

# Foreign Language Transcription Resources

## Real-time Transcription Suggestions

*\*Communicate in detail with the client when making decisions on which accommodation to use.\**

### **CART (Communication Access Realtime Translation)**

CART is a verbatim, live transcription service that can be provided on site or remotely (unlike its name suggests, CART does not provide translation from one language to another). The most common languages for CART providers are English and Spanish but other languages are not unheard of.

### **Teaming TypeWell with a remote bilingual transcriber**

A TypeWell transcriber is on site, and a second bilingual transcriber is linked. The bilingual transcriber feeds the words that need to be typed out in the foreign language to the TypeWell transcriber. For a language like Japanese, the on-site transcriber could copy and paste characters into the transcript. There are obvious flaws to this method, but it still increases access to materials and can be helpful, especially in an introductory foreign language class.

## Additional Resources for Your Consideration

- ❖ Languages Without Limits: "Teaching a Second Language to Learners Who are Deaf:" <http://www.languageswithoutlimits.co.uk/deafness.html>
- ❖ MIUSA (Mobility International USA). There is a specific interview on this site with Ian Sutherland of Gallaudet University that is interesting: <http://www.miusa.org/ncde/trainings/foreignlanguageeteletraining/transcript-ian-sutherland-on-deaf>
- ❖ Intersections South LA: "South LA Mother Starts Deaf Latinos Group." [http://intersectionssouthla.org/story/south\\_la\\_mother\\_starts\\_deaf\\_latinos\\_group/](http://intersectionssouthla.org/story/south_la_mother_starts_deaf_latinos_group/)
- ❖ National Council of Hispano Deaf and Hard of Hearing: <http://www.nchdhh.org/>
- ❖ Pepnet: "What are Reasonable Accommodations for Deaf and Hard of Hearing Students in Foreign Language Classes?" [http://www.pepnet.org/sites/default/files/14\\_1foreign\\_language\\_accomodations\\_FAQ.pdf](http://www.pepnet.org/sites/default/files/14_1foreign_language_accomodations_FAQ.pdf)
- ❖ SALT (Systematic Analysis of Language Transcripts). <http://www.saltsoftware.com/>

For questions or feedback, please contact Liz ([liz@stradagize.com](mailto:liz@stradagize.com)) at Strada Communications, Inc.  
<http://www.stradagize.com>  
<http://www.facebook.com/stradagize>

# Changing Demographics in the United States

- ❖ The United States the #2 Spanish-speaking country in the world, second only to Mexico. (<http://www.hispanictrending.net/2009/02/growth-of-spanish-language-driving-social-evolution-in-us.html>)
- ❖ 20% -21% of all school-age children in the United States speak a language other than English at home (2006 to 2009). (<http://nces.ed.gov/fastfacts/display.asp?id=96>)
- ❖ 4.2% of the Hispanic population in the United States has a hearing impairment. (<http://research.gallaudet.edu/Demographics/factsheet.php#Q1>)
- ❖ 24.5% of the entire deaf or hard-of-hearing student population in the United States is Latino/Hispanic. ([www.lifeprint.com/asl101/topics/trilingual.pdf](http://www.lifeprint.com/asl101/topics/trilingual.pdf))
- ❖ The majority of deaf or hard-of-hearing students in California (53.9%) are Latino/Hispanic. ([www.lifeprint.com/asl101/topics/trilingual.pdf](http://www.lifeprint.com/asl101/topics/trilingual.pdf))
- ❖ As a minority population grows in size, the number of deaf/hard-of-hearing people in that minority group will also increase.
- ❖ As any language becomes more widely spoken, it becomes increasingly important for non-native speakers to learn the language. It is vital to provide means to do this for persons with hearing loss.