

# Consumer Orientation Learning Activities

Colleen Jones, M.A., NIC

**Brainstorm:** What are some key phrases that explain the function of the interpreter? What information can be shared with consumers that helps them understand why the interpreter is here and what the interpreter will be doing?

**Observe:** Observe a working interpreter. Take notes on all of the ways you notice that the interpreted interaction is different from a monolingual interaction. What do you notice that might cause confusion for someone who is not familiar with interpreters and their process?

**Consider:** Working alone or in a group, choose several potential control options for consumer orientation. List the consequences and resulting demands for each option, then discuss what you notice.

**Inquire:** Interview one or more working interpreters. Ask what Deaf and hearing consumers can do to make the interpreter's job easier and to ensure that the interaction is inclusive of all participants. Ask what consumers could do that would make the interpreter's job more challenging or the interaction less inclusive. Ask what the interpreter does to ensure consumers know what to expect during the interpreting process.

**Practice:** Using the FEI model and information from the above activities, write out a script for orienting a consumer, then practice introducing yourself and providing this consumer

orientation. What information will you share if you have only ten seconds? Thirty seconds? Five minutes?

Come up with a specific scenario where you, as an interpreter, might encounter a consumer who has never worked with interpreters before, then a scenario where the consumer is experienced in working with interpreters. Write a script and practice orienting each of these consumers.

Practice orienting a Deaf consumer using ASL. Practice orienting a hearing consumer using spoken English.

These activities are adapted from the chapter titled “Orientation to the interpreted interaction” in the online publication Integrated and Open Interpreter Education: The Open Educational Resource Reader and Workbook for Interpreters published by Elisa Maroney, Amanda Smith, Sarah Hewlett, Erin Trine, and Vicki Darden. The entirety of the publication is available here: <https://openoregon.pressbooks.pub/interpretingstudies/>

**Citation:** Jones, C. (2019). Orientation to the interpreted interaction. In E. Maroney, A. R. Smith, S. Hewlett, E. Trine, and V. Darden (eds.), Integrated and open interpreter education: The open educational resource reader and workbook for interpreters. Monmouth, OR: Western Oregon University.