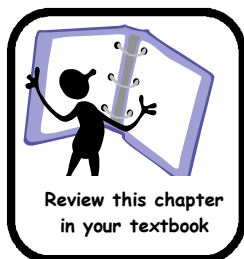


## CHAPTER ELEVEN: The History and Professionalization of Interpreters

### Chapter Summary



This chapter traces sign language interpretation from its volunteer beginnings through its early days as a profession and up to the current trends and reality. The history and structure of the Association of Visual Language Interpreters of Canada (AVLIC) and the Registry of Interpreters for the Deaf (RID) are presented in detail, as well as the certification opportunities offered by both associations. The field of spoken language interpretation, interpreter education and significant legislation related to the profession of interpreting is also discussed.

### To Focus You Study

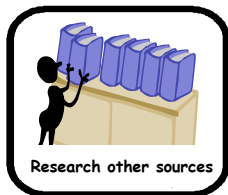
As you study this chapter, pay particular attention to the following ideas and information.

1. Describe the roots and evolution of the field of sign language interpretation.
2. Outline membership categories, organizational structure and certification offered by both AVLIC and RID.
3. Identify significant legislation and summarize its importance to professional interpreters.

### Learning Activities

#### *In Your Own Words*

This chapter has a great deal of detailed information in order to give you a foundation in the historical evolution of our professional organizations and because it will prepare you for the written certification administered by AVLIC and RID. Summarize your critical points in this chapter as a reflection on your journey of learning.



#### *Professional associations*

**LEARNING ACTIVITY #1:** Research the state/provincial interpreting organization that supports interpreters in the area where you live/work.

1. What is the name of the organization?
2. How is it related to the national organization?
3. How much does it cost to join as a student? As a professional interpreter?
4. Where can you get membership forms?
5. Is there a directory of members?
6. Who is the current president?
7. When and where are meetings held?

LEARNING ACTIVITY #2: Make plans to attend the next meeting and report your experience to the class or write about it in your journal.



LEARNING ACTIVITY #3: Watch our experts on the video clip in the companion CD for this chapter (“Role/Benefit of Membership In Professional Associations.” Set three specific goals for yourself regarding membership and involvement in your local/state or provincial, and national professional association. Share your goals with your learning partner.

### *Certification*

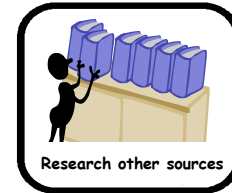
LEARNING ACTIVITY #1: Connect with either RID or AVLIC via their web page (listed on the “Resources” file on the desk top) and supplement the information in this chapter related to certification (types offered, requirements, study guide, etc.). Create a chart summarizing certifications recognized by both RID and AVLIC for quick reference.



LEARNING ACTIVITY #2: Watch the video clips on the companion CD in the file titled “Certification & Professional Development.” Set three goals for yourself related to your own quest for certification; be sure to give yourself some reasonable time lines. Share your goals with your learning partner.

## ***History and Current Trends***

Study Fig. 11-1 in the textbook which summarizes significant legislative initiatives and review information in the text book about spoken language interpreters and interpreter education. Interview professional interpreters and speak with members of the Deaf community, as well as print sources from the library to identify:



- ❖ The significance of the legislative initiatives to the Deaf community and field of sign language interpreting TODAY. Add a 4<sup>th</sup> column to Fig. 11-1 to record your discoveries.
- ❖ Now check the website for at least two of the sites listed in the “Resources” file. Identify current trends in legislation, interpreter education and interface between spoken language and sign language.

### **Study Questions**



1. RID was established in ...
  - (a) 1973 at Ball state University
  - (b) 1979 at Madonna College
  - (c) 1964 at Ball State Teacher’s College
  - (d) 1968 at Gallaudet University
  - (e) 1975 at the National Association of the Deaf annual conference
  
2. AVLIC was established in ...
  - (a) 1973 in Toronto
  - (b) 1968 at George Brown University
  - (c) 1979 in Winnipeg
  - (d) 1963 in Edmonton
  - (e) 1975 at the Canadian Association of the Deaf annual conference

3. Currently RID awards the following certifications ... (circle all that apply):
  - (a) Comprehensive Skills Certificate (CSC)
  - (b) Certificate of Interpretation (CI)
  - (c) National Interpreting Certificate (NIC)
  - (d) Certificate of Transliteration (CT)
  - (e) Certificate of Deaf Interpretation (CDI)
  
4. AVLIC and RID are similar in the following ways ... (circle all that apply):
  - (a) Both offer certification in interpretation and transliteration
  - (b) They advocate on behalf of their members
  - (c) They were established in the same year
  - (d) Both are member-run organizations, led by an elected board of directors
  - (e) Both require individuals to pass a written exam prior to taking a skills certification exam
  
5. In 1968 William C. Stokoe published an important linguistic study demonstrating that (circle all that apply):
  - (a) ASL is composed of phonemes and morphemes like all other languages
  - (b) A language does not have to be spoken in order to satisfy the requirements of being categorized as a language
  - (c) English has substantially more vocabulary (lexical) items than ASL
  - (d) ASL is made up of identifiable building blocks and changes over time like all languages
  - (e) ASL has linguistic features identical to those found in Japanese sign language

6. Interpreters in the field of spoken language interpretation find similar challenges to those encountered by sign language interpreters because both ... (circle all that apply):
- (a) Are required to mediate languages and cultures
  - (b) Are required to hold a university degree in their working languages
  - (c) Earn approximately the same amount per hour/day
  - (d) Are setting up certification processes to insure quality interpretation
  - (e) Work primarily in community settings (medical, legal, etc.)
7. Interpreters do not work only for the d/Deaf client present in a communication event. This ... (circle all that apply):
- (a) Applies only to interpreters who are self-employed, contract or free-lance interpreters
  - (b) Applies only to interpreters who work for an agency, school or institution — not for the individual d/Deaf client
  - (c) Means interpreters work primarily for the hearing clients
  - (d) Means interpreters work primarily for themselves and must therefore police their own work regarding accuracy
  - (e) Means interpreters are expected to provide quality service to both d/Deaf and non-deaf consumers
8. AVLIC awards the following certification ... (circle all that apply):
- (a) Comprehensive Skills Certificate (CSC)
  - (b) Certificate of Interpretation (COI)
  - (c) Certificate of Professional Interpretation (CPI)
  - (d) Certificate of Transliteration (CT)
  - (e) Certificate of Deaf Interpretation (CDI)

9. Explain how US legislation has helped interpreters and the Deaf community in Canada:

10. Match the following pieces of legislation with their significance to the interpreting profession in North America.

- |   |   |
|---|---|
| ----- Americans With Disabilities Act             | (a) Stated that “handicapped individuals” had certain rights, including the right to accessible communication — this resulted in the provision of interpreters in post secondary education, criminal legal proceedings and other settings |
| ----- Court Interpreter’s Act (1978)              | (b) Authorized provision of interpreting services for deaf clients in vocational rehabilitation settings for the first time   |
| ----- Rehabilitation Act of 1973                  | (c) Mandates that children with disabilities be educated in the “least restrictive environment,” which led to the widespread integration of disabled children in regular classrooms   |
| ----- Vocational Rehabilitation Act of 1965       | (d) Mandates the use of Certified interpreters when non-English speaking litigants are involved in Federal court  |
| ----- Education For All Handi-capped Children Act | (e) Expands the concept of “equal access” to private businesses   |