



South Carolina

EDUCATIONAL INTERPRETING CENTER

2024-2025 Academic Year Workshops

September 14, 2024

University Center of Greenville
225 S. Pleasantburg Drive
Greenville, SC 29607

Green Track

Jonathan Silva

Fingerspelling - More More More?

There is a lot of dialogue in educational interpreting spaces about fingerspelling more. Is this a sweeping truth? Should we, as educational interpreters, simply fingerspell more? The truth is that ASL has linguistic rules for the use of fingerspelling and those rules apply even when interpreting in the K-12 setting. The EIPA specifically assesses an interpreter's command of fingerspelling in terms of application, production, and understanding. If educational interpreters can properly ascertain the "when" and the "how" of fingerspelling, they are well on their way to creating a robust work product that will reflect well on the EIPA.

Competencies R1A, R3E, R3F

Blue Track

Dr. Deb Cates

Facet, Explain by Examples, and Contrasting

The EIPA indicates the importance of representing key vocabulary and using fingerspelling appropriately in academic discourse. Despite its importance, interpreters consistently score lower on these indices than on others in the Vocabulary domain on the EIPA. In this workshop, we will look at three features of ASL discourse- *faceting*, *explain by examples*, and *contrasting*. Identified in previous literature as "expansion techniques", these features of ASL provide opportunities to express breadth and depth of meaning beyond fingerspelling or the use of single signs. We will analyze native ASL discourse for examples of these features, identify appropriate times for their use in interpretation from English-to-ASL, and practice using them in our work.

Competencies R1A, R3E, R3H

October 05, 2024

Clemson Sandhill REC
900 Clemson Road
Columbia, SC 29229

Incoming!

One of the most common struggles among interpreters is introducing incoming information that is clearly distinct from the preceding thought. Deaf adults who rely on interpreting services note that they often struggle to distinguish when a speaker has moved onto a new thought, because it is not marked by the interpreter. When working in K-12, it is imperative that we can mark new information in an interpretation, as well as rely upon previously established information to form a cohesive interpretation. In this workshop we will unpack the art of transitions and sequencing when and how to use them.

Describe then Do

In this workshop, we will explore the ASL discourse feature *describe then do*. This feature is a descriptive moniker for adverbial phrases in ASL. In other words, *describe then do* provides information about an action and the way the action is/was performed. This discourse feature, previously termed an “expansion technique”, is a feature of native ASL discourse that has beneficial application in the classroom for interpreting everything from physical education to physical science. On the EIPA, *describe then do* relates to an interpreter’s use of directional verbs and overall competence with ASL grammar. We will analyze native ASL discourse for examples of this feature, identify appropriate times for its use in interpretation from English-to-ASL, and practice using it in our work.

Competencies R1G, R1J

November 09, 2024

Clemson Design Center:
Charleston
The Cigar Factory
701 East Bay Street
Charleston, SC 29403

Classifiers; Friend or Foe?

We hear about classifiers often and there are ample training opportunities to learn about them. Yet there is still such struggle to work classifiers into our interpretations. Why is that? Join us as we delve into the world of classifiers and identify common errors when attempting to employ them in our work. We will work to develop appropriate use of classifiers that will serve to strengthen the clarity of our message.

Use of 3D Space in ASL Part 1

ASL is a visuospatial language. This workshop will delve into the linguistic definitions of different uses of space. Participants will have an opportunity to analyze native ASL discourse for each type of space, to discuss how the use of space creates cohesion within a discourse, and to analyze different kinds of spatial maps in ASL that lend themselves to the organization of information.

January 11, 2025

University Center of Greenville
225 S. Pleasantburg Dr.
Greenville, SC 29607

Competencies R1G R1H R1I

What Big Eyebrows You Have! All the Better to Communicate with You!

Interpreters aiming to perform well on the EIPA must understand and employ non-manual aspects in ASL. While we often think about mouth morphemes, it is crucial to recognize the function our eyebrows have while working into ASL. We can mark sentence types at the beginning of an utterance simply by raising or furling our eyebrows, demonstrate affect, indicate importance, and so much more. Appropriate use of our eyebrows is critical in creating a cohesive interpreted product.

Competencies R1A 1RB R1E

February 22, 2025

Clemson Sandhill REC
900 Clemson Road
Columbia, SC 29229

Oh Goal, Where Art Thou?

Interpreting is best served when it is goal driven. This means that certain aspects or production pieces within the interpretation conform to meet the goal of the speaker and environment. What impact does this have on our work in the K-12 setting, on the EIPA? Together we will identify just how the work is molded and shaped by the educational arena.

Competencies R1H, R1I, R1J, R4B, R4F

The Role of Reiteration

Have you ever been interpreting for someone who keeps repeating the same thing over...and over...and over again? In the classroom. As that ever elicited a "KNOW FINISH" from a student? While it may seem tedious, repetition plays a critical role in the development of cohesion within a discourse, and in coherence across discourses. In this workshop, we will analyze the function and form of repetition in English and ASL educational texts. We will analyze cultural differences between the ways in which Deaf and hearing people use repetition and will discuss how that applies to interpreting in educational settings.

Competencies R4B, R4F

Scaffolding

Although it has been identified as an "expansion technique" in ASL, *scaffolding* is a universal feature of discourse that is critical for developing coherence between users of a language. Interpreters in education are already familiar with scaffolding as a concept in curriculum- the idea is that new knowledge is built upon existing knowledge. However, curriculum is designed with

March 22, 2025

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Competencies R3E R4B

You Want 3D? That'll be an Extra Charge.

The use of space in ASL may just be the most difficult aspect of learning ASL as a second language. Interpreters often produce their message in a linear manner that follows the typical outline of a spoken message. This approach is not optimal when using ASL and in fact could present barriers for children who do not yet have a fluent command of ASL. Join us as we take a practical look into the use of space and develop tangible strategies for incorporating it into our work.

Competencies R1G R1H R1I

certain expectations for the learner's fund of knowledge. Deaf students are frequently deprived of both language and information that is readily accessible to hearing people through incidental learning. In this workshop, we will explore what scaffolding looks like in ASL discourse. We will analyze English instructional texts for assumed fund of knowledge and will discuss how scaffolding in our interpreting can support addressing fund of knowledge gaps.

Competencies R3E, R4B

Use of 3D Space in ASL Part 2

In this practical application session, participants will have the opportunity to review the uses of space in ASL before practicing. Using live classroom recordings, interpreters will have the opportunity to work between English and ASL to translate linear, auditorily presented information into layered visuospatial structures. Practice during the workshop will help interpreters identify their own areas of weakness with the application of use of space.

Competencies R1H, R1I, R1J, R4B, R4F