



Northeastern University

Center for Atypical Language Interpreting

Navigation Guide

Unit of Learning: Interpreting Strategies for Deaf Multilinguals

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Welcome and Learning Objectives

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Sample Syllabus

[Unit of Learning: Interpreting Strategies for Deaf Multilinguals, Sample Syllabus](#)

Week 1:

1. Watch Introduction to Unit of Learning
[Introduction to Unit of Learning](#)
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2. Watch Lecture: Dr. Jeffrey Levi Palmer Intro Video
[Dr. Jeffrey Levi Palmer Intro Video](#)
[Dr. Jeffrey Levi Palmer Intro Video \(English Transcript\)](#)
3. Activity: Interpreter Language and Cultural Inventory (Part 1)
 - 1- Watch Lecture: Dr. Jeffrey Levi Palmer on Respect
[Dr. Jeffrey Levi Palmer on Respect](#)
[Dr. Jeffrey Levi Palmer on Respect \(English Transcript\)](#)
 - 2- Watch Lecture: Dr. Jeffrey Levi Palmer on Development

[Dr. Jeffrey Levi Palmer on Development](#)

[Dr. Jeffrey Levi Palmer on Development \(English Transcript\)](#)

- 3- Watch Lecture: Dr. Jeffrey Levi Palmer on Transfer

[Dr. Jeffrey Levi Palmer on Transfer](#)

[Dr. Jeffrey Levi Palmer on Transfer \(English Transcript\)](#)

- 4- Watch Lecture: Dr. Jeffrey Levi Palmer on Word Meaning & Polysemy

[Dr. Jeffrey Levi Palmer on Word Meaning Polysemy](#)

[Dr. Jeffrey Levi Palmer on Word Meaning & Polysemy \(English Transcript\)](#)

- 5- Watch Lecture: Dr. Jeffrey Levi Palmer on Prosody

[Dr. Jeffrey Levi Palmer on Prosody](#)

[Dr. Jeffrey Levi Palmer on Prosody \(English Transcript\)](#)

- 6- Watch Lecture: Dr. Jeffrey Levi Palmer on Depiction & Circumlocution

[Dr. Jeffrey Levi Palmer on Depiction Circumlocution](#)

[Dr. Jeffrey Levi Palmer on Depiction & Circumlocution \(English Transcript\)](#)

- 7- Watch Lecture: Dr. Jeffrey Levi Palmer - Wrap Up

[Dr. Jeffrey Levi Palmer - Wrap Up](#)

[Dr. Jeffrey Levi Palmer - Wrap Up \(English Transcript\)](#)

4. Activity: Interpreter Language and Cultural Inventory (Part 2)

In thinking about how interpreters' knowledge and experience shape and inform their interpretations, complete the Interpreter Language and Cultural Inventory. Be sure to capture significant learning moments throughout your life that have afforded you knowledge and insight into working with a particular language and cultural community, and identify what particular piece of knowledge was learned.

- Worksheet: Interpreter Language and Cultural Inventory

[Interpreter Language and Cultural Inventory](#)

- Example: Sample Interpreter Language and Cultural Inventory

[Example Interpreter Language and Cultural Inventory](#)

5. Activity: Practice with Developmental and Transfer Effects

For each of the samples below, practice identifying the developmental, transfer, and/or cultural effects.

Example of Proximalization: [RAIN](#)

Toddler sees a water fountain and signs the word RAIN. Notice where the movement of the sign originates. Where does the sign movement of RAIN start from in proficient signers?

Example of Transfer: [Kimchi Workshop Announcement](#) (0:19- 0:45)

This short video is an announcement for a Kimchi Making workshop, as a fundraiser to support multicultural Cudas. There are three instances of transfer in this video, two different Korean signs, one sign is used twice in different contexts. Identify the two Korean signs and based on the context, determine their meaning. What is she referring to? (0:21) (0:32) (0:39)

Watch: Sample Video

[Practice with Developmental and Transfer Effects Sample Video](#)

- 1- Example of Transfer: Russian Deaf Woman. This short video shows two instances of transfer from Russkii Zhestovyi Yazyk (Russian Sign Language), the meaning of the first one is given to you. ***Who is she referring to?***
 - 2- Example of Depiction and Circumlocution: Russian Deaf Woman. This segment of the video shows depiction used as a circumlocution strategy to describe her job title. ***What job is she describing? What is her job title?***
 - 3- Example of Prosody: Nepalese Deaf Woman. In this segment, the video shows examples of pausing to segment information, describing her days off from work. ***Which days does she have off?***
 - 4- Example of Cultural Element: Hong Kong Deaf Woman. In this segment, the video shows examples of depiction to describe a scene in her home country of Hong Kong. ***Describe the scene she is depicting. How many people are there? How are people arranged in this space?***
6. Activity: Deaf Multilingual Language Analysis
[Activity Deaf Multilingual Language Analysis](#)
[Activity: Deaf Multilingual Language Analysis \(English Transcript\)](#)

Deaf Multilingual Samples (choose one):

Deaf Russian Woman (0:00 - 11:30)

- Languages: Russkii Zhestovyi Yazyk (Russian Sign Language), American Sign Language, Russian, English
 - Education: Unknown
 - Immigration: Moved to the USA over 25-years ago
 - Family: Husband (Ukrainian), 1 deaf daughter
 - Employment History: Factory
 - Additional Information: Immigrated to Buffalo, NY while her daughter attended college in Rochester; grandmother to two granddaughters, recently widowed
- [Language Sample 19](#)

Deaf Syrian Male (0:00 - 6:15)

- Languages: Lughat il-Ishārah il-Sūriyyah (Syrian Sign Language), American Sign Language, Arabic, English
 - Education: School for the Deaf in Syria (ages 3 - 6)
 - Immigration: Moved to the USA 5 years ago, via 2 years in Jordan
 - Family: Wife, 4 children - 3 daughters, 1 son
 - Employment History: currently employed
 - Additional Information: Currently has family in Syria and Jordan, fled Syria due to civil war
- [Language Sample 18](#)

Deaf Bhutanese Female (0:00 - 14:00, 22:00 - 34:10)

- Languages: Nepalese Sign Language, American Sign language
 - Education: School for the Deaf in Nepal
 - Immigration: Moved to USA in 2015
 - Family: Deaf Husband, hearing daughter
 - Employment History: unknown
 - Additional Information: Enjoys living in the USA, hopes to have a 2nd child, frequently video chats with her family back in Nepal
- [Language Sample 11](#)

Deaf Hong Kong Female (0:00 - 11:20; 18:00 - 25:46)

- Languages: Cantonese, American Sign Language, English
- Education: Hong Kong public school, American public school deaf program
- Immigration: Moved to the USA at age 17
- Family: Single
- Employment History: Chinese restaurant

- Additional Information: Eldest of 7 children, has a deaf younger sister, learned American Sign Language at age 18, enjoys cooking Chinese food
[Language Sample 21](#)

7. Activity: Build your resource list (optional)

Build your resource list - Send a professional email to your colleagues with a request to share the names and contact information for multilingual Deaf, Coda and hearing interpreters to build your professional network.

Week 2:

1. Watch Introduction to Week 2

[Introduction to Week 2](#)

[Introduction to Week 2 \(English Transcript\)](#)

2. Activity: Challenges Faced by Deaf Immigrants and Refugees

1- Watch Lecture: Challenges faced by Deaf Immigrants and Refugees

[Challenges Faced by Deaf Immigrants and Refugees](#)

[Challenges Faced by Deaf Immigrants and Refugees \(English Transcript\)](#)

2- Watch: Regina's Introduction

[Regina's Introduction](#)

[Regina's Introduction \(English Transcript\)](#)

3- Watch: Monu's Introduction

[Monu's Introduction](#)

[Monu's Introduction \(English Transcript\)](#)

3. Activity: Diversity in Educational Background & Language

1- Watch Lecture: Diversity in Educational Background & Language

[Diversity in Educational Background and Language](#)

[Diversity in Education Background and Language \(English Transcript\)](#)

2- Watch: Regina's Parents' Language Background

[Regina's Parents' Language Background](#)

[Regina's Parents' Language Background \(English Transcript\)](#)

3- Watch: Monu's Educational Background and Refugee Camp Life

[Monus Educational Background and Refugee Camp Life](#)

[Monu's Educational Background and Refugee Camp Life \(English Transcript\)](#)

4. Activity: Strategies for Working with Family Members of Deaf Multilinguals

1- Watch Lecture: Strategies for Working with Family Members of Deaf Multilinguals

[Strategies for Working with Family of Deaf Multilinguals](#)

[Strategies for Working with Family Members of Deaf Multilinguals \(English Transcript\)](#)

2- Watch Clips From the Interview with Regina:

a. CPC Tenet 3.8 -Conflict of Interest

[CPC Tenet 3.8- Conflict of Interest](#)

[CPC Tenet 3.8- Conflict of Interest \(English Transcript\)](#)

b. Managing Emotions

[Managing Emotions](#)

[Managing Emotions \(English Transcript\)](#)

c. Accompanying Father's Dr. Appointments

[Accompanying Fathers Dr Appointments](#)

[Accompanying Father's Dr. Appointments \(English Transcript\)](#)

d. Monitoring for Comprehension and Assisting with Interpretation

[Monitoring Comprehension and Assisting with Interpretation.mp4](#)

[Monitoring for Comprehension and Assisting with Interpretation \(English Transcript\)](#)

e. Collaborate on Interpretation

[Collaborate on Interpretation](#)

[Collaborate on Interpretation \(English Transcript\)](#)

f. Team Interpreter for Father's Privacy

[Team Interpret for Fathers Privacy](#)

[Team Interpreter for Father's Privacy \(English Transcript\)](#)

g. As Primary Interpreter into RSL

[As Primary Interpreter into RSL](#)

[As Primary Interpreter into RSL \(English Transcript\)](#)

h. As a Daughter

[As a Daughter](#)

[As a Daughter \(English Transcript\)](#)

i. Family Member Relying on CDI

[Family Member Relying on CDI](#)

[Family Member Relying on CDI \(English Transcript\)](#)

5. Activity: Interpreting Strategies for Deaf Multilinguals

1- Watch Lecture: Interpreting Strategies for Deaf Multilinguals

[Interpreting Strategies for Deaf Multilinguals](#)

[Interpreting Strategies for Deaf Multilinguals \(English Transcript\)](#)

2- Watch Clips From the Interview with Regina

a. Building a Relationship & Trust

[Building a Relationship and Trust](#)

[Building a Relationship & Trust \(English Transcript\)](#)

b. Insights on VGC and IS as an Interpreting Tool

[Insights on VGC and IS as an Interpreting Tool](#)

[Insights on VGC and IS as an Interpreting Tool \(English Transcript\)](#)

c. Language Mediation Example: "SORRY"

[Language Mediation Example: "SORRY"](#)

[Language Mediation Example: "SORRY" \(English Transcript\)](#)

d. Ask the Deaf Person

[Ask the Deaf Person](#)

[Ask the Deaf Person \(English Transcript\)](#)

e. Final Thoughts

[Final Thoughts](#)

[Final Thoughts \(English Transcript\)](#)

3- Watch Clips From the Interview with Monu

- a. History, Culture and Language Variation
[History, Culture and Language Variation](#)
[History, Culture and Language Variation \(English Transcript\)](#)
- b. Cultural Mediation: “Snake Milk”, Food, Ice, Fasting
[Cultural Mediation: "Snake Milk", Food, Ice, Fasting](#)
[Cultural Mediation: "Snake Milk", Food, Ice, Fasting \(English Transcript\)](#)
- c. Language Transfer: “TREE”, “#MAMA” and “SHOW UP”
[Language Transfer: "TREE", "#MAMA" and "SHOW UP"](#)
[Language Transfer: "TREE", "#MAMA" and "SHOW UP" \(English Transcript\)](#)
- d. Expansion Strategies
[Expansion Strategies](#)
[Expansion Strategies \(English Transcript\)](#)
- e. Building Trusted Deaf Community Network
[Building Trusted Deaf Community Network](#)
[Building Trusted Deaf Community Network \(English Transcript\)](#)
- f. Understanding Systems
[Understanding Systems](#)
[Understanding Systems \(English Transcript\)](#)

- 6. Watch Lecture: Considerations for Working with Deaf Multilinguals
[Considerations for Working with Deaf Multilinguals](#)
[Considerations for Working with Deaf Multilinguals \(English Transcript\)](#)

- 7. Activity: Applying the NAD-RID Code of Professional Conduct to Interpreting Strategies for Deaf Multilinguals

Interpreters have been known to cite the NAD-RID Code of Professional Conduct, Tenet 3.8 “Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services” as a means for justifying ethical and professional distance by excluding the use of family members as resources to the interpreting process. As Regina demonstrates in her interview, there are ways to effectively and strategically engage families in the interpreting process while remaining ethical, and reducing harm by providing effective interpreting services. Additionally, Monu discusses how the Bhutanese/Nepalese

Deaf community utilize her knowledge and experience of navigating life and systems in the USA and proficiency in English and ASL to help them in their resettlement to the United States.

The following are the strategies derived from Regina and Monu's stories, as well as Dr. Jeffrey Levi Palmer's lectures. **Review each strategy and list the values that underpin each approach. Next, match each strategy with a tenet from the NAD-RID CPC and write a reflection on whether you would incorporate these strategies and why.**

[NAD-RID Code of Professional Conduct Presented in ASL](#)

[NAD-RID Code of Professional Conduct](#)

8. Activity: Applying the NAD-RID Code of Professional Conduct to Interpreting Strategies for Deaf Multilinguals (Part 1)

Review each strategy and list the values that underpin each approach. Match each strategy with a tenet from the NAD-RID CPC and write a reflection on whether you would incorporate these strategies and why.

[NAD-RID Code of Professional Conduct Presented in ASL](#)

[NAD-RID Code of Professional Conduct](#)

Strategies for Working with Family Members of Deaf Multilinguals

- Collaborate with Family
 - ask the best way to work with family for a successful interpreted event
- Respect their Needs
 - encourage family members to advocate for themselves, whether it be
 - a mental, physical or emotional break,
 - removing themselves from the interpreting process,
 - checking in with their family, or
 - a change in the way you are collaborating
 - signing family members may also rely on interpreters
- Respect the Need for Privacy Between Family Members
 - For sensitive situations, be flexible and creative about how to utilize family members in the interpreting process
- Welcome the Family's Suggestions

- accept suggested signs or rephrasing of the interpretation
- Ask for Help
 - when in doubt, clarify your understanding with the family
 - ask the family for a sign for a fingerspelled English word
- Be Flexible
 - check in frequently and adjust as needed

9. Activity: Applying the NAD-RID Code of Professional Conduct to Interpreting Strategies for Deaf Multilinguals (Part 2)

Review each strategy and list the values that underpin each approach. Match each strategy with a tenet from the NAD-RID CPC and write a reflection on whether you would incorporate these strategies and why.

[NAD-RID Code of Professional Conduct Presented in ASL](#)

[NAD-RID Code of Professional Conduct](#)

Interpreting Strategies for Deaf Multilinguals

- Empower with Choice
 - Give your clients a choice - multilingual deaf advocate/deaf interpreter, multilingual hearing interpreter, family member, certified deaf interpreter, Video Remote Interpreter, visual-gestural communication, international sign, drawing, etc...
 - Multilingual interpreters who can culturally mediate and interpret into the client's signed language may provide the most efficient and effective interpretations
 - Immigrants and refugees often rely on trusted members of their community to guide, advise and translate/interpret for them. These community advocates may be their preferred and trusted interpreter.
- Build Trust and Mutual Respect
 - Make an effort to get to know each other's language and culture
 - Learn common phrases or words in their sign language and incorporate it when you can
- Constantly Assess the Situation, and be Flexible
 - Stress, high emotions, and fatigue can make it difficult to understand or express themselves in their second, or even third language

- Take action to stop the interpreting process if something is not working for the clients or the interpreters to reassess and determine a new approach.
- Expect Developmental and Transfer Effects
 - Recognize developmental patterns that impact new signers, and the transfer effects from the signer's first language.
 - Seek help to understand unfamiliar signs
- Give Opportunities for Expansion and Cultural Mediation
 - Language is rooted in culture and often requires expansion and mediation to be effective
- Put Yourself in their Shoes
 - Ask yourself, if you could have the message in your native signed language, wouldn't you prefer that over charades?

10. Activity: "Language and Cultural Considerations When Working with Deaf Multilinguals"

Below are key points compiled from Dr. Palmer and Regina and Monu's interviews to remember when working with Deaf multilinguals:

- A country may have multiple signed languages, be sure to research possible dialects
- Proficient use of ASL may not indicate English fluency and fingerspelling comprehension
- Visual-gestural communication may not be accessible and may be less clear than using their native signed language
- International sign may not readily be understood by Deaf multilinguals
- Difficulty expressing oneself in ASL may not be a reflection of intelligence or language deprivation
- Deaf multilingual ways of being may be different than Deaf Americans, for example: values, beliefs, communication norms, and behaviors
- Proximalization may be present in Deaf Multilinguals who have newly acquired ASL.
- An interpreter's prosody that is not fully developed, or non-native may be more difficult for new Deaf signers of ASL to understand
- Meanings of words are subject to a person's linguistic experience and culture

- Unintentional transfer occurs more frequently with less fluent users of a language
- Classifier handshapes from the Deaf Multilinguals previous language may influence their signing
- Depiction is an alternative for fingerspelled words since Deaf multilinguals may still be acquiring English, and as a way to build vocabulary by introducing new signs.

11. Activity: Becoming a Community Advocate and Interpreter

Watch Clips From the Interview with Monu

1- Watch: Becoming a Community Advocate and Interpreter

[Becoming a Community Advocate and Interpreter](#)

[Becoming a Community Advocate and Interpreter \(English Transcript\)](#)

2- Watch: Navigating Dual Roles

[Navigating Dual Roles](#)

[Navigating Dual Roles \(English Transcript\)](#)

3- Watch: Team Interpreting CDI and Multilingual DI

[Team Interpreting CDI and Multilingual DI](#)

[Team Interpreting CDI and Multilingual DI \(English Transcript\)](#)

4- Watch: Mentoring Multilingual Deaf Interpreters

[Mentoring Multilingual Deaf Interpreters](#)

[Mentoring Multilingual Deaf Interpreters \(English Transcript\)](#)

12. Watch Challenges to Service Provision by Deaf Advocates/Interpreters

1- Watch: Collegiality Among CDIs

[Collegiality Among CDIs](#)

[Collegiality Among CDIs \(English Transcript\)](#)

2- Watch: Respect for Colleagues

[Respect for Colleagues](#)

[Respect for Colleagues \(English Transcript\)](#)

3- Watch: Business Practices of Agencies

[Business Practices of Agencies](#)

[Business Practices of Agencies \(English Transcript\)](#)

4- Watch: Agency Contracts

[Agency Contracts](#)

[Agency Contracts \(English Transcript\)](#)

5- Watch: Certification Requirements

[Certification Requirements](#)

[Certification Requirements \(English Transcript\)](#)

6- Watch: Respect for Cultural and Linguistic Competency

[Respect for Cultural and Linguistic Competency](#)

[Respect for Cultural and Linguistic Competency \(English Transcript\)](#)

7- Watch: Interpreter Role and Expectations

[Interpreter Role and Expectations](#)

[Interpreter Role and Expectations \(English Transcript\)](#)

13. Activity: Working Through Challenges to Successful Interpreting

[Working Through Challenges to Successful Interpreting](#)

[Working Through Challenges to Successful Interpreting \(English Transcript\)](#)

1- Scenario 1

[Scenario 1](#)

[Scenario 1 \(English Transcript\)](#)

2- Scenario 2

[Scenario 2](#)

[Scenario 2 \(English Transcript\)](#)

3- Scenario 3

[Scenario 3](#)

[Scenario 3 \(English Transcript\)](#)

4- Scenario 4

[Scenario 4](#)

[Scenario 4 \(English Transcript\)](#)

14. Watch: Closing Thoughts

[Closing Thoughts](#)

[Closing Thoughts \(English Transcript\)](#)

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