

# 15 Interpreting Services - Communication with People with an Impairment

## 15.1 Leading in

Try to explain the meaning of the quotes and remember some situation in your life when you could have used one of the quotes.

“Much unhappiness has come into the world because of bewilderment and things left unsaid.”

— Fyodor Dostoyevsky

“The single biggest problem in communication is the illusion that it has taken place.”

— George Bernard Shaw, *Leadership Skills for Managers*

“We speak not only to tell other people what we think, but to tell ourselves what we think. Speech is a part of thought.”

— Oliver Sacks, *Seeing Voices*

## 15.2 Listening

Listen to the recording. Complete the sentences with the missing information.

### Communication generally

**a** Everyone can communicate and everyone is an .....in the way they communicate.

**b** There are hundreds of definitions of what communication is and how it is .....

**c** Perhaps the simplest way of thinking about communication is that it is the passing on of information from one person to another using any .....possible.

**d** The best way for somebody to communicate with is ....., because you never know how the other person is feeling.

**e** It may be surprising that we get most of our information across .....our body language.

**f** The way people communicate is ..... of:

- Body language = 55%
- Tone of voice = 38%
- Words = 7%

**g** Remember, all communication is ....., but you may need to work harder to understand.

### 15.3 Speaking

Speak in pairs about your meeting with a person with disabilities and try to remember what difficulties you met in communication. How did you overcome them?

### 15.4 Reading

Read the text below and decide which word best fits each space. When reading the text find some new ideas for improvement of your future communication with people with disabilities.

#### Communication with people with a learning disability

Working with someone with a learning disability may (1).....your idea of what communication is, and how you make yourself understood. It may make you think about your tone of voice and your body language as well as the words you use, and (2)..... you that communication is not just about talking but also about listening.

If people with a learning disability have the right (3)..... to learn they can achieve anything, (4).....you communicate in an understanding way. It is important to always use accessible language, and to (5).....jargon or long words that might be hard to understand. You should also take into (6).....any physical disabilities the person may have that could make communication difficult for them.

- **In person:** many people with a learning disability say that the best way to communicate with them is face-to-face and one-to-one.
- **In writing:** in writing, it is a good idea to use bigger text and bullet points, and to keep writing at a minimum of 16 point. It is also important to remember that (7).....much colour can make reading harder for some people.
- **On the phone:** the best way to talk to someone with a learning disability (8).....the phone is slowly and clearly, using easily understandable words.

*“When I (9).....to go to the hospital the doctors usually spoke to my mum rather than speak to me. So I didn't bring her to the hospital(10)..... Finally they started to recognise I'm the one, I need to understand, not my mum.”*

- |               |              |            |             |
|---------------|--------------|------------|-------------|
| 1 A challenge | B invite     | C emerge   | D originate |
| 2 A remember  | B awake      | C remind   | D make      |
| 3 A support   | B pillar     | C surprise | D check     |
| 4 A after     | B as long as | C unless   | D however   |
| 5 A use       | B prefer     | C refuse   | D avoid     |
| 6 A favour    | B care       | C sight    | D account   |
| 7 A evenly    | B hardly     | C too      | D highly    |
| 8 A on        | B through    | C by       | D in        |
| 9 A could     | B have       | C had      | D use       |
| 10 A than     | B already    | C anymore  | D still     |

## Vocabulary:

<b>accessible</b> (adj)	/ək'sesəb(ə)l/	přístupný, dostupný
<b>achieve</b> (v)	/ə'tʃi:v/	dosáhnout, docílit
<b>avoid</b> (v) <i>something</i>	/ə'vɔɪd/	vyhnout se, vyvarovat se
<b>bewilderment</b> (n)	/bɪ'wɪldə(r)mənt/	zmatení, údiv
<b>bullet point</b> (n)	/'bʊlɪtpɔɪnt/	odrážka (v textu)
<b>jargon</b> (n)	/'dʒɑ:(r)gən/	žargon, mluvajisté společenské nebo profesní skupiny
<b>pass on</b> (v)	/pɑ:s/	předat dál
<b>remind</b> (v) <i>someone of something</i>	/rɪ'maɪnd/	připomínat komu co
<b>take into account</b> (v)	/teɪk 'ɪntu: ə'kaʊnt/	vzít v úvahu

## 15.5 Listening

Go through the Vocabulary below. Then close your eyes and listen.

## Vocabulary:

<b>assume</b> (v)	/ə'sju:m/	předpokládat
<b>embarrassed</b> (adj)	/ɪm'bærəst/	v rozpacích
<b>expression</b> (n)	/ɪk'spreʃ(ə)n/	vyjádření, výraz
<b>get stuck</b> (v)	/getstʌk/	uvíznout
<b>humiliating</b> (adv)	/hju:'mɪli,eɪtɪŋ/	ponižující, pokořující
<b>jumble or jumble up</b> (v)	/'dʒʌmb(ə)l/	pomíchat
<b>respond</b> (v)	/rɪ'spɒnd/	zareagovat, odpovědět

Try to imagine

- not being able to read anything
- not being able to tell someone else about it
- not being able to find the words you wanted to say
- opening your mouth and no sound coming out
- words coming out jumbled up
- not getting the sounds right
- words getting stuck, someone jumping in, saying words for you
- people assuming what you want, without checking with you
- not hearing the questions
- not being able to see, or not being able to understand, the signs and symbols around you
- not understanding the words, phrases or expressions
- not being able to write down your ideas
- being unable to join a conversation
- people ignoring what you are trying to say, feeling embarrassed, and moving away

- people not waiting long enough for you to respond in some way, assuming you have nothing to say, and moving away

### 15.6 Speaking

*In pairs role-play meeting a person with a communication problem and a social worker.*

### 15.7 Speaking

*Work with your partner and discuss which points in the text 15.5 are the most difficult and humiliating in your opinion.*

### 15.8 Writing

*Describe a day of a person with communication problems using the possible problems mentioned above.*

### 15.9 Reading

*You are going to read ten tips for good communication with people with learning disabilities. Before reading think what tips you would come up with based on your own experience. After that Match the first half of the sentences with the second half.*

#### Tips for communication

1	Find a good place to communicate in
2	Ask open questions
3	Check with the person that you understand what they are saying
4	If the person wants to take you to show you something,
5	Watch the person
6	Learn from experience
7	Try drawing
8	Take your time,
9	Use gestures and facial expressions.
10	Be aware that some people find it easier to use real objects to communicate

a	go with them.
b	.- even if your drawing is not great it might still be helpful.
c	but photos and pictures can really help too.
d	don't rush your communication.
e	- somewhere quiet without distractions. If you are talking to a large group be aware that some people may find this difficult.
f	If you are asking if someone is unhappy make your facial expression unhappy to reinforce what you are saying.
g	.- they may tell you things by their body language and facial expressions.
h	.- "the TV isn't working? Is that right?"

i	– questions that don't have a simple yes or no answer.
j	.– you will need to be more observant and don't feel awkward about asking parents or carers for their help.

### 15.10 Reading

Read the texts and find sentences with modal verbs in them.

#### How to Communicate With Deaf People

Deaf individuals communicate visually and physically rather than audibly. There are varying degrees of deafness: hard of hearing, "profoundly" deaf, and completely deaf. You can often recognize the hard of hearing by their hearing aids (although of course some people refuse to wear them, or are unable to, and newer aids are becoming smaller and harder to see). Deaf or profoundly deaf people may wear no hearing aid at all. Some will be able to lip read and understand you nearly perfectly, however, many will communicate with sign language rather than with words. This visual way of communicating can be intimidating and seem strange at first, of course.

#### Interpreting Services for Deaf People

An interpreter must accurately convey messages between two different languages. An interpreter is there for both the deaf and a hearing individual. When a hearing person speaks, an interpreter will render the speaker's meaning into the sign language, or other forms used by the deaf party. The other end of interpreting is when a deaf person signs, an interpreter will render the meaning expressed in the signs into oral language for the hearing party, which is sometimes referred to as voice interpreting or *voicing*. This may be performed either as simultaneous or consecutive interpreting. Skilled sign language interpreters will position themselves in a room or space that allows them to be seen by the deaf participants and heard clearly by hearing participants as well as to be in a position to hear and/or see the speaker or speakers clearly. In some circumstances, an interpreter may interpret from one language to another whether that is English to English Sign Language, English to American Sign Language, Czech to American Sign Language and so on.

#### **Vocabulary:**

<b>aid (n), hearing aid</b>	/ˈhiəriŋeɪd/	naslouchátko
<b>at all</b>	/ætˈɔ:l/	vůbec
audibly (adv)	/ˈɔ:dəbli/	slyšitelně
<b>become (v) became, become</b>	/bɪˈkʌm/	stat se
consecutive	/kənˈsekjʊtɪv/	posobějdoucí
<b>convey (v)</b>	/kənˈveɪ/	vyjádřit, tlumočit, dopravit
<b>intimidate (v)</b>	/ɪnˈtɪmɪdeɪt/	zastrašit
<b>language (n) oral language</b>	/ˈɔ:rəl ˈlæŋɡwɪdʒ/	mluvený jazyk
<b>nearly (adv)</b>	/ˈniə(r)li/	téměř
profoundly (adv)	/prəˈfaʊndli/	hluboce

render (v)	/'rendə(r)/	poskytnout, vylíčit, přeložit
<b>simultaneous (adj)</b>	/,sɪm(ə)'teɪniəs/	souběžný, simultánní

### 15.11 Use of English

*Translate the following sentences using correct modal verbs:*

Do naslouchátek se musí používat malé baterie.

Mohou znakující lidé z různých zemí spolu komunikovat navzájem, jestliže neznají jazyk toho druhého?

Znakování je také prováděno lidmi, kteří jsou schopni slyšet, ale nejsou schopni fyzicky mluvit.

V 17. století se mělo běžně za to, že hluchí lidé se nemohou vzdělávat.

Sousední kmeny domorodých Američanů byly schopny spolu komunikovat pomocí druhu znakovaného jazyka.

### 15.12 Reading:

#### Lip-reading.

Lip-reading empowers someone with a hearing loss to lead an independent and fulfilled life. Lip-reading is often described as a 'third ear'.

*What are the skills involved in lip-reading?*

- training your eyes to help your ears
- watching the movements of the mouth, teeth and tongue
- reading the expression on the face
- noticing body language and gestures
- using residual hearing
- anticipation

Of the **eight to nine million people** in Britain who have a hearing loss around 50,000 to 70,000 use British Sign Language as their preferred method of communication. Nearly everyone else will rely to some extent on lip-reading.

#### **Vocabulary:**

anticipation (n)	/æn'tɪsɪ'peɪʃ(ə)n/	předjímání, anticipace
extent (n)	/ɪk'stɛnt/	rozsah, míra
fulfilled (adj)	/fʊl'fɪld/	naplněný
gesture (n)	/'dʒestʃə(r)/	gesto
language (n) body language	/'bɒdi/'læŋgwɪdʒ/	řečtěla

<b>lip-read (v)</b>	/ˈlɪp ˌri:d/	odezíratzertů
loss (n) hearing loss	/ˈhɪərɪŋləs/	ztrátasluchu
movement (n)	/ˈmu:vmənt/	pohyb
rely (v) on	/rɪˈlaɪ/	spolehnout se <i>na</i>
<b>residual (v)</b>	/rɪˈzɪdʒuəl/	zbytkový, zbylý

### 15.13 Listening

Watch the short film I See What You Say about training lip-reading. Test your lip-reading skills:

### 15.14 Listening

Watch two short films about Helen Keller and answer the following questions. You may need the following Vocabulary for the first film:

#### Vocabulary (sorted in order of appearance):

intact (adj)	/ɪnˈtækt/	nedotčený
fever (n) scarlet fever	/ˈska:(r)lət ˈfi:və(r)/	spála
circumstance (n)	/ˈsɜ:(r)kəmstəns/	okolnost
obstacle (n)	/ˈɒbstək(ə)l/	překážka
contribute (v) to	/kənˈtrɪbjʊ:t/	přispět
equality (n)	/ɪˈkwɒləti/	rovnost
dedicate (v) to	/ˈdedɪkeɪt/	zasvětit
archive (n)	/ˈɑ:(r)kaɪv/	archív
influential (adj)	/ˌɪnfluˈenʃ(ə)l/	vlivný
atrocities (n)	/əˈtrɒsəti/	zvěrstvo, krutost
wounded (adj)	/ˈwu:ndɪd/	raněný
underdog (n)	/ˈʌndə(r) ˌdɒɡ/	oběť útlaku, psanec
diminish (v)	/dɪˈmɪnɪʃ/	zmenšit

FDR - Franklin Delano Roosevelt

- a What kind of disability did Helen have?
- b Was she born disabled?
- c Did Helen's parents themselves teach her to communicate?
- d What was the first word Helen learned?
- e How many foreign languages could she understand?
- f How could she help wounded soldiers?
- g How many countries did she visit?
- h What did she do in Japan?
- i What did she mainly fight for?

Watch another short film *Helen Keller & Anne Sullivan* and find out how learned to communicate:

<https://www.youtube.com/watch?v=XdTUSignq7Y>

### Vocabulary (sorted in order of appearance):

dumb (adj)	/dʌm/	hloupý, němý, oněmělý
impaired (adj) speech impaired	/spi:tʃɪm'peə(r)d/	s postižením řeči
mute (adj)	/mjʊ:t/	mlčící, oněmělý
imitative (adj)	/'ɪmɪtətɪv/	napodobující
observe (v)	/əb'zɜ:(r)v/	pozorovat
instantly (adv)	/'ɪnstəntli/	okamžitě
thumb (n)	/thumb/	palec u ruky
throat (n)	/θrəʊt/	hrdlo, krk uvnitř
larynx (n)	/'lærɪŋks/	hrtan
nasal (adj)	/'neɪz(ə)l/	nosní
vowel (n)	/'vaʊəl/	samohláska
blind (adj)	/blaɪnd/	slepý
impaired (adj) visually impaired	/'vɪʒʊəliɪm'peə(r)d/	se zrakovým postižením
deaf (adj)	/def/	hluchý
hearing (n) hard of hearing	/hɑ:(r)d əv 'hɪərɪŋ/	nedoslýchavý
deaf-blind(adj)	/defblaɪnd/	hluchoslepý

### 15.15 Reading

*Excerpt from: "What The Blind Can Do" written by Helen Keller*

There is no law on the statute-books compelling people to move up closer on the bench of life to make room for a blind brother; but there is a divine law written on the hearts of men constraining them to make a place for him, not only because he is unfortunate, but also because it is his right as a human being to share God's greatest gift, the privilege of man to go forth unto his work....

### 15.16 Ideas for Homework

*Look at the web page of [dcmp.org](http://dcmp.org) and find out which services they offer to deaf-blind people.*

*Search the Internet to find some services for deaf-blind people in the Czech Republic.*



## 15.17 Speaking

*Describe the picture.*



*Do you know this sculpture in Prague? Where can it be found? How would you read it?*

## 15.18 Reading

*Write one word in each gap. The text begins with the example.*

### Spreadthesign

Spreadthesign.com is an international dictionary where all the sign languages of the world (0).....*are*..... accessible. This pedagogic self-learning tool is free (1)..... use for all in the world.

Primarily it was done to improve a vocational pupil's language skills when going abroad for work practice. Spreadthesign.com also has sentences and not (2)..... single words/sign.

A common question is: "Oh, you know sign language! Then you can (3)..... to deaf people in Australia and the US, too?" Wrong! Sign language is not the (4).....everywhere. It is as different as all the spoken languages. Otherwise, there would not be a great need for the web site [spreadthesign.com](http://spreadthesign.com).

Spread the sign is an international EU project and the lifelong learning programme. In this project the partnership with new countries (5).....enlarged, new signs are recorded so each language has 15,000 signs documented. The EU and Leonardo (6)..... given us the opportunity to show our capability to improve vocational education for deaf pupils.

Each country represented has (7)..... team with responsibility for their language on this web site. Spreadthesign.com helps thousands of people every day to find the sign they are searching (8).....

### **15.19 Ideas for Homework**

*1) In pairs or groups of three find a word or a sentence in the spreadthesign dictionary in different languages, learn it and show it to your class. They should guess the meaning of your signs.*

*2) Find some information about Baby Sign Language.*