

LESSON 6

Mock Interpreting Practice

Topics of Discussion: This lesson focuses on hand on authentic Deaf interpreter, hearing interpreter practice.

Placement of Lesson in ITP: This lesson would work well in an advanced interpreting course.

Materials Needed:

1. Video recordings from the DIA in ITP Curriculum Kit.
2. Technology in which to present the videos

Student Learning Objectives:

1. Students will be able to practice interpreting with a Deaf interpreter in a safe classroom environment.
2. Students will be able to implement teaming skills while working in DI/HI teams.
3. Students will be able to identify and name indicators for employing the use of a Deaf interpreter.

Readings:

(2017) Mock Interpreting in the Classroom; Miner et al.

Explanation:

Providing interpreting students authentic experience affords them to opportunity for decision-making opportunities that are realistic and manageable at the same time. This lesson will structure mock interpreting situations for students, thus allowing them to opportunity to learn and practice in a safe, educational environment.

Requirements:

Ensure that you have followed the advice provided for setting up mock scenarios in the pre-reading as to scheduling and coordination.

Review the mock scenarios posted in the Curriculum Kit prior to class. These will serve as your source materials.

Assignment Details

During this lesson:

- 1) Read the scenario explanation with the class. Talk with students about managing new situations. Help them predict possible factors that may be more complex or challenging for them.
- 2) Watch the first Pre-Conferencing video for the situation with the students. Discuss the elements of a good pre-conference with a team. Consider if there is additional information you would want to work out before beginning this assignment.
- 3) Have the students practice interpreting this scenario. Note: Each scenario has both a hearing interpreter practice video and a Deaf interpreter practice video.
- 4) Debrief with the students about their experiences. Use the guided questions below.
- 5) Watch the model interpretation video with your students. Ask them to identify features of this video that they felt were successful. Consider, with your students, elements of the model interpretation that could be incorporated in their future work.
- 6) As time allows, work through all of the mock interpreting scenarios.

Questions to Consider

1. What were you thinking about while you were interpreting in this new teaming situation?
2. What are some specific examples of times in which your predictions came true? Did not work out?
3. How did you alter your normal ASL usage to match the needs of your team?
4. Even though this is a mock setting, you were working with videos. What was challenging about the inauthenticity of working with video?
5. If this were live with real world clients, what do you think you would have done differently?
6. If you had an opportunity to debrief with this team, what would you say?
7. What further questions do you have about the scenario that have not been addressed yet?