

## Sign Language Interpreters Encounter Challenges in Inclusive Settings at Public and Private Institutions

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### Abstract

The hearing-impaired child's native language is signing language. The relevance of the sign language interpreter has expanded in educational settings, particularly in inclusive settings, and they serve as a link between the normal and hearing-impaired communities. This research was conducted in Lahore. Sign Language Interpreters Face Challenges in Inclusive Settings in Public and Private Institutions was the topic of the phenomenon. The study focused on the issues that arose from both the Sign Language Interpreters and the university working environment. The factors influencing these obstacles, as well as coping techniques, were discovered. Two Sign Language Interpreters working in two different situations were studied using a qualitative case study technique. Participants' observation tactics, verbal and nonverbal communication approaches during indoor and outdoor interpreting assignments, and motivational strategies in the empery were reviewed in formal and informal interviews. Because they worked in a setting with people of vastly varied educational and cultural diversity/identity, interpreters objectively discussed their experiences and challenges with their clients.

*Keywords:* Interpreters, constraints, communication,

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## Introduction

Because of the many viewpoints on the subject of hearing impairments, there are multiple definitions of sound handicap; the most visible of these definitions are clinical terminology, where it depicts the handicapped as someone whose conversation regular is harmed by inadequate regular, preventing him from using it normally in open presence like any other normal students. When it comes to impaired hearing students, academics prospective describes them as those who cannot use their sense of hearing to learn the language, or benefit from the different education programmes offered by the normal hearing students, or those who require teaching methods that compensate for their loss of hearing ability. (Yusuf, 2006).

Around 3.3 million Pakistanis are handicapped in some manner, with deaf individuals accounting for 0.24 million, or 7.4 percent of all disabled people. It's important to note that 55% of all disabled persons are between the ages of 5 and 29. Another set of statistics offers a province-by-province analysis of the Government of Pakistan's deaf services. The analysis is based on data from the Pakistan Census Report 1998, the State of World Refugees, and the UNHCR Global Report 2002, all of which are available online (Statistics, 2015). Furthermore, numerous organizations in Pakistan and throughout the world performed study on the number of deaf individuals (Waqar, 2014; Awan, 2012).

The visual-gestural modality of sign languages and the oral-auditory mode of spoken languages are two distinct modalities. Despite the fact that the two modes of communication produce and perceive messages differently, the fundamental language patterns appear to be fairly similar in both modes. (Meier, 2002; Meier 2012; Sandler and Lillo Martin, 2006). Furthermore, psycho- and neurolinguistic investigations with non-impaired and impaired deaf signers demonstrate that sign languages reach the same brain networks engaged in auditory speech processing, albeit with certain modality-specific characteristics. (Campbell et al., 2008; Emmorey, 2002; Emmorey, 2003; Corina & Knapp, 2006; Corina & Spotswood, 2012; Dye, 2012; Woll, 2012). In spite of this, sign languages retain a number of modality-specific elements that may alter the linguistic structure and cognitive processes that underlie the perception and production of signed communication, as well as having an impact on the storage of sign language information. (cf. Orfanidou et al., 2015; van Herreweghe & Vermeerbergen, 2012). Starting with the hands and upper body, head, and face, sign languages utilise many articulators to express grammatical components simultaneously. Zweitens, sign languages take advantage of geometrical characteristics of the signing space to realize morphosyntactic, semantic, and pragmatic categories in three dimensions. (Pfau & Steinbach, 2016; Aronoff et al., 2005; Steinbach & Onea, 2016). Third, while sign languages, as well as manual and non-manual gestures, share the same medium, they grammaticalize and integrate gestural components. As a consequence, the boundary between these two systems is more visible (Liddell, 2003; Pfau and Steinbach, 201; Grosvald et al., 2012; Goldin-Meadow & Brentari, 2017), resulting in a more

visible presence of linguistic structure at multiple grammatical levels (Taub, 2012). In contrast, auditory communication signals and their meaning are much less transparent (Schlenker, 2018). Apart from linguistic distinctions, sign languages differ from many spoken languages in a variety of socio-linguistic characteristics (Aronoff et al., 2005).

The vocabulary, syntax, and semantics of Pakistan Sign Language are distinct. It, like all other languages, has experienced continual development and change. The spoken languages of a region have a tremendous effect on the creation and development of sign language, and a variety of blends arise when they interact with one another. Signed English is a sign language dialect developed by combining British Sign Language with English. SEE (Sign Exact English) is a gestural language that matches to every spoken word in American English. PSL, Urdu, and other regional languages (Punjabi, Sindhi, Pushtu, and Baluchi) have also been merged to form Signed Urdu (Alvi et al. 2005). However, we usually find 37 different hand movements for Urdu's most significant letter. Urdu contains a total of 38 alphabets. Short messages are sent and received using these hand forms. Hearing-impaired people in Pakistan utilise hand signals from the PSL lexicon to express Urdu words. Because Urdu is a mash-up of languages, English Sign alphabets are utilized.

Little is known about the history of the creation of Pakistani sign language. There were no governmental institutions engaged. Individuals and small groups began to organize. To the best of our knowledge, Ifikhar Ahmad's concept can be traced back to the start of the PSL's existence (Deaf, 2014). A PSL dictionary, with 750 signals with various meanings, was on exhibit. Because it was at the individual level, it included Rawalpindi's movements. However, it was a foundational effort that developed gestures and signs for Urdu alphabets that can only be written with one hand. The "Anjuman-e-Behbood-e-Samat-e-Atfal" (ABSA) contributed significantly to the development of PSL. A Research Group was established in an attempt to document and standardize PSL. Anjuman Behbood-e-Samat-e-Atfal (ABSA) has released many works on sign language (Deaf, 2014). A Research Group was established in an attempt to document and standardize PSL. Anjuman Behbood-e-Samat-e-Atfal (ABSA) has released many works on sign language (Deaf, 2014). That, however, was not the end of the state's efforts. NISE was established as a separate governmental organization with the goal of educating personnel capable of operating special education facilities.

Those who are deaf-hard of hearing are forced to communicate with hearing people on a daily basis, continuously seeking to acquire information and conversation. Deaf and hard of hearing people rely on sign language interpreters because of this. Communication between D/HH and hearing people can be facilitated by the use of a sign language interpreter (National Deaf Center, 2019). (i.e., medical, legal, educational, etc.). This evaluation will include both community interpreters and educational interpreters.

In medical, legal, theatrical, and other community situations, a community interpreter is a sign language interpreter (Telelanguage, 2019).

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People who are deaf or hard of hearing might benefit from the services of community interpreters in their everyday lives. Most of the time, a community interpreter assists D/HH adults.

In a mainstream or inclusion context, an educational interpreter supports communication between D/HH students and other members of the educational team, as well as access to academic coursework (Hutter & Pagliaro, 2016) and teacher and peer contact (Schick et al., 2006). All throughout the world, interpreting written, oral, or signed languages is defined as “understanding speech and rewording that knowledge in a new language” (Jungwha, 2003, p. 1). The effective interpretation of a sign language interpreter is determined by how well the interpreter executed the seven analytical aspects (i.e., the receiver understands the entire message as intended by the speaker) (Colonomos, 2015).

### **Objectives of the Study**

The researcher identified the following objective of the study.

1. To investigate the difficulties that sign language interpreters encounter when performing inside and outdoor interpreting tasks at the institution.
2. To examine the challenges that sign language interpreters have when conducting inside and outside interpreting jobs at the institution.
3. To explore possible coping techniques that might be used to mitigate existing problems.

### **Questions of the Study**

The following questions guided the research:

1. What kinds of challenges do sign language interpreters have at the institution when conducting indoor and outdoor interpreting tasks?
2. What difficulties sign language interpreters have when performing inside and outside interpreting duties at the institution.
3. What coping methods may be employed to alleviate existing problems

### **Methodology**

#### **Research Design**

Researchers selected a Qualitative Case Study Design to acquire a deeper knowledge and give a description of the current occurrences. This design was selected by a researcher since it allowed for an in-depth examination of the phenomenon in its natural setting (Gall et. all, 2003). It was adaptable and allowed for direct engagement with all of the informants engaged. The design aided in understanding sentiments and first-hand knowledge regarding the phenomenon and its impact on the job of Sign Language Interpreters in an inclusive context investigated by informants.

**Sample and Sampling Technique**

Sample carried of two sign language interpreters one from Public Sector University and other from Private Sector University. For this research, two institutions were selected which are dealing with students with hearing impaired through purposive sampling.

1. The University of the Punjab, Lahore.
2. University of Management and Technology, Lahore.

**Instrument**

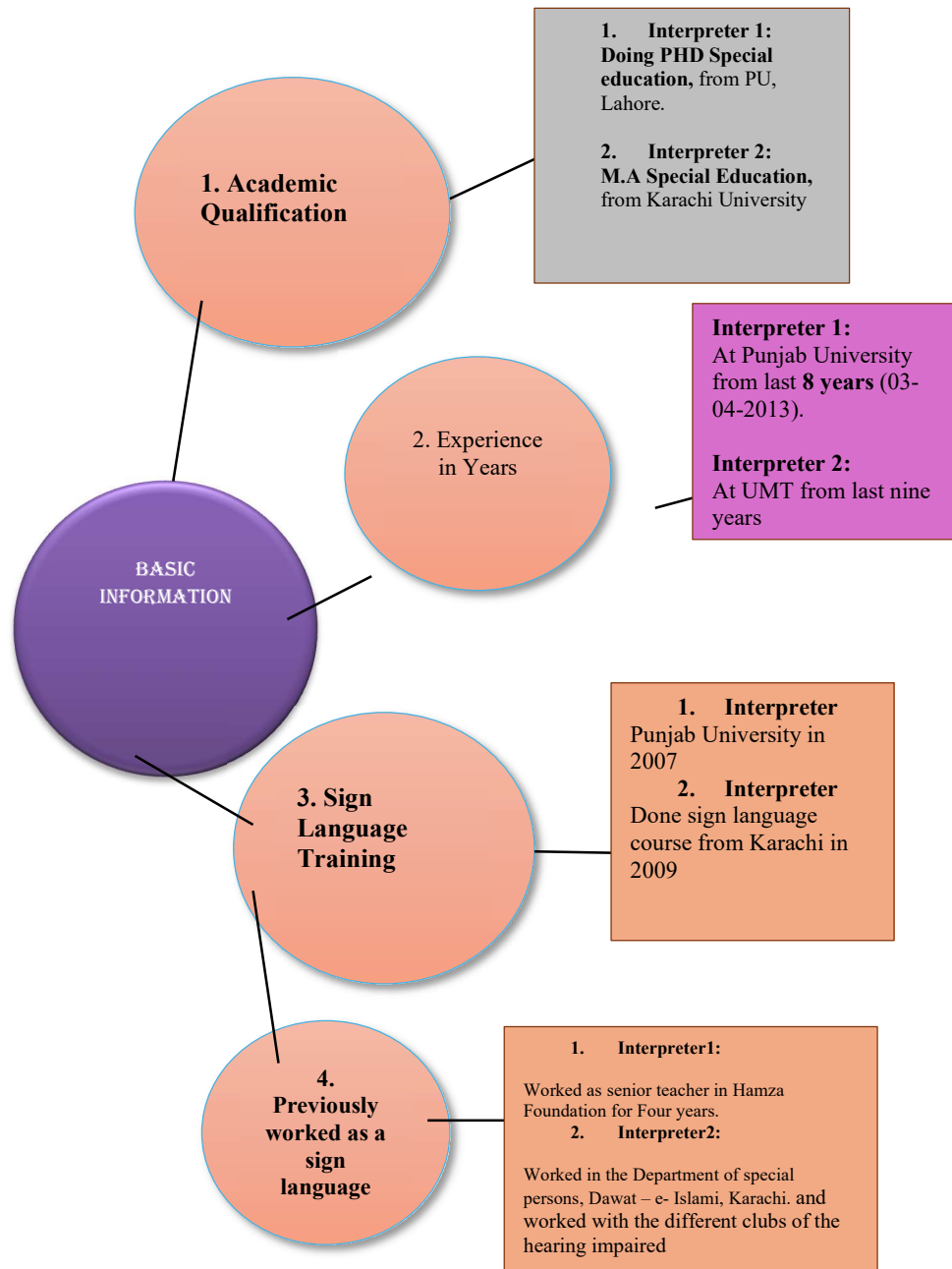
For the aim of the semi-structured interview, a self-developed questionnaire was created. The questions were developed using relevant literature and validated by professionals in the subject.

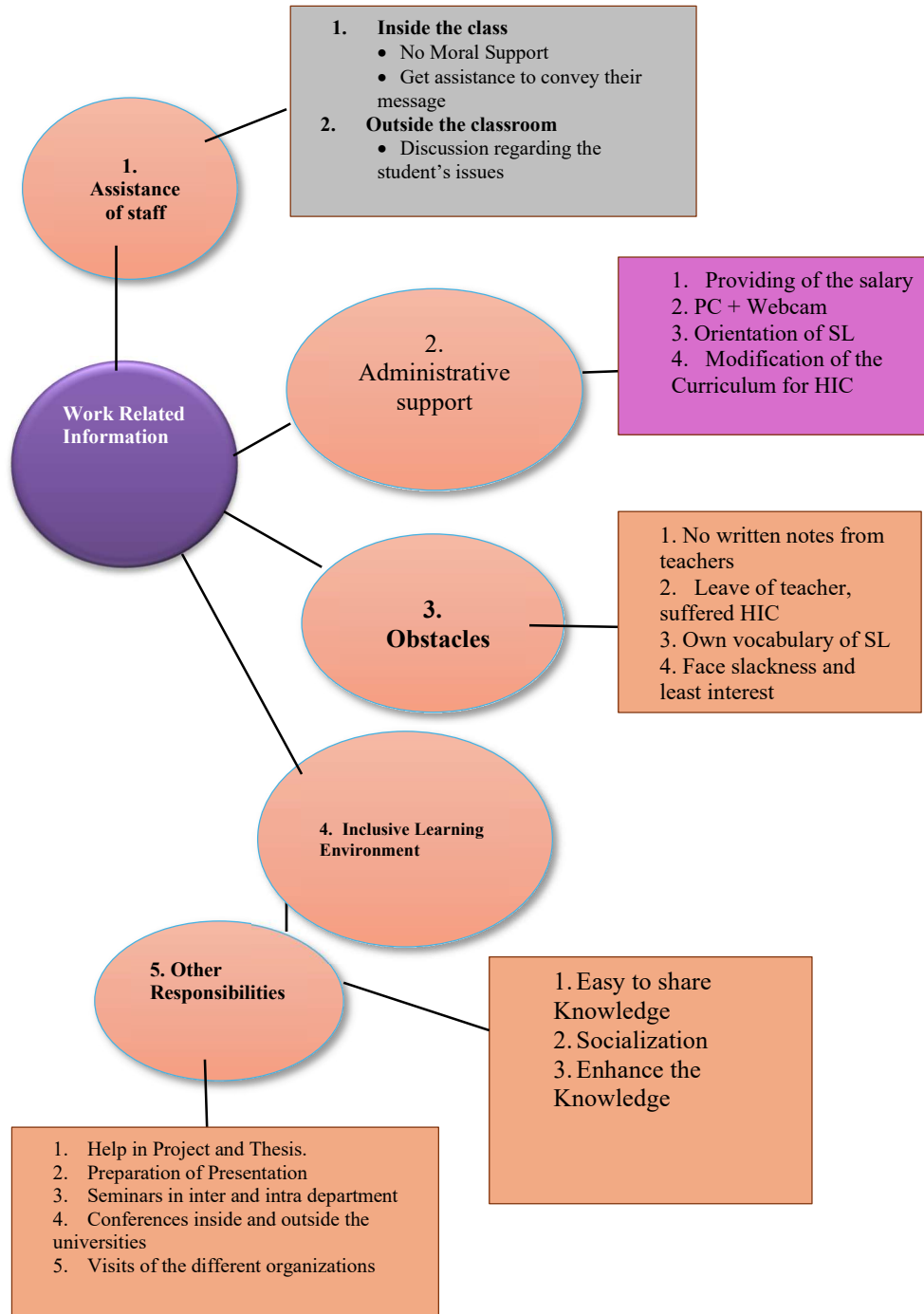
**Data Collection**

The current inquiry is a qualitative assessment investigation. The university administration granted permission to sign language interpreters for the purpose of data gathering via an informed consent form. The semi-structured interview approach was used to collect data. To obtain honest and trustworthy replies, the researcher described the objective of the study to the respondents. In comparison to the interview technique, this method allows for the recognition of behavioral features of informants engaged in the study, such as facial expressions and attitude.

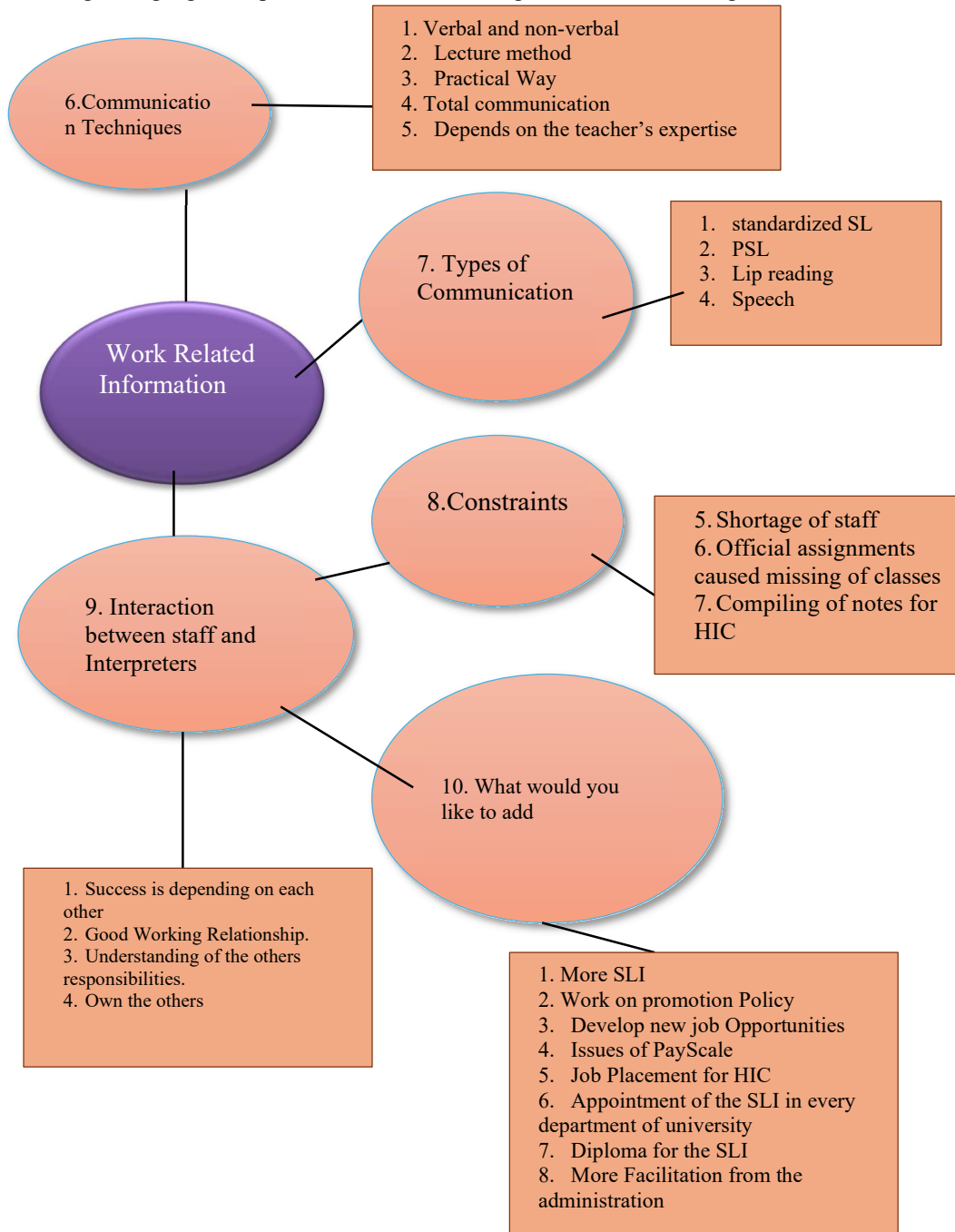
**Figure 1**

*Codes and categories are used to interpret data.*





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**Data Interpretation**

The transcripts of the semi-structured interviews were reviewed by the researcher. There were two stages to the information. In Phase 1, transcripts were analyzed and divided; in Phase 2, the list of codes was methodically compiled and categorized. The coding procedure began with an immersing stage, in which the material was reviewed several times to ensure that all of the interview transcripts were well comprehended. For responses that were significantly different, specific codes were established and delivered.

**Results and Discussion**

Figure 1 depicts the system, which includes all of the categories and codes produced from the analysis. Figure 1 depicts the system, which includes all of the categories and codes produced from the analysis. There are two primary categories and eleven subcategories to consider:

**Main Categories**

1. Basic Information
2. Work related information

**Subcategories**

1. Academic Qualification (2 Codes).
2. Work Experience in Years (2 Codes).
3. Sign Language Training (2 Codes).
4. Previously Work Experience (2Codes).
5. Assistance from the staff (2 main Codes and 3 sub codes).
6. Administrative Support (4 Codes).
7. Obstacles (5 Codes)
8. Inclusive learning environment (3 Codes).
9. Other Responsibilities (5 Codes).
10. Communication Techniques from the Teachers (5 Codes).
11. Types of communication (4 Codes).
12. Constraints (3 Codes)
13. Interaction between staff and interpreters (4 Codes).
14. What would you like to Add (8 Codes).

**Academic Qualification**

This Category has been identified with two codes: PhD, M.A. Both sign language interpreters have done their master's in special education form different educational setup of Pakistan. This indicates that they are qualified in special education.

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"I am working on a PHD in Special Education at Punjab University's Special Education Department in Lahore. Prior to this, I received my M. Phil from the University of Management and Technology in Lahore." 1 (SLI)

"I have done my MA (SE) from PU". (SLI 2)

### Work Experience in Years

This category has been identified by two codes: 8 years, 9 years. They both interpreters are working in two different organizations of inclusive setup, Punjab University and University of Management and Technology from last eight to nine years respectively. This indicates that they both have plenty some experience as Sign Language Interpreters in inclusive setup.

"Yes, I have started my work as assign language interpreter in Punjab University from 4/3/2013 and now it is almost 8 years working as sign language interpreter." (SLI 1)

"I've been working as an interpreter at the University of Management and Technology in Lahore for the past eight years." 2 (SLI).

### Sign Language Training

The following category has also two codes: PU and Karachi University. They both interpreters got their sign language training from the different institutions of Pakistan, and they learnt frequent sign language by interacting with students with hearing impairment in different kinds of community events. This indicates that they both linked with the deaf community through clubs, hotels and community events, online chatting and group discussion in class. When I became interested in HIC and wanted to teach them, it became necessary for me to learn sign language. On 2007 when I was the student of M.A Special education in P.U I got training of sign language interpreter." (SLI 1)

"I got full training from Dawat e islami Karachi in 2009 and worked there for 12 years. I have done a sign language course from Karachi in 2009 after this I have started my own practice. I am link with Islamic organization which have separate department special need education through this I have working and get training for 12 years. I have learned sign language communication with deaf community like as in their clubs, hotel online chatting on Facebook. Class groups." (SLI 2)

### Previously Work Experience

Two codes focused in this category worked as senior teacher, Dawat e Islami Organization. They both interpreters have experience as a special educationist in different setups but inclusive settings. This indicates that they develop the better understanding of sign language through teaching to the students with the Hearing Impairment in inclusive setup.

"I did not previously work as a sign language interpreter, but I did serve as a senior instructor at Hamza Foundation Academy for the Deaf in Lahore for four years." We had to interpret with them for their content and communication when we worked in the upper section. As a result, I've mastered sign language." 1 (SLI)

"Yes, I was working in Department of Special person Dawat- e- Islam and communicate with deaf community like as in their clubs, hotel online chatting on Facebook. Class groups." (SLI 2).

### **Assistance from the Staff**

This category is identified with the two main codes and three subcodes such as Inside the class with two subcodes moral support and get assistance to convey their message. Outside the classroom with 1 sub code, discussion regarding the student's issues. They both interpreters said that their other colleagues are helpful, cooperative, give moral support and boost confidence. This indicates that the other staff of the universities admire their services.

"The teaching staff seems, by all accounts, to be giving less help. We must do everything we wish to provide within and outside the classroom on our own. We take notes for the kids who are deafeningly. We must maintain communication with them in order to assist them. However, other members of the team are significantly less involved." (SLI 1)

"I'm free to talk with HI kids at whatever point staff needs a mediator, regardless of whether inside or outside the study hall." Except for moral help, I get nothing. I've gained self-assurance and motivation. The teaching staff helps me communicate the message, assignment, project, and tests that he or she has for me. They take a break from their lesson to give the interpreter time to deliver the message. Outside of the classroom, teachers discuss students' challenges, including inclusive environments, assignments, curricula, and projects." (SLI 2)

### **Administrative Support**

Four codes are included in this category, providing of the salary, PC + Webcam, orientation of SL, modification of the Curriculum for HIC. Both teachers are working in different setups, government, and private organization. Both administrations admired their service by giving them handsome salaries and through moral support. This indicates that good output can be get from the subordinates by boosting morale and giving them a hand in reward of their services.

"Except for compensation, the organization gave no help." They just watch out for the condition of the seat and keep up with it."No provision was made for a Sign Language Interpreter." 1 (SLI)

"The university presented me with a computer equipped with a webcam and other interpretive tools." Administration assists us in providing orientation

on how to present lectures in an inclusive environment to H.I students and how to alter the curriculum to meet their requirements." 2 (SLI)

### **Obstacles**

This category is highlighted with five categories like no written notes from teachers, leave of teacher suffered HIC, own vocabulary of SL, face slackness and least interest, extra workload with no assistance. Both interpreters faced laziness and lack of interest in learning affect the learning of the students with hearing impairment and the reason is inclusive setup. This indicates that the in some where the students with hearing impairment felt laziness and developed least interest in the learning due to inclusive setup.

"Right when teachers go on leave, understudies with hearing weakness suffer along these lines, and we moreover suffer in this manner. These students did not get grouped with normal hearing students. That's why they also face problems. Then we get issues. Teachers do not provide those notes of the lectures, then we get hurdles, and we make notes and make them highlighted and provide to the students with hearing impairment." (SLI 1)

"Students with exceptional needs have come from a wide range of backgrounds to attend university" (institutes). They bring their own perspectives and sign language vocabulary with them. As a result, I occasionally encounter difficulties in the form of conventional sign language, both indoors and outside. There are no educational indicators for hearing impaired kids. Then understanding the communication becomes difficult. I have faced their slackness and least interest in learning they felt comfortable working in group. They wanted to work on a small project, and it became a cause of irritation for me. Extra workload as interpreter without allowance and incentives." (SLI 2)

### **Inclusive Learning Environment**

Three codes are explained in this category. Codes are easy to share knowledge, socialize, enhance the Knowledge. Both SLI believed in an Inclusive setup and want to be an inclusive society. This indicated that the inclusive learning environment plays an important role in knowledge sharing and learning new knowledge through interacting with normal peers and teachers.

"Alhamdulillah! I am satisfied with the inclusive environment. As compared to the segregated, inclusive setup they support each other and do better learning." (SLI 1)

"A sign interpreter is absolutely necessary for inclusive education. Students' socialization, learning new things from lecturers' lectures, students exchanging and strengthening knowledge with hearing peers, and interpreters easily relay all of this to them in an inclusive setting." (SLI 2)

### **Other Responsibilities**

This category is included with 5 codes, help in project and thesis, preparation of presentation, seminars in inter and intra department, conferences inside and outside the universities, visits of the different organizations. Both interpreters said that they must perform different kinds of activities in university, and they cope with it strategy. This indicates a good teacher can overcome a busy schedule with the help of strategies.

"Without us, no class will be driven, therefore our responsibilities may rise consequently, especially expecting there are understudies with hearing impairment. When seminars are conducted in the university, we must take responsibility for those events. In Educational conferences, we must interpret it. If any delegation visits the university, we must take responsibility. Any deaf student who came to the university as a guest or other schools or NGO's visit the university, it is compulsory for us to stay here and give the impetration to the students with the hearing impairment. In inter department programme, our presence is compulsory. When there is any student with hearing impairment, we should have to deliver the content to the hearing impairment through interpretation." (SLI 1)

"When the hearing-impaired students need, I am here to help them in making projects, proposals, preparing presentations, models, arranging notes, classes at cover and intra division, outside the school, in social affairs." (SLI 2)

### **Communication Techniques from the Teachers**

This category has 5 codes: verbal and non-verbal, lecture method, practical way, total communication, depends on the teacher's expertise. This category with code highlighted that communication techniques used by the teachers depend on their expertise. Normally during the lecture, teachers used different techniques such as verbal and non-verbal, lecture method, practical way, total communication.

" It depends on the end of the teachers which strategies he or she wants to use, we must interpret the content. He/ she uses oral, lecture, practical or total communication method, what kind of strategy they employed, we have to interpret the content through sign language."(SLI 1)

" Verbal, nonverbal, lecture method, practical which method is needed to be used. Teachers use their specific method for delivering lectures. It depends on the teachers which is suitable for them. I have to just interpret their content in sign language." (SLI 2)

## Types of Communication

This category has four codes: standardized SL, PSL, lip reading, speech. This category indicated that students with hearing impairment needed different types of communication.

“We have a good relationship with them. They are dependent on us and, being dependent, they become independent with our help. If we are on leave, they get worried because they cannot understand any content of the lecture. That day, it is equal to them; they are in university or on leave. When we are on leave on any day, they said to us kindly tell us before the day of leave, so we also do not come to the university because we feel uncomfortable, we cannot understand any lecture’s content. Apparently, it is understood that the interpreter has his personal life and its chores which he has to fulfill and for this purpose he may need the leave. I interact with students by sign language and speech to whom know about lip reading. The thing I like most about this is all the students I get to meet. And i get access to the most intimate details of their lives, whether it’s medical, financial, or legal - which of course I keep strictly confidential.” (SLI 1)

As you know, I am a sign language interpreter, so I utilise Pakistani sign language, which is the most effective approach for communicating with hearing-impaired students at university." (SLI 2).

## Constraints

Shortage of staff, official assignments caused missing of classes, compiling of notes for HIC are the three codes of this category. This category indicated that both interpreters feel different types of challenges during their official task, and they deal with them with deep knowledge about the hearing-impaired students.

“There are so many constraints which I felt. First, there should be more than two interpreters in the university. Because many programs in the department where hearing impaired students are enrolled, and I have to deal with all the classes for interpretation. I must change the class from time to time, such as switch to the juniors and then seniors and then switch to the seniors and then juniors. Sometime must miss the class due to another official engagement. I am facing this problem, but I cannot resolve it because it is an administrative matter. Other challenges, I face is related to their studies, compile their notes and help in preparation of their exams and for PPSC.” (SLI 1)

“Shortage of sign language interpreters, sometimes due to official assignments, I missed the class of that day. If there were many interpreters working in the university then their day was not spoiled and they did not missed their lectures. Another challenge I face is related to compiling their notes and help in preparation of their exams and for PPSC. I do my best to do everything with the help of faculty & management.” (SLI 2)

### **Interaction between staff and interpreters**

Success depends on each other, good working relationship, understanding of the other responsibilities, own the others are the codes for this category.

The SLI indicated that ownership, good working relationship, understanding of the other responsibilities are the success key in any organization.

“Both Teaching staff and interpreter have a good relationship between them. If I feel any kind of reservation regarding hearing impaired students’ study, I put my suggestion towards them and said if we do this it will be beneficiary for them. If they agreed on that it is well in good or if they are not agreed, then I explain it with students through interpretation.” (SLI 1)

“To convey the message to the hearing-impaired students, teachers need interpreter. They depended on each another at their workplace, when the relationship is good between then works automatically effectively done such as Inside & outside of class regarding special need students’ progress, problems and their solutions and new assignments etc.”

### **What would you like to add?**

This category is identified with eight codes, these codes are highlighted in the term of more SLI, work on promotion policy, develop new job opportunities, issues of payscale, job placement for hic, appointment of the SLI in every department of universities, diploma for the SLI, more facilitation from the administration. Both interpreters agreed the shortage of interpreters created the problems. The difference in the opinion is one interpreter said that the shortage of interpreters overburdens him, and the other one said that the university offered the different degree programs and for this reason shortage of interpreters affect the learning of the students. Both interpreters feel that there is no job security of the sign language interpreters. The difference in the opinion is that one said that there is no specific promotion criteria and channels for the sign language interpreters and other said that the government does not announce the jobs for interpreters in public sectors and in private organization there is no job security.

“Inclusive setup should be enhanced, and its scope should be enhanced. Sign Language interpreters should be in all the colleges and universities of the Punjab where the courses for hearing impaired students are enrolled. For example, in the university of the Punjab, there is a fine arts department where students with hearing impairment got admission, but there is a major issue that no appointment of the sign language interpreters. So, the general teachers try to explain and help them through the signs which they have. Last year a student with hearing impairment got admission to the IER Department in University of

the Punjab. When he saw there was no one for him to interpret the lectures of the teachers. He was disappointed and cancelled his admission. Second thing is the Pay scale of the sign language interpreters. The degree requirement for the job of the SLI is a master's degree. Same as for the job of Junior Special education teachers' degree requirement is BS 16 through PPSC. But in PU the Pay scale for the SLI is BS 14 now a days, the pay scale is BS 16. My suggestion is that if degree requirement for the SLI is master's in special education and specialization in hearing impairment and additional demand is Diploma or experience, so the Pay scale should be BS 17.

Thirdly, after that there should be a promotion channel. After the 10 years of the service, there should be promotion in grade of 18 and then in grade 19. There should be 2 or 3 interpreters in the university. So, in the absence of one replacement for his second should handle his work. In the examination of deaf there must have an interpreter on examination hall." (SLI 1).

"I enjoy my work with them. Soon, I am planning to prepare videos for the deaf community. Memory is very important for interpreting accurately. We should help with job placement of special need students & focus on enhancing their vocational skills. Special education teachers are so many in most of institution, but interpreters are few. So, we need to develop a diploma of Sign Language Certificate. Promotion policy should be developed. New job opportunities should be provided for the sign language interpreter. Students with hearing impaired should be enrolled in every education field and sign language interpreters should be hired for the help of the hearing-impaired students." (SLI 2).

## **Conclusion**

Interpreting sign language for children with hearing impairments is a difficult and time-consuming undertaking. Only the most dedicated and sincere individuals should enter this industry. It is therefore critical to provide interpreters with all necessary resources and sign language skills so that they can give their all in this field. The study focused on sign language interpretation services for postgraduate students with hearing impairment. Based on this study, a number of issues and difficulties in interpreting services were identified. The goal of this study was to find out what challenges interpreters have when wrought with hearing-impaired children. The researcher was able to delve deeper into the service of an interpreter while translating for a hearing-impaired youngster thanks to a review of the literature. An interview was set up with open-ended questions to collect data. The interview was done with only two sign language interpreters due to the non-availability of other, and the information was processed using a content analysis technique. The study discovered the use of interpreters with hearing-impaired children in both government and private-sector settings. Following the conversations, an attempt is made to make some recommendations for addressing or coping issues faced by interpreters in the government and private sectors when interpreting hearing challenged children.



The translators Due to a shortage of sign language interpreters at universities, interpreters' work is subjected to a variety of challenges, including a lack of interest, a sense of laziness, and a student's short attention span, which puts the interpreter in a difficult position to get the student to focus on concepts in an inclusive setting. Due to a shortage of interpreters, the interpreters are having problems. Consecutive classes are also a significant challenge. The solid working connection between faculty and administration, as well as the interpreters' services. A positive relationship and understanding between students and interpreters can improve the effectiveness of teaching and learning. Due to a dearth of interpreting faculty, interpreters are overworked, which has an impact on students' learning. The lack of advancement standards also makes the employees feel uneasy.

### **Recommendations**

The issues experienced by sign language interpreters working in inclusive university settings were the topic of this study. Although the study attempted to uncover both intrinsic and extrinsic characteristics that were judged stumbling blocks in the provision of good interpretation services in this scenario, additional details may have been overlooked. The following areas are thought to be deserving of greater attention:

- Deaf Children's Language and Learning
- Culture of the Deaf
- Raising public awareness of the interpreting profession and the interpreter code of ethics
- Teachers' communication and care strategies with Sign Language Interpreters in all university's activities

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