

Interpreting in Educational Settings: Bridging Research into Effective Mentoring Approaches

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AVLIC 2018

Thanks so much:

- AVLIC 2018
- Interpreters working this session
- Study participants
- You for your interest



Starting with Appreciation

Our plan for today:

- Description of research study
- What did we find?
- What might it mean for mentors and interpreters in educational settings?
- Discussion – small groups/large group
- Question & Answers



Presentation Overview

Canada & US study of interpreters working with deaf students, in K-Grade 12

Focus of Study: **Preparation Techniques for Effective Interpreting**

Research Team: **Debra Russell & Amy Williamson**

Research Assistants:

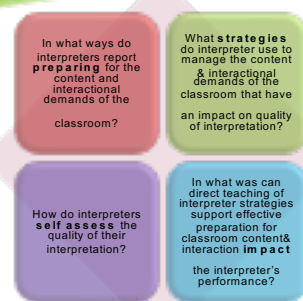
Jen Hayes, Anita Nelson-Julander, Josiah Fehlauer
(University of North Florida students at the time)



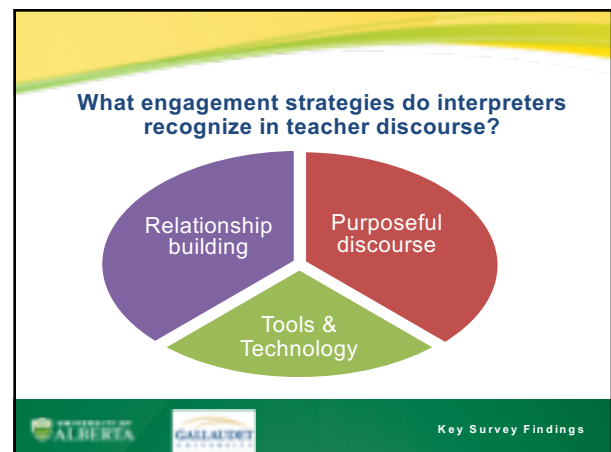
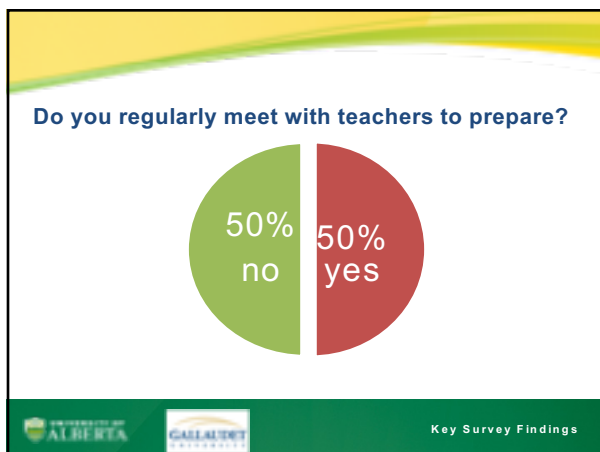
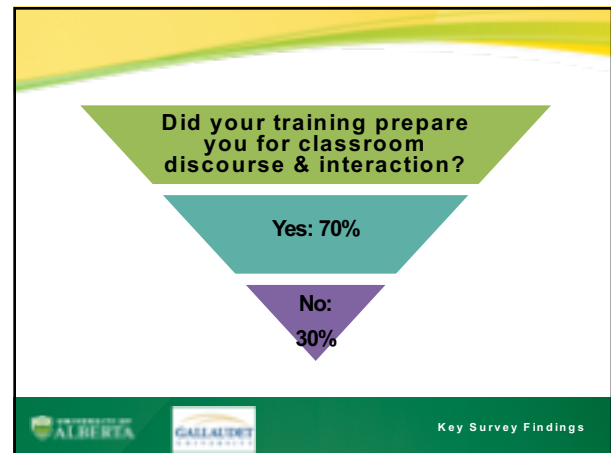
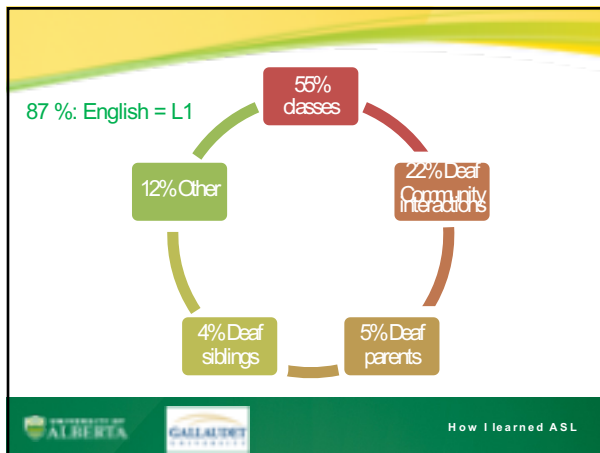
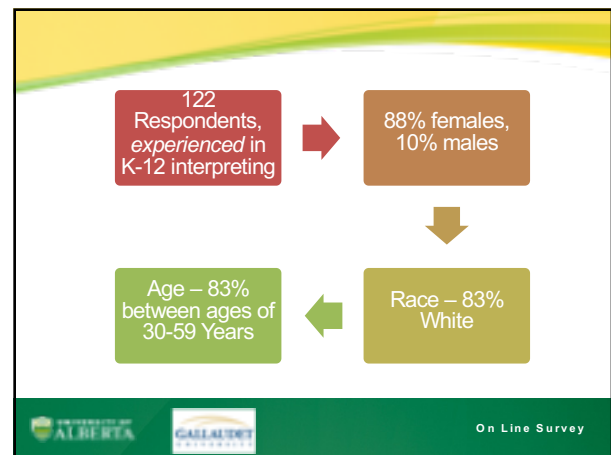
What was the study?

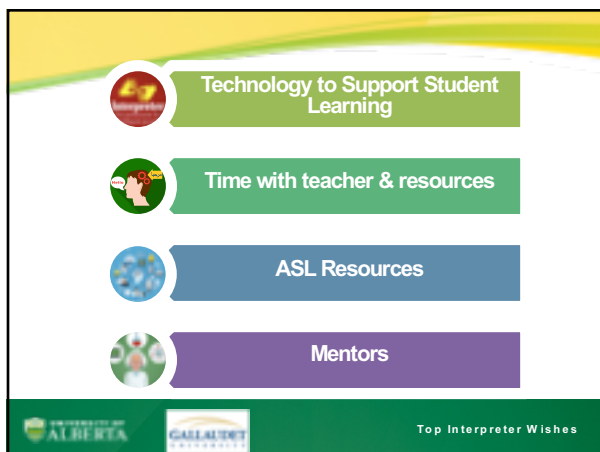
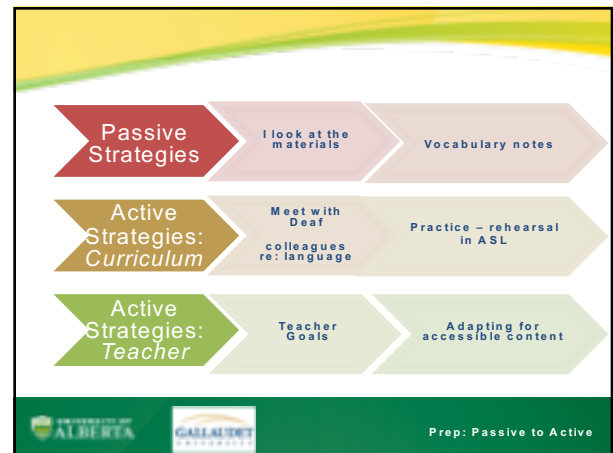
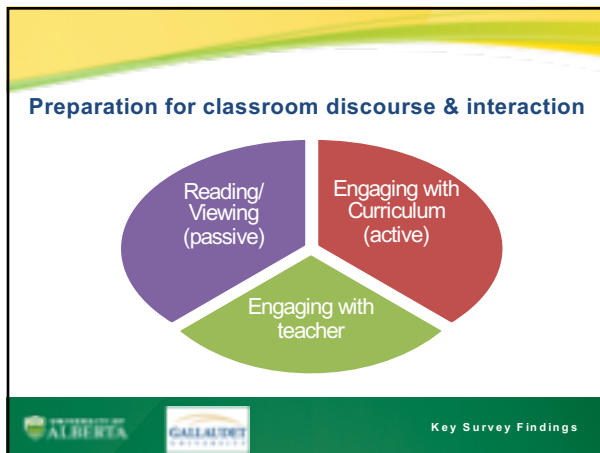
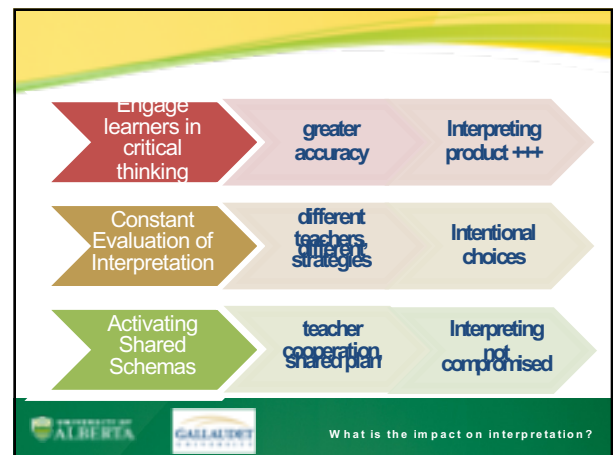
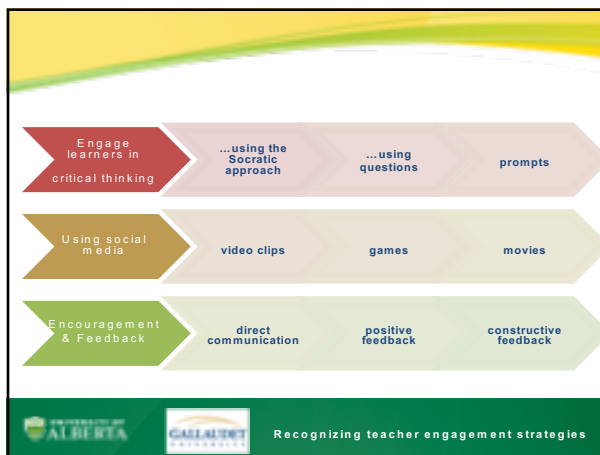


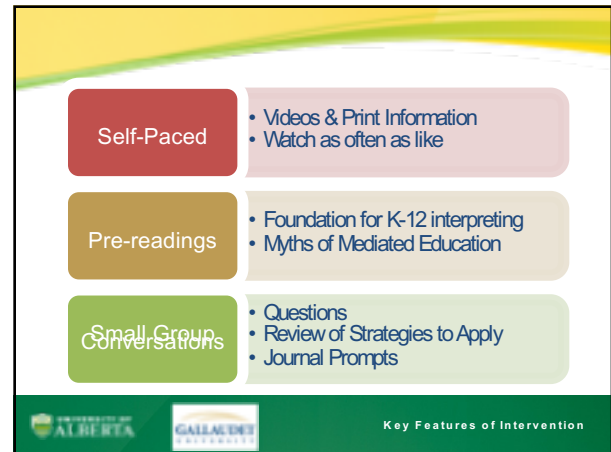
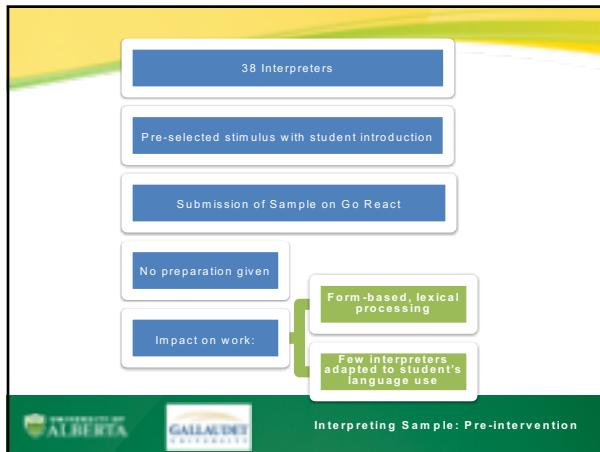
Research Aims



Research Questions







Significant Learning from this study?
Webinar: Direct Instruction
 New learning for interpreters

Goals of Education (& the skilled teacher)

Instill confidence as self-motivated learners, problem solvers, & critical thinkers	Learning is relevant, meaningful & authentic through conversation and dialogue
Depth of understanding of a concept through making connections (question, extend, investigate, explore)	Assessment (via questioning) is used to move through the lesson/curriculum

Educational Goals

Goals of Education (& the skilled teacher)

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Educational Goals

The Intervention: Self Paced Webinar

Part 1 (This self-paced webinar)

- Mediated vs. Direct Instruction
- Classroom Talk & Interaction
- Direct Instruction Strategies
- Mediated Instruction Strategies
- Why and How to Prepare
- Acting
- Top ten strategies

Part 2 (our face-to-face meeting in January)



Preparing for Content:
In the words of participants...

"The curriculum guides were not something I had thought of using before, and I now realize that there a great deal of information that gives me a schema, and allows me to understand where teachers are going..."

"Knowing better the topics that are going to be taught is also a better way to prepare mentally for the day and the semester"

"I am learning to review materials in a different way – moving from reading to getting to rehearse in ASL"

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Build Effective Teacher Relationships
In the words of participants...

"Building an effective relationship with the teacher...key to understanding the IEP"

Instead of asking her "what's your goal", I am learning about her instructional strategies now – paying attention in a different way to how she asks questions, what she is doing to connect ideas and connect to the students..."

"Purposely asking for time with her - not assuming she doesn't have time for me."

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Build Effective Teacher Relationships
In the words of participants...

"I have been talking to the teacher about instructional strategies that would be used during that week... which was an excellent way to create confidence and strength"

"I also tried to apply the Bloom's Taxonomy theory to understand how the teacher is teaching the class. I liked the "Questions for critical thinking used by the teacher"

"I felt so much better knowing more about the teacher's approach and plan for the class. Sometimes that is more important than vocabulary and content."

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Specific Strategies with Teacher

- Review IEP
- Discuss Instructional Strategies and Class Goals
- Create Collaborative Signals with Teacher
- Increase social and cultural capital of Deaf Student
- Classroom Audit of Interpretability



Teacher Strategies

Collaborating with Teacher

"I liked coming up with a "secret signal": to notify that teacher to repeat/reteach in another way. This allowed the teacher and me to communicate about the needs of the deaf and hard of hearing students discreetly. In my opinion it also benefitted the hearing students as well."

"I had the chance to encourage the student to teach the class and other students basic signs for social interactions."

I have also audited the classroom for what can be interpreted and what cannot and what can be interpreted with modifications, which I could then talk to the teacher about."



Teacher Strategies

Attending IEP Meeting

"This meeting was really productive. It was a time to celebrate the student's strengths, which are many, but easily lost in the light of rigorous standards. It was also a time to share with the team what each professional was working on and where the student needed to improve. I left the meeting with a renewed sense of direction."

Attending the IEP meeting impacted my interpreting in that it helped me realign with the student's IEP goals. I am better able to support the student because I am aware that the student has huge comprehension gaps, struggles with answering how and why questions and socially needs more support. I am noticing that I am better able to cue/phrased questions so he is more successful in his response."



Teacher Strategies

Understanding Direct Instruction

"Now asking to observe Deaf teachers and seeing what they do with language – never did that before and I see the benefit now!"

"Seeing the teacher videos on the webinar was really eye-opening for me – shifted my view of interpreting in the classroom"

"I need to learn more about what direct instruction can mean with a Deaf teacher – I don't know how to do some of those things we saw..."



Direct Instruction

Understanding Direct Instruction

Viewing direct instruction videos gives me greater insights and skills that will give the deaf and hard of hearing students a more natural interaction during classes.

This was a great suggestion and I took the opportunity to be in a direct instruction ASL-ASL environment and observe some teaching strategies. I focused on shared eye-gaze of the teacher and the kinds of discourse strategies as well as how they recycled language to introduce new vocabulary. I then listed some of the Deaf teacher strategies and how they can be incorporated into the construction class I am currently interpreting in.



Direct Instruction

Direct Instruction in ASL

Observe teachers in action

Use videos on internet

Use vlogs of content like Science so I can see how they talk about it in ASL

Shadow those linguistic structures and lexicon

Incorporate those strategies into interpretation



Direct Instruction

Activating the Interpreter's Mind: Top Strategies that were helpful

In the words of participants:

"I tried to really incorporate the strategies consciously – getting myself out of 'auto-pilot' mode."

"Back to ITP – mapping? But it was good to return to it and see the connections among ideas – heightened attention."



Activating the Interpreter Mind

Activating the Interpreter's Mind: Top Strategies that were helpful

In the words of participants:

"I have come to realize that if I make a mind map when reading the materials that I'm very unfamiliar with, it will help me become more familiar with the overarching information in the materials. I will then be better prepared to interpret the concepts and should be better able to visualize the specifics of the materials."

"Even a few minutes of prep can help calm the mind, warm up the fingers and prepare me for a clearer interpretation in critical moments."



Activating the Interpreter Mind

Activating the Interpreter's Mind: Top Strategies that were helpful

Mind Mapping

Think Aloud Protocol/Previewing Videos

Brainstorming

Videotaping own interpretation

Consecutive Interpreting

Use of Conscious Omissions



Activating the Interpreter Mind

Reducing Dual Task Demands: Using Consecutive Interpreting

"The teacher often speaks while demonstrating and I find using consecutive interpreting is a good way to deal with this."

"I also spoke to the teacher (Using Agency/Collaborating) about modifying his approach so that he paused his talking during the knife demonstration so that the full opportunity to watch his hands and knife technique."



Activating the Interpreter Mind

Conscious Omissions

"This is a great strategy for tackling complex topics, keeping up with the processing and interpreting of fast talkers, multiple speakers, etc."

"I have achieved the ability to build in more processing time, smoother and clearer interpretation and less stress on my mind and body when I consistently use conscious omissions."



Activating the Interpreter Mind

Deliberate Practice: Making Prep a Habit

"Recognizing I can prep with just 3 minutes notice – smart phone is there for a reason!"

"Activate my previous knowledge – instead of complaining about teacher giving me no prep"

"Now I see the resources on the Internet – I just have to search"

Using prep time – small windows of time can still be useful"



Activating the Interpreter Mind

Deliberate Practice: Making Prep a Habit

"I need to make this preparation a habit."

"After reviewing the content, and jotting down unfamiliar vocabulary content, I then utilized some web-based resources as well as consulting Deaf staff on site. I then went back and signed each question and the 5-level response rating..."

"While the prep is time consuming, signing the words in context before class is a good habit to develop when prepping..."

The practice of signing the explanations that might be used for the experiment was really helpful. Prep, actually doing it myself helped me to figure out how to make it "look right" in ASL.

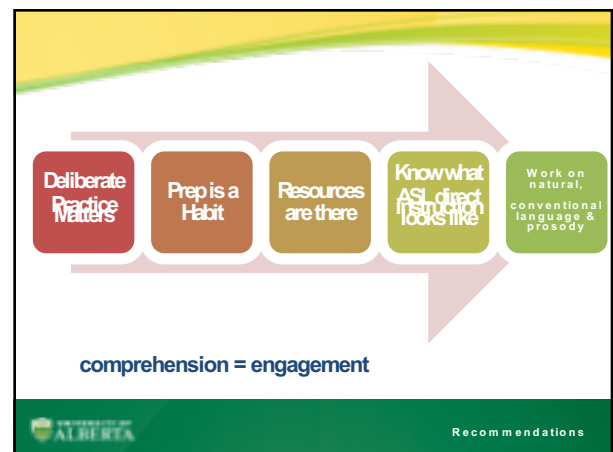
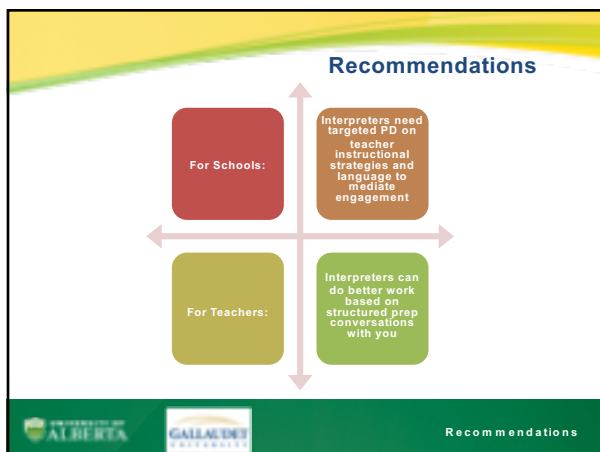
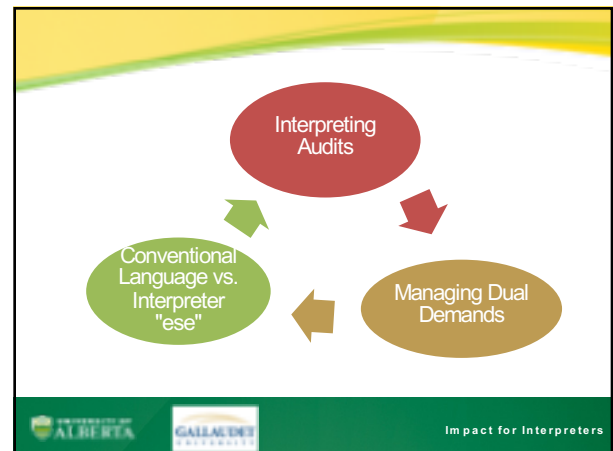
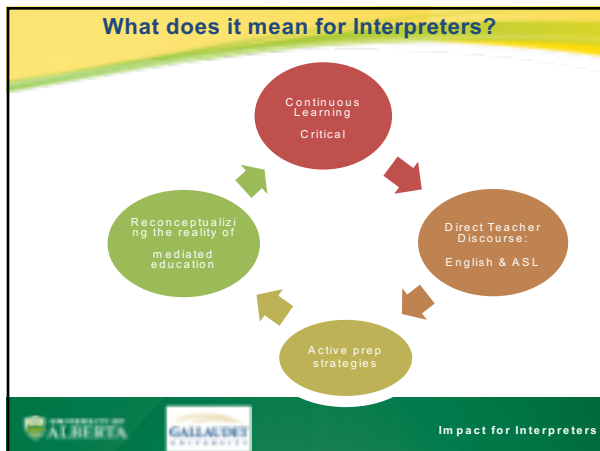
UNIVERSITY OF ALBERTA GALLAUDET UNIVERSITY Activating the Interpreter Mind

Language and/or Engagement

"I find it is a constant tug of war between instruction and social aspects of the classroom. When the two overlap I realize now I always choose to keep instruction and motion the other information. After this exercise I wonder if it is always best for the student?"

I have never thought about student engagement in this way – now it is all I see in the classroom"

UNIVERSITY OF ALBERTA GALLAUDET UNIVERSITY Engagement



Questions and Comments?



What stands out for you?

What can you do differently in your classroom interpreting based on this data?

Thanks so much for your interest!

Special thanks to UNF Graduate Students:
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