

Resource for Interpreters
Working with a Deaf Academic & Researcher

vocabulary will be spelled or written on the board. There are multiple strategies for clarifying missed ASL source materials, therefore it is important to keep Dr. Campbell in the feedback loop so these strategies can be utilized. If the information was missed from the English source inform her and she will decide whether or not to seek an interruption. Sometimes an interruption is not warranted either because she got what the message was or an interruption may throw off the speaker (e.g. a student giving a presentation).

If the English interpretation needs to be corrected the interpreters should briefly say "that was an interpretation error" and continue with the accurate interpretation. On occasion the interpreter not actively working may provide Dr. Campbell a clarified sign or intent of the message instead of feeding the working interpreter, and will make a note of it in the feedback book.

Including environmental noise in the communication process (e.g. the hallway is quite loud and the noise is coming into the classroom, there is an odd noise coming from somewhere in the room, it sounds like a drone is somewhere close by, etc.). The interpreter who is not actively working can convey this information as well.

Working together with room set up for the interpreting team; and following her lead when asked to move (e.g. in a lab space).

A prominent factor of interpreters working in this setting is that the majority of us do not have a PhD (in this situation in an environmental discipline) and may not have any academic experience outside of the interpreting training program. This is a challenge for

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