



Northeastern University

Center for Atypical Language Interpreting

Unit of Learning: Communication and Language Assessments as Part of the Interpreting Process

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[Unit of Learning- Communication and Language Assessments as Part of the Interpreting Process Welcome and Learning Objectives](#)

[Unit of Learning Communication and Language Assessments as Part of the Interpreting Process Sample Syllabus](#)

[Week 1:](#)

1. Watch: Communication and Language Assessment as Part of the Interpreting Process

[Communication Assessment as Part of the Interpreting Process](#)

[Communication Assessment as Part of the Interpreting Process \(English Transcript\)](#)

2. Activity: Self Assessment

Download and complete the self-assessment, considering your readiness and skill sets associated with conducting communication and language assessments as part of the interpreting process.

[Communication and Language Assessment as Part of the Interpreting Process: Self Assessment](#)

3. Activity: Observations and Strategies Week 1

1. Watch: Introduction to the Observation of Communication/Language Features Form

[Introductions to Observation Form](#)

[Introduction to the Observation of Communication Language Features Form \(English Transcript\)](#)

2. View the following two short videos where deaf individuals with atypical language discuss their experiences with the events of 9/11.
[Remembering the Events of 9/11 by Ona \(with Alberto Sifuentes\)](#)
[Remembrances of 9/11 from Diana](#)
3. Record your observations about their language use on the communication and language assessment as part of the interpreting process observation form—be specific about what you observe. Identify at least 5 observations for each individual. Identify strategies you might employ as an interpreter.
[Observations of Communication/Language Features Form](#)
4. Optional: Utilize the Language Features and Definitions document during your observation.
[Features and Definitions](#)
4. Sample Identifying Interpreting Strategies
Now that you have recorded your observations and identified at least three strategies you might employ as an interpreter, review the Observation Form-Sample Answer Key to see an example of how one interpreter completed the form.
[Sample of Ona on 9.11 Observations of Communication/Language Features Form](#)
5. Activity: Create a Personal Tool for Assessing Language
[Activity Create a Personal Tool for Assessing Language](#)
[Activity: Create a Personal Tool for Assessing Language \(English Transcript\)](#)
6. Activity: Reflection Opportunity
[Week 1 Reflection Opportunity](#)
[Week 1 Reflection Opportunity \(English Transcript\)](#)

Week 2:

1. Activity: Observations and Strategies Week 2 Part 1
 1. Watch: Sample Video. [Language Sample 1](#)

2. Using the observation form, record your observations about their language use AND identify at least three strategies you might employ as an interpreter.
[Observations of Communication/Language Features Form](#)

Optional: Utilize the Language Features and Definitions document during your observation. [Features and Definitions](#)

3. Activity: View Language Assessment [Language Sample 1 Assessment](#)

2. Activity: Observations and Strategies Week 2 Part 2

1. Watch: Sample Video. [Language Sample 2](#)

2. Using the observation form, record your observations about their language use AND identify at least three strategies you might employ as an interpreter.
[Observations of Communication/Language Features Form](#)

Optional: Utilize the Language Features and Definitions document during your observation. [Features and Definitions](#)

3. Activity: View Language Assessment. [Language Sample 2 Assessment](#)

3. Activity: Reflection Opportunity
[Week 2 Reflection Opportunity](#)
[Week 2 Reflection Opportunity \(English Transcript\)](#)

4. Activity: Final Reflection Opportunity
[Final Reflection Opportunity](#)
[Final Reflection Opportunity \(English Transcript\)](#)