questions

What are the major differences between Latinx family dynamics and majority culture family dynamics?

How do most Latinx families view Deaf people?

How do key family member roles and the consumer's position within the family affect communication?

How does the Latinx family hierarchy impact the decision making process?

What factors are involved in the interpreter's decision of who to interpret for first?

Suggested Activities

1. Watch the ASL video *Cuban, Deaf and Female* (http://www.interpretereducation.org/tim/content/191389/), which shares one woman's experience. Discuss how the signer's experience could impact an interpretation.

2. Have learners create a two-column chart comparing and contrasting Latinx and majority culture family dynamics. Ask learners to prepare a written assignment for later discussion.

3. Model the use of *usted* form of address and perform a "think aloud" discussion demonstrating the factors that go into making decisions about levels of formality.

4. In small groups, have learners practice their own "think aloud" methods for use of *usted* and then share their experiences in the large group.

5. Model a pre-conference exchange with a Spanish speaker using *usted* and discuss reasons for the choice.

6. Present various Spanish terms for "Deaf" such as *sordo*, *sordito*, *sordo-mudo*, *el mudo*, *el no habla*, and explain how these terms might indicate a Deaf person's position in the Latinx family, and the family's view of deafness in general.

7. Compare and contrast family hierarchies among various regions/countries.

8. Show a clip of a Latin American *telenovela* and compare/contrast the family dynamics with those of U.S. sitcoms.

9. Compare popular culture portrayals of family dynamics by contrasting U.S. sitcom family dynamics and roles with those in a Latin American *telenovela*.

Module 4

Module **4**

Consumer Assesment

Module Overview

Trilingual interpreters encounter a wide variety of languages with differences that include regionalisms, idioms, jargon, and accents. These are specific to not only a region or country but also to socioeconomic statuses, communication styles, and education levels. An experienced interpreter utilizes any and all tools available to them that will help them assess the languages, cultures, and experiences that will be present during an interpreting assignment. These tools often include pre-assignment strategy development and in-the-moment determinations. In this module, the learner will have the opportunity to learn, practice, and understand these strategies that lead to a well-implemented consumer assessment.

Why This Module is Important

The goal of interpreting is effective communication. In order for this to occur an interpreter must be able to render a message in a manner that all parties can understand. If this does not occur, errors can be committed and trust lost by all parties. An assessment in a trilingual setting includes knowledge of regionalisms, idioms, jargon, and accents specific to not only a region or country but also to socioeconomic statuses. Without this foundational knowledge not only will the message most likely miss the target, but be potentially offensive. To this end, for assessment to be effective, it must be seamless in approach, quickly using established formal and informal assessment tools.

Educational Goals

In this module, the learner will be exposed to:

- Which questions to ask consumers and how to obtain consumers' responses effectively. Based upon the information gleaned, the interpreter can draw upon their experiences, learning to determine whether they are qualified for an assignment, and how to decline an assignment if they are not qualified.
- Demonstration of strategies used to identify a Deaf consumer's country of origin and language use to determine a target language.
- Demonstration of strategies used to identify a Spanish-speaking hearing consumer's country of origin and language use (e.g., regionalisms, form of address, etc.) to determine a target language.
- Methods to identify and explain why and when a Certified Deaf Interpreter (CDI) or other expert team member is needed.
- Methods for the interpreter to assess one's own personal level of qualification for the work.

Units of Learning in this Module

There are three Units of Learning in this module.

4.1   Preparing for an Assignment

4.2   Strategies for Consumer Assessment: Deaf Consumer

4.3   Strategies for Consumer Assessment: Spanish-Speaking Consumer

Additional Instructor Qualifications Needed for this Module

None

Applicable to Pre-Service Interpreter Education Programs

No

4.1

Preparing for the Assignment

Corresponding ASL/Spanish/English Competencies
Domain 4: Interpreting Practice

4.9   Prepare appropriately for an assignment by either learning or reviewing information that is relevant about their consumers.

Domain 5: Professionalism

5.10 Knowledge and skill in educating agencies and clients about the misconception of "Spanish sign language" for referring to signed languages of Latin America, the information needed to adequately prepare for an assignment, and misconceptions about Latinos in the U.S. (both deaf and hearing).

5.11 Be fully cognizant to not engage in English-Spanish translation work unless qualified to do so.

Purpose of this Unit

It is widely recognized that trilingual interpreters who enter an assignment with advanced information regarding its goals and objectives provide more effective interpreting services. Yet, many interpreters do not engage in pre-assignment preparation. Often they are unfamiliar with what to ask, lack the confidence to reach out, do not know how to accomplish the task, or simply do not appreciate the importance of this front-end piece of the interpreting process. In this Unit of Learning, the learner will mitigate these barriers by developing a foundation of understanding and appreciation for the importance of conducting appropriate research and preparation prior to

entering an interpreting assignment, and knowing those elements of preparation that are unique to the Spanish-influenced setting.

Target Audience

The ideal learner for this UOL possesses knowledge and experience as a bilingual ASL/English interpreter.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- Explain how to properly prepare for an interpreting assignment.
- Determine and articulate the purpose of an interaction, a consumer profile, and, what additional interpreters may be needed for the assignment.
- Research the topic of the interaction in order to find out the vocabulary to be used and translations of the vocabulary.
- Research the linguistic and cultural background of the consumers in order to determine any specific vocabulary and norms that may be used.
- Decline an assignment if the learner determines that he or she is not qualified to interpret it.

Key Concepts

It is important that trilingual interpreters:

- Have advanced information about interpreting assignments to aid the interpreter in rendering more effective services.
- Know that in preparing for interpreting assignments, it is important to know which questions to ask and how to obtain responses effectively.

- Determine, based upon the information interpreters glean, whether they are qualified for an assignment.
- Know how to appropriately decline an assignment if they are not qualified.
- Understand the purpose of the interpreted interaction, the languages and language varieties to be used, who will be participating, the linguistic and cultural background of consumers involved, and who will be team interpreting.

Key Discussion Questions

Why is preparing for assignments an important part of the interpretive process?

What information regarding the purpose of the interaction is important to have prior to the assignment and how does the interpreter discover this information?

How does an interpreter find out the linguistic and cultural background of their consumers?

What does an interpreter do if they encounter barriers in determining the information that they need?

Where can an interpreter find information about vocabulary and which languages and language varieties will be used during the assignment?

What information will help an interpreter know if they need a team?

What tools can an interpreter use to negotiate getting a team if one is not already scheduled?

How does an interpreter conduct a pre-conference with the consumers, request that presenters send them forms to be used, or find support from colleagues to help in preparing for an assignment?

Suggested Activities

1. Conduct research for an assignment taking place in a Spanish-influenced setting.
2. Prepare a case study of an actual "front-end" of an interpreting assignment that the learner can read and discuss.
3. Invite a practicing trilingual interpreter to come speak to the learners about his or her prep work before an assignment.

4. Invite a referral agent to speak to the learners regarding what information they provide to interpreters and how interpreters request this information to prepare for assignments. Include a discussion on effective strategies for educating referral agencies regarding their misconceptions regarding the term "Spanish sign language" and trilingual interpreting.

5. Model engaging in preparatory work for a trilingual assignment.

6. From *Interpreting in Vocational Rehabilitation Settings* (NCIEC 2012), watch selected videos from "Stories from Life Experiences, Immigration Experiences." Have learners compare and contrast immigrant stories from around the world.

7. From *Interpreting in Vocational Rehabilitation Settings* (NCIEC 2012), have learners watch the stories of Cristanta, Ana, and Julio. Have learners identify the type of questions that might be asked in pre-assignment and share why those questions would be important.

8. Give learners mock assignments from *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*. Give them plenty of time to prepare. Have them perform the mock assignments as individuals or in small groups. Have learners reconvene to watch the interpreted assignment and compare and contrast their discoveries with those observed in the video scenario.

9. Ask learners to read and discuss Dean & Pollard's (2001) article "Application of Demand-Control Theory to Sign Language Interpreting: Implications for Stress and Interpreter Training."

10. To demonstrate the different outcomes when preparing and not preparing for an assignment, select two learners (with similar skill levels) from the group and confidentially provide one volunteer interpreter with a bank of preparatory knowledge and no additional information to the second interpreter and then have the group critique both interpretations.

11. Have learners articulate the professional reasons for engaging in preparatory work.

12. Have learners practice seeking information using the language of the requestor (e.g., for a medical setting, use such terms as "linguistic consult" or "language specialist;" for a legal setting, use such terms as "linguistically absent" or the legal right to be "present").

13. Have learners practice overcoming various levels of resistance from the individual (business, agency, consumer, etc.) who had requested the interpreter(s).

14. Watch the "Adult Classroom" vignette from *Interpreting in Spanish Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*. Engage learners in a dialogue on possible topics and strategies that could have been discussed in a pre-conference between the CDI and the trilingual interpreter, which may have helped avoid some of the challenges that arose during the assignment.

15. Have learners practice how to professionally decline an assignment or dismiss themselves from one in which they are not qualified.

4.2

Strategies for Consumer Assessment: Deaf

Corresponding ASL/Spanish/English Competencies
Domain 3: Consumer Assessment

3.1 Awareness of the Latino consumer's background (i.e., what country he or she is from) prior to the assignment in order to properly prepare.

3.5 Ability to identify a deaf consumer's language use (e.g., native ASL user, requires mouthing in Spanish, use of foreign signs, etc.) to determine a target language form.

Purpose of this Unit

Trilingual interpreters must develop strategies for assessing the language and communication styles of Deaf consumers with whom they work. Identifying the Deaf consumers' language usage, informational or experiential gaps, education, register, and linguistic style will help the learner make appropriate interpreting choices to match the consumer. In this Unit of Learning, approaches will be provided for assessing consumer needs within the interpreting situation before and during the assignment and strategies on how to make adjustments as needed.

Target Audience

The ideal learner for this UOL possesses knowledge and experience as a bilingual ASL/English interpreter, and is open and participatory.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- Better recognize sign languages other than ASL, such as Cuban Sign Language, Mexican Sign Language, and the variations of ASL used in Puerto Rico that are used in the U.S.
- Describe the importance of becoming familiar with context, educational background, and experiences of the Deaf consumer that will impact the choices made in the interpretation.
- List at least five (5) strategies used to effectively identify Deaf consumers' language usage (e.g., use of foreign signs, mouthing Spanish, mouthing English, fingerspelling Spanish or English, native ASL skills).
- Ask questions to determine Latinx consumers' background (i.e., which country he or she is from) prior to the assignment in order to properly prepare.

Key Concepts

It is important that trilingual interpreters:

- Have advanced information about interpreting assignments to aid the interpreter in rendering more effective interpreting services.
- Know which questions to ask and how to obtain responses effectively when preparing for interpreting assignments.
- Determine, based upon the information interpreters glean, whether they are qualified for an assignment and how to decline an assignment if they are not qualified.
- Determine and research the purpose of the interaction, the languages and language varieties to be used, who will be participating, the linguistic and cultural background of the consumers, and who will be team interpreting the interaction.
- Recognize and have the tools to engage in their own self-assessment to ensure that their consumer assessment was effective.

Key Discussion Questions

What is the best way to identify a Deaf consumer's language usage, informational or experiential gaps, education, register, and linguistic style?

Why is it especially important to have Deaf interpreters involved in consumer assessment?

How can trilingual interpreters articulate the decision-making strategies involved in Deaf consumers' language assessment?

How do trilingual interpreters adjust interpretation strategies to the experiential and linguistic framework of Deaf consumers in specific settings?

What approaches are available to interpreters to assess consumer needs before and during assignments?

Suggested Activities

1. Fully review the NCIEC Classroom Module *Interpreting in VR Settings: Faces of Deaf Consumers*. Incorporate information, source material and activities for learner use.
2. Lecture on what information an interpreter needs in order to determine whether or not they should accept an assignment.
3. Lead a discussion on identifying a target language. Tailor the discussion to Deaf communities that may be prevalent in their local geographic areas.
4. Guide learners on which questions to ask a hiring entity regarding an assignment. For example:
   - Who requested the trilingual interpreter (Deaf or hearing)?
   - What type of assignment is it?
   - What is the Deaf consumer's background?
   - Is the Deaf consumer an immigrant to the U.S.? If so, what is their country of origin?
5. Provide role-play scenarios to practice how to question a hiring entity about an interpreting assignment.
6. Select stimulus material and practice identifying a Deaf consumer's language variety.

7. Invite Deaf community members to participate in role-play scenarios where learners practice what to ask to determine a target language. Based on the responses to the questions, learners discuss what target language they will use.

8. Arrange learners into small groups, and have each group develop an interpreting situation involving a Deaf consumer who may:

   - form Spanish words on the mouth
   - use some foreign signs
   - grew up in a Spanish-speaking family or in a Spanish-speaking country.

   Include roles for a Deaf consumer, hearing consumer, and trilingual interpreter. Have learners describe the setting, consumers, language, and environment. Lead learners in a discussion about the communication challenges encountered by the interpreter, how they were handled, and other possible strategies for handling the situation.

4.3

Strategies for Consumer Assessment: Spanish-Speaking Consumer

Corresponding ASL/Spanish/English Competencies
Domain 3: Consumer Assessment

3.1   Awareness of the Latino consumer's background (i.e., what country he or she is from) prior to the assignment in order to properly prepare.

3.4   Ability to identify Spanish-speaking hearing consumer's language use (e.g., regionalisms, form of address, etc.) to determine a target language form.

3.7   An ability to understand and observe different eye-contact conventions and expectations in various Latin American cultures.

Purpose of this Unit

Trilingual interpreters must develop strategies for assessing the language and communication styles of Spanish-speaking consumers with whom they work. Identifying the Spanish-speaking consumers' country of origin, language usage, informational or experiential gaps, education, register, and linguistic style will help the interpreter make interpreting choices appropriate to the consumer. In this Unit of Learning, learners will be provided approaches for assessing cultural and linguistic information from the Spanish-speaking consumers within the interpreting situation before and during the assignment and strategies on how to make adjustments as needed.

Target Audience

The ideal learner for this UOL possesses knowledge and experience as a bilingual ASL/English interpreter.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- Determine target language based on assessment of the Spanish speaker's experiential and linguistic framework and situational protocol.
- Adapt the target language based on periodic comprehension checks.
- Identify and follow the different eye contact conventions and expectations of various Latin American and Caribbean cultures.

Key Concepts

It is important that trilingual interpreters:

- Understand what to look for in order to identify the Deaf consumer's language and background and how to elicit that information.
- Know strategies that are available to properly prepare for an assignment and make decisions about the target language (e.g., identifying the Spanish speaker's use of regionalisms, form of address, preferred term for Deaf, and accents, if any).
- Know methods that are available for determining the consumer's background (e.g., country of origin) and becoming familiar with context in order to properly prepare for an interpreting assignment.
- Know how to determine the consumer's familiarity with the context of the assignment, educational background, and experiences that will impact the choices made in the interpretation.

Key Discussion Questions

What is the best way to identify a Spanish-speaking consumer's language usage, informational or experiential gaps, education, register, and linguistic style?

How does knowing a Spanish-speaking consumer's country of origin inform the interpretation process?

What can eye contact, or the lack thereof, reveal about a Spanish speaker's own culture?

When pre-conferencing opportunities are present, what information should the interpreter discuss with the consumers?

Suggested Activities

1. Lead discussion on strategies used to identify a target language, tailoring the discussion to Latinx communities that may be prevalent in the learner's local geographic area.

2. Guide learners on questions to ask a hiring entity regarding an assignment. For example:
    - Who requested the trilingual interpreter (Deaf or hearing person)?
    - What type of assignment is it?
    - What is the Spanish speaker's background?
    - Is the Spanish speaker an immigrant? If so, when did they immigrate, and from which country?

3. Provide role-play scenarios to practice ways in which to question a hiring entity about an assignment.

4. Select stimulus material and practice identifying a Spanish speaker's language, level of formality, and familiarity with context.

5. Invite Latinx community members to participate in role-play scenarios where learners practice what to ask to determine target language. Based on the responses to the questions, learners may discuss which target language they will use.

6. Have learners listen to short audio clips in Spanish and discuss what in the selection will inform choices about a target language, such as, accent, register, regionalisms, etc. (University of Texas; http://www.laits.utexas.edu/spe/).

7. Introduce the importance of identifying and following different eye contact conventions and expectations in various Latin American and Caribbean cultures.

8. Discuss and provide examples of what can happen when eye contact is misunderstood.

9. Assign learners a short paper describing predominant eye contact conventions in mainstream U.S. culture and relate them to eye contact conventions in a Latin American and Caribbean culture.

10. Introduce the topic of deciding which consumer to interpret for first and why that might be important. Include how to communicate that information in a pre-conference and discuss various scenarios where different choices may be made.

Module 5

5

Interpreting Practice

Module Overview

This skill-based module is designed for working interpreters seeking to develop interpreting skills unique to Spanish-influenced settings, and who already possess a solid foundation in bilingual interpreting. Through lecture, role-play and independent work, learners will be exposed to such skills as sight translation, note-taking for sight translation, consecutive interpreting, note-taking for consecutive interpreting, simultaneous interpreting, managing interactions, placement of consumers, and effective teaming strategies.

Why This Module is Important

When a trilingual interpreter possesses the performance skills basic to the act of interpreting, consumers are more likely to experience effective communication; that being communication that is seamless, transparent, and true to the letter and spirit of the interaction. With a positive outcome, consumers' confidence in interpreted interactions and the interpreters who provided the access is enhanced. Likewise, when interpreters possess these skills, and participate in an effective communication, they obtain a greater sense of confidence in their abilities and their belief in the profession. With a sense of accomplishment and purpose, comes a heightened respect for the art and science of the profession and more specifically, the complexity of working among three languages and cultures.

Educational Goals

Upon completion of this module, the learner will:

- Be grounded in their understanding of the differences between translation and interpretation.
- Understand that competency in one language pair does not automatically transfer to a different language pair.
- Appreciate the linguistic and cultural responsibility they have as the communication facilitator.
- Have an enhanced ability to interpret simultaneously, and recognize when to do so, between ASL and Spanish.
- Have an enhanced ability to interpret consecutively, and recognize when to do so, between ASL and Spanish.
- Have an enhanced ability to sight translate documents from English to Spanish and Spanish to English.
- Have an enhanced ability to manage interactions (e.g., consumer logistics, cuing consumers when the floor has been yielded to them, turn-taking, addressing interruptions, etc.).
- Have greater knowledge of effective and diplomatic teaming strategies.

Units of Learning in this Module

There are eleven Units of Learning in the module.

5.1   Simultaneous Interpreting (ASL/Spanish)

5.2   Interpreting Practice: Sight Translations (English/Spanish)

5.3   Two-person Interactive - Consecutive Interpreting

5.4   Introduction to Three-person Interactive Situations

5.5   Three-person Interactive Consumer Logistics

5.6   Three-person Interactive - Consecutive to Consecutive

5.7   Three-person Interactive - Simultaneous to Consecutive

5.8   Three-person Interactive - Working with a Bilingual spoken language interpreter

5.9   Three-person Interactive - Working with a Deaf/Deaf Latinx Interpreter

Additional Instructor Qualifications Needed for this Module

In addition to the qualifications described in the Introduction, instructors for this module should be nationally or state-certified in ASL/English interpreting, and be a trilingual interpreter with at least three (3) years of experience interpreting in Spanish-influenced settings in the community with Board for Evaluation of Interpreters (BEI) certification preferred.

Applicable to Pre-Service Interpreter Education Programs

No

5.1

Simultaneous Interpreting (ASL/Spanish)

Corresponding ASL/Spanish/English Competency
Domain 4: Interpreting Practice

4.2 Interpret simultaneously, and recognize when to do so or not to do so, in the ASL-English and ASL-Spanish language combinations. Occurrence of simultaneous interpretation between English and Spanish is usually limited to conferences on deafness or sign language interpreting. Therefore, trilingual conference interpreters must also possess this skill in English-Spanish interpretation.

Purpose of this Unit

Simultaneous interpreting is the process of interpreting into the target language at the same time as the as the source language is being delivered. Simultaneous interpreting is complex and is performed under severe time pressure. Learners should already possess the ability to simultaneously interpret between ASL and English. However, this skill does not automatically transfer to other languages. While the learner possesses the fundamentals of simultaneous interpreting, this Unit of Learning will give them the additional opportunity to practice these fundamentals between Spanish and ASL in order to acquire new skill and confidence in these languages.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English, has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001), and has completed Module 4: Consumer Assessment.

Additional UOL-Specific Instructor Qualifications

None

Suggested Learning Outcomes

Learners will be able to:

- Understand the settings in which simultaneous interpreting between ASL and Spanish occurs.
- More effectively interpret simultaneously from ASL into Spanish.
- More effectively interpret simultaneously from Spanish into ASL.
- More effectively interpret simultaneously from Spanish into ASL and English into ASL during the same interpreted interaction.
- More effectively interpret simultaneously into ASL for someone who code-switches between Spanish and English.
- Practice informing the Deaf consumer which language(s) the speaker is using.

Key Concepts

It is important that trilingual interpreters:

- Build on the simultaneous interpreting skills they already possess as bilingual interpreters.
- Have knowledge of the settings in which simultaneous interpreting between ASL and Spanish occurs.
- Use such skills as split-attention, short-term memory, and information organization.

Key Discussion Questions

How is simultaneous interpreting between ASL and Spanish different from simultaneous interpreting between ASL and English?

In what settings do interpreters do simultaneous interpreting between ASL and Spanish?

What happens when the speakers code-switch from Spanish to English or English to Spanish?

Which skills are needed to inform the Deaf consumer of the various language(s) and dialects being used?

Suggested Activities

1. Lecture on the possible settings in which simultaneous interpreting between ASL and Spanish can occur, such as conferences, employment trainings, educational presentations, information sessions, etc.

2. Lecture on the definition of code-switching, and provide examples.

3. Lecture on the two specific challenges trilingual interpreters face when interpreting into ASL in the simultaneous mode:

    - Switching between someone speaking English and someone speaking in Spanish during the same interpreted situation.

    - Interpreting for someone who code-switches between English and Spanish.

4. Model appropriate preparation and then simultaneous interpretation of a mock scenario from ASL into Spanish, or Spanish into ASL.

5. Model simultaneous interpretation into ASL for a scenario that involves changing from someone speaking in English to someone speaking in Spanish, and vice versa.

6. Model the simultaneous interpretation into ASL of someone who code-switches between English and Spanish.

7. Invite a trilingual interpreter to speak with learners about his or her experience interpreting in the simultaneous mode between ASL and Spanish.

8. Prepare mock scenarios in which the learner interprets from Spanish to ASL, and vice versa.

9. Provide constructive recommendations to learners for areas of interpretation that need improvement.

10. Prepare mock scenarios for simultaneous interpretation into ASL in which the source language changes from English to Spanish, and vice versa. Provide constructive recommendations to learners for areas of interpretation that need improvement.

11. Prepare mock scenarios for simultaneous interpretation into ASL in which the speaker code-switches between English and Spanish. Provide constructive recommendations to learners for areas of interpretation that need improvement.

12. In a group setting, ask learners to discuss differences and similarities between English/ASL interpreting and Spanish/ASL interpreting.

13. After the learner has acquired sufficient practice and skill in ASL/Spanish interpreting in mock scenarios, supervise this skill being practiced during a mentored interpreting assignment.

14. From *Interpreting in Vocational Rehabilitation Settings* (NCIEC 2012), have learners watch "A Vocational Evaluation." Have learners envision an additional family member in the room who only speaks Spanish and practice interpreting as if it was a three-person interaction.

5.2

Interpreting Practice: Sight Translations

Corresponding ASL/Spanish/English Competency
Domain 4: Interpreting Practice

4.3 Sight translate documents from English to Spanish, Spanish to English, English to ASL, and Spanish to ASL, especially with regard to documents and forms common in educational, medical, mental health, immigration, vocational rehabilitation, and legal settings.

Purpose of this Unit

Trilingual interpreters are often asked to conduct sight translation by interpreting written text into either Spanish or English. This requires that the interpreter read and understand text written in English or Spanish, and then produce a verbal or signed rendition of the text in either Spanish or English. In order to effectively engage in sight translation, learners must be able to draw from their current knowledge and ability to chunk information and transfer it to the target language. This Unit of Learning provides learners with the skills and tools in which to strengthen short term memory, extract meaning from the source language, chunk information, and practice the art and science of sight translation.

Target Audience

The ideal learner for this UOL has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

- Possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification.
- Engage in extensive sight translation work as a working interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Identify which assignments are more prone to sight translations.
- Describe the fundamentals of sight translations.
- Annotate a sight translation document in preparation.
- Provide sight translation from English to Spanish.
- Provide sight translation from Spanish to English.
- Provide sight translation within time constraints.

Key Concepts

It is important that trilingual interpreters:

- Know that for effective sight translation, interpreters should train in skills that enhance or strengthen short-term memory.
- Know that certain words have different meaning from county to country (e.g., the word *tecate*, which means "plant" or "city" in Mexico, but means "marijuana" in Puerto Rico.
- Know how to extract meaning from the source language.
- Know how to chunk information.
- Have an adequate repertoire of vocabulary to match the target language.
- Have reading skills that are adequate to conduct sight translation.

Key Discussion Questions

Which settings tend to require sight translation?

What are the protocols for preparing for and engaging in a sight translation?   Do the protocols vary by setting?

What is the best way for the interpreter to acquire forms or documents to review prior to the assignment?

What standardized vocabulary is found in common forms or documents?

What is the best way to approach a sight translation task when faced with time constraints?

Suggested Activities

1. Provide a lecture on the protocols and steps for preparing sight translation documents.
2. Highlight the differences in preparing for a sight translation in advance to those which occur in the moment.
3. Invite an experienced working trilingual interpreter to share assignments which tend to include sight translations.
4. Provide a lecture on memory skills, spilt memory skills, and chunking for sight translations.
5. Model a sight translation document from Spanish/English without a specified time restriction.
6. Model a sight translation documents from Spanish/English using a specified time restriction.
7. In a group setting, ask learners to identify key points and overarching concepts within a sight translation document.
8. In groups of two, have the learners interpret sight translations from Spanish/English and allow them to provide feedback for one another.
9. In groups of two, have the learners interpret sight translations from Spanish/English within a specified time restriction and allow them time to provide feedback to each other.
10. Distribute copies of the Memorandum of Understanding (MOU) form from the NCIEC Mentorship Toolkit (http://www.interpretereducation.org/aspiring-

interpreter/mentorship/mentoring-toolkit/mous_agreement_doc/) and have learners practice translating the *Mentorship Agreement Sample*.

11. As an individual project, have learners video-record themselves as they execute sight translations of Spanish/English and then ask them to assess their own work.

5.3
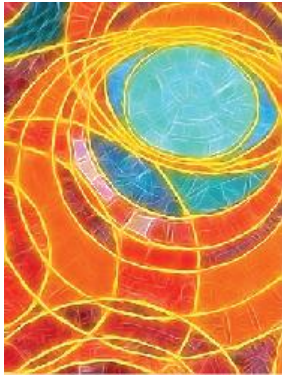
Two-Person Interactive - Consecutive Interpreting

Corresponding ASL/Spanish/English Competency
Domain 4: Interpreting Practice

4.1   Interpret consecutively, and recognize when to do so or not to do so, in ASL-English, ASL-Spanish, and English-Spanish language combinations.

Purpose of this Unit

Consecutive interpreting is the process of interpreting into the target language after the source-language has been conveyed. Learners should already possess the ability to interpret between ASL and English, including the skill of interpreting consecutively. However, the skill of consecutive interpreting does not automatically transfer to other language combinations for a variety of reasons, including the need for note-taking, which is often not done when interpreting consecutively between English and ASL. This Unit of Learning will give learners the opportunity to practice these fundamentals between Spanish/ASL and Spanish/English in order to acquire new skills and confidence in these languages. Consecutive interpretation must be practiced in the Spanish/English and ASL/Spanish combinations in order to acquire the skill successfully and become an effective trilingual interpreter.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as a working interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Describe the settings in which consecutive interpreting between ASL/Spanish and Spanish/English occurs.
- Describe the difference between conventional consecutive interpreting and long-form consecutive interpreting.
- Demonstrate split-attention, short-term memory, and information organization skills.
- More effectively employ note-taking to aid in consecutive interpreting.
- More effectively interpret consecutively ASL/Spanish.
- More effectively interpret consecutively Spanish/English.

Key Concepts

It is important that trilingual interpreters:

- Have knowledge of the settings in which use of consecutive interpreting between ASL/Spanish and English/Spanish is essential.
- Have knowledge of the difference between conventional consecutive interpreting and long-form consecutive interpreting; which will aid in choosing the appropriate method for an assignment.
- Use skills such as split-attention, short-term memory, and information organization to enhance consecutive interpreting skills.
- Employ note-taking techniques when interpreting consecutively.

Key Discussion Questions

How is consecutive interpreting among ASL, Spanish, and English different from consecutive interpreting between ASL and English only?

In what settings do trilingual interpreters use consecutive interpreting?

What are the advantages and disadvantages of consecutive interpreting compared to simultaneous interpreting in certain settings?

What are consumers' perceptions, reactions, and attitudes toward consecutive interpreting?

How does one acquire the memory skills to effectively interpret in the consecutive mode?

Suggested Activities

1. Lecture on the possible settings in which consecutive interpreting between ASL/Spanish and English/Spanish can occur, such as medical and mental health sessions, educational settings, video interpreting, and three-person interactive scenarios.

2. Lecture on the nature of note-taking, its purpose, and the various ways of employing the technique.

3. Have the instructor model appropriate preparation and then interpretation of a mock scenario between ASL/Spanish or English/Spanish in the consecutive mode, both conventional and long.

4. Invite a trilingual interpreter to speak with learners about his or her experience interpreting in the consecutive mode, both conventional and long-form with note-taking. Have him or her talk about the settings in which conventional and long-form consecutive interpreting tend to occur.

5. Invite a bilingual spoken language interpreter to speak with learners about his or her experience in interpreting in the consecutive mode, with both conventional and long-form note-taking, between English and Spanish. Have him or her talk about the settings in which conventional and long-form consecutive interpreting tend to occur.

6. As a scaffolding technique for intra-lingual dual-tasking, have learners listen to a story or text and repeat it in the same language.

7. Prepare mock scenarios in which the learners use conventional consecutive interpreting to interpret between ASL/Spanish or English/Spanish. Provide constructive recommendations to learners for areas of interpretation that need improvement.

8. Prepare mock scenarios in which the learner uses long-form consecutive interpreting to interpret between ASL/Spanish or English/Spanish. Provide constructive recommendations to learners for areas of interpretation that need improvement.

9. In a group setting, ask learners to discuss differences and similarities between bilingual ASL/English consecutive interpreting and ASL/Spanish or Spanish/English consecutive interpreting.

10. In groups of two, have learners interpret consecutively between ASL/Spanish and Spanish/English, and allow them to provide feedback for one another.

11. As an individual project, have learners video-record themselves interpreting consecutively between ASL/Spanish and Spanish/English and assess their own work.

12. After the learners have acquired sufficient practice and skill in ASL/Spanish and Spanish/English consecutive interpreting in mock scenarios, supervise this skill being practiced during a mentored interpreting assignment.

5.4
Introduction to Three-person Interactive Situations

Corresponding ASL/Spanish/English Competencies
 Domain 4: Interpreting Practice

4.1   Interpret consecutively, and recognize when to do so or not to do so, in ASL-English, ASL-Spanish, and English-Spanish language combinations.

4.2   Interpret simultaneously, and recognize when to do so or not to do so, in the ASL-English and ASL-Spanish language combinations. Occurrence of simultaneous interpretation between English and Spanish is usually limited to conferences on deafness or sign language interpreting. Therefore, trilingual conference interpreters must also possess this skill in English-Spanish interpretation.

4.5   Mitigate overlapping sequences of speaking and signing or interruptions that prevent communication, especially in a three-person interactive situation.

Purpose of this Unit

Three-person interactive situations (3PIS) are unique to trilingual interpreting. In this situation, there is a speaker, or speakers, who represent each of the three languages with which the trilingual interpreter works (ASL, Spanish, and English). An effective trilingual interpreter understands the dynamics and demands put on them in this type of situation and the controls or opportunities in which to minimize or mitigate those demands. This Unit of Learning will instruct learners on how to tap into their bilingual ASL/English abilities, as well as the skills unique to ASL/Spanish two-person settings.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as an interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Describe what constitutes a three-person interactive situation.
- Describe the options available for providing interpreting services in this type of setting with regard to interpreting modes.
- Describe what interpreting modes are required in a testing environment for three-person interactive situations.
- Describe when it is appropriate to work with a bilingual spoken language interpreter or a Deaf interpreter as a team.
- Describe how to control the dynamics and demands put on them during three-person interactive situations.
- More effectively interpret in the ASL/English and ASL/Spanish language combinations consecutively, and recognize when to do so.
- More effectively interpret in the ASL/English and ASL/Spanish language combinations simultaneously, and recognize when to do so.

Key Concepts

It is important that trilingual interpreters:

- Know what constitutes a three-person interactive situation (3PIS).

- Know the options available for providing interpreting services in a three-person interactive assignment with regard to interpreting modes.
- Know what interpreting modes are required in a trilingual interpreter environment for a three-person interactive situation.
- Know when having a bilingual spoken language interpreter or a Deaf interpreter as a team may be more appropriate.

Key Discussion Questions

How can the interpreter prepare for a three-person interactive assignment?

In what settings will three-person interactive techniques be used?

What are the advantages of including a bilingual spoken language interpreter and what are the indicators that one is needed for a particular assignment?

What are the indicators that a Deaf interpreter is needed for a particular assignment?

What are the advantages to including a Deaf interpreter?

What cues help an interpreter decide whether to use simultaneous interpreting, consecutive interpreting, or both in a particular assignment?

How does an interpreter incorporate note-taking techniques in consecutive portions of the assignment?

What are the attitudes or perspectives of the consumers when using either simultaneous or consecutive interpreting, or the consecutive mode alone?

Suggested Activities

1. Lecture on terminology, conventions, and concepts used in talking about three-person interactive situations.
2. Lecture on what constitutes a three-person interactive situation.
3. Lecture on the options available for providing interpreting services with regard to interpreting modes in three-person interactive situations.
4. Lecture on what interpreting modes (consecutive to consecutive or simultaneous to consecutive) are required in a testing environment for three-person interactive situations.

5. Lecture on when it is appropriate to work with a bilingual spoken language interpreter or a Deaf interpreter as a team.

6. Have learners identify what constitutes a three-person interactive situation.

7. Have learners draw a diagram of consumers, or use other materials, to simulate spatial relations of consumers involved in a three-person interactive situation.

8. Have learners watch and discuss (using appropriate terminology and conventions) the "Social Services" vignette from *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*.

9. Have learners practice by listening to a reading of a text, while they simultaneously repeat the message in paraphrase form.

5.5

Three-Person Interactive - Consumer Logistics

Corresponding ASL/Spanish/English Competency
Domain 4: Interpreting Practice

4.6   Appropriately advise where parties should be situated in a room for optimal effectiveness.

Purpose of this Unit

Three-person interactive situations (3PIS) are unique to trilingual interpreting. In this setting, there is a speaker, or speakers, who represent each of the three languages with which the trilingual interpreter works: ASL, Spanish, and English. In addition to understanding the linguistic dynamics and demands prevalent in this type of setting, the trilingual interpreter must also understand the cultural power dynamics and the physical logistics that impact the interpreting process. This Unit of Learning will provide the learner an additional opportunity to practice these elements between ASL, Spanish, and English in order to acquire new skill and confidence in these languages.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as an interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Describe the differences in power dynamics between two-person interactive situations and three-person interactive situations.
- Describe the logistical consequences of where consumers are located in a three-person interactive situation.
- Describe what constraints the physical setting may place on the logistics of three-person interactive situation.
- Articulate the importance of line-of-sight when interpreting for the Deaf consumer.
- Articulate the importance of auditory, as well as visual, aspects when interpreting for the English-speaking hearing consumer (ESHC), or Spanish-speaking hearing consumer (SSHC).

Key Concepts

It is important that trilingual interpreters:

- Know the differences in power dynamics between two-person interactive situations (2PIS) and three-person interactive situations (3PIS).
- Know how power dynamics affects such logistic decisions as line-of-sight and visual/auditory enhancements.
- Know the range of constraints the physical setting may place on the logistics of three-person interactive situations.
- Know the logistical consequences of where consumers are located.
- Know how to create and advocate for the most optimum logistical environment possible, one that acknowledges the power dynamics in an assignment and logistical opportunities and constraints.

Key Discussion Questions

Who determines where the consumers sit in relation to each other?

How does the interpreter request a change in where consumers sit in relation to each other, if necessary?

How do the logistics change when a bilingual spoken language interpreter is incorporated into the assignment?

How do the logistics change when a Deaf interpreter is incorporated into the assignment?

How do power dynamics change based on the logistics of the consumers in the assignment?

How active should the interpreter be in helping to determine the logistic set up of the assignment?

How important is it for the interpreter to able to have a clear visual line to each consumer?

How can the interpreter determine which language will be used first or most often?

If the logistical set up is not effective, how can the interpreter request that the setup be changed? How does this apply to testing for certification?

Suggested Activities

1. Lecture on power dynamics in three-person interactive situations.
2. Have learners discuss the similarities and differences of power dynamics between two-person interactive and three-person interactive situations.
3. Have learners watch and discuss (using appropriate terminology and conventions) the "Social Services" vignette from *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*. Then have learners compare their discussion regarding the vignette to the debriefing segment of the "Social Services" vignette.
4. Provide learners with mock scenarios and ask them to discuss the pros and cons of various placement options.

5.6

Three-Person Interactive - Consecutive to Consecutive

Corresponding ASL/Spanish/English Competency
Domain 4: Interpreting Practice

4.1   Interpret consecutively, and recognize when to do so or not to do so, in ASL-English, ASL-Spanish, and English-Spanish language combinations.

Purpose of this Unit

Three-person interactive situations (3PIS) are unique to trilingual interpreting. In these situations, there is a speaker, or speakers, who represent each of the three languages with which the trilingual interpreter works (ASL, Spanish, and English). This Unit of Learning is designed for an individual who already possesses the ability to interpret between ASL and English, including the skill of interpreting consecutively. However, the skill of consecutive interpreting does not automatically transfer to three-person interactive situations for a variety of reasons, including the need for note-taking, which is often not done when interpreting consecutively between English and ASL. This Unit of Learning will provide learners the opportunity to practice these fundamentals in three-person interactive situations in order to acquire new skills and confidence in this challenging environment. Therefore, in three-person interactive situations consecutive interpretation must be practiced in order to acquire the skill successfully and become an effective trilingual interpreter.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as an interpreter in Spanish-influenced setting.

Suggested Learning Outcomes

Learners will be able to:

- Describe the advantages and disadvantages of interpreting in the consecutive to consecutive mode.
- Communicate to consumers the advantages and/or disadvantages of utilizing consecutive interpreting in the interaction being conducted.
- More effectively interpret in the consecutive to consecutive mode in a three-person interactive situation, utilizing such consecutive techniques as note-taking, split-attention memory skills and information organization.

Key Concepts

It is important that trilingual interpreters:

- Understand the advantages and disadvantages of interpreting in the consecutive to consecutive mode, and how to effectively employ this mode when needed.
- Know that while interpreting in the consecutive to consecutive mode may take more time to set-up, its return on investment is great.
- Know how to use eye gaze and possess the tools for determining who will receive the information first.
- Know the difference between conventional consecutive interpreting and long-form consecutive interpreting.

- Use such skills as split-attention, short-term memory, and information organization.
- Employ note-taking techniques.

Key Discussion Questions

How does an interpreter decide that consecutive to consecutive is best for the assignment?

How does an interpreter communicate to the consumers the advantages of using the consecutive to consecutive mode?

How does an interpreter decide the order of languages to interpret into with the consecutive to consecutive mode?

How does an interpreter control how much information they can hold in short-term memory before needing an additional resource?

How does an interpreter incorporate note-taking skills into consecutive to consecutive mode? How does the consecutive to consecutive mode apply to testing for certification?

Suggested Activities

1. Lecture on the process for performing consecutive to consecutive interpretation in three-person interactive situations.
2. Model appropriate preparation for a consecutive to consecutive assignment.
3. Model an interpretation of a mock three-person interactive assignment scenario in the consecutive to consecutive mode.
4. Watch the "Social Services" vignette from *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*, then discuss how the consecutive to consecutive mode could have been employed in the vignette.
5. Invite a trilingual interpreter to speak with learners about his or her experience interpreting in three-person interactive assignments using the consecutive to consecutive mode.
6. Prepare mock scenarios in which learners practice interpreting for three-person interactive assignments in the consecutive to consecutive mode. Provide constructive recommendations to learners for areas of interpretation that need improvement.

7. After the learner has acquired sufficient practice and skill in interpreting in three-person interactive assignments in the consecutive to consecutive mode in mock scenarios, supervise this skill being practiced during a mentored assignment.

8. Have learners practice taking notes generated from an ASL message without looking down at their own writing.

5.7

Three-Person Interactive - Simultaneous to Consecutive

Corresponding ASL/Spanish/English Competencies
Domain 4: Interpreting Practice

4.1   Interpret consecutively, and recognize when to do so or not to do so, in ASL-English, ASL-Spanish, and English-Spanish language combinations.

4.2   Interpret simultaneously, and recognize when to do so or not to do so, in the ASL-English and ASL-Spanish language combinations. Occurrence of simultaneous interpretation between English and Spanish is usually limited to conferences on deafness or sign language interpreting. Therefore, trilingual conference interpreters must also possess this skill in English-Spanish interpretation.

Purpose of this Unit

Three-person interactive situations (3PIS) are unique to trilingual interpreting. In this situation, there is a speaker, or speakers, who represent each of the three languages with which the trilingual interpreter works (ASL, Spanish, and English). In this Unit of Learning, the learner will be taught the advantages and disadvantages of interpreting in the simultaneous to consecutive mode, and how to effectively employ this mode when needed. Learners will also gain knowledge of the requirements for the simultaneous to consecutive mode for three-person interactive situations in a testing environment.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as a working interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Describe the advantages and disadvantages of interpreting in the simultaneous to consecutive mode.
- Describe the testing requirements for using the simultaneous to consecutive mode in a three-person interactive situation.
- More effectively interpret in the simultaneous to consecutive mode in a three-person interactive situation.

Key Concepts

It is important that trilingual interpreters:

- Understand the advantages and disadvantages of interpreting in the simultaneous to consecutive mode, and how to effectively employ this mode when needed.
- Know how to communicate to the consumers the advantages of using simultaneous to consecutive interpreting during an assignment.
- Use such skills as split-attention, short-term memory, and information organization.
- Employ note-taking techniques.

Key Discussion Questions

How does an interpreter decide that simultaneous to consecutive is the best mode to use for an assignment?

How does an interpreter communicate to the consumers the advantages of interpreting in the simultaneous to consecutive mode during the assignment?

How does an interpreter decide the order of languages to interpret into when using the simultaneous to consecutive mode?

How does an interpreter incorporate note-taking skills into simultaneous to consecutive assignments?

How does an interpreter control how much information they can hold in short term memory before needing an additional resource?

Suggested Activities

1. Lecture on the process for performing simultaneous to consecutive interpreting in three-person interactive situations.

2. Lecture on the use of simultaneous to consecutive interpreting in testing environments using the BEI Study Guide.

3. Model appropriate preparation for an assignment when the interpreting mode to be used will be simultaneous to consecutive..

4. Model an interpretation of a mock three-person interactive assignment scenario using the simultaneous to consecutive mode.

5. Have learners watch the "Social Services" vignette from *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*, then discuss how the simultaneous to consecutive mode was employed in the scenario.

6. Invite a trilingual interpreter speak with learners about his or her experience interpreting in three-person interactive assignments using the simultaneous to consecutive mode.

7. Prepare mock scenarios in which learners practice interpreting for three-person interactive assignments in the simultaneous to consecutive mode. Provide constructive recommendations to the learner for areas of interpretation that need improvement.

8. After the learner has acquired sufficient practice and skill interpreting in the simultaneous to consecutive mode, supervise this skill being practiced during a mentored interpreting assignment.

5.8

Three-Person Interactive - Working with a Bilingual Spoken Language Interpreter

Corresponding ASL/Spanish/English Competencies
Domain 4: Interpreting Practice

4.1 Interpret consecutively, and recognize when to do so or not to do so, in ASL-English, ASL-Spanish, and English-Spanish language combinations.

4.2 Interpret simultaneously, and recognize when to do so or not to do so, in the ASL-English and ASL-Spanish language combinations. Occurrence of simultaneous interpretation between English and Spanish is usually limited to conferences on deafness or sign language interpreting. Therefore, trilingual conference interpreters must also possess this skill in English-Spanish interpretation.

4.11 When working as a team with a deaf or hearing interpreter, demonstrate ability to effectively negotiate aspects of the conjoint work with all parties involved.

Purpose of this Unit

Three-person interactive situations (3PIS) are unique to trilingual interpreting. In this situation, there is a speaker, or speakers, who represent each of the three languages with which the trilingual interpreter works (ASL, Spanish, and English). In this specialized setting it is not uncommon for a communication interaction to include the services of a bilingual spoken language interpreter. Not only does the addition of another person create linguistic and logistic challenges, issues of power and control may emerge. This Unit of Learning will provide the earner opportunity to practice these elements in order to acquire new skill and confidence in the interpretive process.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as a working interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Describe the advantages and disadvantages of interpreting with a bilingual spoken language interpreter (Spanish/English) in a three-person interactive situation.
- Effectively interpret while teaming with a bilingual spoken language interpreter in a three-person interactive situation.
- Describe the spoken language interpreting profession at a basic level, such as membership entities, certification requirements for certain settings (legal, medical, and conference), codes of ethics for certain settings, and educational opportunities.
- Articulate the work of bilingual spoken language interpreters.
- Articulate the goal of bilingual spoken language interpreters in a three-person interactive situation.
- Engage with bilingual spoken language interpreters as colleagues.
- Describe what constraints the physical setting may place on the logistics, including a bilingual spoken language interpreter in a three-person interactive situation.
- Describe how power dynamics can change with the addition of the bilingual spoken language interpreter.

Key Concepts

It is important that trilingual interpreters:

- Understand the advantages and disadvantages of working with bilingual Spanish/English interpreters in a three-person interactive situation and how to effectively employ this approach when needed.
- Have a basic understanding of the work and practices of the spoken language interpreting profession, including their code of ethics, membership professions, certification requirements, and education opportunities, and to respect them as colleagues who have a common goal.
- Understand the constraints the physical setting may place on logistics when a bilingual spoken language interpreter is a part of the assignment.
- Understand how power dynamics can change with the addition of the bilingual spoken language interpreter.

Key Discussion Questions

How does a trilingual interpreter determine that the assignment would benefit by having a bilingual spoken language interpreter?

How does a trilingual interpreter communicate to consumers and to the referral agency the need for a bilingual spoken language interpreter?

How does the assignment change with the addition of a bilingual spoken language interpreter? How do the power dynamics change with the addition of the bilingual spoken language interpreter?

What are the common concerns or perspectives of the consumers when a bilingual spoken language interpreter is added to the interpreting team?

How does turn-taking differ with the addition of the bilingual spoken language interpreter?

If a trilingual interpreter is capable of interpreting between the bilingual spoken languages why would they need to seek out the resource of a bilingual spoken language interpreter?

Suggested Activities

1. Lecture on the professional organizations available to bilingual spoken language interpreters.

2. Lecture on the various codes of ethics employed by bilingual spoken language interpreters.

3. Lecture on the various educational opportunities available to bilingual spoken language interpreters in the learner's local geographic area.

4. Invite an owner of a spoken language interpreting agency to explain about how they contract their interpreters and fill assignments.

5. Invite a bilingual spoken language interpreter to speak about how they became an interpreter, what organizations they are a member of, and about their experience in working with bilingual sign language interpreters.

6. Lecture on appropriate protocols when working with bilingual spoken language interpreters.

7. Model appropriate preparation for working with a bilingual spoken language interpreter in a three-person interactive situation.

8. Model an interpretation of a mock three-person interactive assignment scenario with a bilingual spoken language interpreter.

9. Have learners watch the "Social Services" vignette from Interpreting in *Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*, then discuss how a bilingual spoken language interpreter may have changed the dynamics.

10. Invite a trilingual interpreter to speak with learners about his or her experience interpreting in three-person interactive assignments with a bilingual spoken language interpreter.

11. Prepare mock scenarios in which learners practice interpreting for three-person interactive situations with a bilingual spoken language interpreter. Provide constructive recommendations to learners for areas of interpretation that need improvement.

5.9

Three-Person Interactive - Working with a Deaf/Deaf Latinx Interpreter

Corresponding ASL/Spanish/English Competencies
Domain 4: Interpreting Practice

4.1   Interpret consecutively, and recognize when to do so or not to do so, in ASL-English, ASL-Spanish, and English-Spanish language combinations.

4.2   Interpret simultaneously, and recognize when to do so or not to do so, in the ASL-English and ASL-Spanish language combinations. Occurrence of simultaneous interpretation between English and Spanish is usually limited to conferences on deafness or sign language interpreting. Therefore, trilingual conference interpreters must also possess this skill in English-Spanish interpretation.

4.8   Effectively use expansion and other appropriate techniques that ensure clarity of the message into signed language, given the language needs of their deaf and hard-of-hearing consumers who come from various countries and have varied levels of ASL proficiency.

4.11 When working as a team with a deaf or hearing interpreter, demonstrate ability to effectively negotiate aspects of the conjoint work with all parties involved.

Purpose of this Unit

Three-person interactive situations (3PIS) are unique to trilingual interpreting. In this situation, there is a speaker, or speakers, who represent each of the three languages with which the trilingual interpreter works (ASL, Spanish, and English). More and more, certified and non-certified Deaf interpreters are being utilized in three-person interactive situations. Often they help bridge linguistic disconnects between the hearing interpreter and the Deaf consumer whose

language varies from that of hearing interpreters. This Unit of Learning will provide the learner the opportunity to practice working with a Deaf interpreter in order to acquire new skill and confidence in the interpreting process.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as a working interpreter in Spanish-influenced setting. It is further recommended that a Deaf Latinx interpreter teach or co-teach this topic.

Suggested Learning Outcomes

Learners will be able to:

- Articulate the advantages of interpreting with a Deaf interpreter in a three-person interactive situation.
- More effectively interpret with a Deaf interpreter in a three-person interactive situation.
- Describe the Deaf interpreting profession at a basic level, such as certification requirements and education opportunities.
- Articulate the work of Deaf interpreters.
- Articulate the goal of Deaf interpreters in a three-person interactive situation.
- Articulate the importance of Deaf interpreters as colleagues.
- Understand what constraints the physical setting may place on the logistics when including a Deaf interpreter in a three-person interactive situation.

Key Concepts

It is important that trilingual interpreters:

- Understand the advantages and challenges when working with a Deaf interpreter in a three-person interactive situation.

- Know how to advocate for and explain the advantages of utilizing a Deaf interpreter to referral agencies, and others who may request interpreting services.

- Have a basic understanding of the work, goals, practices and profession of Deaf interpreters, and to respect them as colleagues who have a common goal.

- Understand the constraints the physical setting may place on logistics when a Deaf interpreter is included in the communication interaction.

Key Discussion Questions

How does a trilingual interpreter determine that a three-person interactive situation assignment would benefit from a Deaf interpreter?

How does a three-person interactive assignment change with the addition of a Deaf interpreter?

How do the power dynamics in a three-person interactive situation change with the addition of a Deaf interpreter?

What are the concerns or perspectives of the consumers with the addition of a Deaf interpreter? How does turn-taking differ with the addition of a Deaf interpreter?

How does turn-taking differ with the addition of a Deaf interpreter?

What are the some of the reasons a trilingual interpreter or a Deaf consumer would seek out the resource of a Deaf interpreter in a three-person interactive situation?

Suggested Activities

1. Fully review the NCIEC Classroom Module on Deaf Interpreter/Hearing Interpreter Teams. Incorporate information, source material and activities for learner use.

2. Invite Deaf interpreters to discuss their experiences interpreting in three-person interactive situation.

3. Engage learners in dialogue on the settings where Deaf interpreter/trilingual interpreter teams work, where they may be helpful, and where they are a necessity in consideration of consumer needs.

4. Lecture on the professional associations available to Deaf interpreters.

5. Lecture on the various educational opportunities available to Deaf interpreters in the learner's local geographic area.

6. Lecture on the certifications available to Deaf interpreters.

7. Invite referral agency staff to speak to the learners about how they contract Deaf interpreters and fill assignments.

8. Lecture on appropriate protocol when working with a Deaf interpreter.

9. Model appropriate preparation and interpretation of a mock three-person interactive scenario with a Deaf interpreter.

10. Have learners watch the "Social Services" vignette from *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*, then discuss how a Deaf interpreter may have changed the dynamics.

11. Have learners watch the "Adult Classroom" vignette from *Interpreting in Spanish Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English),* as well as the post-class interviews with the interpreters. Discuss challenges the interpreters faced and what could have been done differently to better prepare for and manage the situation.

12. Invite a trilingual interpreter to speak with learners about his or her experience interpreting in three-person interactive situations with a Deaf interpreter.

13. Prepare mock scenarios in which learners practice interpreting for three-person interactive situations with a Deaf interpreter. If possible, invite experienced Deaf and trilingual interpreters, and consumers who are Deaf and hearing to participate in role-plays. Provide constructive recommendations for areas that need improvement.

14. Have the Deaf interpreter (instructor or guest speaker) address how Deaf interpreters effectively use expansion and other appropriate techniques to ensure clarity of the message into sign language, given the language needs of their Deaf consumers who come from various countries and have varied levels of ASL proficiency.

15. If this UOL is not taught or co-taught by a Deaf interpreter, invite Deaf interpreters to speak to the learners about how they became an interpreter and their experience in working with trilingual interpreters.

5.10

Three-Person Interactive – Teaming

Corresponding ASL/Spanish/English Competency
Domain 4: Interpreting Practice

4.11 When working as a team with a deaf or hearing interpreter, demonstrate ability to effectively negotiate aspects of the conjoint work with all parties involved.

Purpose of this Unit

There are times when a trilingual interpreter is assigned to team with a bilingual ASL/English interpreter in Spanish-influenced settings. In these settings, it is important for the trilingual interpreter to know how to work effectively with bilingual ASL/English interpreters, and how to advocate to team with another trilingual interpreter when working with a bilingual ASL/English interpreter is not appropriate. This Unit of Learning will provide the learner the opportunity to practice working in a team with a bilingual ASL/English interpreter in order to acquire new skill and confidence in the interpretive process.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as an interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Describe what settings may require, or would benefit from the use of a bilingual ASL/English interpreter team.
- Describe what functions, if any, a bilingual ASL/English interpreter can provide as a team in a Spanish-influenced setting.
- Describe how to advocate for assignment of a trilingual team interpreter instead of a bilingual ASL/English team interpreter when appropriate.
- More effectively work with other bilingual ASL/English interpreters.

Key Concepts

It is important that trilingual interpreters:

- Understand the power dynamic changes that occur with the addition of a team interpreter.
- Be able to determine if an assignment would benefit from a team interpreter.
- Know how to explain to others the importance of having a team of interpreters.
- Know how to request the most appropriate team member for the assignment.
- Understand the advantages and disadvantages of including a trilingual team interpreter.
- Understand the advantages and disadvantages of including a bilingual ASL/English interpreter.

Key Discussion Questions

How does an interpreter determine if an assignment would benefit by having a team interpreter?

How does the assignment change with the addition of a team interpreter?

How do the power dynamics change with the addition of a team interpreter?

What are the potential concerns or perspectives of the consumers by having the addition of a team interpreter?

What are the advantages and disadvantages of working with a trilingual team interpreter?

What are the advantages and disadvantages of working with a bilingual ASL/English interpreter?

Suggested Activities

1. Lecture on the settings or assignments that may require a bilingual ASL/English interpreter team.

2. Lecture on the functions that a bilingual ASL/English interpreter can perform as a team in a Spanish-influenced setting and when it is appropriate.

3. Lecture on when it is or is not appropriate to have a bilingual ASL/English interpreter as a team in a Spanish-influenced setting.

4. Lecture on the importance of trilingual interpreters advocating for the resources needed to effectively interpret in a specific setting or assignment, e.g., having a team interpreter.

5. Invite an owner of an interpreter referral agency to speak to the learners regarding their method of identification and contract of interpreters, whether bilingual or trilingual, to fill assignments that take place with Spanish-speaking consumers.

6. Model appropriate preparation for an assignment when the interpreter will be working with a bilingual ASL/English interpreter in a Spanish-influenced setting.

7. Model how to advocate appropriately for a trilingual interpreter when a bilingual ASL/English interpreter has already been assigned.

8. Prepare mock scenarios in which learners practice advocating appropriately for a trilingual interpreter when a bilingual ASL/English interpreter has already been assigned. Provide constructive recommendations to the learner on areas that need improvement.

9. Have learners watch the "Video Relay Service (VRS)" vignette from *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*, then discuss how including a bilingual ASL/English interpreter could have aided in the interpretation.

10. Invite a trilingual interpreter to speak with learners about his or her experience team interpreting with bilingual ASL/English interpreters in Spanish-influenced settings.

5.11

Three-Person Interactive - Managing Interactions

Corresponding ASL/Spanish/English Competencies
Domain 4: Interpreting Practice

4.4   Cue participants when the floor has been yielded to them, either by eye gaze, body shifting, or other appropriate means, especially in three-person interactive situations.

4.5   Mitigate overlapping sequences of speaking and signing or interruptions that prevent communication, especially in a three-person interactive situation.

4.7   Inform the deaf or hard-of-hearing consumer, English-speaking hearing consumer, and Spanish-speaking hearing consumer of the role of the trilingual interpreter before the assignment, addressing ground rules for turn taking, especially in three-person interactive situations.

Purpose of this Unit

One of the greatest "demands" facing trilingual interpreters in three-person interactive situations (3PIS) is managing the interaction between consumers in order to ensure clear and effective communication. One of the strongest "controls" for interpreters is the possession of strategies that mitigate this demand beforehand. In this Unit of Learning, learners will be given the opportunity to practice those strategies to manage interactions for clear and effective communication. Skillful strategies will be provided on how to manage the interaction without overstepping professional boundaries, controlling the conversation, or offending the people involved.

Target Audience

The ideal learner for this UOL is fluent in ASL, Spanish, and English and has a basic understanding of the Demand-Control Schema (Dean & Pollard, 2001).

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification, and have extensive experience (no less than three years) working as a working interpreter in Spanish-influenced settings.

Suggested Learning Outcomes

Learners will be able to:

- Manage the logistics of an assignment, including discussion of the seating arrangements with the consumers.
- Articulate the most appropriate interpreting mode to use for a particular assignment.
- Identify when a team interpreter is needed.
- Advocate for a team interpreter.
- Cue consumers when the floor has been yielded to them, either by eye gaze, body-shifting, or other appropriate means.
- Mitigate overlapping sequences of speaking and signing or interruptions that prevent communication.
- Articulate ground rules for turn-taking with the Deaf consumer, English-speaking hearing consumer (ESHC), and Spanish-speaking hearing consumer (SSHC) before a three-person interactive assignment begins.

Key Concepts

It is important that trilingual interpreters:

- Know the importance of having a clear understanding of the purpose of the assignment, the full array of consumers, and the anticipated logistics.

- Be able to decide the most appropriate interpreting mode (consecutive to consecutive, simultaneous to consecutive) to use during the assignment.
- Be able to decide what type of team interpreter if any is needed (trilingual interpreter, bilingual spoken interpreter, or Deaf interpreter).
- Be able to advocate for a team interpreter if needed.
- Be able to manage communication flow during an assignment.
- Know how to use eye gaze and possess the tools for determining which consumer will receive the information first.

Key Discussion Questions

How does an interpreter communicate to the consumers the rules for turn-taking prior to the assignment?

How does an interpreter reestablish rules for turn-taking when needed while the assignment is in progress?

How does an interpreter decide and advocate for the addition of a trilingual interpreter, a bilingual spoken language interpreter, or a Deaf interpreter prior to or during the assignment?

How does an interpreter cue specific consumers that the turn-taking yields to them (in consecutive to consecutive and simultaneous to consecutive modes)?

How does an interpreter cue the consumer in long-form consecutive that they can continue providing additional information?

How does an interpreter communicate to the consumers the best logistical set-up for the assignment?

What does an interpreter do when consumers overlap or interrupt each other before the interpretation is complete?

How does an interpreter ensure that the all parties are privy to the information given prior to yielding to the next speaker?

What non-verbal methods of cueing consumers are used to manage an assignment?
How does cueing of consumers change with the addition of a bilingual spoken language interpreter or Deaf interpreter?

How does a trilingual interpreter decide the best interpreting mode to use in the three-person interactive assignment (consecutive to consecutive or simultaneous to consecutive modes)?

Suggested Activities

1. Lecture on:

   - Managing the logistics of an assignment.
   - Deciding the most appropriate interpreting mode for the assignment (consecutive to consecutive or simultaneous to consecutive).
   - Recognizing the need for a team interpreter (trilingual, bilingual spoken language, or Deaf interpreter).
   - Advocating for the addition of a team interpreter.
   - Managing the communication needs and flow of the assignment.

2. Model a mock scenario demonstrating:

   - Managing the logistics of the assignment.
   - Deciding the most appropriate interpreting mode for the assignment (consecutive to consecutive or simultaneous to consecutive).
   - Recognizing the need for a team interpreter.
   - Advocating for the addition of a team interpreter.
   - Managing the communication needs and flow of the assignment.

   Discuss the instructor-led mock scenarios.

3. Provide a mock three-person interactive scenario and allow learners to apply all of their acquired knowledge, behavior, and skills. Provide constructive recommendations for areas that need improvement.

4. After the learner has acquired sufficient practice and skill in managing communication in mock three-person interactive scenarios, supervise their skills being practiced in a mentored interpreting assignment using consecutive to consecutive and simultaneous to consecutive modes.

5. Invite a trilingual interpreter to discuss their experiences of interpreting in three-person interactive situation; particularly addressing when they have managed logistics, decided the most appropriate interpreting mode to use, identified and advocated for the addition of a team interpreter, and how he or she managed the communication needs.

Module 6

Professional Practice

Module Overview

As professionals, interpreters are aware of the importance of acting in a professional manner and engaging in professional activities. However, the values and norms of professional conduct can vary in Spanish-influenced settings. In this module learners will become more familiar with the strategies needed to navigate between the American majority, Deaf, and Latinx professional norms. They will be exposed to professional organizations, certifying bodies, current resources available to support trilingual interpreters, and the importance of leadership and mobilization.

Why This Module is Important

Trilingual interpreters must carefully consider professional practice because values and norms of professional conduct can vary in Spanish-influenced settings. In addition, with this curriculum, trilingual interpreters now have a path toward achieving credentials and need information on maintaining their certification and staying abreast of current trends in trilingual interpretation and research. Leadership, mobilization, and self-advocacy of trilingual interpreters are foundational to the advancement of trilingual interpreting as a specialization, to reduce professional isolation and increase professional visibility.

Educational Goals

Upon completion of this module, the learner will be able to:

- Explain the elements that constitute effective leadership.
- Internalize the importance of mobilization and self-advocacy.
- Describe the differences between American, Deaf, and Latin American and Caribbean professional standards.
- Identify professional organizations and other resources available that support trilingual interpreters and bilingual spoken language interpreters.
- Demonstrate creativity in adapting training resources designed for bilingual interpreters to aid and improve trilingual interpreting skills.
- Identify, differentiate, and inform the consumers about the role of a trilingual interpreter.

Units of Learning in this Module

There are four Units of Learning in the module.

6.1   Leadership and Mobilization

6.2   Professionalism

6.3   American and Latinx Standard Business Practices

6.4   Trilingual Credentials

Additional Instructor Qualifications Needed for this Module

In addition to the qualifications described in the Introduction, it is recommended that instructors for this module:

- Possess the Board for Evaluation of Interpreters (BEI) Trilingual Advanced or BEI Trilingual Master Certification.

Applicable to Pre-Service Interpreter Education Programs

No

6.1
Leadership and Mobilization

Corresponding ASL/Spanish/English Competencies
Domain 5: Professionalism

5.1   An ability to pursue professional development activities that involve interaction with colleagues, peers, and other professionals.

5.6   Knowledge of current trends in the areas in which trilingual interpreters work.

Purpose of this Unit

In this UOL, learners will understand the importance of leadership and mobilization as an essential activity in order to foster growth in the specialty area of trilingual interpreting. Learners will examine different leadership styles as they apply to various situations and identify the leadership style in which they work most effectively.

Target Audience

The ideal learner for this UOL is a working trilingual interpreter.

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL should possess strong leadership skills and an understanding of leadership theory.

Suggested Learning Outcomes

Learners will be able to:

- Mobilize themselves and others to strengthen and foster growth in the specialty area of trilingual interpreting.
- Articulate and embrace the primary leadership themes of service, giving back, being part of something bigger than oneself, providing opportunities for others and connecting with the broader community.
- Describe how Latinx cultural values impact leadership.
- Identify and describe his or her personal leadership style.
- Explain the incorrect use of "Spanish sign language" when referring to sign languages of Latin American and Caribbean countries.

Key Concepts

It is important that trilingual interpreters:

- Understand the primary leadership themes of service, giving back, being part of something bigger than oneself, providing opportunities for others and connecting with the broader community.
- Understand the cultural factors that may cause Latinx people to refrain from seeking leadership positions.
- Understand the possible outcomes when trilingual interpreters do not assume a leadership role.
- Understand that "with great power comes great responsibility."
- Know that there are advantages to understanding different leadership styles.
- Know that there are differences between American and Latinx cultural leadership values.
- Have tools and strategies for assuming leadership and promoting it in others.
- Know that effective leaders employ various practices, e.g., time management, response times, follow through, etc.

Key Discussion Questions

What does it mean to be a leader?

What are the various leadership styles?

How can professional impact be maximized by each of the various leadership styles?

What settings call for different leadership styles?
What are some American and Latinx cultural characteristics that are valued in leaders?

How does socioeconomic status, education, race/ethnicity, and ability influence leadership and mobilization?

What are some strategies leaders employ to be effective?

What happens when people abdicate leadership control?

What are some cultural factors that may cause people to refrain from seeking leadership positions?

What does it mean to mobilize professionals?

Why is it important to educate others about leadership and mobilization?

What does it mean to be part of and to participate in a profession?

Suggested Activities

1. Introduce learners to key terms (i.e., leadership and ally) and styles of leadership. Include differences in Latinx cultural values around leadership, and gender roles.
2. Guide learners in an exercise where they analyze their personal leadership traits.
3. Lead a discussion on the importance of leadership and mobilization.
4. Have learners create an Individualized Mobilization Plan (IMP) to become involved and to motivate others to advance the profession.
5. Develop two role-plays where learners can practice educating agencies and clients about the misconception of "Spanish sign language."
    a. For referring to the signed languages of Latin American and Caribbean countries.

b. Asking appropriate questions to gain the information needed to adequately prepare for an assignment.

6.2
Professionalism

Corresponding ASL/Spanish/English Competencies
Domain 5: Professionalism

5.1   An ability to pursue professional development activities that involve interaction with colleagues, peers, and other professionals.

5.2   An ability to participate in professional organizations for trilingual interpreters, such as Mano a Mano, National Council of Hispano Deaf and Hard of Hearing, other deaf Latino organizations, and the Network of Trilingual Interpreters listserv.

5.3   An awareness of organizations originally intended for spoken language interpreters and translators, such as the National Association of Judiciary Interpreter and Translators and the American Translators Association.

5.4   Knowledge of current trends in interpretation, linguistics, cultural studies, and research.

5.5   Knowledge of current trends in the use of Spanish by consulting dictionaries, such as those published by the Real Academia Española, and other resources.

5.6   Knowledge of current trends in the areas in which trilingual interpreters work.

5.9   Creativity in adapting training resources designed for bilingual interpreters (either English-ASL or Spanish-English) to aid in improving trilingual interpreting skills.

Purpose of this Unit

A high level of professionalism is expected of the trilingual interpreter when they work with consumers. They are expected to be competent, skilled, and have appropriate conduct and attitudes while in interpreting situations. In this Unit of Learning, learners will be exposed to the

knowledge, attitudes and behaviors that will raise the individual's and the field's overall level of professionalism. Learners will be encouraged to engage in professional growth, as well as understand and embrace professionalism in its fullest context.

Target Audience

The ideal learner for this UOL is a working trilingual interpreter.

Additional UOL-Specific Instructor Qualifications

Instructors for this UOL are actively involved in professional organizations.

Suggested Learning Outcomes

Learners will be able to:

- List the professional organizations available to support trilingual interpreting work.
- Recognize useful training materials designed for bilingual interpreters and adapt them to meet the needs of trilingual interpreters.
- Develop a professional portfolio.
- Identify where to find professional development opportunities through resources and professional organizations.
- Articulate the importance of staying abreast of current resources and research trends in the profession and be able to explain strategies for staying up to date.

Key Concepts

It is important that trilingual interpreters:

- Know there are roadblocks that currently prevent trilingual interpreters from achieving full professionalism (no shared way to communicate the meaning and complexity of trilingual interpreting, no shared terminology, etc.).
- Understand that being professional is more than just obtaining continuing education credits and maintaining certification.
- Know there are responsibilities that trilingual interpreters have as professionals.

- Know there are various ways to engage in professional development that results in personal growth and advances the field.
- Know it is important to give back to the field and the consumers they serve.
- Know it is important to be a member of professional organizations in order to stay informed of current trends and research and to influence change in the field.
- Know there are various organizations in existence to support the work of trilingual interpreters and bilingual Spanish/English and ASL/English interpreters.
- Know there are training resources available which are designed for bilingual interpreters that can be adapted to aid in improving trilingual interpreting skills (e.g., the Demand-Control Schema).

Key Discussion Questions

What are the primary responsibilities of being a professional?

Why is it important to give back to one's professional field?

How do leadership and professionalism tie together?

What are some of the roadblocks that prevent trilingual interpreters from achieving full professionalism?

Which organizations can support trilingual interpreters and bilingual Spanish/English interpreters?

How can organizations that were originally intended for bilingual spoken language interpreters and translators, such as the National Association of Judiciary Interpreters and Translators and the American Translators Association support the work of trilingual interpreters?

What are some bilingual resources that can be adapted for trilingual work?

What are the various forms of mentorship?

Where can mentorship resources be found?

Suggested Activities

1. Ask learners to describe in one word what the term "professionalism" means to them. List their responses on a flipchart or computer and then create a "wordle" (word clouds—pictures made up from text that you provide (such as a document or website) around the term "professional."

2. Have learners list one or two personal goals on a piece of paper; collect the papers and place them in a container or hat. Discuss randomly drawn goals with the learners.

3. As an instructor, share your own professional goals.

4. Provide an overview of professional interpreting organizations available and why they came in to existence, including: Mano a Mano, National Council of Hispano Deaf and Hard of Hearing, Network of Trilingual Interpreters, National Association of Judiciary Interpreters and Translators, the American Translators Association, National Alliance of Black Interpreters, and other organizations in the local geographic area.

5. Relate how staying informed and involved with various organizations can help keep interpreters abreast of current trends in research.

6. Assign each learner a research project on an organization to be presented and shared with the class. The organization assigned can be for trilingual interpreters, bilingual interpreters, specialty settings, Deaf Latinx individuals, etc. Research should include how membership and involvement with professional organizations provide access to information on current research and professional development.

7. Guide discussion on how to adapt training resources designed for bilingual interpreters (either ASL/English or Spanish/English) to aid in improving trilingual interpreting skills. Provide examples of materials that can be applied to the work of trilingual interpreters.

8. Ask learners to find a training resource designed for bilingual interpreters and share how it can be adapted for trilingual interpreter training.

9. Have learners write and practice a one-minute "elevator speech," to communicate the meaning of trilingual interpreting.

10. Provide time for learners to reflect on or begin the process of writing a Professional Development Action Plan.

6.3

American and Latinx Standard Business Practices

Corresponding ASL/Spanish/English Competencies
Domain 4: Interpreting Practice

4.10 Identify, recognize, and differentiate roles as an interpreter and as an advocate, including boundaries expected within the profession and the Latino community (deaf and hearing).

Domain 5: Professionalism

5.8 An ability to apply American cultural values to business norms, such as punctuality and conciseness in communications; apply Deaf cultural values to interpreting, such as attitude and respect; and apply Latino cultural values to interactions, such as consideration and respect.

Purpose of this Unit

In a trilingual setting, multiple distinct worldviews are in play and each one has a different set of professional standards. Culture, history, age, and gender all factor into people's differing worldviews related to business practices. In order to avoid misunderstandings, the interpreter must be able to show respect for and balance the needs of the three consumer groups involved. In this Unit of Learning, differing worldviews will be examined, and strategies will be given on how to show professional respect and balance the goals of the consumers.

Target Audience

The ideal learner for this UOL is a working trilingual interpreter.

Additional Instructor Qualifications Needed for this Module

None

Suggested Learning Outcomes

Learners will be able to:

- Articulate the differences between Deaf, Latinx, and American cultural values in: 1) business norms (e.g., punctuality and conciseness in communications); 2) interpreting, (e.g., attitude and respect); and 3) interactions (e.g., consideration and respect).
- Demonstrate the ability to apply knowledge of the differences between Deaf, Latinx, and American cultural values in order to provide successful cultural mediation, ensuring that the communication needs of consumers are met, and that all consumers feel respected and satisfied with the interaction.
- Identify, recognize, and differentiate roles of interpreters and of advocates, including boundaries expected within the profession and the Latinx community.

Key Concepts

It is important that trilingual interpreters:

- Know there are differences in professional cultural values and norms among Deaf, Latinx, and mainstream American majority communities.
- Understand the various factors (e.g., history, age, and gender) that impact people's worldviews related to business practices.
- Know they need to develop strategies to facilitate communication while demonstrating respect for all parties involved.
- Know they need to develop strategies on how to show professional respect and balance the goals of the three consumer groups involved in the interpretive process.

Key Discussion Questions

What are some differences in professional conduct and expectations between Deaf, Latinx, and mainstream American majority cultural values?

What issues factor into people's differing worldviews related to business practices?

What strategies can be developed to facilitate communication while demonstrating respect for all parties involved?

What strategies can be developed to balance the goals of the three consumer groups involved in the interpretive process?

Do members of the Latinx community (Deaf and hearing) have different expectations of trilingual interpreters compared to bilingual ASL/English or Spanish/English interpreters?

Are trilingual interpreters faced with additional challenges in maintaining a clear boundary between their position as an interpreter and as an advocate?

Suggested Activities

1. Lead discussion related to Deaf cultural values on interpreting, such as attitude and respect; Latinx cultural values on interactions, such as consideration and respect; and American cultural values on business norms, such as punctuality and conciseness in communications.

2. Encourage learners to express, either in a written essay or through class discussion, any personal experiences they have had with conflicting cultural values related to professionalism, and strategies they have developed to deal with these conflicts.

3. Using the previous exercise, include how these strategies may or may not apply in trilingual interpreting settings.

4. Develop role-play scenarios with potential cultural conflicts and lead discussions on pitfalls, potential solutions, and strategies to ensure success. Include at least one role-play where there is an expectation on the part of a Deaf Latinx consumer that the interpreter serve as an advocate as well as an interpreter. Discuss various ways of handling such a situation.

5. Ask learners to visit the Activities section of the NCIEC Mentorship Toolkit online (http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/),

and assign learners in small groups a different topic to explore (e.g., activities, articles, videos, websites, etc.). Have learners share with the larger group information gleaned on the topic

6.4
Trilingual Credentials

Corresponding ASL/Spanish/English Competencies
Domain 5: Professionalism

5.7 Possession of academic and interpreting credentials in Spanish, English and ASL languages cultures, and interpreting.

5.7a. Including trilingual credentials (such as the certification provided by the Texas BEI or another that may emerge) and bilingual credentials (such as the ASL-English interpreting certification provided by RID and the Texas BEI or the various Spanish-English interpreting certifications).

5.11 Be fully cognizant to not engage in English-Spanish translation work unless qualified to do so.

Purpose of this Unit

Trilingual interpreting, as a profession, is fairly young compared to bilingual ASL/English interpreting. However, advances have been made in developing credentials for trilingual interpreters. Credentials give people information on the professional's level of skill or qualification to effectively interpret. Credentials provide validation to the trilingual interpreter regarding their skills, and instill the public's confidence in them and within themselves. This Unit of Learning will introduce learners to the credentials available to bilingual Spanish/English interpreters and, will establish a foundation for qualifications in conjunction with bilingual ASL/English certification.

Target Audience

The ideal learner for this UOL is a working trilingual interpreter.

Additional Instructor Qualifications Needed for this Module

None

Suggested Learning Outcomes

Learners will be able to:

- Describe the trilingual credentials available to trilingual interpreters.
- List the bilingual credentials available to trilingual interpreters.
- Explain the educational requirements for certain certification exams.
- Explain to stakeholders the importance of credentials for the trilingual interpreting profession.
- Describe their Professional Development Action Plan to earn certification.

Key Concepts

It is important that trilingual interpreters:

- Understand why credentials are important for the profession and for the public.
- Understand the process of achieving professional credentials.
- Understand how to advocate for credentials within the trilingual interpreting profession.

Key Discussion Questions

What are degrees or academic fields of study that would be valuable to trilingual interpreters?

What credentials are available to bilingual sign language interpreters?

What credentials are available to bilingual spoken language interpreters?

What credentials are available to bilingual trilingual interpreters?

What are the educational requirements for different certifications?

What are the steps to attaining Texas BEI Trilingual certification?

What are the steps to attaining bilingual Spanish/English certification?

What factors cause some individuals to avoid certification?

Suggested Activities

1. Lecture on and/or assign written reports on one or more of the following:
   - Credentials specifically for trilingual interpreters: BEI Trilingual Advanced and BEI Trilingual Master.
   - Bilingual Spanish/English interpreting credentials: court certifications, medical certifications.
   - Bilingual Spanish/English translation credentials: ATA exams.
   - Education available on bilingual Spanish/English interpreting.
   - Requirements to take and pass the BEI Trilingual Advanced exam.
   - Requirements to take and pass the BEI Trilingual Master exam.
2. Prepare and provide a mock BEI Trilingual Advanced exam scenario and provide feedback to the learner, including constructive recommendations for areas that need improvement.
3. Prepare and provide a mock BEI Trilingual Master Exam scenario and provide feedback to the learner, including constructive recommendations for areas that need improvement.
4. Have learners write out a Professional Development Action Plan for how and when they plan to take and pass one of the BEI trilingual exams.

Domains and Competencies

Domains and Competencies

Reprinted, in part, from *Toward Effective Practice: Interpreting in Spanish-Influenced Settings* (NCIEC, 2014, pgs. 107-125)

Generalist Competencies

The domains and competencies needed for generalist practice are delineated in the document entitled "Entry-to-Practice Competencies for ASL-English Interpreters" that was commissioned by the Distance Opportunities for Interpreter Training (DO IT) Center published in 2005. They include a variety of linguistic, interactional, interpersonal, cognitive, technical, academic, affective and creative competencies, and professional attributes that ensure effective performance in routine situations. In addition to the competencies unique to Spanish-influenced settings, the effective trilingual interpreter also possesses these generalist interpreting competencies.

- *Theory and Knowledge Competencies:* Academic foundation and world knowledge essential to effective interpretation.

- *Human Relations Competencies:* Interpersonal competencies fostering effective communication and productive collaboration with colleagues, consumers, and employers.

- *Language Skills Competencies:* Required levels of fluency in languages in which the interpreter works.

- *Interpreting Skills Competencies:* Effective interpretation of a range of subject matter in a variety of settings.

- *Professionalism Competencies*: Professional standards and practices.

Trilingual-Specific Competencies

The following domains and competencies focus on the specialized, trilingual-interpreter knowledge, skills, and competencies that extend beyond those expected of the generalist practitioner described above. They are divided into the following five domains: 1) Foundational Knowledge; 2) Language, Culture, and Communication; 3) Consumer Assessment; 4) Interpreting Practice; and 5) Professionalism.

Domain 1: Foundational Knowledge

"Trilingual interpreters should be aware of the missionary influences onto the native Latin American sign languages that might have been influenced by Western sign languages. Make sure trilingual interpreters become scholars in culture and history."

— Deaf consumer

Trilingual interpreters must have a broader base of knowledge than their bilingual counterparts. More specifically, their knowledge base should include:

1. General knowledge about deaf education and attitudes toward deafness in Spanish-speaking countries and territories.

   a. Just as knowledge about deaf education in the U.S. helps ASL-English interpreters to better understand the American Deaf community, general knowledge about deaf education in Spanish-speaking countries and territories helps trilingual interpreters to better understand Latino deaf people.

2. Specific knowledge about deaf education and attitudes toward deafness for the countries represented in the trilingual interpreter's geographical area.

   a. For example, trilingual interpreters in California should focus on Mexico and Central America, while trilingual interpreters in South Florida should focus on Cuba and the Caribbean. Identifying what specific knowledge is relevant will be more difficult for trilingual interpreters who work in VRS or VRI settings.

3. General knowledge about history, politics, and popular culture in Spanish-speaking countries and territories.

   a. Just as knowledge about American history, politics, and popular culture helps make a well-rounded ASL-English interpreter, general knowledge about Latin American and Puerto Rican history, politics, and popular culture helps to make a well-rounded trilingual interpreter.

4. Specific knowledge about the history and politics of the countries represented in the trilingual interpreter's geographical area.

   a. Identifying what specific knowledge is relevant will be more difficult for trilingual interpreters who work in VRS or VRI settings.

159

5. General knowledge about the educational, healthcare and legal systems in Spanish-speaking countries and territories.

   a. Cultural mediation is an important task of any interpreter; however, this task is impossible for trilingual interpreters if they are unaware of how to compare the American educational, healthcare, and legal systems to those familiar to the Latino consumer (deaf or hearing).

6. Specific knowledge about the educational, healthcare, and legal systems of the countries represented in the trilingual interpreter's local geographical area.

   a. Identifying what specific knowledge is relevant will be more difficult for trilingual interpreters who work in VRS or VRI settings.

7. Knowledge of the federal and state laws and regulations related to the provision of both sign language interpreters and bilingual spoken language interpreters.

8. General knowledge of the immigration process, especially with regard to the rules that apply to the countries represented in the trilingual interpreter's geographical area.

Domain 2: Language, Culture, and Communication

"Si a tí te toca un intérprete que es mexicano y mi hija o alguien te está diciendo

algo, y él te lo dice en un modismo mexicano y uno es Venezolano, te quedaste en

la luna.

(If you have a Mexican interpreter and my daughter or someone is telling you

something, and the interpreter says it with a Mexican idiom, but you're

Venezuelan, you're going to be lost)."

— Spanish-speaking hearing consumer

The trilingual interpreter must demonstrate a number of linguistic, cultural, and communication competencies critical to effective interaction with the wide range of consumers with whom they work, including:

1. Native or native-like competency in English, Spanish, and ASL in a variety of registers.

2. Ability to read and write in both English and Spanish.

3. Adeptness and flexibility in working across a range of registers, genres, and variations of English, Spanish, and ASL; especially in the areas of VRS, education, healthcare, mental health, conference, and immigration settings, as well as abroad.

4. In Spanish, adeptness and flexibility to use language free of regionalisms when interpreting for a consumer who does not share the same variety of Spanish.

5. Names and signs of countries and large cities in Latin America, with emphasis on the countries represented in the trilingual interpreter's local geographical area.

6. Knowledge of what body language and certain gestures mean in Latin America, with emphasis on the countries represented in the trilingual interpreter's geographical area.

    a. To illustrate, making a fist with the thumb between the index and middle finger (the handshape for the letter "T" in ASL) is an offensive gesture in many parts of Mexico and Central America. In Nicaragua, crinkling the nose can mean, "I don't understand." In Costa Rica, and other parts of Latin America, clapping one hand with the backside of the other hand and then dragging this second hand down means, "Let's leave."

    b. Interpreters can use this knowledge either to convey an idea or to avoid inadvertently offending someone.

7. Awareness of possible false cognates between ASL and the deaf or hard-of-hearing consumer's native sign language.

Domain 3: Consumer Assessment

"If you interpret in an educational setting you should know what classrooms look like [in the home culture of your consumers]. For example, some educational systems are much more hierarchical and students are expected to sit and take notes as the teacher speaks, while other cultures' children raise their hands, interject, etc. I think that knowledge is very helpful in terms of being able to help the student participate successfully in class."

— English-speaking hearing consumer

The trilingual interpreter must demonstrate the following competencies in determining appropriate interpreting and communication strategies with consumers.

1. Awareness of the Latino consumer's background (i.e., what country he or she is from) prior to the assignment in order to properly prepare.

2. Given the variety of consumers served in the United States, an understanding that trilingual interpreters never assume that their expertise in their own Latino culture or variety of Spanish excludes them from having to learn about others.

3. Understanding that trilingual interpreters should address Spanish-speaking hearing consumers with the appropriate formal use of language, such as "*usted*", when addressing them directly.

4. Ability to identify Spanish-speaking hearing consumer's language use (e.g., regionalisms, form of address, etc.) to determine a target language form.

5. Ability to identify a deaf consumer's language use (e.g., native ASL user, requires mouthing in Spanish, use of foreign signs, etc.) to determine a target language form.

6. Understanding differences in gender roles in various cultures.

7. An ability to understand and observe different eye-contact conventions and expectations in various Latin American cultures.

8. In three-person interactive situations, understand Latino family dynamics in order to determine how the consumer's position within the family might influence interpreting decisions or strategies.

9. Understand the history and significance of oppression in the Latino community (deaf and hearing) in analysis of power relationships among participants within the interpreted interaction in order to determine how the consumer's position within the power dynamic might influence interpreting decisions or strategies.

Domain 4: Interpreting Practice

"There's some assumption that the knowledge of Spanish and the experience as an interpreter mean that there will be some automatic transference. There's a lack of appreciation of the interpreter, that they worked a lot to be able to work between English and ASL, but if they haven't done that work with Spanish [the interpreting skills] are not going to be there."

— Hiring entity

The trilingual interpreter demonstrates ability to use engagement, analytic, production, monitoring, and decision-making skills and strategies in the construction of meaningful interpretation for all consumers involved, including the ability to:

162

1. Interpret consecutively, and recognize when to do so or not to do so, in ASL-English, ASL-Spanish, and English-Spanish language combinations.
   a. Occurrence of consecutive interpretation between English and Spanish is usually limited to three-person interactive situations but remains an important competency for a trilingual interpreter.
2. Interpret simultaneously, and recognize when to do so or not to do so, in the ASL-English and ASL-Spanish language combinations. Occurrence of simultaneous interpretation between English and Spanish is usually limited to conferences on deafness or sign language interpreting. Therefore, trilingual conference interpreters must also possess this skill in English-Spanish interpretation.
3. Sight translate documents from English to Spanish, Spanish to English, English to ASL, and Spanish to ASL, especially with regard to documents and forms common in educational, medical, mental health, immigration, vocational rehabilitation, and legal settings.
4. Cue participants when the floor has been yielded to them, either by eye gaze, body shifting, or other appropriate means, especially in three-person interactive situations.
   a. Manage turn taking by using visual or auditory fillers to limit unintended interruptions, especially in VRS and VRI settings.
5. Mitigate overlapping sequences of speaking and signing or interruptions that prevent communication, especially in a three-person interactive situation.
6. Appropriately advise where parties should be situated in a room for optimal effectiveness.
   a. The trilingual interpreter must consider the need for visual and auditory access in every situation, but must also understand and take into account the cultural implications of where elders are placed, the hierarchy of family members, and the power dynamics at play.
7. Inform the deaf or hard-of-hearing consumer, English-speaking hearing consumer, and Spanish-speaking hearing consumer of the role of the trilingual interpreter before the assignment, addressing ground rules for turn taking, especially in three-person interactive situations.

8. Effectively use expansion and other appropriate techniques that ensure clarity of the message into signed language, given the language needs of their deaf and hard-of-hearing consumers who come from various countries and have varied levels of ASL proficiency.

9. Prepare appropriately for an assignment by either learning or reviewing information that is relevant about their consumers.

    a. For example, if the trilingual interpreter will interpret for a Nicaraguan deaf consumer, the interpreter should review general information about Nicaragua and Nicaraguan culture, both deaf and hearing.

10. Identify, recognize, and differentiate roles as an interpreter and as an advocate, including boundaries expected within the profession and the Latino community (deaf and hearing).

11. When working as a team with a deaf or hearing interpreter, demonstrate ability to effectively negotiate aspects of the conjoint work with all parties involved.

    a. Foster a collaborative interpreting process, working together to verify meaning, gather clarifying information, manage information flow within the team, and affect a mutual monitoring process in the co-construction of complete and accurate interpretation for all consumers involved.

    b. In advance with the team interpreter, agree on language use, techniques and strategies to be employed and processes for adapting and changing course as needed.

    c. In advance with the team interpreter, agree on the use of consecutive or simultaneous interpretation, and management of switching between consecutive and simultaneous interpreting as needed.

    d. In advance with the team interpreter, discuss how to manage potential communication breakdowns between team members, including requesting brief team conferences, adapting language use, and replacing members of the team, when necessary, in a professional manner.

    e. Recognize and effectively navigate potential power dynamics (e.g. perceived roles, cultural disparities, discrimination, oppression, audism, etc.) within the team process.

f. When two or more teams are at work, plan how and when to switch teams so that each team will utilize and build upon existing linguistic concepts to keep the transition from one team to another linguistically clear to all consumers involved.

Domain 5: Professionalism

> *"Sin menospreciar a los que son puramente bilingües, manejando el inglés y el "sign language", sabemos que con ellos es más frío, pues llega ahí, hace su trabajo, recoge su papel y se va.*
>
> *(Not to devalue those who are strictly bilingual, who work between English and sign language, but we know that they're "colder"; they show up, do their work, gather up their forms, and leave.)"*
>
> *— Spanish-speaking hearing consumer*

The trilingual interpreter demonstrates the following competencies aimed at continual development and enhancement of the trilingual interpreter profession:

1. An ability to pursue professional development activities that involve interaction with colleagues, peers, and other professionals.

2. An ability to participate in professional organizations for trilingual interpreters, such as Mano a Mano, National Council of Hispano Deaf and Hard of Hearing, other deaf Latino organizations, and the Network of Trilingual Interpreters listserv.

3. An awareness of organizations originally intended for spoken language interpreters and translators, such as the National Association of Judiciary Interpreter and Translators and the American Translators Association.

4. Knowledge of current trends in interpretation, linguistics, cultural studies, and research.

5. Knowledge of current trends in the use of Spanish by consulting dictionaries, such as those published by the Real Academia Española, and other resources.

6. Knowledge of current trends in the areas in which trilingual interpreters work.

7. Possession of academic and interpreting credentials in Spanish, English and ASL languages cultures, and interpreting.

    a. Including trilingual credentials (such as the certification provided by the Texas BEI or another that may emerge) and bilingual credentials (such as the ASL-

English interpreting certification provided by RID and the Texas BEI or the various Spanish-English interpreting certifications).

8. An ability to apply American cultural values to business norms, such as punctuality and conciseness in communications; apply Deaf cultural values to interpreting, such as attitude and respect; and apply Latino cultural values to interactions, such as consideration and respect.

9. Creativity in adapting training resources designed for bilingual interpreters (either English-ASL or Spanish-English) to aid in improving trilingual interpreting skills.

10. Knowledge and skill in educating agencies and clients about the misconception of "Spanish sign language" for referring to signed languages of Latin America, the information needed to adequately prepare for an assignment, and misconceptions about Latinos in the U.S. (both deaf and hearing).

11. Be fully cognizant to not engage in English-Spanish translation work unless qualified to do so.

Synopsis of Video Vignettes

Synopsis of Video Vignettes

Note: Each scenario includes a listing of the relevant competencies.

DVD One

Introduction

Arlene Narváez and Yolanda Chavira, members of the NCIEC Trilingual Task Force, introduce the DVD set and provide a brief overview of its content.

Scenario 1: Social Services

Session

This meeting about a food stamp application includess a deaf Cuban American client who is not a native ASL user, his hearing Spanish-speaking sister, a deaf social worker who uses ASL, and a trilingual interpreter. Towards the end of the vignette, a hearing program manager enters the meeting and speaks English, creating a very complex interpreting situation.

During the pre-conference interview with the interpreter, we learned the importance of being prepared and that she was concerned she might need a Certified Deaf Interpreter (CDI) for this assignment. During the post-interview, while the interpreter explains that she did feel the goals of the interaction were met, she acknowledged that if there were a second trilingual interpreter, ideally a Certified Deaf Interpreter (CDI), available to work as a team, the consumers' needs would have been better met.

Scenario 2: Adult Classroom

On camera we see a Deaf student, a teacher who is teaching primarily in Spoken Spanish, a CDI, and a trilingual interpreter in a drug and alcohol education class. There is an interruption where a person uses English and there are videos shown during the class that are in spoken Spanish.

The post interviews may be used in the curriculum to demonstrate the importance of pre-conferencing.

In the post-class interview with the CDI, he mentions additional challenges of working in a trilingual setting. Since he doesn't know Spanish, when the trilingual interpreter formed Spanish words on her mouth, it threw him off as he is accustomed to seeing more English mouthing. The CDI does a great job of explaining how Deaf interpreters can skillfully read a deaf consumer's back-channel feedback that can indicate understanding. For example, there is the obvious head nodding, but Deaf interpreters are better tuned in to other visual cues such as movement of facial muscles.

The trilingual interpreter is accustomed to working with other hearing trilingual interpreters where they tend to form Spanish words on the mouth. When the CDI requested a change, it was a challenge for her. She mentions the need to hold onto more information to allow time for the CDI's expansion of the interpretation.

DVD Two

VRS Call

This vignette includes a deaf consumer who is asking a Spanish-speaking friend about the process of becoming a U.S. citizen. It's a smooth interpretation and everyone's communication needs were met.

In the post-interview the friend used spoken English and talked about her experiences, both positive and negative, using interpreters.

The post interview with the interpreter included not only discussion about this interpretation, but also about the challenges of trilingual VRS interpreting in general. She emphasized the importance of world knowledge, knowing a variety of nicknames in Spanish, and being familiar

with current events in Spanish-speaking areas, e.g., knowing how to spell names of political candidates..

Parent Teacher Conference

The scenario includes a deaf teacher, a Spanish-speaking mother, and a trilingual interpreter. It's a fairly typical parent-teacher conference, but since the mother is not fluent in English, the interpreter needed to do quite a bit of sight translation when there was a letter to be read and a permission slip to be signed.

The post-interview with the parent and the teacher was almost another mini vignette because it was interpreted by the same trilingual interpreter.

The post interview with the interpreter included some reflection on the sight translation and challenges. This included the lack of available trilingual teams, and the misconception and the occasional expectation that he can interpret from one language into two others simultaneously.

Bonus Vignette: Additional VRS Call

The VRS call was between family members, a young deaf man and his Spanish-speaking aunt. The post-interview with the trilingual interpreter included a good explanation of the complexities of trilingual VRS work. The interpreter talked about the aunt being Mexican, while he, the interpreter, was from the Caribbean. He explained that there are over 18 Spanish-speaking countries, each with a variety of dialects, so word and sign choices can be tricky.

Supplemental Evaluation Materials

A Pre-/Post-Test Primer

Sample Pre-/Post-Test Template

Sample Pre-/Post-Test Items

Sample Evaluation Form

A Pre-/Post-Test Primer for Workshop Instructors

Have you ever taken a class, where the instructor is almost a cliché of the "painful professor"? You know, the older professor with 50 years of teaching under his belt; notes so yellow that they predate mimeograph paper; talks more to himself than the class; every once in a while gets very animated but no one else seems to embrace that moment of energy; and every once in a while he has a great story but most miss it because they are not tuned in. We would have fewer "painful professors" if they engaged in the art and science of the pre-/post-test.

What is Pre-/Post-Testing?

Pre-/post-testing is a tool that allows the instructor to measure how much actual learning occurred during a training event by comparing what the student knew before the event in a pre-test and after the event in a post-test.

Why Is It Important?

Pre/post testing provides an instructor a mechanism to keep track of their teaching content and style. Among others, it provides feedback to determine if:

- The instructor's intended message is being received and understood.
- The actual teaching reflects the stated learning objectives.
- The teaching style is resulting in new learning, or if the instructor is simply "preaching to the choir."
- The content being taught is resonating as relevant to the learner.
- The original pre-requisites (participant qualifications) are targeting the correct learners.

172

What Does It Actually Test?

A good pre-/post-test assesses one or more of the following attributes, often referred to as KABS:

- **K**nowledge: What the learner knows about a subject or content area.
- **A**ttitudes/Beliefs: What the learner feels or believes about a subject or content area.
- **B**ehaviors: How the learner acts or responds around a subject as a result of their attitudes and beliefs.
- **S**kills: How the learner performs within a subject or content area.

A good pre-/post-test usually reflects more than one attribute; often two to three are included.

Sample Test Items Tied to KABS	
Knowledge Question	The entity that provides certification for trilingual interpreters is: a. Mano a Mano b. Register of Interpreters for the Deaf c. Board of Evaluation of Interpreters d. American Translators Association
Attitude/Belief Question	True or False: The term "Trilingual Interpreting" refers to working in the three languages of ASL, Spanish and English.
Behavior Question	I attend professional development activities: e. Only when I have to. f. Usually one or two times a year. g. At least three to four times a year. h. As often as I can.
Skill Question	The handshape and directionality for the sign "mother" is: a. An "a" handshape beginning at the chin and moving outward.

	b. An "a" handshape moving toward and touching the chin twice. c. A five handshape beginning at the chin and moving outward. d. A five handshape moving toward and touching the chin twice.

What is the Pre/Post Test Based On?

Pre-/post-testing is driven by the identified learning objectives. In this curriculum, a slate of learning objectives is included in each module. Pre-/post-test items are crafted against the stated learning objectives. Test items are written with the goal of using as much of the language of the learning objectives as possible. For example:

Tying the Learning Objective to the Test Item	
Learning Objective:	The learner will: Articulate/describe the primary purpose of note taking.

Test Item:	Note taking is a skill used to:
	     a. Outline the overall message.
	     b. Note items difficult to remember, such as dollar amounts, names, medication.
	     c. To review at the end of the assignment that communication was fully covered.
	     d. All of the above.

✦ If you cannot write a test item on the learning objective, there may be a problem with the learning objective and a rewrite of the learning objective may be in order.

What Are Some of the Important Elements of a Pre/Post Test?

● Length of a Pre-Test

The goal of any training event is to impart as much knowledge and information as realistically possible, and so the vast majority of the training event should be devoted to just that; training and not testing. Keep the testing content, and time to administer it, to a

174

minimum. For 8–12 hours of instruction, no more than 15–20 minutes should be allocated for each test. This timeframe usually represents 10–20 true/false and multiple choice questions.

● Difference between a Pre- and a Post-Test

Absolutely nothing. The pre- and post-test should be identical. However, in some instances instructors will add a short overall workshop evaluation to the Post-Test.

● Learner Identification

A key element in the creation of your pre-/post template is the ability to match each learner's pre-Test to their post-Test in an anonymous way. For purposes of a workshop or training event, there is no reason to collect learner names on the pre-/post-Test. In fact, it is highly discouraged. Instead, an anonymous ID code is used, a simple code that allows the the learner to recall when completing the post-test.

Some instructors ask learners to use the last four digits of a SS# or phone #, or even the first digits of a birthday (e.g., 1022 for Oct. 22nd.). Use what is most appropriate to your audience and comfortable to you. This decision should occur early in the template design process.

● When to Test

The first and last 15 minutes of the training event.

● Effective Multiple Choice Questions

A multiple choice item consists of a problem, known as the stem, and a list of suggested solutions, known as alternatives. The alternatives consist of one correct or best alternative, which is the answer, and incorrect or inferior alternatives, known as "distracters." Let's look at some well-constructed and some not-so-well-constructed multiple choice questions.

A well-constructed stem allows the reader to quickly understand the question being asked.	
Stem offers no meaningful information	**A Stronger Stem**
Which of the following statements is true	Which of the following statements most

about pre/post-tests?	accurately describes the difference between pre-test and post-test content?
a. Pre-tests reflect the content to be covered during the training, while the post-tests reflect what was actually taught during the training. b. Post-tests build on the information introduced in the Pre-test to create a big-picture understanding of the program outcomes upon completion of the training. c. There are many differences between pre- and post-tests that go beyond answers "a" and "b" above. d. Typically there are no differences between a pre- and a post-test.	a. Pre-tests reflect the content to be covered during the training, while the post-tests reflect what was actually taught during the training. b. Post-tests build on the information introduced in the Pre-test to create a big-picture understanding of the program outcomes upon completion of the training. c. There are many differences between pre- and post-tests that go beyond answers "a" and "b" above. d. Typically there are no differences between a pre- and a post-test.

A well-constructed stem does not include irrelevant information that confuses the reader.

Too Much Irrelevant Information	More Manageable
The literature is clear that in order to successfully facilitate communication, the interpreter must be equipped with as much information prior to entering the setting, including context. Which of the following are considered contextual factors of all linguistic interactions? a. Time, location, and background. b. Setting, purpose, and participants. c. Regional variation of Spanish and historic precedents. d. Speech community, semi-literates, and sociolects.	Which of the following are considered contextual factors of all linguistic interactions? a. Time, location, and background. b. Setting, purpose, and participants. c. Regional variation of Spanish and historic precedents. d. Speech community, semi-literates, and sociolects.

A well-constructed stem avoids negative phrasing.	
Too Much Negativity	**A More Positive Stroke**
Which of the following is NOT a factor of linguistic or cultural background that the trilingual interpreter must research about the Spanish-speaking hearing consumer? a. Form of address used (i.e., *tuteo*, *voseo*, etc.) b. Country of origin. c. Use of regionalisms. d. Laws regarding the recognition of the national sign language.	Which of the following factors is essential for the trilingual interpreter to know about the Spanish-speaking hearing consumer? a. Laws regarding the recognition of the national sign language used by the individual. b. Length of time the individual has been in this country. c. Citizenship status of the individual. d. Country of origin of the individual.

Other elements of well-constructed questions include:

● Avoiding the ranking or rating a statement.

● Has no more than one correct answer within a set of five answers.

● While not awkward or ambiguous, does not make it so simple as to allow for simple deduction.

Pre-/Post-Test Construction: A Recipe for Success

The chart below provides you with a process for creating the evaluation component of your workshop.

Pre-/Post-Test Construction Checklist
✓ Create Test Items
Determine what broad-based "take-away" you want your learner to take away from the workshop.
Establish a set of Learning Objectives that will serve as the foundation to the training.

	Based upon the Learning Objectives, identify 20–25 well-constructed questions (based on an 8–12 hour training event) that will assess for one or more of the KABS.
✓	**Create a Pre/Post Test Template**
	Craft three to four sentences as to why this information is so important.
	Include Name of Workshop and Instructor, Date and Location of Training Event.
	Include in BIG letters at the top the words PRE • POST Test.
	Include a mechanism to capture a Pre-/Post-Test ID number.
	Don't forget to thank them.
	Add Test Items.
✓	**Create a Supplemental Evaluation Form**
	Develop an evaluation form that assesses the overall satisfaction of the participant with your workshop, along with demographic information.
	Determine if the evaluation form will attach to the post-test or be a stand-alone form. It recommended that the evaluation and post-test be constructed to be one form.
✓	**Administer the Pre-/Post-Test and Evaluation Form**
	If creating an online form, make sure to create separate links for the pre- and the post-test. If creating a hard copy form, copy twice as many copies as the number of anticipated learners. Some instructors copy half on white and the other half in color so as to differentiate "pre" from "post" tests.
	If only using one color of paper, make sure to have learners circle either the "PRE-" or the "POST-"Test.

Sample Pre-/Post-Test Materials

The samples below are simply that; samples. They are geared for in-service training events, as opposed to academic coursework.

Sample Pre-/Post-Test Template

LOGO or Graphic
Name of Event
Instructor
Location

Test

Pre • Post

(Please circle the test you are taking now. Is it the pre or the post-test?)

Date of Pre- or Post-Test:_____

Please circle which test you are taking, the pre or the post?

ID#: _____

Please use the first four digits of a birthday (e.g., 1022 for Oct. 22nd.).

The purpose of the pre-/post-test is to help us evaluate the impact of a training event. It may assess your knowledge, attitude, behaviors, beliefs and skills in a subject area. It is not expected that you will know the pre-test answers.

INSERT YOUR QUESTIONS HERE.

Sample Test Questions

How does having knowledge of the history and culture of Spanish-speaking countries benefit trilingual interpreters in their profession?
    a. It allows them to know the consumers personally.
    b. It allows them to know where the consumer comes from.
    c. It makes the interpretations more interactive.
    d. It allows the interpreter to access pragmatic information.

Which of the following are considered contextual factors of all linguistic interactions?
    a. Time, location, and background
    b. Setting, purpose, and participants
    c. Regional variation of Spanish and historic precedents
    d. Speech community, semi-literates, and sociolects

Latino cultural values such as loyalty and discretion expressed in communication are often mistaken for:
    a. Hesitation and uncertainty
    b. Lack of understanding
    c. Inability to make a commitment
    d. All of the above

Which of the following is a mode that can be used to interpret in a three-person interactive situation?
    a. Consecutive to Consecutive
    b. Simultaneous to Consecutive
    c. Simultaneous to Simultaneous
    d. Consecutive to Simultaneous

When interpreting for a hearing consumer in a three-person interactive situation, the interpreter should always interpret into ASL for the Deaf consumer first.
    a. True
    b. False

Note taking is a technique used in which of the modes below?
    a. Consecutive to Simultaneous
    b. Simultaneous
    c. Simultaneous to Simultaneous
    d. Consecutive

You can be a member of the Texas BEI without holding BEI certification.
    a. True
    b. False

How does having knowledge of the history and culture of Spanish-speaking countries benefit trilingual interpreters in their profession?

180

e. It allows them to know the consumers personally.
f. It allows them to know where the consumer comes from.
g. It makes the interpretations more interactive.
h. It allows the interpreter to access pragmatic information.

Trilingual interpreters should learn about educational programs offered in Spanish-speaking countries to deaf students because:
a. They will be able to refer consumers to local schools and programs.
b. They will better understand their deaf consumers.
c. They will be able to offer their services abroad.
d. They will be able to find professional development to improve their skills.

Training Evaluation Survey

Directions:
Please take the next 10 minutes to reflect on your experiences with this training.
Thank you!

Name of the Training:

Date:

****
***
PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. To what extent will you be able to implement the knowledge and skills addressed in this
    event in your work, practice or course of study? Please select only one:

    ☐ To a great extent

    ☐ Somewhat

    ☐ Very Little

    ☐ Not at All

2. To what extent do you agree with the following statements:

Please read the statements below and select one response:	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
a. As a result of attending this training, my knowledge of trilingual interpreting has strengthened my capabilities to provide quality interpreting services.	☐	☐	☐	☐	☐
b. As a result of attending this training I have a greater understanding of the complexities of trilingual interpreting.	☐	☐	☐	☐	☐
c. As a result of attending this training, my trilingual interpreting skills have strengthened.	☐	☐	☐	☐	☐
d. As a result of attending this training, I feel more confident to work in a	☐	☐	☐	☐	☐

Spanish-influenced setting.

3. Please describe the ways in which your participation in this event strengthened your knowledge understanding, skills and changes to practice and/or behavior.

4. Would you recommend this training to your peers?	Yes	Not Sure	No

5. Is there anything else you'd like to share? If so, please share your thoughts below.

6. Which of the following roles best describes you? Please check only one.
- ☐ ASL or interpreting student
- ☐ Interpreting Educator or IEP Administrator or Mentor
- ☐ Interpreter
- ☐ Vocational Rehabilitation services provider
- ☐ Representative of an agency or organization serving Deaf, DeafBlind or hard of hearing individuals (non-VRS/VRI)
- ☐ Higher education administrators, counselor or advisor
- ☐ High school teacher, counselor or administrator
- ☐ Deaf, DeafBlind or hard of hearing consumer
- ☐ Other_____

If you are an interpreter, please respond to the following questions. If you are not an interpreter, skip to question #9.

7. How many years of interpreting experience do you have?
- ☐ Less than five years
- ☐ Five years or more

8. Indicate the highest interpreting credential you have attained:
- ☐ National Certification (RID/NAD/EIPA)
- ☐ State/Local Interpreting credential
- ☐ No interpreting credential

9. Are you a CODA (child of a Deaf adult)?
- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

10. How do identify? Please select only one:
- ☐ Deaf
- ☐ DeafBlind
- ☐ Hard of hearing
- ☐ Hearing
- ☐ Prefer not to answer

11. What is your ethnicity? Please select only one:
- ☐ American Indian/Alaskan Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian/Pacific Islander
- ☐ White
- ☐ Prefer not to provide
- ☐ Mixed Race (please describe) _____

12. In which state or territory do you reside?

The Adult Learner

Adult Learners in the Trilingual Interpreting Classroom

"I never teach my pupils; I only attempt to provide the conditions to which they can learn. As a trainer, it's one of the best things that we can do"
— *Albert Einstein*

Albert certainly knew what he was talking about when he made the statement shown above. Instructors in the classroom provide the content, activities and materials, and set up the environment in such a way that it stimulates people to learn, but the rest is up to the learner. Adult learners come into the classroom ready to learn. They *want* to be there. They *want* to learn the information you're providing to them. They are motivated to learn. So, the responsibility of the instructor is to recognize how adults learn best and to facilitate classroom activities with these in mind, and in a way that meets the educational needs of adults.

Malcolm Knowles was an American practitioner and theorist of Andragogy, which is synonymous with adult education. Andragogy is defined as "the art and science of helping adults learn." (http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles) Knowles studied andragogy and perpetuated many of the assumptions about the characteristics of adult learning, and principles on how to best work with adult learners. Most adult education is based on his work, with some expansions or variations of his theory. Many of these characteristics are espoused here in hopes that instructors will be better able to adapt classroom activities to them.

According to Knowles, the six principles of adult learning are as follows:
- Adults are internally motivated and self-directed.
- Adults bring life experiences and knowledge to learning experiences.
- Adults are goal-oriented.
- Adults are relevancy oriented.
- Adults are practical.

- Adult learners like to be respected.

Adults are motivated to learn and develop their skills. There are many reasons for their motivation, including the possibility that they simply have an intrinsic interest in the subject. They may also have a desire to improve their knowledge or skills so that they can perform better on the job, or meet employment expectations. They may want to enhance their personal development, enlarge their capacity to provide additional services, or go more in-depth on a subject in which they have long had an interest.

When adults are motivated to learn, they will. They will often go out of their way to access information they want, and are adept at searching out resources. Once they are in a class that covers the topic they want, they are motivated to do research on the topic even outside the classroom. Much of a person's motivation stems from their personal experiences. Adults know the truth behind the statement, "knowledge is power." If they want to learn something, having the knowledge will bring with it numerous benefits. This is often motivation enough for the adult who has experienced both success and failure, and prefers success.

Adults are self-directed because of their years of being independent. Most adults have dependents of some kind (children or pets) and most are employed in positions where they are accountable for their work. The responsibility of having dependents and employment causes most adults to be more focused and increasingly self-directed as they mature.

As a self-directed learner, the adult has some control over deciding what they want to learn and choosing content, materials, and methods of how they want to learn. Self-directed learners use critical thinking to challenge previous assumptions, and considers the validity of the learning itself. They do not want to waste their time or money on learning that does not benefit them or bring them closer to the goals they have set for themselves.

Adults come in all ages, but most over the age of 25 will have life experiences that influence their learning. Learning takes place within adults and their life experiences and cannot be separated from them, just as adults bring their life experiences and knowledge to learning. This is

a great advantage for the learner, because they are able to apply what they learn in the classroom on a deeper level. They are able to take what they learn, put it into context according to their experiences, and have it become much more personal, and therefore, more permanent learning. Their life experiences can also be a benefit to others in the classroom as they share perspectives, or familiarities. When learning is connected to life experiences, the information is generally more interesting and the learning goes deeper.

Adults are goal oriented. Generally, adults participate in classes with a goal in mind. They want to increase their awareness or knowledge of a topic, and/or improve their skill or performance. Adult learners know that education is the starting place for resolving difficulties or and to enhancing their proficiency or talents.

Adults are relevancy oriented. They want to know how their learning will help them to achieve their goals, and how it is significant to their lives. Once they can make sense of it, and see the contribution it is making towards their interests or what they hoped to learn, their motivation to learn increases and the instructor will have a more attentive audience.

Adults are practical. They want to know how they can use what they're learning. They want to be sure that their time and energy are being spent on something that will bring them solidly closer to their goals and are less tolerant of work that does not have immediate and direct application to their objectives. And, they want to be sure that the content of what they are learning is meaningful, and relevant to what they need or want to do in their lives.

Adult learners like to be respected. They bring a wealth of experience to the classroom equal, or greater, than that of the instructor. They generally do best in a situation where their perspectives are sought or taken into consideration, and their individual achievements are not overlooked. Adult learners are generally used to being treated with respect in their professional and personal lives, and will resent a condescending attitude, or feeling degraded in any way. Respect is key for all learners, and will certainly create a more productive learning environment for the adult.

There are characteristics of adult learners in addition to those promoted by Knowles. For example, adults accept responsibility for their own learning; they make their own decisions regarding their education, how they spend their time, and how much discipline they put towards learning. Thus, since so much of learning is directed by the adult, he/she is more likely to accept the responsibility for doing well or not doing well in education and learning

Also, it is important to understand practical issues that adults may face. Many adult learners juggle classes with their careers, family, and social commitment so they may be tired when they attend classes. They may have complications with their schedules, transportation problems, and health and aging concerns (for themselves, spouses, or parents) that weigh on them. They may also have insecurities and fear they will not be able to learn the material presented in the classroom.

Adult learners generally value having clear and specific activities with a purpose. They enjoy learning new things and interacting with others, so providing sufficient time for the adults to discuss classroom topics is important. Adult learners prefer hands-on learning. They can enjoy lectures if they are not too long and if other activities are included. But, most have complete disinterest in being passive while a presenter lectures throughout the class. Adults like to learn new things, and enjoy dealing with challenging topics or issues. They need time to internalize what they've learned, and also need more interaction between the instructor and themselves, during and outside of class. Finally, the adult learner prefers to learn in a safe environment. If they feel secure, they are more able to express ideas and try new skills. If they are comfortable, they are much more willing to fully participate and engage with the topic and the other participants.

There are some obstacles that may make learning more difficult for the adult. Some of these are related to their own anxieties and fears. For example, the adult learner may feel anxious about being in a class with others that he/she feels may be more qualified. Or, the adult may have scheduling issues, or problems coping with class work on top of responsibilities of family or professional work. Once they know they are in a comfortable environment, their anxieties generally fade.

Each person has a style of learning that works best for them. Three identified styles are <u>visual</u>, <u>auditory</u>, or <u>tactile/kinesthetic</u>. Most people use all three styles, but learn best through one style over another. Incorporating variety in the activities presented in class, being sure to touch on each of the learning styles, will have a positive effect on learners.

The three learning styles are described below.

Visual learning is a teaching and learning style in which a person learns through observation, written or drawn images and instructions, reading and writing notes, and visualizing or watching TV/video/film. Activities most appropriate for the Visual Learner are written instructions, charts, tables, diagrams, pictures and graphics, and computer assisted learning.

Auditory learning is a learning style in which a person learns through listening. Auditory Learners can remember what they have heard and can follow oral directions. They depend on hearing and speaking as a main way of learning. They listen for patterns in speech and prefer taking notes. Activities best suited to the Auditory Learner include hearing lectures and stories, discussion or learning groups, oral readings, and memorization.

Kinesthetic Learning (also known as **Tactile Learning**) is a learning style in which learning happens when the learner is physically active, or physically experience what they are to learn. Providing demonstration themselves and teaching others what they know are profitable learning experiences for the kinesthetic leaner, but they do not do as well when only watching a demonstration or listening to a lecture. Activities that work well for kinesthetic learners are role-playing, drama or skits; and playing games.

Instructors can manage a classroom of adult learners more easily by employing some reasonable strategies, e.g., knowing the learning styles, which will help in organizing classroom content and activities. Additional strategies are to respect the learners in your class and make them feel comfortable. Simply learning student names helps learners feel more respected, as does involving them in activities can give them confidence. Set up a secure learning environment

190

where people feel safe to share experiences, ideas, and perspectives. If you use lecture as part of the class activity, make it clear, purposeful, and not too lengthy. Try not to bore your audience to death.

Remember, the adult learners in your classroom are responsible, self-directed, and practical. They bring a history of experiences in work and life that equal or possibly exceed yours. As you learn more about them, help them to draw on their experiences when trying to problem-solve or when discussing issues of importance.

Provide learning activities that clearly link to the goal of the class. Consider setting up discussion or small groups for learners to explore questions that cause them to grapple with real issues, or prompt inquiry or motivates reflection. Role-plays, writing, and drawing also help to keep learners energized and involved.

Content of the class is most likely to make an impact on adult learners when it is organized and logically sequenced. Don't fill up class time with busy work, but make each part significant. No learner enjoys passively listening to presentations throughout the class, and learning is limited with this approach. It is much better to have adult learners actively participate in the learning through discussions, questions and answers, independent work, or group work. Active learning makes a much deeper and more long-lasting impression on the learner.

Lastly, model a positive and encouraging attitude. This will likely influence each learner in the class to be the same. This is void of condescension, or childish encouragement. Adult learners want to be treated as adults and spoken to with genuine kindness and respect.

Working with adult learners is beneficial to the learner, as well as to the instructor. The adult learner comes into the classroom as a peer, and hopefully leaves as a new friend, or colleague. As they continue through the course, instructors see the transformation made by the adult learner taking on new challenges, new practices, and assuming new theories that they can apply to their personal or professional lives. When they meet the goals they came to class for, they leave more

prepared to serve and more confident to take on new roles. Adult learners help instructors to stay relevant, aware, and keep current. This is rewarding in itself.

Glossary

Glossary of Terms

A.A. degree:	Associates of Arts and or Applied Science, an undergraduate academic degree awarded by community colleges, junior colleges, technical colleges, bachelor's degree-granting colleges, and universities upon completion of a course of study usually lasting two years.
accommodation:	Referring to the term Reasonable Accommodation as defined by the Americans with Disabilities Act, and applies to employers, educational institutions, heath care and many other settings.
advocacy:	Advocacy is a problem-solving procedure to protect personal and legal rights. Individual advocacy is a type of advocacy that aims to help another person get services.
agencies:	Refers to interpreter hiring entities.
ally:	A person, group, or nation that is associated with another or others for some common cause or purpose.
ASL:	American Sign Language - A visual, gestural manual mode of communication utilized by members of the Deaf community in the United States and in English-speaking areas of Canada.
assessment:	The act of evaluating the effectiveness of a particular goal, objective or achievement.
asynchronous online:	A format for teaching whereby teacher/student interactions do not occur at the same time and new components started only after the preceding component has been completed.
ATA:	American Translators Association; founded in 1959, it is the largest professional association of translators and interpreter in the United States.
B.A. and B.S degrees:	Bachelor of Arts or Bachelor of Science; awarded for undergraduate coursework in the liberal arts, sciences or both.
background:	The prior learning or understanding of information essential to the next stage of the process.
BEI:	Board for Evaluation of Interpreters - The certifying body for sign languages interpreters in the state of Texas.
BEI-Trilingual Certification:	Board of Evaluation of Interpreters; the certifying body for bilingual sign language interpreters in the state of Texas seeking specialized

194

trilingual certification in ASL, Spanish and English. The testing component includes assessment of Spanish proficiency and a performance test using spoken English, spoken Spanish and American Sign Language. Successful candidates are conferred certification as either BEI Trilingual-Advanced or BEI Trilingual-Master.

bilingual: The ability to speak and understand two languages with equal fluency.

body language   Refers to various forms of nonverbal communication, wherein a person may reveal linguistic features, such as in ASL, or more subtle clues as to unspoken intention or feeling through such behaviors as posture, gestures, facial expressions, and eye movements. Body language can also vary depending on the culture.

body-shifting   An indexing part of the grammatical structure of ASL. It indicates who says and/or what a character does. This grammatical device is commonly used in dialogues or what is called "direct address" narrative between two characters or persons.

business norms: Informal guidelines regarding what is considered normal (what is correct or incorrect) social behavior in a particular group or social unit; sometimes referred to as "the way we do things around here."

certification: Interpreter credentials as administered by a recognized certifying body such as Registry of Interpreters for the Deaf, Texas' Board for Evaluation of Interpreters or National Association of the Deaf.

chunk: Strategy used by interpreters to manage the incoming flow of information whereby the interpreter breaks down content into smaller-sized pieces of information so that the brain to more easily digest new information.

CODA   Acronym meaning Children of Deaf Adults

code switch: The act of alternating between two or more languages, combining words and expressions from the languages in a single utterance. In trilingual interpreting it refers to signs or utterances made between and within spoken languages and visual languages.

Code of Ethics: Refers to the RID Code of Professional Conduct.

cognates: Words from two languages that are related or connected due to having similar or the same word roots.

colleagues: Peers in the field of interpreting to include both bilingual sign language

interpreters and bilingual spoken language interpreters.

colloquialisms:	A word or phrase used most often in informal settings that is familiar to a particular culture or community.
competencies:	The combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced performance and ultimately result in goal-oriented success.
consecutive interpreting:	A form of interpretation whereby the interpretation begins only after the person has spoken or signed a sentence or paragraph.
conventional consecutive interpreting:	A form of consecutive interpreting that is "short," usually Conveying three or fewer ideas at a time, and typically does not require note-taking to assist the interpreter.
cross cultural communication:	Communicating across cultural line to find common ground.
cue:	A signal that invites a speaker to begin speaking.
cued speech:	A mode of communication that uses a specific group of hand movements produced near the mouth and throat combined with mouth shapes representing units of sound and used with people identified as Deaf or hard of hearing.
cultural mediation:	The act of bridging the cultural nuance of one or more cultures through the use of communication protocols so that communication between the two (or more) parties can be more effective.
Cultural values:	The ethics or principles embraced or emphasized by a culture's members.
DARS	Department of Assistive and Rehabilitative Services located in Texas; long-time promoter of trilingual interpreting, including creation of the BEI.
Deaf interpreter:	An individual who is Deaf or hard of hearing who may or may not be a certified interpreter but has specialized training in interpreting. This individual works most often in partnership with a hearing interpreter to provide services to a population of the Deaf community using non-standard signs, foreign signed languages and have varied cultural backgrounds.
Demand-Control Schema:	The framework used by Dean and Pollard (2001) to examine the nature of demands and controls placed on the bilingual sign language interpreter prior, during and after an interpreting experience.

DHHC:	Deaf and Hard of Hearing Consumer - An individual who is Deaf or Hard of Hearing who may use ASL or a foreign signed language and/or the cultural makeup of the individual is that consistent with a Spanish-influenced setting.
effective communication:	A two-way information sharing process which involves two parties sending messages that are easily understood by both parties. Used by the American with Disabilities Act as a benchmark definition for meeting ADA requirements for deaf and hard of hearing individuals.
environment:	The conditions that surround an interpreting experience, both physical and cognitive.
ESHC:	English Speaking Hearing Consumer - An individual who is hearing and uses English as their primary mode of communication.
eye gaze:	A linguistic feature used in ASL to convey specific content, including information regarding individuals and locations, often is scenarios of comparison and contrast.
face-to-face:	Refers to the style of teaching whereby the instructor and students are located in the same physical space (e.g., classroom, etc.).
family dynamics:	The patterns of relationship and the interactions between family members, as defined by the family or the family's culture.
form of address:	Specific to Spanish influenced settings, the interpreter's familiarity with and ability to navigate the various formal and informal rules of address between individuals.
high and low context:	Most often referred within the context of culture, whereby some cultures are highly formal and others less so. For interpreters, this requires knowledge of the rules surrounding the cultures involved in the interpreting task, and will guide the manner, type and amount of information provided by the interpreter.
hybrid teaching:	A style of teaching that combines online synchronous and concurrent/live teaching. Hybrid teaching can occur only online or online and face-to-face.
intersectionality	A sociolinguistic concept that describes the interconnected nature of such social categorizations as race, class and gender, and how they create overlapping and interdependent systems of oppression, discrimination and disadvantage. Because they are interconnected they cannot be examined independently from one another.

KABS:	Assessment qualities that refer to "knowledge, attitude/beliefs, behaviors and skills.
Latinx	Individuals who identify as Latino or Latina, whether as immigrants from a Spanish language country or individuals born in the U.S.
learner:	Someone who gains knowledge or skill by studying, practicing, being taught or experiencing something.
logistics:	In interpreting, most often referring to the placement of people in a physical space in order to achieve an optimum interpreting environment. Logistical management may also include ensuring clean and glare-free sightlines, accommodation of audio-visual equipment, and manipulation of sound.
long form consecutive:	A form of consecutive interpreting that is "long," usually conveying more than three ideas at a time, and may require the interpreter to take notes to aid in the interpretation.
mestizo	A person of mixed racial or ethnic ancestry, especially in Latin America, of mixed American Indian and European descent.
mock scenarios:	Class exercises and/or evaluations modeled after routine topics and experiences of working interpreters.
NAJIT:	National Association of Judiciary Interpreters and Translators
note-taking:	The act of recording essential information or notes on paper to aid the interpreter recall aspects of the source message into the target message that is rendered consecutively.
oppression:	An unjust or cruel exercise of authority or power.
parallel texts:	Written documents in both English and Spanish that have dynamic equivalent messages.
passive voice:	A type of English-based grammatical structure whereby the subject is acted upon; as such it requires greater time to process by the interpreter and can result in interpreter miscues.
power dynamics:	In an interpreted interaction, refers to the abilities of the participants to control or to influence the behavior of the other parties in the interaction.
power-laden	Wording that attempts to influence an audience or outcome by

198

language:	appealing to emotions, cultural stereotypes and familiarity.
pre-assessment conference:	A meeting prior to the interpreted situation to meet and become acquainted with the consumers to assess dynamics of situation and language preferences.
post-assignment conference	A meeting following an assignment to determine and discuss positive outcomes and challenges, and any necessary follow-up.
pre-service programs:	Interpreter education programs located in an academic institution and occur prior to working in the field.
protocol:	A system of rules that explain the correct conduct and procedures to be followed in formal settings.
proxemics:	The branch of knowledge that deals with the amount of space that people feel it necessary to set between themselves and others.
real-time webinar:	Refers to a style of teaching - a seminar that is conducted over the internet but where instructors and students meeting at a specified time.
referral agency:	Referring to interpreter referral service agency.
regionalism:	A linguistic feature peculiar to a particular region and not part of the standard language of a country.
register:	A style or variety of language determined by such factors as a social occasion, purpose or audience. It is used to indicate degrees of language formality.
self-advocacy:	In the context of deafness, deaf people's rights and citizen privileges are able to be freely exercised as a result of advocating on their own behalf.
self-assessment:	The process of looking at one self's values, believes and cultural influences in order to understand one's behavior and influence on a communication event.
self-aware:	The ability to recognize oneself as an individual separate from the environment and other individuals.
setting:	The place and conditions in which something happens or exists.
short term memory:	The capacity for holding a small amount of information in mind in an active, readily available state for a short period of time.

sight translation:	A written document composed in English or Spanish that would then be rendered into another language.
sign languages	For purposes of the *Guide,* refer to many signed languages used in Spanish-speaking countries, including Mexican Sign Language (LSM), Cuban Sign Language (LSC) and the varieties of ASL used in Puerto Rico.
simultaneous to consecutive:	In the three person interactive setting using three languages, providing interpretation services by first receiving the source message of one of the languages and at the same time rendering the message into to the second language followed by rendering the message into the third language once the first interpretation is complete.
simultaneous interpreting:	An act that requires interpreters to listen and sign, or watch and speak, at the same time. The interpreter begins to convey a sentence in the target language while listening or watching the message being delivered in the source language.
source language:	The language whether signed, spoken or written from which a message originates.
Spanish-influenced setting:	A interpreting setting in which one or more of the participants speak and/or represent a worldview based in Spanish language and culture.
split attention:	A task that requires an interpreter to perform two or more tasks at the same time knowing that attention to each task is critical.
SCHC:	Spanish-speaking hearing consumer - An individual who is hearing and uses Spanish as their primary mode of communication.
stimulus:	Something that causes something else to happen, develop or become active. In interpreting, stimulus refers to the information that is to be conveyed.
target language:	The language, whether signed, spoken or written, to which a message will be rendered.
three-person interactive situation (3PIS):	A meeting that consists of three people, an ASL signer, a Spanish speaker and an English speaker. Trilingual interpreters providing services for this type of interaction would render ASL into English and Spanish, render English into ASL and Spanish and render Spanish into ASL and English. Interpretations can include the use of simultaneous and consecutive interpreting.

200

translation:	The act of changing words from one language into another language in a written format.
trilingual interpreter:	A trilingual interpreter provides services for interactions or meetings consisting of two or more people requiring the use of Spoken English, Spoken Spanish and American Sign Language. Interpretations can include the use of simultaneous and/or consecutive interpreting.
trilingualism:	Having the ability to speak and understand three languages.
two-person interactive situation (2PIS):	A meeting that consists of two people, an ASL signer, a Spanish speaker and/or an English speaker. Trilingual interpreters providing services for this type of interaction would render ASL into English and/or Spanish, render English into ASL and/or Spanish and render Spanish into ASL and/or English. Interpretations can include the use of simultaneous and consecutive interpreting.
unit of learning:	Used specifically in this Guide to refer to various sub-topics of a larger ASL/Spanish/English competency.
values:	The ethics and conscious of an individual or group of people.
webinar:	Refers to a style of teaching - a seminar that is conducted over the internet. This can refer to real time instructor or seminar that has been recorded and viewed by students at a later time or for review.
worldview:	One's beliefs about the nature and purpose of life; encompasses how one perceives the world around them and their relationship to it.

Suggested Resources and References

Suggested Resources and References

Content Experts' Favorites

Acebo

http://www.acebo.com/

A very rich website for interpreters, including articles by Holly Mikkelson and a wealth of resources (free and for purchase). Featured products include: The Interpreter's Edge, Edge 21/Consecutive Interpreting, Edge 21/Sight Translation, Edge 21/Simultaneous Interpreting and The Interpreter's RX.

BBC

http://www.bbc.com/

BBC.com> News> World> [country name]. Provides not only current events but also a history timeline for a particular country

Compendium of Essential Readings for Interpreters

http://www.interpretereducation.org/specialization/aslspanishenglish

These readings, commonly used in interpreting education and Deaf studies curricula, and deemed essential by interpreter educators across the U.S., have been translated into Spanish. Each item is downloadable.

Deaf Gain by Bauman, H.-D. L., and Murray J. J., Editors

https://www.upress.umn.edu/book-division/books/deaf-gainh

 A Deaf-authored volume of work that approach deafness as a distinct way of being, one that opens perceptions, perspectives, and insights less common to the majority of hearing persons. By framing deafness in terms of its intellectual, creative, and cultural benefits, *Deaf Gain* recognizes physical and cognitive difference as vital to human diversity.

Ethnologue: Languages of the World

http://www.ethnologue.com/

A comprehensive reference work of all of the world's languages. It is valuable to persons who
  are interested in or engage in cross-cultural communication, bilingualism and all other things
  language. While some of the publications are available for purchase, the site also provides a
  wealth of information on country demographics and language dialects.

Google Maps

https://www.google.com/maps

A desktop and mobile mapping service provided by Google. It is a great resource for practicing
  giving directions, learning street names and other geographic references in Spanish.

Instituto Cervantes

http://cvc.cervantes.es/lengua/voces_hispanicas/

The Cervantes Institute is worldwide nonprofit created by the Spanish government in 1991. It is
  considered the largest organization in the world responsible for promoting the study and
  teaching of the Spanish language and culture. In some ways, it operates like a Spanish library
  with resources and videos of language samples of Spanish from Latin America and Spain.
  This website is a must!

Interpreting in Vocational Rehabilitation Settings (NCIEC):

A six-disk DVD full of interpreting source material, opportunities to practice interpretation, view
  live interpretations and interpreter self-assessments. Deaf individuals from Latin America are
  represented in a number of scenarios. A must have for trainers.

http://www.interpretereducation.org/specialization/vocational-rehabilitation/

Kiss, Bow, or Shake Hands by Terri Morrison

http://kissbowshakehands.com/

A print or electronic publication for purchase looks at more than seventy countries, providing
  interactive maps, background and culture, business practices, protocols including dress,
  gifting and forms of address, and key phrases in local languages.

Lumosity

http://www.lumosity.com/

An online brain training program designed to enhance or exercise one's cognitive abilities including memory, visualization, problem solving, attention, and response time. Basic training is free but more extensive tools require a membership fee.

National Center on Deaf-Blindness

https://nationaldb.org/library/page/2161

A website devoted to Deaf-Blindness. Of particular interest is the section entitled "Interpreting with Deaf-Blind People—Trilingual Interpreting.

National Consortium of Interpreter Education Centers

http://www.interpretereducation.org/

A website rich in information regarding interpreting, interpreter education and deaf self-advocacy. Make sure to check out the *Specialization* tab, there you will find great information and resources, in particular the ASL/Spanish/English section. And don't overlook the Legal and Deaf Interpreter practice sections for content and source material. This is a site you should always share with your learners.

National Consortium of Interpreter Education Centers

http://www.interpretereducation.org/teaching/classroom-modules/

Six rich teaching modules. Each module is designed to constitute 6-hours (and sometimes more) of instruction either delivered face-to-face or online. Instructors can identify activities that are undertaken within class structure or as self-directed learning. Module topics include *Social Justice in Interpreting, Deaf Interpreter-Hearing Interpreter Teams, Deafblind Interpreting, Healthcare, VR101—History, System and Process, and Faces of Deaf Consumers. Requires registration but all materials are free and easily accessed.*

Peak

http://www.peak.net/about/

Another online brain training program designed to enhance or exercise one's cognitive abilities including memory, visualization, problem solving, attention, and response time.

SpanishD!ct

http://www.spanishdict.com/

This website offers a Spanish dictionary boasting more than a million translations and verb conjugations.

Spanish online

http://spanish.bz/

Spanish online describes this website as "Your online departure for all things related to the Spanish language and culture" and offers free lessons and lesson plans, and instant downloads to Spanish-specific resources and games.

Speechpool

http://speechpool.net/en/

Speeches to help you practice interpreting. Speeches on various topics in Spanish, English, and other spoken languages.

TerpTalks

http://www.interpretereducation.org/tim/terptalks/

A video library of approximately 50 expository and narrative monologue texts produced by the Outcomes Circle, an initiative of the National Interpreter Education Center (NIEC). This collection features texts in ASL and English that are approximately 20 minutes in length and are intended to be used as stimulus material. The *TerpTalks* collection includes a robust search by language, interpreting features and demographics that allow you to pinpoint the exact video to suit your needs based on.

The Tipping Point by Malcolm Gladwell

An excellent resource for describing leadership and its effect on change. Gladwell talks about that magic moment when enough momentum changes the course of history. Described as a childhood teeter-totter, where the pivot point hallmarks when the upward battle toward change tips "to the other side" and momentum gathers to create change.

United States of America Citizenship and Immigration Services (former U.S. Immigration and Naturalization Services (INS)

http://www.uscis.gov/

A must website for every interpreter who interfaces with immigration and citizenship. It contains up-to-date news, has a wealth of information and forms that comprise the immigration process.

United States of America State Department

http://www.state.gov/

A rich website that offers the latest in current events, relevant political and social information, the Bureau of Western Hemisphere Affairs, geographic maps, history and region-specific profiles.

University of Texas at Austin

http://www.laits.utexas.edu/spe/

Spanish Proficiency Exercises. Source texts of varying difficulty in different Spanish dialects.

Yachana

http://yachana.org/teaching/

A somewhat unusual website with a wealth of teaching strategies, Latin American resources and student projects.

Key National Latinx Professional Organizations

National Council of Hispano Deaf and Hard of Hearing (NCHDHH)

http://www.nchdhh.org/

Mano a Mano

http://www.manoamano-unidos.org/

Other Key National Professional Organizations

American Association of the Deaf-Blind

http://www.aadb.org/index.html

American Translators Association (ATA)

www.atanet.org.

Children of Deaf Adults (CODA)

http://coda-international.org/

National Alliance of Black Interpreters

http://naobi2.org/

National Asian Deaf Congress

http://www.facebook.com/pages/National-Asian-Deaf Congress/250399135044358h

National Association of Judiciary Interpreters & Translators (NAJIT)

www.najit.org.

National Association of the Deaf

http://nad.org/

National Black Deaf Advocates

http://www.nbda.org/

Registry of Interpreters for the Deaf

http://www.rid.org/*Sacred Circle*

http://www.deafnative.com

Additional References

A

Admin. 2009. *Comparing International Health Care Systems*, October 6.
        http://www.pbs.org/newshour/updates/health-july-dec09-insurance_10-06/.

Alvarado, E. 1987. *Don't Be Afraid, Gringo: A Honduran Woman Speaks From the Heart*.
        Edited and translated by M. Benjamin. San Francisco, CA: Food First.

American Medical Association. *Our History*. http://www.ama-assn.org/ama/pub/about-ama/our-
        history.page.

American Translators Association (ATA). www.atanet.org.

Anderson, L., Scrimshaw, S., Fullilove, M., Fielding, J., & Normand, J. 2003. "Culturally Competent Healthcare Systems: A Systematic Review." *American Journal of Preventive Medicine* 24(3S): 68-79.

Annarino, P., Aponte-Samalot, M., & Quinto-Pozos, D. 2014. *Toward Effective Practice: Interpreting in Spanish-Influenced Settings*. National Consortium of Interpreter Education Centers.

Arnove, R. F., & Torres, C. A. 2007. *Comparative Education: The Dialectic of the Global and the Local* (3rd ed.). Plymouth, UK: Rowman & Littlefield Publishers.

Augenbraum, H., & Olmos, M. F. 1997. *The Latino Reader: An American Literary Tradition from 1542 to the Present.* Boston, MA: Houghton Mifflin Harcourt**.**

B

Baker-Shenk, C. 1986. "Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context." In *Interpreting: The Art of Cross Cultural Mediation. Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf*, edited by M. McIntire, 433–54. Silver Spring, MD: RID Publications. (Available in Spanish at http://www.interpretereducation.org/specialization/aslspanishenglish/#Second.)

Baker-Shenk, C., & Cokely, D. 1991. *American Sign Language: A Teacher's Resource Text on Grammar and Culture.* Washington, DC: Gallaudet University Press.

Bauman , H.-D. L., & Murray J. J., eds. 2014. *Deaf Gain*. University of Minnesota Press.

Bayton, D. C. 2006. "'The Undesirability of Admitting Deaf Mutes': U.S. Immigration Policy and Deaf Immigrants, 1882–1924." *Sign Language Studies* 6(4): 391–415.

Beltrán, M. C. 2009. *Latina/o Stars in U.S. Eyes: The Making and Meanings of Film and TV Stardom.* Chicago, IL: University of Illinois Press.

Bethell, L., ed. 1996. *Ideas and Ideologies in Twentieth Century Latin America*. New York: Cambridge University Press.

Boguea, R. J., Hall, C. H., Jr., & la Forgia, G. M. 2007. *Hospital Governance in Latin America: Results from a Four Nation Survey.* Washington, DC: The World Bank.

Board for Evaluation of Interpreters (BEI). 2011. *2011 Study Guide for Trilingual Interpreter Certification Candidates.* Austin, Texas: Texas Department of Assistive and Rehabilitative Services Office for Deaf and Hard of Hearing Services.

Brill, M. 2011. *Music of Latin America and the Caribbean.* Upper Saddle River, NJ: Prentice Hall/Pearson.

Bulmer-Thomas, V. 2003. *The Economic History of Latin America Since Independence.* Cambridge, UK: Cambridge University Press.

C

Call, M. 2006. *ASL/Spanish/English trilingualism of Hispanic/Latino Deaf Children in the United States*. http://www.lifeprint.com/asl101/topics/trilingual.pdf.

Call, M. 2010. "See Me Through the Triplicity of My World: Ethical Considerations in Language Choices." In *Ethical Considerations in Educating Children Who Are Deaf or Hard of Hearing*, edited by K. Christensen, 14–37. Washington, DC: Gallaudet University Press.

Carnoy, M., Gove, A. K., & Marshall, J. 2007. *Cuba's Academic Advantage: Why Students in Cuba Do Better in School*. Stanford, CA: Stanford University Press.

Centers for Disease Control & Prevention. *Building Our Understanding: Culture Insights Communicating with Hispanic/Latinos*. http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/hispanic_latinos_insight.pdf.

Cherry, K. *Understanding Body Language.* http://psychology.about.com/od/nonverbalcommunication/ss/understanding-body-language.htm.

Chong, N. 2002. *The Latino Patient: A Cultural Guide for Healthcare Providers.* Boston, MA: Intercultural Press.

Christensen, K. 1993. A multicultural approach to the education of children who are deaf. In *Multicultural Issues in Deafness*, edited by K. Christensen & G. Delgado, 17–27. White Plains, NY: Longman.

Colburn, F. D. 2002. *Latin America at the End of Politics*. Princeton, NJ: Princeton University Press.

Coleman, E. A., Smith, J. D., Frank, J. C., Min, S., Parry, C., & Kramer, A. M. 2004. "Preparing Patients and Caregivers to Participate in Care Delivered Across Settings: The Care Transitions Intervention." *Journal of the American Geriatrics Society* 52: 1817–1825.

Cokely, D. 2014. "Interpreting Culturally Rich Realities." http://www.interpretereducation.org/wp-content/uploads/2014/04/Interpreting-Culturally-Rich.pdf.

D

Davis, J. E., & McKee, R. L., eds. 2010. *Interpreting in Multilingual, Multicultural Contexts*. Washington, DC: Gallaudet University Press.

Deaf Interpreter Institute. 2014. *Deaf Interpreter Curriculum: Digital Edition*. http://www.diinstitute.org/learning-center/deaf-interpreter-curriculum/.

van Dijk, T. A. 2005. *Racism and Discourse in Spain and Latin America.* Amsterdam: John Benjamins Publishing Company.

Domingo, P., & Sieder, R. 2001. *Rule of Law in Latin America: The International Promotion of Judicial Reform.* London, UK: Institute of Latin American Studies.

E

Eakin, M. C. 2007. *The History of Latin America: Collision of Cultures.* New York: Palgrave Macmillan.

Edward, D. 1993. "Deafness as Culture." *Atlantic Monthly* (September): 37–53.

Edwards, S. 2010. *Left Behind: Latin America and the False Promise of Populism*. Chicago, IL: University of Chicago Press.

Erichsen, G. *Obvious...But Wrong: False Friends Often Lead to Mistakes*. http://spanish.about.com/cs/vocabulary/a/obviouswrong.htm.

Ersolzulu, E. 2005. *Training of Interpreters: Some Suggestions on Sight Translation Teaching*. http://translationjournal.net/journal/34sighttrans.htm.

F

Federal Court Interpreter Certification (FCIC). http://www.ncsc.org/fcice/.

Fiedler, J. L. 1996. "The Privatization of Health Care in Three Latin American Social Security Systems." *Health Policy and Planning* 11(4): 406–417.

Fine, T. 1997. *Excerpt reproduced from American Legal Systems: A Resource and Reference Guide.* http://www.lexisnexis.com/en-us/lawschool/pre-law/intro-to-american-legal-system.page.

Fithian, L., & Mitchel, D.O. *Theory: Anti-oppression*. http://beautifultrouble.org/theory/anti-oppression/.

Flower, J. 1995. "A Conversation with Ronald Heifetz: Leadership without Easy Answers." *The Healthcare Forum Journal* 38(4).

Freire, P., Bergman Ramos, M., & Macedo, D. 1993. *Pedagogy of the oppressed.* New York: The Continuum International Publishing Group Ltd.

G

Gates, H. L., Jr. 2011. *Black in Latin America*. New York: WNET, PBS Distribution.

Gee, J. P. 2014. *How to Do Discourse Analysis: A Tool Kit.* New York: Routledge.

Goffan, H. *Body Language: The Meaning of Gestures in Mexico.* http://hispanic-marketing.com/body-language-the-meaning-of-gestures-in-mexico/.

Gerner de Garcia, B. 2000. "Meeting the Needs of Hispanic/Latino Deaf Students." In *Deaf Plus: A Multicultural Perspective*, edited by K. Christensen & G. Delgado, 149–198. San Diego, CA: Dawn Sign Press.

H

Habell-Pallán, M., & Romero, M. 2002. *Latino/a Popular Culture*. New York: New York University Press.

Hall, E. T. 1989. *Beyond Culture*. Garden City, NY: Anchor Press.

Halperín Donghi, T. 1993. *The Contemporary History of Latin America.* Translated by J. C. Chasteen. Durham, NC: Duke University Press.

Hammond, A. 2012. *The Differences Between Latin American Spanish and Spanish in Spain*. http://blog.esl-languages.com/blog/learn-languages/spanish/differences-latin-american-spanish-spanish-spain/.

Hays, P. A. 2001. *Addressing Cultural Complexities in Practice: A framework for Clinicians and Counselors.* Washington, DC: American Psychological Association.

Hertel, C. 2009. "Legal systems of the world–An overview." http://www.notarius-international.uinl.org/DataBase/2009/Notarius_2009_01_02_hertel_en.pdf.

Hidalgo, N. 1993. Multicultural teacher introspection. In Perry, T. and Fraser, J. (Eds.) Freedom's Plow: Teaching in the Multicultural Classroom. New York: Routledge.

I

International Medical Interpreters Association (IMIA). www.imia.org.

J

Jiménez, R. 2000. "The Americans with Disabilities Act and Its Impact on International and Latin-American Law." *Alabama Law Review* 52(1), 419–42.

K

Klee, C., & Lynch, A. 2009. *El español en contacto con otras lenguas*. Washington, DC: Georgetown University Press.

Koike, D. A., & Klee, C. 2003. *Lingüística aplicada: Adquisición del español como segunda lengua*. Hoboken, NJ: John Wiley & Sons.

Kress, G. R. 2009. *Multimodality: A social Semiotic Approach to Contemporary Communication*. New York: Routledge.

L

Latin American Spanish or Spanish for Latin America. http://www.omniglot.com/language/articles/latin_american_spanish.htm.

Latinos in Soccer. 2003. http://www.umich.edu/~ac213/student_projects06/student_projects/sia/Soccerlatin.htm.

Lederach, J. P. 1986. *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse, NY: Syracuse University Press.

Liddell, S. K. 2003. *Grammar, Gesture, and Meaning in American Sign Language*. Cambridge, NY: Cambridge University Press.

Light, D. W. 2003. "Universal Health Care: Lessons from the British Experience." *American Journal of Public Health* 93(1): 25–30.

de Los Heros Diez Canseco, S., & Niño-Murcia, M. 2012. *Fundamentos y modelos del estudio pragmático y sociopragmático del español*. Washington, DC: Georgetown University Press.

M

Mainwaring, S., Brinks, D., & Perez-Linan, A. 2001. "Classifying Political Regimes in Latin America, 1945–1999." *Studies in Comparative International Development* 36(1): 37–65

Medical Interpreting. http://www.aceboproducts.com/products/the-interpreters-rx.

Menchú Tum, R. 1984. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Translated by A. Wright. London, UK: Verso.

Mikkelson, H. 1994. *The Interpreter's Rx: A Training Program for Spanish/English Medical Interpreting.* Spreckels, CA: ACEBO.

Mikkelson, H. n.d. *Edge 21: Consecutive Interpreting.* http://www.aceboproducts.com/products/edge-21-consecutive-interpreting.

Mindess, A. 2006. *Reading Between the Signs: Intercultural Communication for Sign Language Interpreters* (2nd edition). Yarmouth, ME: Intercultural Press.

N

Napier, J., McKee, R. L., & Goswell, D. 2010. *Sign Language Interpreting: Theory and Practice in Australia and New Zealand.* Annandale, NSW: Federation Press.

National Association of Judiciary Interpreters & Translators (NAJIT). www.najit.org.

National Center for State Courts (NCSC). *State Interpreter Certification.* https://www.ncsc.org/Education-and-Careers/State-Interpreter-Certification.aspx.

National Consortium of Interpreter Education Centers (NCIEC). 2014. *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English).*

National Multicultural Interpreter Project. 2000. *Cultural and Linguistic Diversity Series*. El Paso, TX: El Paso Community College.

Northouse, P. G. 2009. *Introduction to Leadership: Concepts and Practice*. Los Angeles, CA: Sage Publications.

O

"The Origin of Caribbean Spanish Accents." 2011. https://www.youtube.com/watch?v=U-wqPc8lFh4&hd=1.

P

Parker, F., & Riley, K. L. 2005. *Linguistics for Non-Linguists* (4th ed.). Boston, MA: Allyn & Bacon.

Pascale, R. T., Sternin, J., & Sternin, M. 2010. *The Power of Positive Deviance: How Unlikely Innovators Solve the World's Toughest Problems*. Boston, MA: Harvard Business Press.

Dean, R., & Pollard, R., Jr. 2001. "Application of Demand-Control Theory to Sign Language Interpreting: Implications for Stress and Interpreter Training." *Journal of Deaf Studies and Deaf Education* 6(1): 1–14.

Peloso, V.C. 2012. *Ethnicity and Race in Latin American History.* London: Routledge.

R

Raffel, M. W., & Raffel, N. K. 1994. *The U.S. Health System: Origins and Functions* (4th ed.). Albany, NY: Delmar Publishers.

Ramsey, C. L. 2000. "On the Border: Cultures, Families, and Schooling in a Transnational Region." In *Deaf plus: A multicultural perspective,* edited by K. Christensen & G. Delgado, 121–148. San Diego, CA: Dawn Sign Press.

Ramsey, C. L. 2011. *The People Who Spell: The Last Students from the Mexican National School for the Deaf*. Washington, DC: Gallaudet University Press.

Ramsey, C., & Sergio, P. 2010. "Sign Language Interpreting at the Border of the Two Californias." In *Interpreting in multilingual, multicultural contexts*, edited by R. L. McKee & J. E. Davis. Washington, DC: Gallaudet University Press.

Rickford, J. R. 2002. *How Linguists Approach the Study of Language and Dialect*. http://www-leland.stanford.edu/~rickford/papers/.

Rosado, L. A. 2005. "Cross-Cultural Communications: A Latino Perspective." *AE-Extra*, January. http://www.unco.edu/ae-extra/2005/1/Art-1.html.

Rudy, T. D., ed. 2004. *Judicial Reform of Criminal Justice in Latin America.* http://www.oas.org/legal/english/osla/pubs.htm.

S

Salulaid, L. 2013. *Body Language in South America*. http://prezi.com/r0sfnzsz4vcu/body-lnaguage-in-south-america/.

Santiso, J., & Dayton-Johnson, J. 2012. *The Oxford Handbook of Latin American Political Economy.* New York: Oxford University Press.

Savedoff, W. D. 2007. *Transparency and Corruption in the Health Sector: A Conceptual Framework and Ideas for Action in Latin American and the Caribbean*. Washington, DC: Inter-American Development Bank.

Schoenbaum, S. C., Audet, A. J., & Davis, K. 2003. "Obtaining Greater Value from Health Care: The Roles of the U.S. Government." *Health Affairs* 22(6): 183–190.

Schultz, L. 2009. *The Spanish Language Spoken in the United States.* Cincinnati, OH: Strictly Spanish LLC.

Seal, B. C. 1998. *Best Practices in Educational Interpreting*. Boston, MA: Allyn & Bacon.

Seligson, M. A., Smith, A. E., & Zechmeister, E. J., eds. 2012. *The Political Culture of Democracy in the Americas, 2012: Towards Equality Of Opportunity.* Nashville, TN: Vanderbilt University.

Shaw, R. 2014. "Determining Register in Sign to English Interpreting." http://www.interpretereducation.org/wp-content/uploads/2014/04/Determining-Register.pdf

Shi, L., & Singh, D. A. 2008. *Delivering Health Care in America: A Systems Approach.* Boston, MA: Jones & Bartlett.

Smith, P. H. 2005. *Democracy in Latin America: Political Change in Comparative Perspective*. New York: Oxford University Press.

Smokowski, P. R., & Bacallao, M. 2010. *Becoming Bicultural: Risk, Resilience, and Latino Youth.* New York: New York University Press.

Song, J. 2013. "American Body Language: Personal Space and Gestures." July 2. http://englishatlarge.blogspot.com/2013/07/american-body-language-personal-space.html.

de Soto, H. 2007. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else.* New York: Basic Books.

Sultz, H. A., & Young, K. M. 2006. *Health Care U.S.A: Understanding Its Organization and Delivery* (5th ed.). Sudbury, MA: Jones & Bartlett.

T

TEDxIslay. http://www.tedxislay.com.

Terp Talks. http://vimeo.com/album/1780150.

Trask, R. L. 1999. *Language: The Basics* (2nd ed.). New York: Routledge Press.

Tribe, R., & Morrissey, J. 2005. *Handbook of Professional and Ethical Practice for Psychologists, Counsellors, and Psychotherapists*. Hove, UK: Brunner-Routledge.

Tribe, R., & Raval, H. 2003. *Working With Interpreters in Mental Health*. New York: Brunner-Routledge.

Tula, M. T. 1994. *Hear My Testimony: María Teresa Tula, Human Rights Activist of El Salvador.* Edited and translated by L. Stephen. Cambridge, MA: South End Press.

U

United States Department of Health and Human Services (HHS). 2012. *Reasonable Accommodations Policy and Procedures Manual.* http://www.hhs.gov/asa/eeo/resources/reasonable_accommodations.pdf.

United States Department of State. Bureau of International Information Programs. Retrieved from http://www.state.gov/r/iip/.

V

Valli, C., Lucas, C., & Mulrooney, K. J. 2005. *Linguistics of American Sign Language: An Introduction* (4th ed.). Washington, DC: Gallaudet University Press.

Vella, J. 2002. *Learning to Listen, Learning to Teach* (revised ed.). San Francisco, CA: Jossey-Bass.

Villarruel, F., ed. 2009. *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. Los Angeles, CA: Sage Publications.

W

When Translating English to Spanish, Which Regionalism is Best? (Retrieved May 30, 2014). http://www.motionpoint.com/our-solutions/motionpoint-frequently-asked-questions/translation-faqs/134-when-translating-english-to-spanish-which-regionalism-is-best.html.

Williams, D, 2005. *Real Leadership; Helping People and Organizations Face Their Toughest Challenges*. San Francisco: Berrett-Koehler Publishers.

Winn, P. 2006. *Americas: The Changing Face of Latin America and the Caribbean* (3rd ed.). Berkeley, CA: University of California.

Witter-Merithew, A., , *From Benevolent CareTaker to Ally, Retrieve from (*http://www.interpretereducation.org/wp-content/uploads/2014/04/From-Benevolent-Caretaker.pdf)

Y

Young, I. 2004. *Oppression, Privilege. & Resistance*. Edited by Heldke & O'Connor. MacGraw Hill

Z

Zambrano-Paff, M. 2011. "The Impact of Interpreters' Linguistic Choices in Bilingual Hearings." In *Selected Proceedings of the 13th Hispanic Linguistics Symposium*, edited by L. A. Ortiz-López, 190–202. Somerville, MA: Cascadilla Proceedings Project.

Zayas, L. H. 2011. *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide.* New York: Oxford University Press.