



PEN-INTERNATIONAL TRAINING: CHINESE AND PHILIPPINE DELEGATION Establishing an Interpreter Training Program

APRIL 21-27, 2007

SUMMARY REPORT

PEN-International
National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623

<http://www.pen.ntid.rit.edu>

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PEN-INTERNATIONAL TRAINING: CHINESE AND PHILIPPINE DELEGATION

Establishing an Interpreter Training Program

Summary Report

Introduction

From 21 April to 27 April 2007, a 12-member delegation from China and the Philippines visited the National Technical Institute for the Deaf (NTID) at Rochester (New York) Institute of Technology (RIT). The purpose of this visit was to participate in a weeklong training session, hosted by PEN-International, entitled “Establishing an Interpreter Training Program.” The delegation included two representatives from De La Salle College of St. Benilde, Manila, Philippines and ten participants representing Tianjin University of Technology, Zhongzhou University, and the China Disabled Persons’ Federation, all in China.

The weeklong session started with an opening luncheon and campus tour on Sunday, April 22, 2007. Dr. Rico Peterson, associate professor in the Modern Language Department at Northeastern University in Boston, Massachusetts, was the primary trainer for the week. Ms. Donna E. Gustina, chairperson of NTID’s department of American Sign Language and Interpreter Education, conducted a workshop and facilitated an evening panel discussion with three students in NTID’s interpreter training program. Several other faculty members from NTID’s department of American Sign Language and Interpreter Education conducted presentations and training workshops throughout the week.

The workshop series included:

- PEN/NTID Overview
- History of the NTID Interpreter Training Program
- Tour of NTID/RIT
- Tour of NTID’s Self-instruction Lab
- Tour of NTID’s ASLIE Lab
- Interpreting as a Profession
- Tour of NTID’s Interpreting Services Department
- How to Work with an Interpreter
- Models of Interpreter Training Programs
- Curriculum Development in ASL & Interpreting
- Service Learning in Interpreter Education
- ASL at Work
- Panel Discussion with NTID/RIT Interpreting Students

For each workshop, participants were provided with the accompanying PowerPoint presentation, handouts, and related resources. In addition, all participants were given a CD, compiled by PEN-International, that contained all of the materials disseminated during the weeklong training series, including resources related to PEN-International and the new Center on Access Technology at NTID.

In an effort to continuously improve and provide workshops that best meet the needs of PEN-International partners, PEN-International conducted an evaluation to assess participants’ experiences with this workshop series. The following report provides a description of each of the workshops presented, as well as a summary of the evaluation findings.

Workshop Descriptions

PEN/NTID Overview

Presenter: James J. DeCaro, Director, PEN-International

Date/Time: 23 April 2007, 8:30 AM

Description: The director of PEN-International, Dr. James J. DeCaro, provided participants with a historical perspective on the direct instruction and supported methods of instruction that have evolved at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT). Dr. DeCaro described the organizational structure and the options that are available for students enrolling at NTID. In addition, Dr. DeCaro presented an in-depth overview of the goals and accomplishments of the Postsecondary Education Network-International (PEN-International).



History of the NTID Interpreter Training and Education Program

Presenter: Donna E. Gustina, Chairperson, Department of American Sign Language and Interpreter Education, NTID/RIT

Date/Time: 23 April 2007, 9:30 AM

Description: The chairperson of the department of American Sign Language and Interpreter Education at NTID/RIT, Ms. Donna E. Gustina, gave an overview on the history behind the founding of the National Technical Institute for the Deaf, various laws impacting education of the deaf, and how these laws created a demand for professional sign language interpreting. She also discussed the history of the American Sign Language and Interpreter Education program at NTID, and the design and curriculum of such instruction at NTID.



Tours of NTID (LBJ), NTID's Self-Instruction Lab, ASLIE Lab, and Interpreting Services Dept.

Presenters: James J. DeCaro, Director, PEN-International
Denise Kavin, Senior Program Associate, PEN-International
Cheri McKee, Coordinator of Self-Instruction Lab, NTID/RIT
Richard Smith, Academic Support Coordinator for ASLIE, NTID/RIT
W. Kip Webster, Manager, Interpreting Team, NTID/RIT

Date/Time: 23 April 2007, 1:00 PM
24 April 2007, 1:00 PM

Description: The tours of NTID included site visits to the Lyndon Baines Johnson Building which is NTID's main academic building, NTID's Self-Instruction Lab, the department of American Sign Language and Interpreter Education, and the department of Interpreting Services. Participants were able to see first-hand various support services in operation.



Interpreting as a Profession

Presenter: W. Kip Webster, Manager, Interpreting Team, NTID/RIT

Date/Time: 24 April 2007, 9:00 AM

Description: Mr. W. Kip Webster, manager of the Interpreting Team at NTID/RIT, provided history of how the sign language interpreting field evolved as a profession. He discussed two primary organizations: The Registry of Interpreters of the Deaf, founded in 1965, and the Conference of Interpreter Trainers, established in 1979. Mr. Webster discussed their philosophies, missions, goals, and activities. He also emphasized the importance of continuing education activities and appropriate compensation.



How to Work with an Interpreter

Presenter: Kathleen Darroch, Manager, Interpreting Team, NTID/RIT
Date/Time: 24 April 2007, 3:00 PM

Description: After providing some background information on education of the deaf and civil rights movements in the United States, Ms. Darroch, manager of the Interpreting Team at NTID/RIT, discussed ethics in sign language interpreting, models of effective communication, adaptation and accessibility of instructional strategies, and integration. She also gave an overview of the RID Code of Ethics and the RID Code of Professional Conduct.



Models of Interpreter Training Programs

Presenter: Rico Peterson, Associate Professor, Modern Language Department, Northeastern University
Date/Time: 25 March 2007, 9:00 AM

Description: Dr. Rico Peterson addressed various models of interpreter education, specifically focusing on NTID and Northeastern University in Boston, Massachusetts. He discussed the formulation of the National Interpreter Education Standards and guidelines for accrediting interpreter education programs. There are various models that can be applied in sign language interpreting such as the scientific/metaphorical approach, the sociolinguistic and cognitive approach, the helper/social approach, the conduit/systematic approach, and the bilingual/bi-cultural approach.



Curriculum Development in ASL & Interpreting

Presenter: Rico Peterson, Associate Professor, Modern Language Department,
Northeastern University

Date/Time: 25 April 2007, 1:00 PM

Description: In this workshop, Dr. Peterson discussed the four stages of curriculum design: questions, considerations, criteria, and accomplishments. During each stage, Dr. Peterson explains that instructors need to identify the desired results, determine acceptable evidence, and plan learning experiences and instruction. The difference between 'knowledge' and 'understanding' were also highlighted. Finally, Dr. Peterson addressed the components of task design which includes role, audience, situation, product and performance purpose, and standards/criteria for success.



Service Learning in Interpreter Education

Presenter: Christine Monikowski, Faculty Member, Department of American Sign Language and Interpreter Education, NTID/RIT

Date/Time: 26 April 2007, 9:00 AM

Description: The philosophy of service learning is that no amount of schooling can replace real-life interpreting experience. Dr. Christine Monikowski, faculty member of the department of American Sign Language and Interpreter Education at NTID/RIT, discussed the proficiency levels needed for entry into the work place, and how service learning can be used to reach the mastery level needed for professional interpreting. This is not comparable to community service, volunteer interpreting, or pro-bono work. Dr. Monikowski also emphasized the four C's of reflection: continuity, connection, challenge, and context.



ASL at Work

Presenters: Sam Holcomb and Barbara Ray Holcomb, Faculty Members,
Department of American Sign Language and Interpreter Education, NTID/RIT

Date/Time: 26 April 2007, 1:00 PM

Description: Sam Holcomb and Barbara Ray Holcomb, faculty members of the department of American Sign Language and Interpreter Education at NTID/RIT, introduced their ASL at Work curriculum. This ASL at Work curriculum was developed in 2001 and is currently used in various sign language, interpreting education, deaf studies, deaf education, and other social service programs. They reviewed the text in detail which includes design features, curriculum, and units of instruction. Student materials and information pertaining to language, culture, and community were also presented.



Panel Discussion of NTID/RIT Interpreting Students

Presenter: Donna E. Gustina, Chairperson, Department of American Sign Language
and Interpreter Education, NTID/RIT

Date/Time: 26 April 2007, 5:00 PM

Description: Ms. Donna E. Gustina, chairperson of the department of American Sign Language and Interpreter Education at NTID/RIT, moderated a panel discussion of three students currently enrolled in NTID's Interpreter Training Program. Each panelist was asked to share their experiences regarding their interest in American Sign Language, what led them to enroll into the program, their trials and tribulations, and their goals upon graduation. There was also ample time for questions, answers, and constructive dialogue between audience and panelists.



Summary of Evaluation Findings

Methodology

Evaluation Design

The workshop series evaluation consisted of 12 questions in total. The types of questions included rating scale, ranking, and open-ended. Rating scale questions were based on a 5-point scale ranging from “strongly agree” to “strongly disagree.” Respondents were also instructed to choose the top three workshops that were most satisfactory.

In addition, respondents were asked, in open-ended format, what they liked most about the workshops, suggestions for improvement, and what topics they feel should be presented in a future, follow-up workshop. Respondents were also given the opportunity to write-in any additional comments.

Sampling

The evaluations were conducted using a self-administered methodology. Participants were encouraged to complete the evaluations on-site at the completion of the weeklong workshop series.

A total of 11 out of the 12 workshop participants completed an evaluation resulting in a 92% response rate, and a margin of error equal to $\pm 9\%$ in estimated values of the workshop participant population.

Analysis

Most of the findings are presented using percentages. For all rating scale and ranking questions, the total responding to the question was used as the percentage base. For most other types of questions, the total sample was used to compute percentages. The percentages for individual response categories do not always add up to 100%. This results from either rounding factors, a small percentage of no answers, or multiple responses provided by respondents.

In addition, all open-ended questions were coded in an effort to quantify responses. The actual verbatim responses are included at the end of this report.



*Chinese and Philippine Delegation Visits
Niagara Falls
April 2007*

Overall Satisfaction with Workshop Series

Respondents were asked to rate their level of agreement with a series of statements regarding their overall experiences with the PEN-International training.

All of the respondents either strongly agreed or agreed with six out of the seven statements.

All (100%) of the respondents strongly agreed that the workshops were a very positive professional development experience.

"Thank you once more to PEN-International and NTID/RIT for providing this wonderful opportunity to our group. I am forever grateful."

Eighty-two percent (82%) of respondents felt strongly that the objectives and outcomes listed in the workshop schedule were achieved. Similarly, almost three-quarters (73%) strongly agreed that they will make additions and changes to their program based on the knowledge they gained from this workshop series.

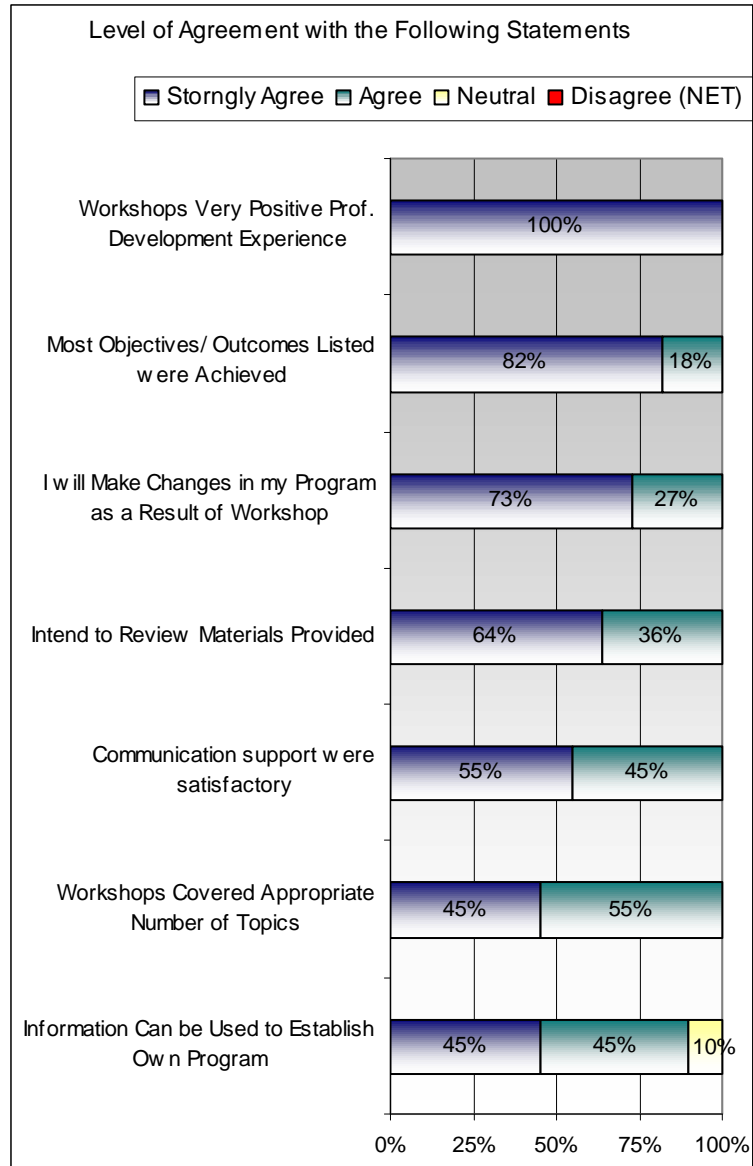
"The tremendous amount of information I gained from attending this workshop will greatly benefit the development of the sign interpreter training program at my college."

Two-thirds of respondents said they intend to review the various resource materials provided by PEN-International and each of the workshop presenters (64% strongly agreed).

All (100%) of the respondents said they either strongly agree or agree that the communication support (language translating and interpreting services) were satisfactory and that they were able to appropriately access information provided during the training (55% strongly agreed, 45% agreed).

Similarly, almost all of the respondents agreed (strongly agree/agree net score) that the workshops covered an appropriate number of topics (45% strongly agreed, 55% agreed), and that the methods, materials, and technologies learned can be used to establish an Educational Interpreting program at their institutions (45% strongly agreed, 45% agreed).

"The knowledge that I have learned from these workshops will actually be used to start our interpreting program in CSB - as part of our long-term plan, bringing professional interpreting not only in CSB, but on a national level."



Highest Ranked Workshops

Respondents were asked to choose the top three workshops that were most satisfactory.

The workshops that ranked the **highest overall** in the training series included:

- Service Learning in Interpreter Education
- Models of Interpreter Training Programs
- Interpreting as a Profession
- Curriculum Development in ASL & Interpreting

At least half of all respondents indicated their satisfaction with these four workshops.

Other workshops that rated favorably included “How to Work with an Interpreter” and the question and answer session that occurred at the conclusion of the workshop series.

Highest Ranked Workshops <u>Overall</u>	
◆	Service Learning in Interpreter Education
◆	Models of Interpreter Training Programs
◆	Interpreting as a Profession
◆	Curriculum Development in ASL & Interpreting

“All of the contents of the workshop will help us improve the development of our sign language interpreter training program in China. The workshop gave us inspiration. It gave us ideas about how to perfect our teaching curriculum, teaching plan, training models, service learning in interpreting education. Besides, we will work actively in the area of registration and certification.”

Workshop Strengths and Opportunities for Improvement

Respondents were asked, in open-ended format, what they enjoyed most about the PEN-International workshops and how the workshops could be improved.

Most (64%) of the respondents mentioned a specific workshop when asked what they enjoyed most about the PEN-International workshop series. The workshops specifically mentioned were consistent with the workshops that were most highly ranked: Models of Interpreter Training, Interpreting as a Profession, Service Learning in Interpreter Education, and Curriculum Development in ASL.

What did you enjoy most about the PEN-International workshop series?	
◆	Specific workshop in series (64%)
◆	Positive comments about instructors (36%)
◆	New and applicable information/Many topics (36%)

Thirty-six percent (36%) of respondents mentioned positive comments about the instructors. Several respondents specifically mentioned enjoying Dr. Rico Peterson’s presentation style. Similarly, 36% of respondents said they liked being provided with many new topics, and applicable resources and information.

“Interpreting as a Profession; Models of Sign Language Interpreter Training, and Service Learning in Interpreter Education are the parts I liked the most.”

“I’m very impressed by Rico’s presentations, which has deeply led us into the linguistics and interpreting field.”

“Dr. Rico Peterson’s lecture left me a great impression.”

“Everything that was presented was new to me. And the enthusiasm to learn all these things will carry on as we go back to CSB and actually apply it to establish our program.”

Workshop Strengths and Opportunities for Improvement - *continued*

When respondents were asked how the workshop series could be improved, 27% suggested providing more examples and resource materials.

Similarly, 27% of respondents had suggestions directed toward the instructors themselves. Two of these respondents felt that the instructors should only answer respondents' questions at the end of the workshop for continuity purposes. Another respondent suggested having the instructors write their names on the blackboard as it is difficult for them to remember English names.

A few (18%) respondents suggested incorporating classroom observations and hands-on lab experience into the workshop series.

One respondent (9%) suggested providing translators (Chinese to English) that are more knowledgeable in the field of education in order to guarantee accuracy.

"It would be better if more examples were given. More examples to demonstrate the differences between and the advantages of ASL and Signed English."

"Too many questions are asked during the lecture. It slowed down the speed of the class."

"For Chinese people, it is difficult for us to remember English names and match names with faces in short time. If possible, could you leave presenter's name on blackboard?"

"It would be better to observe a class and have a chance to try out the lab equipment to gain first-hand experience."

"Wish the people who are translating (Chinese to English) for the workshop have some knowledge about the educational field to guarantee the accuracy."

How could workshops have been Improved?

- ◆ More examples/resource materials (27%)
- ◆ Hold questions/Write name on blackboard (27%)
- ◆ Classroom observations/Hands-on lab experience (18%)
- ◆ Translators (Chinese to English) more knowledgeable in education (9%)

Future Workshop Topics

Respondents were asked, in open-ended format, what topics they feel should be presented in a future, follow-up workshop.

Twenty-seven percent (27%, 3 out of 11) of the respondents said they would like more background information on the deaf American educational system, associated laws, and history. These respondents felt this type of information would not only help them better understand all of the information that has already been presented, but also be helpful as they establish their own interpreting programs.

"For most people in this delegation, we don't have the knowledge about American education background, therefore, it would be helpful to add some topics like American education."

Other suggested topics for future workshops included:

- ◆ Theory of sign language (9%)
- ◆ Certification of ASL Interpreting (9%)
- ◆ Teaching methods (9%)

Next Steps

In addition to the suggestions given for future follow-up workshops, many (36%) respondents expressed, in open-ended format, the desire and need to establish ongoing communications with PEN-International/NTID as they develop their own interpreting programs. These respondents also said they would like the opportunity to meet with more American deaf teachers and interpreters, and spend time in the campus bookstore, in an effort to gather more information.

"I think it would be of great help to us if we can continue our communication with PEN (as well as Rico) as we go on establishing our program. We will be needing a lot of guidance as CSB may be one of the few institutions in the Philippines to actually establish interpreting as a profession. Continued feedback and evaluation of our would-be interpreting program will be much needed and highly appreciated."

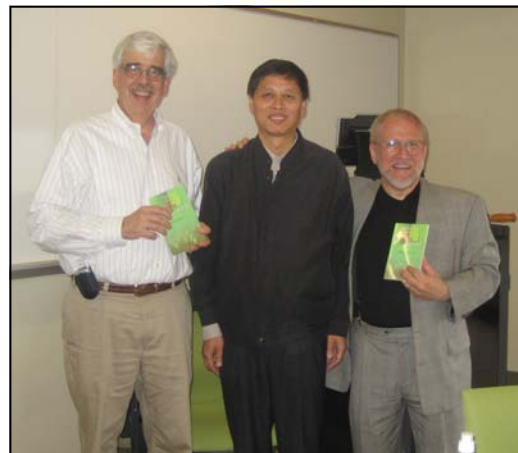
"I wish we could have more opportunities to meet more American deaf people (including teachers and interpreters), so we can ask them more questions."

"In the areas of establishing standards to train people to become teachers of sign language interpreter, curriculum design and plan, and course materials, we are definitely in need of more support and help from PEN project in China. We wish we could have more time to spend in the bookstore, to find more books on deaf education."

Several others (27%) respondents felt that these workshops should be expanded to others, even those outside the PEN-International network.

"Give to training interpreter program/workshop and seminar for students, parents, interpreters and outside organizations."

"This is a unique workshop. Through this workshop, more countries and different organizations within the country benefit from the training. Lets work together toward this common and magnificent goal. Lets keep the communication going."



*Delegation representatives give tokens of appreciation to Alan T. Hurwitz, NTID CEO,
E. William Clymer, Associate Director of PEN-International,
and James J. DeCaro, Director of PEN-International*

Verbatim Responses

What did you enjoy the most about the PEN-International workshops?

Models of Interpreter Training programs and Interpreting as a Profession.

I liked the lectures by Dr. Rico Peterson the most.

What I am interested the most is the regulations, the acts and the laws the government have passed in the area of deaf education; what actions the government has taken (for example, in the area of education and qualifying and certifying interpreters); what the government roles are in terms of normalizing and standardizing sign language. The History of Sign Language Interpreting, Sign Language Interpreter as a Profession, and Sign Language Interpreter Training Models were my favorite sessions of this workshop.

I'm very impressed by Rico's presentations, which has deeply led us into the linguistics and interpreting field.

Lectures on the developing process of American Sign Language, Interpreter as a Profession, the training models for teachers of sign language interpreters, course development, and registration and certification are the most beneficial parts for the workshop and can be applied in our program. Of course, each and every lecture offered us a tremendous amount of information. All the teachers tried their best to answer our questions. I enjoyed the other parts of the workshop, too.

Interpreting as a Profession, Models of Sign Language Interpreter Training, and Service Learning in Interpreter Education are the parts I liked the most.

Service Learning in Sign Language Interpreter Education.

Dr. Rico Peterson's lecture left me a great impression.

I very much enjoyed the many new topics about ASL class/interpreter class on education.

Everything that was presented was new to me. And, the enthusiasm to learn all these things will carry on as we go back to CSB and actually apply it to establish our program.

The workshop contents such as, the History and the Development of Sign Language Interpreting, training models, curriculum development, registration and certification are good references to our newly started sign language interpreter training program. The workshop helped answer many of our uncertainty and puzzles in this field. The knowledge gained in the areas of curriculum design, various education methods, and training models can be applied to our program and help speed up our program development. I, therefore, give our heart-felt thanks to PEN-International for all the help you offered.

How could the workshops have been improved?

It would be better if more examples were given.

Please add some background information (e.g., American laws and regulations, and deaf sign language education in American schools K-12). The background information will help us have a better understanding of the contents of the lecture.

For Chinese people, it is difficult for us to remember English names and match names with faces in a short time. If possible, could you leave presenter's name on blackboard always?

How could the workshops have been improved? - continued

Before organizing a workshop, it might be beneficial to ask the potential learners what they want to learn, and what their needs are. For example, before the Chinese delegation come, we could outline the areas we want to learn the most, so the teachers can focus on the topics accordingly.

Too many questions are asked during the lecture. It slowed down the speed of the class.

Too many questions are asked during the lecture. Some of the questions asked are the same.

Wish the people who are translating (Chinese to English) for the workshop have some knowledge about the educational field to guarantee the accuracy.

Give to training interpreter program/workshops and seminar for students, parents, interpreters, and outside organizations.

None. Everything was planned out and presented perfectly.

All of the contents of the workshop will help us improve the development of our sign language interpreter training program in China. The workshop gave us inspiration. It gave us ideas about how to perfect our teaching curriculum, teaching plan, training models, and service learning in interpreting education. Besides, we will work actively in the area of registration and certification.

What topics should be presented in a future, follow-up workshop?

Certification of ASL Interpreting: the process and categorization and the test of levels.

More examples to demonstrate the differences between and the advantages of ASL and Signed English.

Please add some background information (e.g., American laws and regulations, and the deaf sign language education in American schools K-12). The background information will help us have a better understanding of the contents of the presentation.

For most people in this delegation, we don't have the knowledge about American education background, therefore, it would be helpful to add some topics like American education.

It might be helpful to offer some actual observations in the classroom. For example, observing a sign language interpreter training class, visiting a classroom where a deaf student is taking a course with hearing students to see what it is like to have an interpreter work with the deaf student, how the caption works, and how a notetaker works.

I would like to learn more about the concept (theory) of sign language education, course design, and procedures of evaluation.

I would like to learn more about teaching methods.

It would be better to observe a class, and have a chance to try out the lab equipment to gain first-hand experience.

Material: FSL 1-3 book and handout. CD: Curriculum need improve FSL. Lesson planning (student/teacher for guide). Syllabus (for teaching).

What topics should be presented in a future, follow-up workshop? - continued

I think it would be of great help to us if we can continue our communication with PEN (as well as Rico) as we go on establishing our program. We will be needing a lot of guidance as CSB may be one of the few institutions in the Philippines to actually establish interpreting as a profession. Continued feedback and evaluation of our would-be interpreting program will be much needed and highly appreciated.

Sign language interpreting program is a newly established program in our country. We wish we could learn more knowledge about deaf people, including deaf culture, deaf society and theories of sign language interpreting, etc.

Do you have any other comments or feedback?

Wonderful workshop! Thank you each and everyone of you, all the teachers and staff!

I wish we could have more opportunities to meet more American deaf people (including teachers and interpreters), so we can ask them more questions.

Personally, I suggest our administration staff can design a sort of “lost card” for everyone in case someone is lost outside the hotel or classroom. Great ideas to have several Chinese students here to help. It is also helpful if we can have some hotel orientation activities. People will know how to use the facilities in hotels properly.

In the areas of establishing standards to train people to become teachers of sign language interpreter, curriculum design and plan, and course materials, we are definitely in need of more support and help from PEN project in China. We wish we could have more time to spend in the bookstore, to find more books on deaf education.

This kind of workshop is very helpful and should be offered periodically. People who are directly involved in sign language interpreting profession and deaf people would benefit to attend this kind of workshop.

Please keep in touch and keep the communication going.

This is a wonderful workshop. I have learned a lot. Again, many thanks to PEN-International, RIT, and NTID.

Thank you once more to PEN-International and NTID/RIT for providing this wonderful opportunity to our group. I am forever grateful. See you in July in Manila.

This is a unique workshop. Through this workshop, more countries and different organizations within the country benefit from the training. Lets work together toward this common and magnificent goals. Lets keep the communication going.