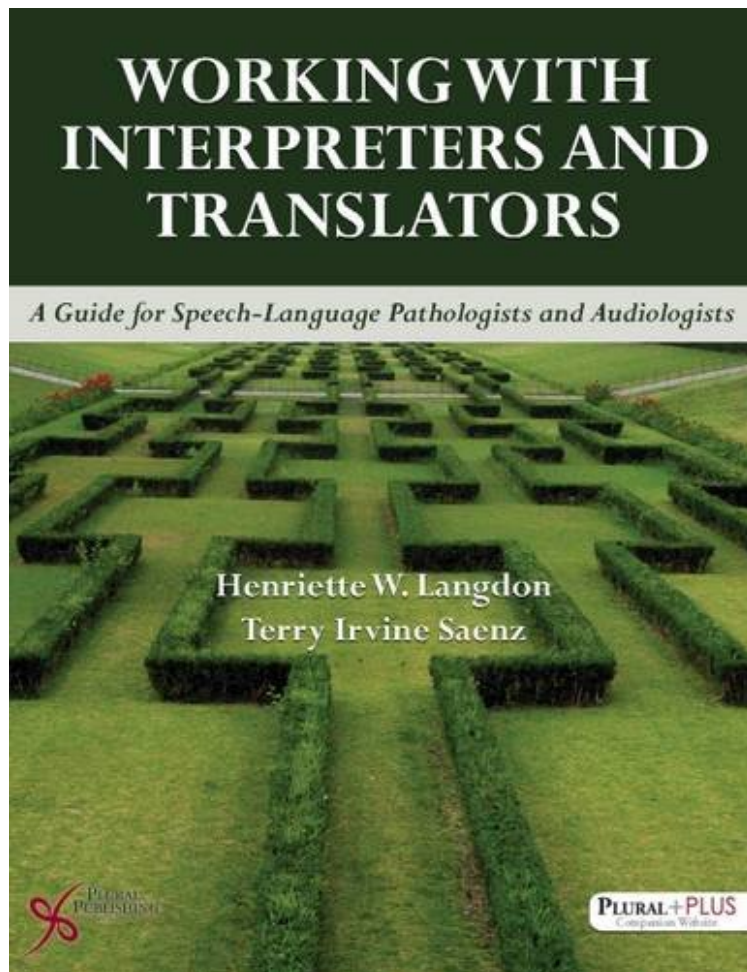


[Free] Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists

## Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists

*Henriette W. Langdon, Terry I. Saenz*  
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**Henriette W. Langdon, Terry I. Saenz : Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists:

0 of 0 people found the following review helpful. Wonderful! This is unique in the field of speech-language ...By Celeste Roseberry Wonderful! This is unique in the field of speech-language pathology--the only book of its type on the market as far as I know. It is a must for practitioners who work with culturally and linguistically diverse clients--full of practical advice and backed up with years of clinical experience. Great product!

Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists offers state-of-the-art procedures to conduct interviews, assessments, and conferences with students with limited English language proficiency and their families. As no research base is available in the field of communicative disorders on this specific topic, the information presented in this guide is supported by a critical review of the literature on best practices in interpreting for international conferences and legal and medical fields. Furthermore, the authors' experience working with language interpreters and training professionals as well as graduate students in communicative disorders, makes this a very valuable resource for professionals, interpreters/translators, as well as undergraduate and graduate students. Federal and state laws specify that, if necessary, English-language learners (ELL) need to be assessed in their native language when referred for possible special education. The number of ELL students attending public schools across the nation has increased in the past few decades. There are not enough speech-language pathologists (SLPs) or audiologists who are proficient in the various languages spoken by ELL students--even in Spanish, the most common language spoken by ELL students in the United States. The next best solution is to conduct fair assessments in collaboration with a trained interpreter/translator. Key features include: Information and references to most common languages spoken by ELL students. A description of culturally based variables that need to be considered in the process of interviewing and working with linguistic and culturally diverse populations.

About the AuthorHenriette W. Langdon, EdD is an ASHA certified speech-language pathologist, ASHA Fellow and Professor in Communicative Disorders and Sciences at San Joseacute; State University in San Jose, CA. She has 40 years experience working with bilingual students who have a variety of speech, language, communication and learning challenges and has lectured locally, nationally and internationally on this topic. She has also published numerous articles, book chapters and books related to bilingual assessment and intervention including on how to collaborate with interpreters and translators in our field. Dr. Langdon is fluent in Spanish, French and Polish and has provided professional services to students and their families in those languages.Terry I. Saenz, PhD, is a professor of communicative disorders at California State University, Fullerton. She is the author of several journal articles on bilingual/multicultural speech-language pathology and coeditor with Dr. Henriette Langdon on Language Assessment and Intervention with Multicultural Students: A Guide for Speech-Language-Hearing Professionals.