

LESSON 3

Consumer Analysis & Deaf Interpreting

Placement in Curriculum Map: Intermediate to advanced interpreting course

Topics of Discussion: This lesson will address specific consumers that may benefit from working with Deaf interpreter/ hearing interpreter teams.

Materials Needed:

Graph of Indicators and the Case Studies provided in the Curriculum Kit.

Student Learning Objectives:

1. Students will be able to recognize specific consumer that would benefit from working with Deaf interpreters.
2. Students will be able to identify aspects of interpreted events that would lead to the use of a Deaf interpreter.

Readings:

Refer to the graph provided in the Curriculum Kit and the Case Studies. There is no additional pre-reading for this lesson.

Explanation: Hearing interpreters are often in a position to identify situations in which a Deaf interpreter may be requested. This lesson will focus on the Deaf consumer, and what indicators may warrant the use of a Deaf interpreter.

Assignment Details:

During this lesson:

- 1) Walk the students through the graph with the indicators listed, as done in Lesson #2.
 - a. Review “stakes” for the students.
 - b. Define Atypical language.
 - c. Define Idiosyncratic language.
 - i. Idiosyncratic refers to language with private meanings or meaning that only makes sense to those familiar with the situation where the phrase came from.
- 2) Ask students to list possible examples of Atypical or Idiosyncratic language usage in English.
- 3) Have the students follow this link to the Center for Atypical Language Interpreting. <https://www.northeastern.edu/cali/annotated-bibliography/>
- 4) Ask the students to browse this web site, each taking an article to review.
- 5) After ample time for review, have the students summarize what they learned

- from their reading to the larger group.
- 6) As a large group, have the students discuss and expand upon each possible consumer they can identify given the information they learned in the reading. Assist them and add to their list as needed.

Caveat: Steps #3 & #4 could be done as pre-reading if needed.

Questions to Consider

1. What was surprising to you as you read through the information on the web site?
2. Have you met Atypical ASL users in the past? If so, what have your experiences been like? What specifically did you notice in communicating with them?
3. Can you make some predictions about interpreting for Atypical ASL users without the use of a Deaf interpreter?