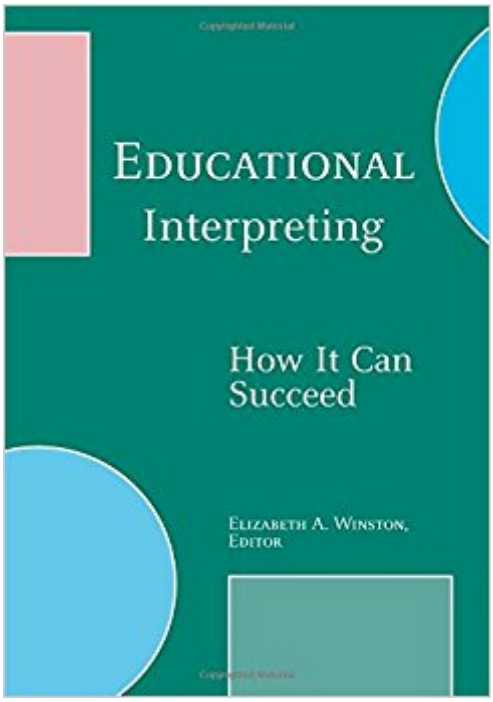
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Educational Interpreting: How It Can Succeed



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Synopsis

This incisive book explores the current state of educational interpreting and how it is failing deaf students. The contributors, all renowned experts in their field, include former educational interpreters, teachers of deaf students, interpreter trainers, and deaf recipients of interpreted educations.Educational Interpreting presents the salient issues in three distinct sections. Part 1 focuses on deaf studentsÃ¢â ¬â •their perspectives on having interpreters in the classroom, the language myths that surround them, the accessibility of language to them, and their cognition. Part 2 raises questions about the support and training that interpreters receive from the school systems, the qualifications that many interpreters bring to an interpreted education, and the accessibility of everyday classrooms for deaf students placed in such environments. Part 3 presents a few of the possible suggestions for addressing the concerns of interpreted educations, and focuses primarily on the interpreter.The contributors discuss the need to (1) define the core knowledge and skills interpreters must have and (2) develop standards of practice and assessment. They also stress that interpreters cannot effect the necessary changes alone; unless and until administrators, parents, teachers, and students recognize the inherent issues of access to education through mediation, little will change for deaf students.

Book Information

Age Range: 8 and up

Hardcover: 224 pages

Publisher: Gallaudet University Press; 1st edition (February 2, 2005)

Language: English

ISBN-10: 1563683091

ISBN-13: 978-1563683091

Product Dimensions: 7 x 0.8 x 10 inches

Shipping Weight: 1.4 pounds (View shipping rates and policies)

Average Customer Review: 4.3 out of 5 stars 2 customer reviews

Best Sellers Rank: #85,959 in Books (See Top 100 in Books) #16 inÃ Â Books > Education & Teaching > Schools & Teaching > Special Education > Physically Disabled #40 inÃ Â Books > Reference > Words, Language & Grammar > Translating #45 inÃ Â Books > Education & Teaching > Schools & Teaching > Special Education > Communicative Disorders

Customer Reviews

Elizabeth A. Winston is Director, Project TIEM.Online at Northeastern University, Boston, MA.

This was a great overview of Educational Interpreting. There was a lot of great information here.

Meticulously compiled and expertly edited by Elizabeth A. Winston, Educational Interpreting: How It Can Succeed is a scholarly anthology of essays by learned authors concerning the strengths and weaknesses of the practice of educational interpreting for deaf students. The contributors are all experts in the field and include former educational interpreters, teachers of deaf students, interpreter trainers, and deaf recipients of interpreted education. Divided into three sections - once focusing on deaf students themselves and the language myths that surround them, one raising questions about the support and training that interpreters have in and from the school systems, and one considering suggestions for improving the problems facing interpreted education, and how to improve situations for educational interpreters. A welcome contribution to deaf studies and a critical assessment of the skill of educational interpretation itself.

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