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REACHING NEW HEIGHTS IN INTERPRETER EDUCATION: MENTORING, TEACHING & LEADERSHIP

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Table of Contents

Amelia Bowdell, Elisa Maroney & Lyra Behnke

Where's the App for That? An Online Prototype Individual Development Plan Generator for Novice Interpreters
Doug Bowen-Bailey, Patty Gordon, LaTanya Jones, & Marty Taylor

Reflections from Interns: Understanding Beauty and the Beast
Diedra Flynn-Dobson & Albert Dietz

Reaching New Heights: Certification for Interpreter Educators *Betsy Winston*

Reaching New Heights in Graduate Interpreting Education: A Panel Discussion *Jeremy L. Brunson*

Reducing Your Grading Time: Student Self-Assessment Practices that Work
Stephen B. Fitzmaurice

The COMPASS Program: Interpreter Education and Heritage Users of ASL (what we have learned, what we do, and how this might all help you!) *Holly Nelson, Samond Bishara, Bonnie Marsh, Jennifer Storrer, L. Nash, Max Williamson, K. Kern & Christina Kraft*

Where in the World are we going as Interpreter Educators? Developing Study Abroad for Cultural Exchange
Stacey Webb, Suzanne Ehrlich & Dawn Wessling

What is the Learning Assistant Model? Transforming Your Course into an LA Supported Course
Kim B. Kurz, Jason Listman, Daniel Maffia & Margueite Carrillo

Curriculum Standardization and Coordination
Marc Holmes & Keith Cagle
What I Wish I Would Have Known as a New Interpreter Educator *Ann Adamiak, Cyndi Fisher, Angela O'Bleness & Brenda Puhlman*

Perception in ASL Interpreted Interactions: Consumer Orientation *Colleen Jones*

The Next Generation of Research in Interpreter Education
Cynthia Roy, Betsy Winston, Paul Harrelson, Annie Marks, Chan Yi Hin, Jeremy Rodgers, Kimberly Bates, Kimberly Boeh & Stephen B. Fitzmaurice

Deaf Translation: Socio-Cultural Perspective
Eileen Forestal & Janis Cole

Inter-Institutional Collaboration: Our Process

Kim Bates, Stacey Storme & Kim B. Kurz

Emotional Intelligence (EQ) and the Next Generation of Interpreters *Sarah Lynn Wheeler*

Interpreting for Deaf and Hard of Hearing Emergent Signers in Academia *Cami Miner*

Research Studies in Interpreting and Communication Equity from MAISCE Graduates
Erica Alley, Cheryl Gallon, Carly Fischbeck, Karen Brimm, Nancy Sullivan & Amanda David

A Case Study of a Deaf Interpreter Teaching Interpreting Process Courses *Christopher Tester, Debbie Olsen & Rob Hills*

Evidence-based Training for Interpreters to Work with Deaf Jurors: Reaching New Heights in Legal Interpreter Education
Jemina Napier, Debra Russell, Sandra Hale, David Spencer & Mehera San Roque

Reaching Ghanaian Interpreters through Ongoing Short-Term Training *Elisa Maroney, Danile Fobi, Vicki Darden, Brenda Puhlman, Royce Carpenter, Halle Hamilton, Patrick Graham, Phinehas Dzeani & Virginia Dugo-Majolejo*

Reaching New Heights in Interpreter Education through Deaf Eyes *Tom Holcomb*
Reaching New Heights in Textbooks
Cynthia Roy, Jeremy Brunson & Christopher Stone

Questioning Some Answers and Answering Some Questions: Interpreter Education for Students, Novices, and Specialists
Laurie Swabey, Bridget Sabatke, LaTanya Jones, Doug Bowen-Bailey, Naomi Sheneman & Richard Laurion

Face to Face vs. Screen to Screen: Re-Envisioning Online Continuing Professional Development for Interpreters
Robert G. Lee, Betsy Winston, Christine Monikowski & Lynne Weisman

Model Driven Pedagogy: Teaching and Testing Pragmatics
Campbell McDermid

Intersectionality, the Latest Buzzword: What it Means to Teach Power and Privilege in ASL and Interpreter Education Programs
Octavian E. Robinson & Naomi Sheneman

Storytelling: Sharing a Culture, Keeping Traditions, Learning a

Language *Babetta Popoff*

Educational Interpreting in K-12 settings: Use the Clerc Center Online Resources! *Mary Lightfoot*

Walk on the Wild Side: Training Trauma-informed Interpreters for Signed and Spoken Languages in the Same Classroom
Marjory A. Bancroft & Katherine Allen

Comparing the ASL Competency of Applicants: Readiness for 4-year ASL English Interpretation Program Entry
Barbara Garrett & Emily Giardin

CALI Language Analysis Team

CALI Language Analysis Team Procedure and Findings

Dennis Cokely

MJ Bienvenu

CALI Language Analysis Team | Northeastern University

Abstract

Northeastern University's American Sign Language Program was awarded a U.S. Department of Education RSA grant for $2 million to establish the Center for Atypical Language Interpreting (CALI). The project is intended to address the growing demand for interpreters with specialized skills to serve d/Deaf and DeafBlind persons with atypical language. The five-year project officially launched on January 3, 2017. During May 2017 over 50 videotaped interviews were conducted by a CDI. Interviews were conducted in metropolitan Boston, New York and San Francisco.

A language analysis team comprised of MJ Bienvenu, Dennis Cokely, Christopher Kaftan, Daniel Langholtz, and Anna Witter-Merithew worked online and then had a face-to-face meeting to analyze the interviews and create a matrix of indicants and descriptors of atypical language. This presentation describes the work of the language analysis team, shows clips of some of the interviews, and explains the matrix of indicants and descriptors of atypical language.

Keywords: Atypical language, atypical language predictors, CALI, Language Analysis Team, LAT Report

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CALI Language Analysis Team

CALI Language Analysis Team Procedure and Findings

Background

The Department of Education's Rehabilitation Services Administration (DOE-RSA) has been funding training programs for interpreter education since the 1970's. Initially the grants were awarded based on geography – one grant for each of the ten RSA regions. However, for the 2005 – 2010 and 2010 – 2016 grant cycles the award structure changed to create a consortium consisting of five geographic centers plus a national center. These centers were to collaborate on projects of mutual interest. For those cycles applicant institutions were free to propose projects, some of which would result in collaborations. For the 2017 – 2022 grant cycle, the award basis changed again. In 2014, DOE-RSA requested a report from the National Interpreter Education Center at Northeastern University that would identify trends in the d/Deaf[1], DeafBlind and interpreting populations for the next decade. Based in large part on the Trends Report (Cogen and Cokely, 2015), RSA determined there would be four centers each to develop training programs for interpreters focusing on a specified theme or population (interpreting for DeafBlind people (Western Oregon University), increasing the number of interpreters of color and heritage signers in the legal system (University of Northern Colorado), interpreting in mental health settings (St. Catherine's University), and interpreting for atypical language users (Northeastern University)). A single national center was also identified (St. Catherine's University) with the goal of developing programming that would reduce the length of time from graduation from an IEP to national certification.

Northeastern University received a five-year, two-million dollar award to establish the Center for Atypical Language Interpreting (CALI). The first year was designated as a development year with years 2-5 being implementation years. The overall plan is to work with interpreters affiliated with referral agencies so that the agencies would be able to provide objective data on how those interpreters, after training, are being deployed to work with atypical language users. The training consists of four online modules (An Introduction to Atypical Language: Contributing Factors, Atypical Language among Diverse Populations, Interpreting Strategies for Individuals with Atypical Language, and Decision Points: Working with Diverse Consumers Exhibiting Atypical Language). More information on the pilot program can be found at: https://www.northeastern.edu/cali/calis-2018-pilot-program/. For those not in attendance at the CIT conference, samples of atypical signing can be seen when the online modules become publicly available to interpreters during the first half of 2019.

These modules last between four and six weeks in length. After completing the modules, the interpreters will come to Northeastern for a week of face-to-face instruction along with interacting with a wide range of atypical language users. They then will return home where they will have a forty-hour supervised induction period (there is an online module for supervisors) and participate in online Communities of Practice. In year two, the pilot year, we are working with three referral agencies; in years 3-5 we will work with five agencies each year. Following the

pilot year, all online modules will be made available to any interpreter or other stakeholder who is interested in learning more about working with atypical signers.

[1] The lowercase d refers to those who are audiologically deaf but do not identify with the Deaf Community; the uppercase D refers to individuals who identify as members of the Deaf Community.

Data Collection

CALI began its work by creating an annotated bibliography of articles dealing with or germane to the topic of atypical language use (https://www.northeastern.edu/cali/annotated-bibliography/). That bibliography confirmed what was suspected – while there were anecdotal accounts of atypical language users (almost exclusively in mental health settings) there was no evidence of empirical, linguistic analysis of atypical sign language use. We then began the process of videotaping interviews with a wide range of atypical language users and identified a Language Analysis Team (LAT). Members of the LAT were MJ Bienvenu, Dennis Cokely, Christopher Kaftan, Daniel Langholtz, and Anna Witter-Merithew, whose work will be discussed later.

For the interviews we first targeted the populations of atypical language users that we wanted represented (e.g. DeafBlind people, immigrants, senior citizens, d/Deaf people with cognitive and physical challenges) based in part on the annotated bibliography. We contracted with a Certified Deaf Interpreter (Ryan Shephard) and a professional videographer (Damon Timm) to conduct and record all of the interviews. During year one we arranged for interviews in metropolitan Boston, New York City and the San Francisco area (in year three we will conduct additional interviews in Chicago and New Orleans).

A standard protocol was developed for the interviews: after confirming informed consent, the interviewer would ask the interviewee to describe their life (family, education, daily schedule, etc.). Then the interviewer would show a video consisting of four vignettes; after viewing each vignette, the interviewee would be asked to describe what they had just seen. Each vignette was reviewed by the LAT and designed to elicit certain grammatical and lexical aspects of ASL.

> *Vignette one*: a woman comes out of an office with a bouquet of flowers. As she walks down the hall she hides the flowers behind her back. She the turns a corner where a second woman is sitting waiting for the first woman. The first woman reveals the flowers and gives them to the seated woman who stands up and hugs the first woman. The second woman reaches in her bag and takes out a gift-wrapped present and gives it to the first woman. The first woman takes it, unwraps it and it is a book. They then hug again, pick up their things and leave.
>
> *Vignette two*: a woman jogger is in a park, stretching to prepare for a run. A male jogger runs by her; the next day they pass again, and it is clear that the male jogger is attracted to her. They exchange text numbers and text with each other. The next day the male jogger approaches the female jogger and learns she is Deaf. The following day the female jogger looks for the male jogger, but he doesn't show. The following day the male jogger does show, approaches her and gestures asking if she wants to take a walk. They then go for a walk.
>
> *Vignette three*: a woman enters a kitchen, opens the refrigerator, looks around and takes out an orange. She looks at it and then leaves. A few seconds later a man enters the kitchen, walks to the sink and takes a glass out of a cupboard. He fills the glass with water, takes a sip, looks out the window over the sink and then leaves.
>
> *Vignette four*: this is not a video, but a detailed picture of a living room.

Each interview lasted 20 – 45 minutes. Each interview was recorded using two cameras – one focused only on the interviewee and the other focused on both interviewer and interviewee. The target was to conduct 10 interviews in each metropolitan area. In the end, we conducted 20 in metropolitan Boston, 20 in New York City and 11 in San Francisco. Interviews were conducted in May 2017.

Data Analysis

The agreement with the LAT was that members would analyse 30 interviews. During May and June, the Principal Investigator reviewed all 51 videos and selected 30 that represented the widest spectrum of atypical language use. All videos were uploaded to Vimeo and links provided to the LAT. Two analysis forms were developed and reviewed by the LAT before being used. The first form was developed using accepted indicants of comprehensibility/fluency of responses. The second was developed using generally accepted syntactic and semantic features of ASL.

The first form was designed to be a "big picture" view of the interviewee's language use and overall communicative competency. It asked each LAT member to rate each video using a four point "severity scale" on the following factors:

- Comprehensibility
- Coherence
- Cohesion-creating devices
- Prosody
- Sentence-level integrity
- Overall severity of atypical signing

The second form was designed to be a detailed view of the interviewee's language use. It asked each LAT member to analyze each video for specific instances of atypical signing. The time code for each instance was recorded as well. This form asked the LAT to note any examples of the following:

Sentence structure

Subject, verb, object, other

Non-manual behaviors

Upper face, lower face, emotive behavior, other

Space

Token/referential space, non-dominant hand listing, visual clarity, other

Classifiers/depiction

Subject referent, verb referent, object referent, constructed action/dialogue, other

Aspect/modulation

Temporal, distributional, other

Prosody

Rhythm/flow, chunking/pausing, sentence demarcation, other

Lexical semantics

Lexical selection, lexical match (to stimulus), other

Lexical production

Handshape, palm orientation, movement, location, other

Both forms were created as Google docs that were completed online by each member of the LAT after each interview was viewed and analysed. This meant that collating results could be done as submissions were received. The collated results formed one of the key components of the LAT face-to-face meeting that took place at Northeastern August 7 – 9, 2017. The first morning began with an overview of the CALI project and the five-year

plan. The LAT also discussed the challenges of preparing for the face-to-face meeting. Most notable was the

recognition that there was no prior work upon which to build. This meant that there were no models or procedures available for the LAT to use or adapt.

The LAT then began to review individual interviews (or portions of them) and discuss their individual analysis. An analysis of the LAT ratings revealed that with one exception, there was quite consistent agreement on form A with ratings mostly identical but never varying by more than one on the four-point scale. The goal and expectations for form B were not to seek LAT consensus but rather to provide specific instances of atypicality that could be used in the online modules. As should be evident from the level of detail asked for on form B, members of the LAT took different approaches to completing the form. Some viewed each interview start to finish while others sampled each interview.

After the LAT face-to-face meeting a model of factors that contribute to atypical language use was developed and reviewed by the LAT. A video discussion and a discussion of that model can be found at: https://www.northeastern.edu/cali/meet-the-language-analysis-team/.

Also, after the LAT meeting, Anna Witter-Merithew produced a report of the LAT's work. That report is available at: https://www.northeastern.edu/cali/wp-content/uploads/2017/01/CALI-Language-Analysis-Team Report_PUBLIC.pdf

One of the important goals of the LAT process and meeting was to identify any commonly recurring patterns of behavior among and across atypical language users. While these patterns are not universal, the LAT believes that they are very reliable predictors of atypical language use. The report provides a more detailed discussion of these patterns. However, in brief, those patterns are:

Limited or skewed use of space. Spatial structuring in ASL is an essential and fundamental part of the grammar and structure. The absence of spatial structuring was most apparent in the requests to describe the physical arrangement of things—either within the picture of the furnished living room or in describing their personal living spaces.

Little or no non-manual behaviors. The absence of non-manual markings for both grammar and affect was one of the most prevalent patterns across the samples.

Lack of referents/pronouns. Three of the stimulus scenarios provided the opportunity to designate pronouns and gender.

Limited, incorrect, or no use of classifiers. The lack of classifiers was most evident in the requests to describe the physical arrangement of space—such as in the picture of the furnished living room or in describing their personal living spaces.

Limited or no use of temporal referents. There were rarely indications of tense—past, present, or future.

Shorter, less complex sentences. This was particularly evident in the retelling of the stimulus scenarios.

Omissions of verb inflections. In the jogging vignette at different points in their encounters, the woman would be running, the man would be watching her, or the woman would be waiting. But the manner in which those actions were occurring was rarely incorporated into the verbs.

Conclusions

Those who were in attendance at the actual presentation and those who were not but are reading this in the proceedings are strongly urged to read the LAT report. Among the conclusions in that report are the following:

> "One of the considerations that emerged from the group process was a realization that the fields of interpreting and interpreter education must rethink expectations of interpreters—expectations are high, particularly for Deaf interpreters who are pressured to make sometimes impossible situations 'work.' How can interpreters be given permission to manage settings and consumers with atypical language in a responsible and appropriate way? So many are afraid of violating neutrality and confidentiality by expressing limitations—professional decisions are often governed by fear versus what is right or makes sense. In working with the population addressed by CALI, decision-making becomes complex because it is layered—which factor or characteristic is of greater importance than another; how are the factors inter- related? At what point does the interpreter need to ask for assistance—such as inclusion of a Deaf interpreter?" (Witter-Merithew, 2017 pg. 10)

> "…historically, the interpreting field has thought about populations of Deaf-plus and DeafBlind individuals as if they were discrete groups—rather than thinking about d/Deaf and DeafBlind people and the range of circumstances/conditions they can face and the implications of language deprivation when those circumstances or conditions exist. For example, if most d/Deaf children experience language deprivation, how might the condition of Deaf-Blindness further impact language deprivation, acquisition, and use? How is the condition or circumstance further complicated by age, cognitive challenges, educational background, social isolation, etc.? This is a much more dynamic way to think about the complexities that interpreters will encounter. Immigrants can be viewed as a subset of the d/Deaf population, or as a circumstance or condition that d/Deaf individuals might face." (Witter-Merithew, 2017 pg. 11)

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Appendix A

CALI Program Timeline

Task	2017	2018	2019	2020	2021
Conduct & analyze interviews of atypical signers	X				
Develop online training modules and identify three referral agencies for pilot program	X				
Implement four on-line participant training modules and one supervisor module		X			
Conduct one-week Practical Application Week in Boston		X			
Select five referral agencies for year two training		X			
Conduct four on-line participant training modules and one supervisor module			X		
Conduct one-week Practical Application Week in Boston			X		
Select five referral agencies for year three training			X		
Release four unfacilitated online modules to the wider interpreting community			X		
Select five referral agencies for year four training			X		
Implement four on-line participant training modules and one supervisor module				X	
Conduct one-week Practical Application Week in Boston				X	
Select five referral agencies for year five training				X	
Implement four on-line participant training modules and one supervisor module					X
Conduct one-week Practical Application Week in Boston					X

Implementing Service Learning at the Program Level Year One - A Pilot Project

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Abstract

This paper recounts our experience implementing service learning at a two-year program in a community college. Our program piloted service learning in upper level American Sign Language and interpreting-skills courses, resulting in over 650 contact hours of service with community partners. In addition, we hosted a symposium with the goal of deepening our commitment to the service learning model, while providing neighboring institutions and prospective Deaf community partners guidance and education for implementation in their area. This paper will review the institutional assets, program supports, training and classroom resources utilized, as well as, reflections and lessons learned by faculty in this endeavor. Educators and administrators of IPPs who have considered incorporating service learning will gain a practical understanding of what it takes to undertake service learning at a programmatic level.

Keywords: service learning, alliance, partnership, deaf community, community service, volunteer, experiential learning

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Implementing Service Learning at the Program Level Year One - A Pilot Project

Faculty are all too familiar with this narrative: American Sign Language (ASL) students attending "deaf" events, only to find a room full of students practicing their signing and culturally appropriate behaviors to one another, with nary a deaf person in sight. Or worse, ASL students attend a deaf event only to affix themselves like flies-on the-wall - a wall full of students encapsulating Deaf folks into a veritable zoo! Such is the pain of the uninvited guest and its weary host. This is the metaphor that had continued to replay in my mind, as I described to my colleagues why we needed service learning.

It has become clear the relationship between higher education institutions and the Deaf community is strained. The uninvited guest, making too frequent an appearance and overstaying their welcome, had driven deaf events underground, while forcing the deaf community to close their doors to wayward students, in hopes the uninvited guest would get the hint and leave. As institutions of higher learning, we have an obligation to our students, and most importantly to the Deaf community, to do better. Service learning, is one option for cultivating a healthy relationship between students and the Deaf community. In this paper, I will share how our program implemented service learning for ASL and interpreting students. The purpose of this paper is to review the service learning framework (e.g. Bringle and Hatcher 1995, Eyler & Giles 1999, Duncan and Kopperud 2008, Shaw 2013) and provide the reader insights to plan and implement this approach into their own program, as we explore ways for students to have authentic experiences within the Deaf community.

Background

Service learning is a teaching and learning approach which combines learning objectives with meaningful community service. Whereas, volunteerism and community service focus on serving the needs of the community, internships, practicum, and field experience are student-focused related to discipline-specific exploration. Service learning combines elements of both by serving the needs of a community, meanwhile utilizing students' experience as the educational vehicle. This experiential learning approach, focused on developing students' civic responsibility, is mutually beneficial. Service learning as an approach in education has been around from quite some time, see Bringle & Hatcher 1995, Eyler & Giles 1999, Duncan & Kopperud 2008, and for interpreter education see Monikowski & Peterson 2005, Shaw & Roberson 2009, and Shaw 2013. When contextualized for interpreter education service learning can be characterized as:

> …a means of aligning students with the goals and values of the Deaf community through a reciprocal, respectful, and mutually rewarding partnership, resulting in progress toward the Deaf community's goals and enhanced learning of the responsibilities associated with alliances between future practitioners and the communities in which they work (Shaw, 2013, p.8).

Service Learning Year One

An important aspect that sets service learning in interpreter education apart is the sustainable alliances that are formed. While traditional forms of service learning do emphasize building community, within interpreter education, we must be cognizant of the impacts interpreter training in higher education has on the interpreter client relationship. Whereas, the training of sign language interpreters has historically been fostered within the Deaf community (Monikowski and Peterson 2005, Cokely 2005), the shift to academic interpreter training has diminished and distanced the Deaf community's involvement (Sherwood, 1987). Service learning in interpreter education may serve to close this distance, providing opportunities for student interpreters to engage in authentic experiences in the Deaf community, as they work towards building alliances.

Service learning as a teaching and learning approach fosters mutually beneficial relationships between students and the Deaf community, which may positively impact students' language and cultural competency. The sense of responsibility to the Deaf community, developed through acts of service and more importantly outside of the

interpreter-client relationship, positions the student to have a healthy understanding of Deaf community relationships as a future interpreter.

The case for service learning in interpreter education has been made through the work of Monikowski & Peterson 2005, Shaw & Roberson 2009, and Shaw 2013. Therefore, instead of revisiting this argument, I will focus on two key concepts for framing this paper: mutual partnership between student and community partner, and a commitment to the community partner's mission/goal.

Mutual Partnership

The premise of mutual partnership, is that each party agrees to contribute and benefit from the exchange. The contributions and benefits do not have to be the same, nor do they have to be equal. Only the fact that they are satisfactory to both parties. This is an important starting place for a partnership.

However, it is important to note that the act of interpreting between ASL and English, inherently includes a power dynamic. As one should consider the majority and dominant language status of English, whereas, ASL has a minority status. More importantly, one must be cognizant of the privilege of being able-bodied. Therefore, service learning should not include acts of interpreting. Instead, it should be about what skills and attributes students have that can contribute to the mission and goal of the community partner organization. This mutuality is the basis of the alliance.

Community Partner Mission & Goal

Community service is a central element to service learning, which means students serve to support the mission and goal of the community partner. Experiences designed to benefit the student, or experiences that are not mutually beneficial are *not* service learning. This distinction must be made. As educators, we must release ourselves from restrictive learning objectives which is befitting of sterile, didactic teaching. Rather, we must embrace the dynamic experimental learning process which is the heart of service learning. This allows for real life lessons, which could never be replicated in the classroom, to emerge as valuable learning treasures. Through service and the experiential learning processes, student learning is reinforced.

The remainder of this paper will serve to provide educators who are contemplating adopting service learning into their ASL or interpreter training program insight into the resources and activities needed to implement such an approach. This can be used to supplement existing research on service learning in interpreter education (Monikowski & Peterson 2005, Shaw & Roberson 2009, and Shaw 2013), by providing a practical step-by-step approach to adopting service learning at a program level.

How to Establish Service Learning in Your Program

This section will review the process we underwent to implement service learning program-wide. The process will be divided into three categories: pre-launch, implementation, and post-implementation. The processes and resources described herein are by no means the only way, or the best way to approach such an endeavor, it is simply the way it unfolded. With the benefit of hindsight, I will include lessons learned and suggestions for each section.

As you contemplate adding service learning to your course or program, you must first evaluate your institution's capacity and resources. In this section we will evaluate the human resources and institutional supports that were utilized, and how it prepared us for service learning implementation. While not all institutions may have the same type of resource, something similar may be available which may only require a little out-of-the-box thinking in order for it to work.

Pre-Launch : 3-6 months Prior to Semester

The process of adopting a program-wide initiative, such as service learning, requires careful forethought and a reflective approach. Service learning at a classroom level requires a lot of coordination, planning, and scaffolding. If your institution has a service learning department to oversee community partner relationships, scheduling of students and other logistics and formalities, this makes service learning (SL) easier to implement. In working with a cultural and linguistic minority, such as the Deaf community, personal relationships and trust may be the gateway to creating community partnerships. You may expect to be closely involved with each partnership, allowing you the opportunity to personally manage the relationship for success. To the extent you have institutional resources to support the logistical aspects of service learning, such as a service learning department, I would suggest using them to make your process as efficient as possible.

Human Resources

To begin, our program consists of four faculty and one part-time administrative support staff. Two of the faculty teach American Sign Language, while the other two teach interpreter skills courses. After introducing the idea of service learning at a faculty meeting, all faculty members agreed to incorporate this approach program-wide. To begin, three faculty would pilot it in their Fall courses, with lessons learned from the Fall pilot to inform Spring semester. Buy-in and support from the faculty and administration from the start allowed us greater access to resources as needed.

One faculty took the lead to create training slides, activities, and assessments, with the collaboration of the remaining faculty, for classroom use during the pilot. While all classroom activities did not have to be the same, the faculty discussed ways to spiral the service learning experience into the program to give students varying experiences with different community partners and learning objectives. Together the faculty reviewed the goals for incorporating SL into each class, and selected learning objectives with the aide of Dr. Sherry Shaw's book *Service Learning in Interpreter Education* to support the course objective. For the first semester hour-long meetings were not sufficient, as often these meetings would run long. Each faculty member entered the pre-launch phase with varying degrees of comfort and knowledge regarding the service learning framework. As such, we spent time reviewing faculty progress to date, the following week's upcoming activity, and any student concerns or logistical issues concerning the community partner.

Institutional Capacity

In addition to the talent within your program, seek additional institution resources which may support the implementation of service learning. Service Learning departments with dedicated staff, service learning training, institutional grants, discretionary funding, and reassign time are all types of institutional supports which may be available to you. In their own way, these resources are investments in faculty and programs to seek out and incorporate such innovative high impact practices. Utilize them to your benefit.

Service Learning Year One

Institutional Supports

Many institutions have committed to service learning school-wide, with a dedicated department and support staff. Check with your institution to see if such a department exists, and where they may be able to support you in all aspects of implementation such as developing new community partnerships, memorandums of understanding, and other logistics. In addition, there may be dedicated training and funding for interested faculty. Whereas, those institutions with a service learning contact or lead, you may expect a small collection of sample syllabi and activities by discipline, and a listing of current service learning partners. Anything beyond that may require the investment of time and energy on behalf of your own program.

Our institution has two faculty members who coordinate service learning on a part-time basis and a part-time administrative support staff. Collectively they advise faculty on how to incorporate service learning in their course(s); provide sample activities, syllabi and student evaluations; monitor student hours; administer service learning certificates to those students who complete their course requirement; in addition, they also maintaining a database of service learning sites for school-wide use. Service learning hours are reported to the institution as a means to justify the provision of service learning training and resources.

During the implementation phase, the service learning leads for our institutions were instrumental in providing resources and guidance to formalizing our community partnerships. Partnerships can be both formal and informal depending on organizational structure and willingness to commit to providing long term service learning opportunities for students. In the end, two of our partners chose a more informal partnership, forgoing a written memorandum of understanding (MOU), while a third agreed to our service learning syllabus which outlined the project, and a fourth partner co-constructed rough terms of agreement in the form of a project scope.

In our experience, community partners that established formal agreements with our institution yielded more meaningful student placements. Looking back to our four partnerships, students placed at partners with informal agreements reported having frequent unstructured time where they were not serving the organization mission. These moments felt as though they were a "waste of time" to the students, particularly since students had to commute to the community partner site. Although a loose understanding of how students could support the community partner was agreed upon prior to the start, we now recognize the trickle-down effects of decisions made at the administrative level without the proper buy-in and orientation of those who will be working directly with our students. By contrast, students whose community partnership was guided by a formal agreement, the project syllabus, experienced little to no unstructured time. However, it became apparent that clearer role delineation was needed for students and community partners to work together more efficiently. In working with the fourth community partner, we followed the strength-based asset mapping process (Shaw, 2013), and collaborated on the scope of the project. Asset mapping is a process by where students and community partners examine their individual talents and strengths, and assign those individuals with certain strengths to address each community partner need. In addition, they also co-constructed group expectations. All of these resulted in students having a clearer understanding of what their contributions would be, which empowered students to take initiative when working with the community partner.

While something as little as an MOU or project agreement may not seem like an important step, in our case I can certainly see where not having a clear scope of work led to confusion and student frustration. It seems like an imposition to demand such a formal discussion or agreement, however, in reality it becomes a guiding document that structures the terms of the relationship and allows each party to exit the relationship on clear terms.!

Training

Considering service learning is rooted in experiential learning, as part of your training you may be required to briefly participate in your own service learning experience. Understanding however, that not all institutions approach faculty development in the same way, you may find your training is pre-recorded and stored with the rest of your professional development resources. If your institution does not have service learning training, there are publicly available trainings, such as: University of Tennessee, Knoxville and Vanderbilt University's Center for Teaching. If you are unable to experience service learning through your own institution's training, I highly

recommend conducting it together as a program, followed with a group reflection to supplement your training. This will give you a sense for the student experience - scheduling their service, navigating a new space, engaging with a new community, and then reflecting upon the whole experience. This will also help your faculty understand the barriers that may arise for students as they undergo their service learning experience, enabling you to help problem solve, from first-hand experience.

Here, I must stress the importance of training for all faculty prior to engaging in service learning. Not only is buy-in on the concept of service learning from your administration important, it is equally important that each faculty member has a clear understanding and vested interest in each aspect of the experiential learning process of service learning. This allows each faculty member to make equal contributions to collaborative discussion about how service learning may be implemented in the course and program-levels. As you prepare to implement service learning as a program, pre-launch, implementation and post-implementation duties may be equally delegated among faculty.

Annually, our institution's service learning team offers a 3-day service learning training course. The course objectives for the training are included in Appendix 1 for your reference. It includes education on the basics of service learning, practical application, testimonials from faculty and students, examples of course material, and a service experience at two separate sites. It was at this type of training that I became inspired to implement service learning in our program. The idea that ASL and interpreting students could engage with the Deaf community in a meaningful way, meant greater potential for students to develop authentic relationships with the community they

aimed to serve as future professionals.

Grant Funding & Other Compensatory Supports

Higher education institutions often dedicate funding to underwrite faculty projects, whether it be mission driven related, the latest high impact practice or institutional proprieties. This is an investment in faculty by the institution and is an opportunity to enhance course or program-level outcomes. While most institutions have these funding initiatives, you could also consider grant funding from outside of your institution. There are other forms of institutional support which come at the discretion of your Chair or Dean. One such support is to reassign time, which provides a credit release from teaching assignments to work on other instruction-related projects. This form of support is necessary particularly if you find that you will need to establish new community partnerships for each course, which requires outreach and education to the community. In addition, direct supervision and support of faculty during the implementation phase of service learning will be helpful in guiding all faculty towards successful outcomes.

Our community college has several grant programs in place to stimulate faculty to further improve upon their course or program. Seeing the need to improve student outcomes, I aimed to research service learning as a viable option for our program. I applied for and was awarded a summer grant, which seeks to support projects which will impact student engagement, success and completion. This grant afforded me the opportunity to complete my literature review and prepare us to pilot the program in the Fall.

In addition, I also applied for and was awarded a Foundation Grant. This grant seeks to support projects which impact students and their academic performance. Understanding the positive impact service learning could have on our students and our program's long-term relationship with the Deaf community, I sought out ways to strengthen our program's service learning initiative. Upon learning that community dialogue and education were fundamental activities which supported University of Northern Florida's program efforts in implementing service learning (personal communication Fall 2017, Shaw), I was motivated to host a symposium, *Service Learning in Interpreter Education.* With the aim of bringing together higher education and community partners to learn about the service learning approach from experts in the field, symposium participants would undergo activities to prepare everyone for partnership the following Fall semester.

In addition to grant funding, reassigned time allowed me to develop course templates for faculty use, which included a timeline of sample activities, syllabi, and slides. It allowed me time to support faculty through weekly meetings, where I followed up on student progress and their experience with the community partner, faculty preparedness for implementing classroom activities, as well as debriefing about the week-to-week experience. For community partners, I arranged an orientation, mid-semester check-in, and end of semester wrap-up meetings

with participating faculty, as well as developed resources for community partners such as "how to work with students".

Once it has been determined which faculty will participate in service learning, everyone has undergone the necessary training, you've evaluated which institutional supports are available to you, and have secured time and funding, it is now time to begin planning for implementation the following semester.

Implementation: 6 -10 Weeks Prior to Semester

As you prepare for the start of the semester, you will want to begin your implementation activities. This includes program alignment, identifying community partners, orientation and asset mapping, supporting faculty and community partners, and the student experience. The coming weeks will take a lot of coordination and collaboration among your program faculty to prepare your courses for service learning.

Program Alignment

The first thing to keep in mind is that student learning objectives are satisfied through classroom instruction and scaffolding of the experiential learning process. Community partners are not "teaching" students through direct instruction, rather they are engaging in an experience to which students reap incidental learning benefits. The primary goal for service learning is for students to participate in matters of civic engagement, as well as engage meaningfully to further the goals and mission of Deaf-centered organizations and institutions.

When considering which students may engage meaningfully with the Deaf community, we prioritized student's level of commitment and proficiency in ASL. Our program's ASL 4 and 5 students are pre-interpreting major students, therefore, their level of commitment to working with the Deaf community is greater than those students taking a general education ASL 1 or 2 course. In addition, students with a higher level of language proficiency would be able to engage with the Deaf community in more meaningful ways, providing the possibility for a greater level of engagement with the community partner. For that reason, first year interpreting major students are also engaged in service learning.

It is worth noting here that the community partners and service learning projects for ASL 4 and 5 students differed than that of first-year interpreting students. According to our design, by the time students enter the interpreter preparation program, they will have experienced two-semesters of service learning with Deaf community partners. The desire is for those relationships to continue to grow beyond the classroom. As students move into interpreting and translation-related learning, the goal to engage community partners centers around the profession of interpreting.

There are general expectations for what students may learn depending on each community partnership and project. One such example is when first-year interpreting students partnered with professional interpreters to host a conference. Students engaged in committee work, therefore, it was expected that students would learn the ways in which professional interpreters engage with their professional organizations and how to conduct themselves in professional dialogue surrounding committee work. These were the general learning objectives I sought out when seeking this community partner. The learning that resulted, of course, is beyond what I could have expected or prepared for and was indeed valuable.

In addition to determining which courses to incorporate service learning, you must also consider from the program and course level how many hours students should be engaging in learning outside of the classroom. It is important to note that service learning should not be considered an "add-on" to your existing course. In order for service learning to serve as an effective vehicle for learning, you must make it a significant part of your curriculum. Devoting the appropriate time and attention it is due, will only serve to enrich the learning that will result from the experience. In our program, we discussed the need for students to make a number of visits, to build confidence and relationships at the community site. Students start with 10 hours in ASL 4, building up to 15 hours in ASL 5, then finally 20 hours each in two of the first-year interpreting courses. This amounts to a total of 65 service learning hours.

Service Learning Year One

Identifying Community Partners

Identifying a community partner is a critical step in the service learning process, which has implications on the experience of students and community. Community partners may come from existing relationships your program or faculty have with the Deaf community. These existing relationships already have some foundation of trust and may be a forgiving place to start as you work out the logistics of service learning. It is to be expected that as you begin implementation, things may not go smoothly at first. Students show up late, community partners may not be prepared to work with students, some may even be resistant to the whole idea, these are just some of the issues that can arise. Your faculty and community partners will learn together how to navigate these challenges, and what makes an ideal partnership. In the same vein, if your existing relationships end up in a referral to an organization, there is a foundation of trust from which you will want to be mindful of as you undergo your service learning partnership. For those who would like to expand beyond the relationships they currently have, consider a service learning opportunity event hosted by your institution, such as the aforementioned *Service Learning in Interpreter Education* symposium. This works well in an area with a large Deaf community and many organizations. It gives you an opportunity to educate existing community partners about service learning, while entertaining new potential community partners. The symposium agenda is available in Appendix 2.

The Vanderbilt University's Center for Teaching's online guide "Community Engaged Teaching Step by Step" (Bandy, n.d.), lists several questions to ask prior to selecting a community partner. Two of the questions from this list deserve your honest assessment: 1) Are they willing to be collaborative? Will they be available to you or your students for regular communications? Are they responsive to mutual problem-solving and open to meeting student needs? 2) Do they have an interest in the learning goals of the course or program? Are they flexible in adjusting the community projects to meet learning goals? A community partner is one who is interested in the mission and goal of the higher education institution and is willing to invest in the advancement of those goals. This should be a consideration when determining community partners.

I recommend starting with one community partner per class to begin with. One of the concerns we had was giving our students a variety of experiences to expand their ASL use in different communities and settings, hence, starting with a different community partner for each class. It also gave students something to look forward to as they matriculated through the program, a new community and new setting with new possibilities. Implementing service learning in three classes, at the same time, however, is also not a small task. You will need faculty devoted to fostering each community partnership relationship, from beginning to end.

Orientation and Asset Mapping

Once a community partner has been identified, you will want to begin with an orientation. This can begin with a program-wide service learning orientation, where new partners are introduced, each service learning project is explained, and students along with community partners co-construct their MOU, committing to the roles delineated. This community-style event inspires excitement from students and community partners alike, while ensuring everyone involved is properly oriented to the service learning approach. This allows community partners to witness student enthusiasm, buy into the process of service learning, and recognize the importance of the community partner role. Similarly, students are able to meet the community partner which lessens their anxiety about their upcoming service.

In reviewing the experience of our four partners, two examples illustrate the importance of orientation to students and community partners as a step towards developing authentic relationships. At the start of the semester one of the ASL classes took on a new community partner. Due to various scheduling conflicts the community partner was unable to join the class for orientation, therefore, the ASL faculty made an appointment to give a one on-one orientation to the community partner at their location. The result is that while the community partner was informed on the concept of service learning, the relationship building that comes from orientation activities was lost. A second example is from the interpreting faculty, who had four aspiring deaf interpreters as community partners join the classroom for a semester-long translation project. Due to scheduling conflicts, one partner joined the class late in the semester, missing the orientation. This proved to have a negative impact on the

communication and cohesion between the community partner and the student group, stemming from unclear roles and expectations, which required intervention and support from the faculty.

Here is an example of orientation success, however, only in part, from the interpreting faculty. One service learning project required students be engaged in committee work. An initial orientation was conducted by the director of community relations, however, each committee was chaired by a different board member - each of whom were not involved in the initial orientation. Subsequently, an orientation for committee chairs, led by the director of community relations, ensured the community partner was informed of the service learning concept. However, as each student was paired with their committee it became clear that buy-in from all committee chairs had not been achieved. Whereas, some students felt supported by their committee chair to be fully engaged in committee activities, others struggled to establish basic communication. This example shows us that orientation is an important launch point for all individuals who will be involved in the partnership, however, it has its limitations. Orientation promotes a uniform understanding of service learning, clear role delineation, and helps build enthusiasm and commitment to the mutual partnership among students, faculty members, and individual community partners engaged in the service learning project.

After orientation, faculty will begin preparing students for their service. Asset mapping is an important first step to identifying where student strengths may be utilized to fulfill the mission and goals of the community partner organization. Faculty may wish to conduct a joint asset mapping session with students and the community partner, as it guides all participants in identifying how each may lend their support toward the community partner mission. This allows the community partner to see students as mutual partners, capable and willing to contribute to the community. Participants begin by creating an inventory of skills, as they consider the mission-driven activities of the organization. Afterwards, each student will be matched according to skill with a service learning activity. For more on this topic, review the section “Strength-based needs assessment: asset mapping” (Shaw, p.76). When done well, students see themselves as contributing to the community partner in meaningful ways.

In the previous example, students underwent an asset mapping activity based on a description of each task within each committee. Students also indicated their preference of committee, ranked in order, and described how they might be able to positively contribute to that committee’s work. This was the reviewed by the interpreting

faculty and director of community relations, with student recommendations made to each committee chair. An introduction email then connected each student and committee chair, while faculty and the director of community relations continued to monitor and engage as committees underwent their work.

Supporting Community Partners

In working with first-time community partners, you may be looked to as a resource for how partners engage with students in ways that are similar or different than volunteerism or community service. There is a useful resource guide from the University of Tennessee Knoxville (Ellenberg and Webster 2015) for community partners which addresses this and more. Such as, what is the benefit of service learning, what service learning is not, assessing your capacity for service learning, communicating expectations withs students, and retention of volunteers beyond the service learning project, to name a few. To begin, each community partner may require a certain amount of logistical support, whether it is scheduling students for site visits or arranging for students to obtain necessary paperwork and fingerprinting. These logistics should be discussed and negotiated beforehand between the faculty and community partner, so students may begin service right away.

In reviewing the experience of our four community partners, one community partner requested all scheduling of students be conducted via email to a very busy administrator. This ended up becoming a bottleneck for scheduling. The following semester an online scheduling application, Sign Up Genius, was used that allowed students to sign up directly onto the calendar. Each service opportunity is entered into the scheduling application like an appointment. The appointment title is descriptive, giving students a general idea of the type of service, ie. “Story time in the library.” Details about the event, such as the point of contact, room number, and a description are also provided. This allowed students to see all the activities and corresponding dates and times to be able to plan our their service.

Service Learning Year One

The Student Experience

With all experiential learning approaches, reflection and re-engagement are key components to learning. Service learning is no exception. Faculty should be mindful to engage in group reflection periodically throughout the semester, to discuss student experiences at their community partner site. This is your opportunity to scaffold student learning, bringing perspective and depth to what students see and experience, particularly as it relates to Deaf culture and its values. These are also opportunities for students to ask questions about what they don’t understand and learn from each other’s experiences.

Our faculty used a combination of self-reflection and group reflection, providing students the opportunity to keep an ongoing video journal through GoReact, and formal reflections submitted for a course grade - which were a combination of either written or video reflections with guided questions. When used appropriately, these can serve as opportunities for faculty to preview and anticipate topics of discussion during the group reflection. Also, faculty could use this to check in with students who may need additional support or encouragement.

One of the biggest problem students face with service learning is uncertainty and the unknown. Particularly since service learning is a graded component, and much of what happens at a community site is beyond their control. This was evident throughout the semester as students would ask what would happen if they couldn’t complete their hours due to scheduling conflicts, or if they had a bad experience with the community partner and if that reflected upon their grade. Be sure to lay out a clear syllabus and rubric for how students will be graded, just as you would with any of your assignments, to stay ahead of those fears.

Another important consideration for students is transportation to and from the community partner site. If at all possible, encourage students to carpool. It is not unheard of for faculty to drive students to their community partner site, using their institution’s vehicle. The more we can aide in reducing barriers for students to arrive at their community partner site, the more students can focus their time and energy to learning from their experience and building their relationship with the community partner.

Post-Implementation

Wrap-up Meeting

At the end of the service learning project is an opportunity for students and community partners to engage in a final reflection. By sharing their experiences together, students learn from the community partner the value of their engagement. Likewise, the community partner learns from students the value of their partnership and all they have learned. This provides closure to both parties as the service learning project comes to an end.

Our faculty conducted wrap-up meetings with each community partner after the semester concluded as a means to review the experience for future improvement. This meant our students missed a chance to close out their experience with the community partner and is an area for future consideration.

Student Data

Prior to implementing service learning, think about what type of assessment data you would like to collect. We utilized Shaw's Deaf Cultural and ASL Safety Inspection (see Appendix 3) as a self-assessment for students to gauge their own competence in areas related to deaf culture and use of ASL (p. 72, 2013). This assessment was given as part of the pre- and post-assessment, in addition to an assessment on the value of service learning as a teaching and learning approach. The Deaf Cultural and ASL Safety Inspection self-assessment allows faculty to determine whether students may need remediation, or are prepared for, engagement with the community partner without the risk of doing harm.

In assessing the overall trend for how students answered the self-assessment, 80% of student responses remain unchanged when comparing the pre- and post-assessment data. The remaining 20% give us some insight into a shift in student's self-awareness of their cultural and linguistic competency, see Table 1. With a 15% increase towards 'yes' answers, some students perceived themselves to demonstrate increased cultural and linguistic

competence toward the end of their service learning experience. By contrast, some students may have overstated their ability at the beginning of the semester, as indicated by a 5% increase towards 'no' answers. This may be a result of students gaining greater awareness of their cultural and linguistic preparedness, therefore, adjusting their self-perception.

A final inspection of the pre and post-assessment data reveals one question to have received the most 'unsure' answers, that is question seven: "have I earned the respect of the Deaf community?" This result is an indicator that service learning in interpreter education is necessary if students are to develop trust and partnership with the Deaf community.

Table 1

Increase towards 'Yes'	15%
Increase towards 'No'	5%

Faculty Reflection

At the end of each semester is an opportune time to review your service learning activities. By reviewing student pre- and post-assessment data, final reflection papers, and assessing the wrap-up meetings with community partners faculty can note areas of improvement for the upcoming semester. In addition, it is also a good time to examine your internal processes such as the timing of orientation, asset mapping, and the start of student service, scheduling students for service, communication with community partners, and logging student hours, among others.

In discussing our first year experience with service learning, our faculty reported it as a positive addition to the program and the student experience. Whereas our faculty, as many have across the nation, struggled with the problem of the "uninvited guest", service learning has changed how students are engaging with the Deaf community in ways that they have long desired. Through service learning, faculty report that students engaged the Deaf community with more purpose. By keeping the mission of the community partner organization at the forefront through service, students demonstrate an alignment of their values with that of the Deaf community.

Students were more excited about the service learning experience than they have been about attending Deaf events, or even volunteering. Faculty report that students look forward to working with the community partner, having a chance to show the Deaf community that students possess genuine care and interest for the community - which wasn't possible at Deaf social events. Faculty have noted higher quality student reflections, in that they are more detailed and connected with prior learning about the Deaf community and Deaf culture. Students were also more reflective about their own ASL proficiency and cultural competency after engaging in service, recognizing areas for self-improvement.

Upon reviewing the process of implementing service learning across the program, faculty noted the importance of community partner relationship management. Frequent and clear communication about student engagement, a well-drafted MOU with stated goals and clearly delineated tasks, asset-mapping by students and the community partner, and orientation, education and buy-in from all community partner participants are a few of the key takeaways from this experience. Faculty also expressed a desire to expand the number of community partners, giving students variety and allowing more flexibility in scheduling their service. In terms of the classroom, faculty reported a desire to improve student scaffolding by allowing more time and space for deeper group reflection and discussion, as well as timely and relevant supplemental readings and homework.

At the end of year one, our faculty agreed service learning would become a mainstay in the program.

Service Learning Year One

Conclusions

Implementing service learning program-wide required dedication and support from our faculty and institution. While we have made significant changes simply by incorporating service learning, we have also recognized in many ways how we can improve our community partnerships and smooth the process of implementation. However, as with any teaching method, proper evaluation and thoughtful revision will hopefully lead to better results, and in this case, a stronger alliance with the Deaf community we aim to serve.

Acknowledgments

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Appendix 1

Service Learning 3-Day Training - Learning Objectives

1. Understand the what and why of service-learning as a High Impact Practice; 2. Incorporate service-learning into a chosen course with the resources available for doing so; 3. Build service-learning into the syllabus and assignments;

4. Facilitate high impact reflections;

5. Assess service-learning success;

6. Troubleshoot student issues and addressing typical student concerns and solutions;

7. Engage in critical conversations about the value of service-learning; 8. Exposure to various service-learning initiatives at the college; and

9. Understand the service-learning resources at the college.

Service Learning Year One

Appendix 2

Service Learning in Interpreter Education Symposium Agenda

Saturday 9:00 - 4:30 PM

9:00 - 9:30 AM *Where's the Learning in Service Learning: Fundamentals of a Win-Win Partnership* - Dr. Sherry Shaw

9:30 - 11:45 AM *Deaf Community and Interpreter Alliance Presentation* - Dr. Eileen Forestal & Dr. Sherry Shaw

12:00 - 1:00 PM Lunch Provided

1:30 - 3:30 PM *Service Learning Panel & Community Discussion (includes Q & A)* - Discussing Boundaries

3:30 - 4:30 PM Concluding Remarks - Dr. Eileen Forestal: *Overcoming Oppression with Functional Alliance*

Sunday 9:00 - 1:00 PM

*By Invitation Only: Institutions & Community Partners Committed to a Fall Partnership 9:00 - 9:30 AM *Introduction to the Service Learning Partnership - Asset Mapping, Community Engagement "Active and Ethical Engagement"*

9:30 - 11:00 AM. *Working it Out: Boundary Analysis and Value-Based Alliance*

11:00 - 12:30 PM *Applying a Growth Mindset to Promoting the Deaf and DeafBlind Community*

12:30 - 1:00 PM NEXT STEPS: *An Action Plan for Fall Partnerships*

Appendix 3

The Deaf Cultural and ASL Safety Inspection

Reprinted with permission from *Service Learning in Interpreter Education*, Dr. Sherry Shaw (2013).

1. Do I have adequate experience in the Deaf community to be a productive contributor to the team? 2. Do I know the cultural rules for initiating, conducting, and ending a conversation? 3. Do I consider myself to be fluent in conversational ASL?

4. Do I apply my knowledge of Deaf culture in my community interactions?

5. Do I incorporate the rules for turn taking in ASL group settings?

6. Do I understand the history of oppression in the Deaf community?

7. Have I earned the respect of the Deaf community?

8. Do I know what is meant by the "core values" of the Deaf community?

9. Do I uphold the core values of the Deaf community?

10. Do I understand my role as interpreter-ally?

11. Am I committed to empowering the Deaf community to achieve its goals?

12. Do I strictly abide by the rule of using ASL in environments where Deaf people are present?

2018 Biennial Conference – Reaching New Heights in Interpreter Education: Mentoring, Teaching, and Leadership © 2018 Conference of Interpreter Trainers 22

Addressing the "gap": Bilingualism Upon Entry into an Interpreter Education Program

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Abstract

Being bilingual is part and parcel to becoming an effective interpreter. To be considered bilingual, one must have Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in two languages, which is a difficult goal for students before entering an interpreter education program (IEP). Bilingualism in ASL and English may be

difficult to achieve because they differ significantly. Coursework that utilizes BICS, CALP, and second language acquisition theories can help students achieve bilingualism. Level of fluency in one's first language will affect the fluency in one's second language. Assessing fluency in both ASL and English should be an essential part of coursework. Research on language and linguistic offerings at IEPs accredited by the Commission on Collegiate Interpreter Education will be presented. How language courses and assessments can inform instructors and students about the importance of bilingualism before attempting to develop interpreting skills will be explored.

Keywords: Bilingualism, Second Language Acquisition, BICS, CALP, Language Assessment

2018 Biennial Conference – Reaching New Heights in Interpreter Education: Mentoring, Teaching, and Leadership 23

Addressing the "gap": Bilingualism Upon Entry into an Interpreter Education Program

According to Obst (2010), effective interpreting requires having a wide range of knowledge in various fields, skills in cultural mediation, extreme concentration, interpreting skills, and bilingualism. Obst (2010) went on to say that at times "accurate interpretation is not less sophisticated, complex, and intellectually demanding than brain surgery" (p. xi).

Being bilingual is part and parcel to becoming an effective interpreter. Bilingualism may be an outcome of curriculum, coursework, and community, but bilingualism is not a guaranteed result. For persons to be considered bilingual, they must have mastered both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in two distinct languages (Cummins, 1979; National Association for Language Development in the Curriculum, 2011). Achieving bilingualism can be difficult for interpreting students to achieve if they enter an interpreter education program (IEP) before bilingualism in both of their working languages is attained. In addition, bilingualism in ASL and English can be even more difficult to achieve because these languages differ linguistically in features, such as type, modality, and language family (Jacobs, 1996).

In 2006, the Commission on Collegiate Interpreter Education (CCIE) was established to "promote professionalism in the field of sign language interpreter education through the process of accreditation" for interpreting education programs (CCIE, 2015c, para. 1).

Many ASL interpreters prepare for their work by attending an interpreter education program at an institution of higher education (Ball, 2013). According to the National Consortium of Interpreter Education Centers (n.d.), there are in the neighborhood of 86 associate's level, 46 bachelor's level, six master's level, and one doctoral level degree program for ASL-English Interpreting in the United States. As a profession, ASL interpreter education has changed over the years, and continues to grow and improve.

One way the field can grow is by looking at related fields to see how we can learn from each other. For example, extensive research has been conducted in the field of second language acquisition and developing bilingualism in students (National Association for Language Development, 2011). The term *second language acquisition* relates to the idea that people learn their first language, L1, differently than they learn any other ensuing language (Morehouse, 2017). Some of the landmark research within the field of second language

acquisition includes: *Behaviorist Learning Theory* by Skinner in 1950s versus *Mentalist Language Acquisition Theory* by Chomsky in the 1960s, *Significance of Learners' Errors* by Corder in 1967, *'Interlanguage'* by Selinker in 1972, *Acculturation Model* by Schumann in 1978, *Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)* by Cummins (1979), *The Five Second Language Theories* (also known as *Input Hypothesis*) by Krashen in the 1970s and 1980s, *Learner Competence* by White in 1980s, *'Interlanguage' as a Stylist Continuum* by Tarone in 1983, *Accommodation Theory* by Giles in 1984, and *Social Identity and Investment in Second Language Learning* by Peirce in 1995 (Ellis, 2008).

Research has been conducted to look at how bilingualism is currently being developed and assessed in the CCIE accredited bachelor's degree programs (Bowdell, 2018). Curriculum development that utilizes BICS, CALP, and second language acquisition theories can help students achieve bilingualism (Bowdell, 2018). Level of

fluency in one's first language will affect the fluency in one's second language, so developing and assessing bilingualism should be an essential part of interpreter education (Bowdell, 2018; Cogen & Cokely, 2015; Ellis, 2008).

Introduction to the Study

Achieving bilingualism in both English and American Sign Language (ASL) can be a long and challenging task for students. Bowdell (2018) conducted an anonymous survey that was sent out to CCIE bachelor's degree programs about how both ASL and English are assessed prior to admission and during an Interpreter Education Program (IEP), a higher education program at a community college, college or university. The IEP's in this study may have different program titles, but all of them relate to ASL/English interpreting.

In this paper, theories from the field of second language acquisition will be examined in light of the idea that linguistic aspects of the two languages are quite different with reference to historical linguistics and grammar (Jacobs, 1996). Due in part to this difference, in accordance with second language acquisition theory, learning ASL as a second language may take longer than other languages that are more similar to English. In other words, because English and ASL are so different, becoming bilingual may take longer for students.

Statement of the Problem

At the crux of second language acquisition is the concept that people learn their first language differently than they learn any subsequent language; therefore, second language teaching techniques should be used to teach any language that is not a student's first language (Ellis, 2008; Morehouse, 2017). There have been multiple research studies done on how theories of second language acquisition can impact "language teaching with many serving as important resources to inform classroom practices such as the role of learners' consciousness in second language acquisition processes, input and interaction, and learners' needs and motivation" (Nassaji, 2012, p. 340) as well as corrective feedback (Ellis, 2008; Pica, 1994). Unfortunately, several ASL instructors do not have a background or receive education about second language acquisition research and techniques (Nassaji, 2012). This could result in ASL instructors not taking advantage of second language acquisition theories and techniques.

According to Johnson and Witter-Merithew (2005), being bilingual is an important skill for interpreters; therefore, the knowledge and application of second language acquisition theory and second language teaching techniques could have a positive effect in strengthening instructors and, in turn, language and interpreting students. In order to become bilingual, an individual needs to be able to use BICS and CALP in both languages (National Association for Language Development in the Curriculum, 2011). In a perfect world, all students will master BICS and CALP in both of their working languages prior to entering an IEP. BICS takes the first two to three years of language study to acquire, and CALP takes five or more years (Malone, 2012; National Association for Language Development in the Curriculum, 2011; Smith, 2000). According to Jacobs (1996), the acquisition of ASL is on par with learning Chinese and Japanese. The length of time for native English speakers to become fluent in a second language that is as linguistically different as Chinese or Japanese is longer (Foreign Service Institute, n.d.). Ostensibly, native English speakers would achieve fluency in ASL after lengthier study. If the length of time to acquire BICS (typically two to three years) and CALP (five to seven years) in a non-primary language, then the IEPs listed on the Registry of Interpreters for the Deaf's website (2014), a majority of which are 2-year or 4-year programs, are shorter than the time needed to develop a second language.

Addressing the "gap": Bilingualism upon entry into an IEP Program

Theoretical Bases

This presentation was completed and analyzed taking into account several second language acquisition theories. Cummins 1979 concepts of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as it related to bilingualism was incorporated (Ellis, 2008). Additional second language acquisition theories include Natural Order Hypothesis by Krashen in the 1980s with comments by Zafar in 2009, Linguistic Transference by Weinreich in 1953, and Theory of Comprehensible Input: i+1 by Krashen was also explored (Ellis, 2008). The theory of Natural Order Hypothesis states that there is a predictable 'natural order' for learning the grammatical structures of a second language (Ellis, 2008). Zefar (2009) acknowledged that not all language learners would learn a new language's grammatical structures in the same order. What a student's first language, L1, is will somewhat influence the order in which they learn a new language's grammatical structures as well as how long it will take to learn the new language (Zefar, 2009). The grammatical structures that are similar between the L1 and new language will be easier and thusly the grammatical structures that are different will be more difficult for students to learn (Zefar, 2009). Natural Order Hypothesis does not mean that all of the similar grammatical structures should be learned first, but that the similarities and differences between the two languages as well as frequency of use of various vocabulary and grammatical structures are taken into account when researching the most effective natural order for learning the new language (Ellis, 2008).

Linguistic Transference occurs when a student transfers aspects of syntax and grammar from their native language onto the new language they are learning; this can be either a positive or a negative transference (Kemp, 1998; Odlin, 1989; Towell & Hawkins, 1994). The concept of linguistic transference can affect several aspects of a language including syntax, lexicon, morphology, phonetics/phonology, and discourse (Odlin, 1989; Towell & Hawkins, 1994). A positive transference occurs as a result of similarities between the two languages and in students using an aspect of the new the language correctly (Odlin, 1989; Towell & Hawkins, 1994). Negative transference is when the opposite occurs and students make errors due to directly applying grammar and syntax aspects of their native language to the new language they are learning (Odlin, 1989; Towell & Hawkins, 1994).

According to Ellis (2008), *Comprehensible Input* is the "part of the total input that the learner understands and which is hypothesized to be necessary for acquisition [of the second language] to take place" (p.138). The goal of a language instructor would be to teach one-step beyond what the learner is already able to understand (Ellis, 2008). These second language acquisition theories will be explored further throughout this publication.

Purpose of the Study

The goal of the study was to examine how ASL and English are being assessed within the 13 CCIE-accredited bachelor's degree programs (CCIE, 2015a). Bowdell (2018) also explored several second language acquisition theories and how they could be applied within the IEPs.

Definition of Terms

For the purpose of this paper, the terms below will be defined as follows:

Basic Interpersonal Communicative Skills (BICS): BICS "describes the development of conversational fluency" (National Association for Language Development in the Curriculum, 2011, para. 17). Examples of BICS include social and conversational language, which involve informal and conversational registers (Bilash, 2011). As a student learns BICS, they can begin to gradually learn Cognitive Academic Language Proficiency (CALP).

Addressing the "gap": Bilingualism upon entry into an IEP Program

Bilingual: In order for a person to be considered bilingual, the individual must have both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in two languages (National Association for Language Development in the Curriculum, 2011).

Cognitive Academic Language Proficiency (CALP): CALP "describes the use of language in decontextualized academic situations" (National Association for Language Development in the Curriculum, 2011, para. 17). CALP requires understanding nuances within the language (Bilash, 2011). Some examples of CALP include textbooks and scholarly sources. A student learns CALP predominantly after they learn Basic Interpersonal Communicative Skills (BICS).

Fluency: Fluency is achieved when a person has acquired Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in a language (National Association for Language Development in the Curriculum, 2011).

Interpreter Education Program (IEP): IEP is an umbrella term that refers to a "formalized education program with a dedicated curriculum that is offered through a college, university, or technical school that prepares students for a career in the field of interpreting" (Registry of Interpreters for the Deaf, 2015- 2018, para. 1). For the purpose of this study, an IEP is defined as any academic program whose objective is to prepare its students to become ASL/English interpreters. IEPs go by a variety of names including, but not limited to the following: ASL Interpreter Education, ASL/English Interpreting, ASL Interpreter Preparation, ASL Interpreter Training, Deaf Studies, Interpreter Preparation Program, Interpreter Training Program, and Signed Language Studies.

Interpreting: In the Commission on Collegiate Interpreter Education (CCIE) Accreditation Standards 2014, interpreting is defined as the "art and science of receiving a message from one language, understanding it, contextualizing it, analyzing it for intent, and rendering it into another language" with the appropriate "transfer and transmission of culturally based linguistic and nonlinguistic information" (p. 1).

Native Language (L1): The first language (spoken or signed) a person learns in life is considered their native language (Towell & Hawkins, 1994). Other common terms for native language include primary language, first language, mother tongue, and L1 (Towell & Hawkins, 1994).

Second Language Acquisition: The process of learning one's second language, third, fourth, or any subsequent language. The terms L2, L3, L4, and the like are used to reference an individual's second, third, fourth, and other languages respectively. According to Morehouse (2017), "The way you learned your first language is fundamentally different from the way you learn any additional language after that" (para. 34).

Literature Review

Second Language Acquisition Theories

There are several aspects of second language acquisition that could be applied to aid in the instruction of ASL as a subsequent language at the college level. Second language acquisition is a field dedicated to understanding how people learn, process, and use their non-primary language(s) (Ellis, 2008). Second language acquisition theories that could be applied to the field of ASL instruction are *Linguistic Transference*, *Natural Order Hypothesis*, *Theory of Comprehensive Input, i+1,* and *Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)* (Malone, 2012). Ellis (2008) defines Comprehensive Input as the "part of the total input that the learner understanding and which is hypothesized to be necessary for [language]

acquisition to take place" (p.47). Concerning the rest of the "i+1" part of the theory, the "i" is what the learner currently knows and can do independently and the "1" refers to one step above what the learner can currently do (Bowdell, 2018; Malone, 2012, p. 9). This means that the teacher is always keeping track of exactly what each of their students already can do independently, what each of them can do with assistance, and what the next benchmark they each need to meet.

Bilingual

Interpreting between two languages requires that the interpreter is fluent in both of their working languages. Jacobs (1996) stated that being bilingual is a "prerequisite to becoming an interpreter" (p. 191). The National Association for Language Development in the Curriculum (2011) defines bilingualism as "an advanced level of proficiency, which allows the speaker to function and appear as a native-like speaker of two languages" (para. 9). While the timeframe to bilingualism can vary based on a variety of determiners, most learners can acquire BICS in their second language in a period of two to three years (Smith, 2000). On the other hand, the average amount time to learn CALP in a second language is typically five to seven years, though this time frame can also vary based on a number of factors, which will be discussed in detail below (Malone, 2012; National Association for Language Development in the Curriculum, 2011; Smith, 2000). The U. S Department of State (n.d.) quoted Collier's (1989) research when they stated, "academic competence comparable to that of a native-language peer takes … between five and ten years" of study (para. 17).

The ability and amount of time it takes someone to become fluent in a non-primary language is based on a variety of factors. A few of the factors include: motivation, instructors, student support, curriculum, fluency in the individual's first language, and the linguistic similarities and differences between the first language and the new non-primary language. Malone (2012) noted that both Krashen and Cummins stated that an individual's fluency in their first language would have a large impact on their ability to become fluent in any subsequent language.

Malone used the metaphor of a bridge to explain that achieving fluency in a non-primary language requires "a strong foundation and a good bridge" (p.1). If a student is not completely fluent in their first language, the "bridge" to a second language will not be strong (Malone, 2012). This provides more reason as to why assessing a student's L1 and L2 fluency are both necessary.

U.S Department of State, Foreign Service Institute, School of Language Studies (n.d.) emphasized that whether the student's primary language, such as English, and non-primary language, such as ASL, are linguistically related is a crucial factor that is emphasized as it relates to the amount of time it takes for a person to become fluent in a non-primary language. Jacobs (1996) specifically stated that English and ASL are not within the same linguistic family. English is part of the Indo-European language family, and ASL is not located within that language family (Jacobs, 1996; Walton, 1992). This would indicate that the morphology, grammar, and discourse structure of English and ASL are very different (Jacobs, 1996; Walton, 1992). The U.S Department of State: Foreign Service Institute: School of Language Studies (n.d.) states that languages that are linguistically and culturally very different from English are harder and take longer for native English users to learn.

Many aspects of ASL are difficult for native English users to learn and implement correctly including but not limited to:

nonmanual (facial) grammar including nonmanual markers (including eyebrow movement, head tilting and nodding to show topic/comment structure, yes/no vs. wh-questions, relative clauses…), modifiers (ASL mouth [morphemes], tongue movement and so forth to show adjectives, and adverbs), eyegaze ([for] pronominalization and turn-taking), classifiers, and temporal aspect. (Jacobs, 1996, p. 194)

With regard to learning ASL nonmanual markers, this can be as difficult for native users as learning Mandarin Chinese. Mandarin Chinese is a tonal language, which means the "pitch or intonation in which a sound is spoken affects the meaning" (Ibrahim, 2014, para. 9). If you change the type of tone, you use to say a word you could accidentally utter a completely different word (Ibrahim, 2014). According to the United States: Foreign Service Institute (n.d.), Chinese is one of the most difficult languages for native English users to learn because it is linguistically different, so typically takes longer to learn. In addition to nonmanual markers in ASL, other morphological structures may prove difficult for native English users to master. In ASL, an utterance can express

multiple morphemes at the same time, while in English morphemes typically follow the pattern prefix, root word, then suffix (Jacobs, 1996; Valli, Lucas, & Mulrooney, 2005).

Linguistic Transference is another aspect that can help or hinder achieving fluency in a non-primary language (Kemp, 1998; Odlin, 1989; Towell and Hawkins, 1994). Linguistic transference can be positive or negative and occurs any time a student transfers aspects from their primary language to the new language they are learning (Kemp, 1998; Odlin, 1989; Towell and Hawkins, 1994). A common example of negative linguistic transference is directional verbs in ASL (Kemp, 1998). Often when a native English user is learning directional verbs, they often try to apply how action verbs are used in English to ASL, which causes a negative linguistic transfer, which means the student makes an error (Kemp, 1998). For example in the English sentence, "My friend gave me the ball," the action verb "gave" does not change based on whom the ball is going to. On the other hand, in ASL the production of the multidirectional verb "gave" changes based on who the ball came from and is going to (Valli, et al., 2005). For many of the reasons above, Jacobs (1996) stated that ASL is one of the most difficult languages to learn for native English speakers.

All of this research regarding the amount of time to become fluent in a second language and specifically ASL is relevant because a majority of IEPs are two to four years long, which is less than the optimal amount of time to obtain BICS and CALP (Conference of Interpreter Trainers, 2006-2014; Malone, 2012; National Association for Language Development in the Curriculum, 2011; Registry of Interpreters for the Deaf, 2014; Smith, 2000). There is always room for improvement in every field. The Deaf Community and all those who interact with them always deserve the best, so we have a responsibility to continue to work to improve the field (M. Meldrum, personal communication, January, 2004).

Methodology

Bowdell (2018) sent out an anonymous survey to personnel who work full-time at a college/university that has a CCIE-accredited bachelor's degree interpreter education program using Google Forms. Participants included full time faculty, administrators, and program directors. As of February 2018, the CCIE had 13 accredited bachelor's degree programs (CCIE, 2015a; for the complete list, see Appendix 3). The reason the CCIE accredited bachelor's degree programs were selected was because those programs complied with common accreditation standards (Bowdell, 2018), allowing for fewer variables among the target population than there would be in a random sampling of IEPs. In addition, the CCIE accreditation standards include requirements for teaching and assessing the IEP's students' and graduates' fluency in both ASL and English, which was the focus of the research study (CCIE, 2014). Bowdell (2018) compiled a list of IEP personnel and their email addresses using the respective CCIE accredited program websites (Bowdell, 2018). A copy of the consent form may be found in Appendix 1; the online anonymous survey can be found in Appendix 2.

Data Analysis and Results

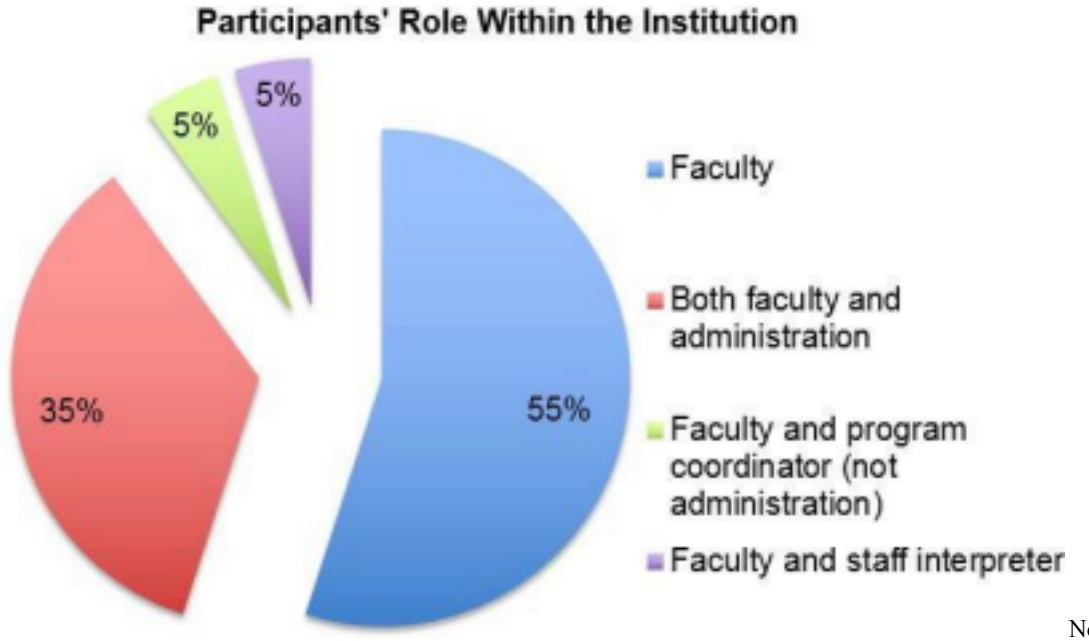
The online survey data and results is based on the master's thesis published by Bowdell (2018) titled *Developing bilingualism in interpreting students*. The tables and the online survey was sent out to the thirteen CCIE accredited bachelor's degrees' full-time faculty, staff, and administration (Bowdell, 2018). A list of the 13 CCIE accredited bachelor's degrees are listed in Appendix 3. A total of twenty-three responses were received (Bowdell, 2018). However, three respondents indicated that they do not currently work full-time at the institution; therefore, twenty respondents met eligibility criteria (Bowdell, 2018). The data from the online survey was analyzed from three different views (Bowdell, 2018). The online survey data was reviewed as a one whole sample population (Bowdell, 2018; Hale & Napier, 2013). The data was also analyzed as if each response was a separate IEP

(Bowdell, 2018; Hale & Napier, 2013). In addition, the data was also looked at to see if correlations could be

found from one completed survey to another (Bowdell, 2018; Hale & Napier, 2013). The goal of the survey was to

see how fluency was being assessed in ASL and English prior to and within the IEP (Bowdell, 2018). The respondents were asked what their specific role was within the institution (Bowdell, 2018). 100% of the twenty respondents reported that their position at the institution was some type of faculty role. More specifically, 11 (55%) self-identified as faculty, seven (35%) identified as both faculty and administrator, one (5%) identified as faculty and program coordinator, but not as an administrator. Additionally, one respondent (5%) identified as faculty and staff interpreter. These data are displayed in Figure 1. The benefit of having faculty fill out the survey is that because they are teaching the curriculum itself.

Figure 1. Participants' Roles within the Institution



Note:

Figure 1. Participants' Roles within the institution. Reprinted from "Developing Bilingualism in Interpreting Students," Retrieved September 15, 2018 from https://digitalcommons.wou.edu/theses/44/. Copyright 2018 by Amelia Bowdell. Reprinted with permission.

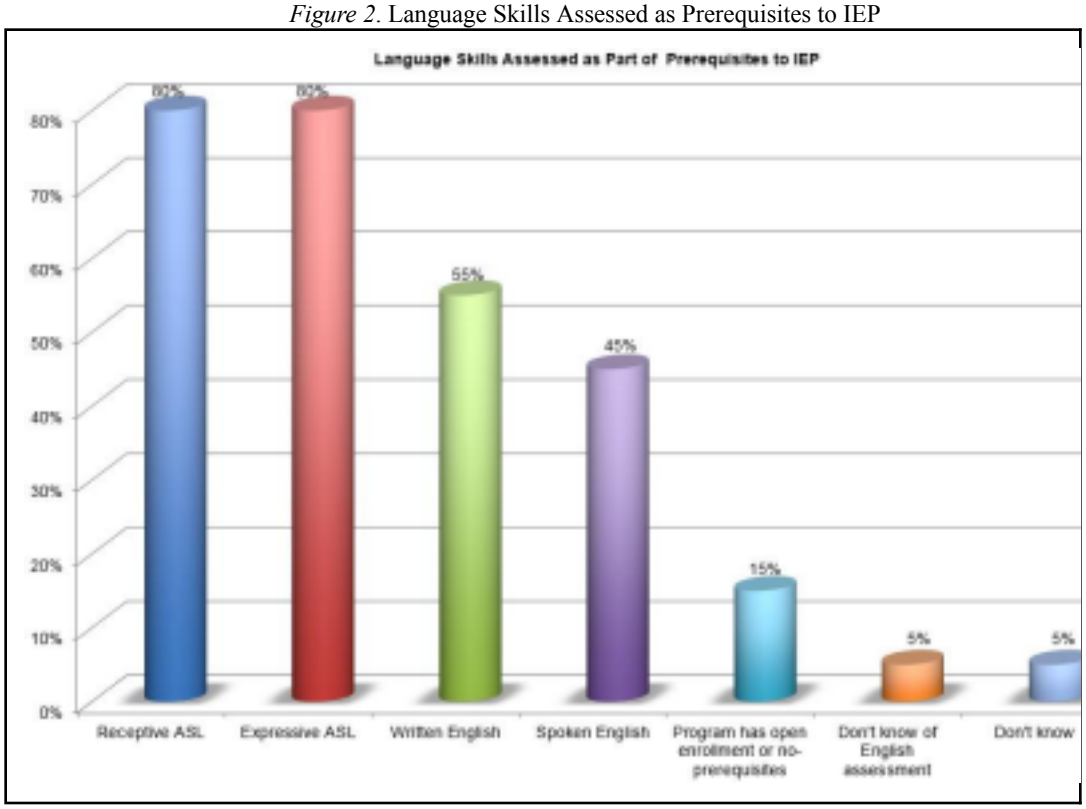
Several of the IEPs included in the research have some sort of assessment that they use to determine if a student is ready to enter an IEP (Bowdell, 2018). What the assessment looks at varies somewhat from institution to institution (Bowdell, 2018). Research regarding the industry-wide standard for entry-level interpreters was developed by Johnson and Witter-Merithew (2005).

IEP Prerequisites

The online survey asked about the prerequisites for an IEP program and how those items are assessed. When asked which languages were assessed prior to being admitted into an IEP, 80% of IEPs had some type of assessment for both expressive and receptive ASL, and 55% had some type of English assessment (Bowdell,

2018). With regard to the English assessment, eleven out of twenty (55%) of the participants reported assessing written English. Nine (45%) participants reported assessing spoken English skills. One (5%) reported not knowing about their IEP's English assessment. Three (15%) participants reported that their program had open enrolment or no prerequisites for students to be admitted into their IEP. Those three specific responses reported that for their IEP(s), the potential student would simply need to be admitted into the college/university as a whole. One response (5%) said they did not know what, if any, language skills were being assessed prior to students entering the IEP (see Figure 2).

Figure 2. Language Skills Assessed as Prerequisites to IEP

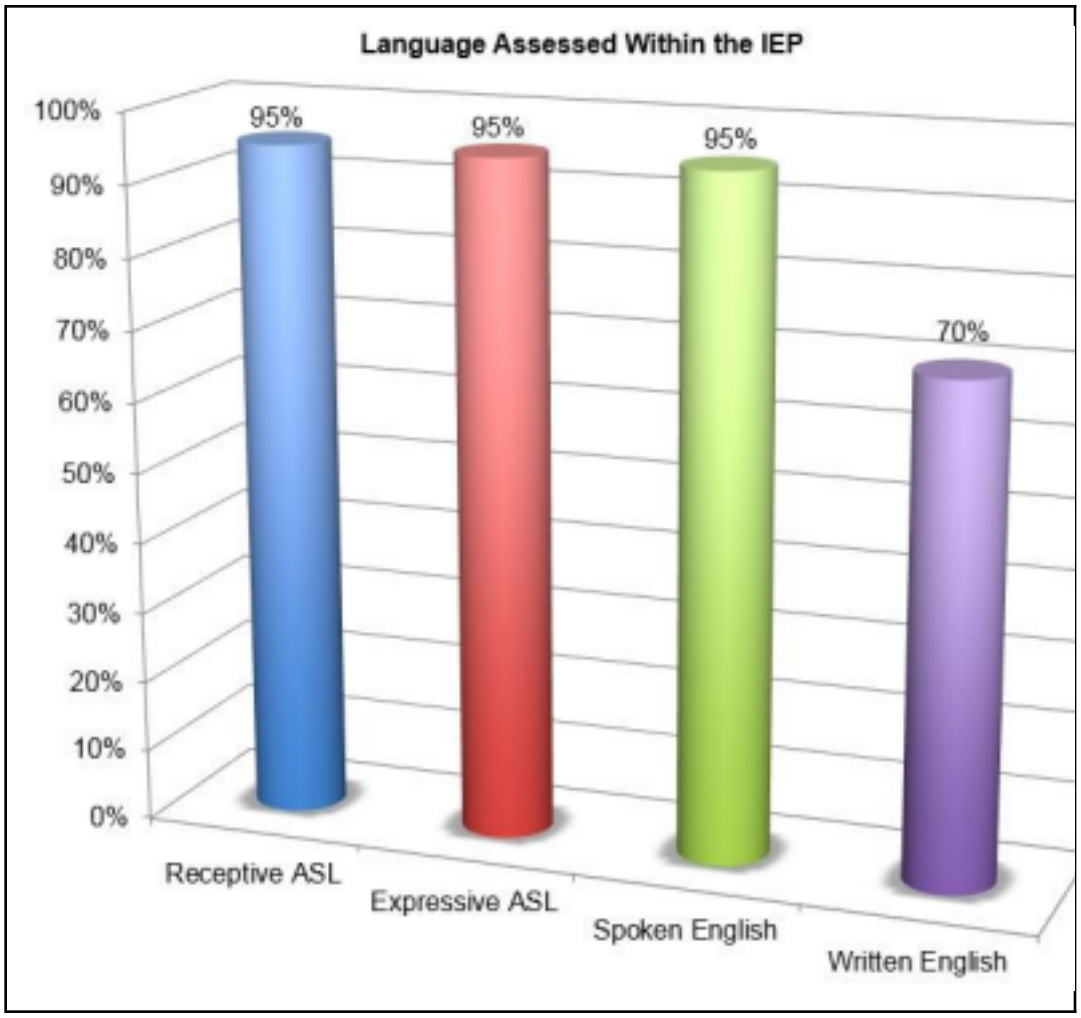


Note: *Figure 2*. Language Skills Assessed as Prerequisites to IEP. Reprinted from "Developing Bilingualism in Interpreting Students," Retrieved September 15, 2018 from https://digitalcommons.wou.edu/theses/44/. Copyright 2018 by Amelia Bowdell. Reprinted with permission.

Language Assessments within IEPs

Once a student has been admitted into an IEP, the respondents were asked about the types of language assessments within their IEP (Bowdell, 2018). When asked about ASL language assessments, nineteen (95%) of the respondents said they assess both expressive and receptive ASL skills. With regard to English language skills that are assessed within their IEP, 14 (70%) of the respondents reported that the IEP's faculty assess written English skills. When specifically asked about spoken English skills, 19 (95%) of the respondents reported assessing those skills (see Figure 3).

Figure 3. Language Assessed within the IEP



Note: *Figure 3*. Language Assessed Within the IEP. Reprinted from "Developing Bilingualism in Interpreting Students," Retrieved September 15, 2018 from https://digitalcommons.wou.edu/theses/44/. Copyright 2018 by Amelia Bowdell. Reprinted with permission.

ASL Assessment: When and How

The participants were then asked specifics about how and when ASL is assessed. Fourteen of the 20 (70%) of the respondents states that ASL is assessed periodically in different classes where each instructor uses their own form of assessment (2018). In contrast, seven (35%) of the respondents reported that ASL is assessed periodically in different classes where all instructors use a standard-wide assessment tool. In addition, four (20%) of the participants reported that ASL assessment is used as part of an exit requirement for the interpreting program; however, it was not indicated when the ASL benchmark examination is administered. One (5%) of respondents stated that they use an ASL assessment for students as a benchmark exam. In addition, one (5%) of the

participants stated that after students were admitted into an IEP, the instructor utilizes an ASL assessment as part of a placement into ASL coursework. Finally, one (5%) of the participants reported that an "external ASLTA or ASLPI is required prior to entering advanced ASL classes and intermediate interpreting classes (score must be above a 2 out of 5) and [the students are assessed] again before practicum (score must be a 3 out of 5)." Upon

further review of the data, Bowdell (2018) noticed that 15 of the respondents stated that ASL is part of the pre admission to an IEP assessment. However, 16 of the respondents said that ASL receptive and expressive skills are assessed prior to having a student admitted into their IEP. The signal respondent data variance could be the result of the participant being confused as to why a similar question was asked two times during the survey (see Table 1).

Table 1

When ASL is Assessed in the IEP

	Percent Out of 20
Part of pre-admission to the interpreting program	75% 15
Periodically in different classes. Each instructor uses their own assessment	70% 14
Periodically in different classes. All instructors use a department wide assessment	35% 7
Part of an exit requirement for the interpreting program	20% 4
External ASLA or ASLPI is required prior to advanced ASL classes and intermediate interpreting classes (must be above 2/5) and again before practicum (must be above 3)	5% 1
Part of placement into ASL after acceptance	5% 1
Benchmark exam	5% 1

Note: Table 1. When ASL is Assessed in the IEP. Reprinted from "Developing Bilingualism in Interpreting Students," Retrieved September 15, 2018 from https://digitalcommons.wou.edu/theses/44/. Copyright 2018 by Amelia Bowdell. Reprinted with permission.

Next, the participants were asked for more details about the ASL assessment they use. Respondents were queried if a standardized ASL assessment toll was used as a base or model to assess ASL skills. Seven (36.8%) respondents stated that the program where they work used the Sign Language Proficiency Interview (SLPI). Four (21.10%) reported that their ASL assessment is based on the American Sign Language Proficiency Interview (ASLPI). One (5%) of the respondents reported using the American Sign Language Teachers Association (ASLTA). Three (15.80%) of the participants said that their IEP(s) utilize the American Council of the Teaching of Foreign Languages (ACTFL) assessment. One (5%) reported that their IEP is discussing the idea of using the ACTFL; however, the same participant did not state what the faculty are currently using as an ASL assessment tool. A home-grown ASL assessment tool was reported to be used by five (25%) of respondents. One (5%) reported they did not know whether a standardized assessment tool is being used for ASL skills. One (5%) of the participants did not respond to the question (see Table 2).

Table 2

Tools Used for ASL Assessment

	Percentage Out of 20
SLPI	36.80% 7
Home-grown department assessment	25% 5
ASLPI	21.10% 4
ACTFL	15.80% 3
ASLTA	5% 1
Deaf assistant director conducts their own assessments	5% 1

Department currently discussing changing to department using ACTFL 5% 1 Don't Know 5% 1 No response 5% 1

Note: *Table 2.* Tools Used for ASL Assessment. Reprinted from "Developing Bilingualism in Interpreting Students," Retrieved September 15, 2018 from https://digitalcommons.wou.edu/theses/44/. Copyright 2018 by Amelia Bowdell. Reprinted with permission.

English Assessment: When and How

Next, the participants were asked to expand upon the information provided about when their English assessment is used. Nineteen out of 20 (95%) of the respondents stated that English is assessed within the IEP. One (5.26%) participant stated that while their program does not currently assess English, the department's faculty are contemplating adding English assessment within the IEP. Eighteen out of 19 (94.7%) of participants assess English at different times during varying classes with each instructor using their own assessment. Eleven (57.9%) of participants reported that English is assessed in one or more English classes with in the English department.
The survey did not ask if the IEP faculty had access to the results of those English assessments that were conducted within the English department. Three (15.8%) of respondents stated they use an English assessment as part of their program's exit requirements. One (5.26%) of the participants assess English in a variety of classes using a department-wide assessment. One (5.26%) of the respondents said that English is assessed using a portfolio.

One (5.26%) of the participants reported that English was assessed as part of a "pre-interpreting panel run by full-time faculty." The same participant later in the survey stated that the pre-consecutive interpreting assessment panel is completed at the end of the second year. The respondent expanded on that by saying at the end of the second year students must complete the first ASL Department Panel Assessment where full-time faculty assess signed and spoken language skills to see if the student is prepared to enter the IEP. If the panel decides the student is not ready, faculty creates individual remediation plans for the specific student.

One (5.26%) other participant stated that they have brought up the topic of reducing time during the IEP spent on writing research papers and doing spoken presentations several times, however each time the supervisor told them that this is an ASL and English, both spoken and written, program and that assessments need to be done to reflect that. Data relating to when English is assessed during the IEP is found in Table 3.

Table 3
When English is Assessed in the IEP

	Percentage	Out of 19
Periodically in different classes. Each instructor uses their own assessment	94.70%	18
Assessed in 1 or more English classes by the English department	57.90%	11
Part of an exit requirement for the interpreting program	15.80%	3
Periodically in different classes. All instructors use a department wide assessment	5.26%	1
Pre-interpreting panel run by full-time faculty	5.26%	1
Portfolio	5.26%	1

Note: *Table 3.* When English is Assessed in the IEP. Reprinted from "Developing Bilingualism in Interpreting Students," Retrieved September 15, 2018 from https://digitalcommons.wou.edu/theses/44/. Copyright 2018 by

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Next, the participants were asked to expand upon the information relating to the specific English assessment(s) that they use and if it is modelled after any standardized assessment tool. Six out of the 10 (60%) reported that their assessment was based on a standardized English assessment tool. Two (20%) of the respondents stated that the English department uses a standardized assessment tool to evaluate English skills, but they were not sure which standardized assessment tool it was. One (10%) stated that the English assessment tool they use is based or modelled after the American Council on Teaching of Foreign Languages (ACTFL). One (10%) responded that they did not know if the English assessment tool within their institution is based on any standardized assessment tool or not (see Table 4).

Table 4

How is English Assessed in the IEP

	Percentage	Out of 10
Assessment based on a standardized English assessment tool, no specific tool was listed	60%	6
English department uses a standardized assessment tool, but not sure which standardized assessment tool	20%	2
Not sure if English assessment tool used is based on a standardized (ACTFL)	10%	1
Assessment based or modeled after the American Council on Teaching of Foreign Languages assessment tool or not	10%	1

Note: *Table 4.* How is English Assed in the IEP. Adapted from "Developing Bilingualism in Interpreting Students," by A. Bowdell, 2018 (https://digitalcommons.wou.edu/theses/44/). Copyright 2018 by Amelia Bowdell.

Discussion of Findings

Bowdell's (2018) online survey allowed participants to remain anonymous throughout the process to encourage them to be as open and honest as possible. Being that the researcher received 20 qualified responses from within up to 13 CCIE-accredited bachelor's degree IEPs, it is possible to have received one or more responses from each of the IEPs. This is especially likely given the small number of full-time faculty within the department of each of the 13 CCIE accredited bachelor's degree programs.

The researcher, Bowdell (2018), thought they would be able to see multiple similarities in responses that could possibly indicate that two or more of the responses were faculty from the same institution. There were some similarities found within the data pool, but there was also a variety of responses relating to how and when ASL and English is assessed at the institution. This could be attributed to a number of factors including faculty not being familiar with department-wide assessment background and rational due to being new to the institution or the original rational and background not being recorded or conveyed to newer faculty.

Assessment Findings

One respondent stated that their ASL assessment was based on the American Sign Language Teachers Association (ASLTA). However, according to the ASLTA website (2017), their organization's certification and its process to "ensure teachers possess the skills and knowledge to teach ASL and the culture of the Deaf community" (para. 2), which could mean that this certification was not designed to assess ASL or interpreting skills according to the CCIE's definition of interpreting.

A separate response indicated their institution's ASL assessment is based on the American Council on the

Teaching of Foreign Language (ACTFL)'s assessment. This of interest because, according to Godfrey, 2010, English is the native language for most IEP students in the US. However, it is important to note that student demographics were not solicited on the survey, so it could be that the student demographics at one of the CCIE's institutions is different than the majority of IEPs. Moreover, the ACTFL website (n.d.) stated that they offer several different language assessments including speaking, listening, reading, and writing skills. There is also an assessment that assesses all of those skills within one assessment (ACTFL, n.d.). However, none of these assessments were offered in any signed language (ACTFL, n.d.).

Several of the responses stated that their institution's IEP is assessing ASL fluency, but admitted they were not sure how their institution was assessing English fluency. While the same types of questions were asked about both languages, there was a notable less detail overall when participants discussed English assessments in comparison to their ASL assessments, which contained several more specifics.

Conclusion and Further Research

Language Benchmarks and Assessment(s)

Linguistic and grammar standards for ASL pre-interpreting language students would require a specific set of benchmarks to be developed by all parties involved with a vested interest. Future research could be used to aid in collaboration of all parties to develop these grammatical benchmarks for ASL and English. The more specific the benchmarks are more continuity the industry-wide standards could be.

Currently, there is not an industry-wide approved language bilingualism assessment for ASL, English, or both that all ASL pre-interpreting students are required to take in the United States. According to Godfrey (2010), a majority of IEP students' first language is English. A student's fluency in their first language can affect their ability to become fluent in a second language, "continued exposure to the second language, notwithstanding"

(Malone, 2012). Therefore, having a way to thoroughly assess a student's level of fluency in their first language, such as English, as well as in their second language, such as ASL, is important.

The American Sign Language Proficiency Interview (ASLPI) and Sign Language Proficiency Interview (SLPI) can be used to assist in assessing language proficiency in ASL; however, not all ASL students are required to take either one of them (Rochester Institute of Technology, 2007a). According Bowdell (2018), 11 (55%) of the respondents to her survey used either the ASLPI or the SLPI for their ASL assessment at their institution. There are also several standardized English assessments such as, Graduate Records Examination (GRE), American College Testing (ACT), Scholastic Aptitude Test (SAT), Oral Proficiency Interview (OPI), and many more. The Test of English as a Foreign Language (TOEFL) can be used for students whose first language is not English. None (0%) of the respondents indicated they are using one English assessments listed above and while the list above is not exhaustive, there was not a specific standardized English assessment listed by any of the respondents. When reviewing or developing any language fluency assessment, it is crucial that applicable language skills be assessed such as expressive, receptive, listening, speaking, reading, and writing, as well as accurately assessing the benchmarks that the industry agrees upon (Powers, 2010). Another benefit for assessments that look at a variety of skills is that if it is found that a student is weaker in a specific skill, a plan could be made to help the student improve in a specific area (Bowdell, 2018). This would be important because in 2010 Malone stated that not being completely fluent in one's first language could affect one's ability to become fluent in any subsequent language. For this reason if a student could work to become fluent in their first language, this could help them in the future, as they try to become fluent in a second language (Malone, 2010).

ASL as a non-native language

According to the research done by Godfrey (2010), a majority of IEP students report that their first language is English and their second language is American Sign Language, which would indicate embedding second language theory and teaching strategies within curriculum would be essential. One opportunity could be for current and future ASL instructors is to take coursework or workshops in second language acquisition theories and techniques (Bowdell, 2018).

With regard to learning ASL as a second language, further research needs to done to determine, as much as possible, a "natural order" for learning ASL as a second language grammar concepts (Malone, 2012; Schütz, 2017). According to the *Natural Order Hypothesis*, the grammar of native language structures, (e.g., English) versus those in the second language, (e.g., ASL) structures that students are learning should be taken into consideration. When looking at grammatical structures in both languages, the aspects that are similar will be easier for the student to learn; moreover the grammatical structures that are different in the two languages will be harder for students to learn (Zefar, 2009). *Natural Order Hypothesis* does not state that all of the grammatical structures that are similar should be taught first and the grammatical structures that are different should be taught later. However, the similarities and differences between the two languages' grammatical structures, the frequency of various vocabulary and grammatical structures, and cultural aspects should all be taken into account when researching the most effective natural order when learning a new language (Ellis, 2008). Thus, future research could include how and in what order students learn ASL grammatical and cultural concepts most effectively. This research on "natural order" for native English users to learn ASL as a second language can eventually lead to additional opportunities to incorporate Krashen's *Theory of Comprehensive Input, i+1*, into the classroom (Malone, 2012; Schütz, 2017). Second language acquisition knowledge and theory could be used to help instructors design curriculum, textbooks, and materials that could grammatically build upon what the students learned in the previous lesson while helping to avoid negative language transference for ASL students (Bowdell, 2018).

Addressing the "gap": Bilingualism upon entry into an IEP Program

ASL Language Programs

In reviewing the second language acquisition concepts of BICS and CALP (Ellis, 2008), the research by the United States Department of State: Foreign Service Institute: School of Languages (n.d.), Jacobs (1996), Kemp (1998), Godfrey (2010) and others, the average amount of time required to achieve proficiency in BICS and CALP is longer than the length of time provided by most ASL language programs. Several IEPs offer ASL Language courses as part of their prerequisites (Registry of Interpreters for the Deaf, 2014). A majority of IEPs in the United States are between two-four years (Registry of Interpreters for the Deaf, 2014). While the research would indicate the need for additional time for students to acquire the language, specifically, competency in a student's second language, BICS can take two to three years, and CALP can take five or more years, which is significantly longer than most ASL courses before entering into interpreting programs (National Association for Language Development in the Curriculum, 2011; Smith, 2000). This is especially true because of how linguistically different English is from ASL; therefore, for students to become fluent in ASL, their second language, could take longer (Godfrey, 2010; U. S. Department of State: Foreign Service Institute: School of Language Studies, n.d.).

Looking forward there are several possible options and solutions for ASL and IEP instructors to consider as the field grows and evolves. Firstly, shorter ASL language programs could partner with other more extensive language programs. Secondly, programs located at colleges or universities could expand their programs to become a five to seven-year ASL language requirement. This research could provide the rationale for administration for the need to hire additional faculty to teach these additional needed courses.

In looking at other fields, degrees/certificates are not awarded in fields where the entry-level knowledge requires additional study. Parallel examples lie in the medical field. For example, if one wanted to become a "nurse anesthetist, nurse midwife, clinical nurse specialist, [or] nurse practitioner," one could begin with an associates degree in science, a bachelor's degree in nursing, and then a master's degree in advanced practice registered nurse (White, 2018). A second example is if an individual hoped to become a physician's assistant. One option is a person could begin with an associate degree in biology or a related field, a bachelor's degree in pre med, and then continue onto graduate work in the field of medicine (Gillett, 2016). There is not an option for a student to get a two to four-year degree in medicine or physician's assistant (Gillett, 2016). In many fields, the program of study becomes more specific as they earn more advanced degrees of study.

As one ventures forth on their academic journey, every step is important along the path. Program changes and additional research has the potential to have a multitude of positive impacts on instructors, students, interpreters, and in turn the Deaf, hard-of-hearing, and DeafBlind Communities that we are a part of and serve.

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Appendix 1: Online Research Survey Consent Form

I am currently in the Master of Arts in Interpreting Studies: Teaching Interpreting program at Western Oregon University under the supervision of Dr. Elisa Maroney.

The purpose of this survey is to research the ways in which the Commission on Collegiate Interpreter Education (CCIE) accredited bachelor's degree programs are promoting bilingualism in both American Sign Language

(ASL) and English.

Benefits of participation in this study include the satisfaction that your responses will add to the body of existing knowledge in the field of interpreter education and add to an understanding of what Interpreter Education Programs (IEPs) are currently doing to prepare the next generation of ASL/English interpreters.

Addressing the "gap": Bilingualism upon entry into an IEP Program

The risks include the loss of time to devote to work and personal time. You are free to withdraw from the study at any time by closing your browser. You will not receive monetary compensation for your time. There will be no compensation for injury since the risk is minimal. The identity of each participant will be kept confidential. Each Interpreter Education Program will be coded in the published thesis so that confidentiality can be maintained.

Participation in the study is voluntary and greatly appreciated. The online survey will take approximately 15-20 minutes to complete. You are free to withdraw and discontinue participation in the study at any time without consequence. At the end of the survey, you will be asked if you are willing to participate in a follow up interview.

You acknowledge that by completing the survey you are agreeing your answers could be used in a master's thesis research study through Western Oregon University by a student in the Master's in Interpreting Studies: Teaching Interpreting program. The Institutional Review Board (IRB) at Western Oregon University has approved this research study. The IRB reviews and approves proposals to ensure participants are informed and safe throughout the course of the study.

If you have any questions you can contact myself at the contact information provided below. You may also contact the faculty thesis committee chair, Dr. Elisa Maroney at (503) 838-8735 or by email at maronee@wou.edu. If you have any questions about your rights as a subject/participant in this research you can contact the chair of the Institutional Review Board at (503) 838-9200 or irb@wou.edu.

Your time and effort is greatly appreciated,
Amelia Bowdell, MA, MA, NIC
Western Oregon University
abowdell16@mail.wou.edu

I understand that by clicking 'yes' below I confirm that the following are true:

- I work full-time at a college/university that has a Commission on Collegiate Interpreter Education (CCIE) accredited bachelor's degree program.
- I have read and understand the above agreement.
- I hereby give my consent to voluntarily participate in the study.
- I am over the age of 18.

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Appendix 2: Online Survey Questions

Your Background

1. Do you work full-time at a college/university that has a Commission on Collegiate Interpreter Education (CCIE) accredited bachelor's degree program?
    a. Yes
    b. No
2. What is your current role within the CCIE accredited interpreting program? (If you click "other," please type a response on the line.)
    a. Faculty
    b. Administration
    c. Both faculty and administration
    d. Other: _____

CCIE Accredited Interpreting Program Background

3. Which language skills do the prerequisites to the accredited interpreting program assess? (Check all that apply.)
    a. Receptive ASL
    b. Expressive ASL
    c. Written English
    d. Spoken English
    e. Don't Know
    f. Other: _____ 4. Which language skills are assessed within the accredited interpreting program? (Check all that apply.)
    a. Receptive ASL

b. Expressive ASL
c. Written English
d. Spoken English
e. Don't Know
f. Other: _____

Assessing ASL Fluency in the CCIE Accredited Interpreting Program (1)

5. Does the accredited interpreting program currently assess ASL fluency?

a. Yes
b. No
c. Don't Know

Assessing ASL Fluency in the CCIE Accredited Interpreting Program (2)

5a. When is ASL fluency assessed in the accredited interpreting program? (Click all that apply.) a. Periodically in different classes. Each instructor uses their own instrument.
b. Periodically in different classes. All instructors use a department wide assessment. c. Part of the pre-admission to the interpreting program.
d. Part of an exit requirement for the interpreting program
e. Don't Know

5b. Is the ASL fluency assessment the same as or modeled after any specific standardized assessment tool?

a. Yes
b. No
c. Don't Know

5c. Which standardized assessment tool(s) is used in the interpreting program? (Click all that apply.)

a. SLPI (Sign Language Proficiency Interview)
b. ASLPI (American Sign Language Proficiency Interview) Standards
c. ASLTA Standards for Learning American Sign Language
d. ACTFL (American Council on the Teaching of Foreign Languages) Standards
e. Don't Know

Assessing English Fluency in the CCIE Accredited Interpreting Program (1)

6. Does the accredited interpreting program currently assess English fluency?

a. Yes
b. No
c. Don't Know

Assessing English Fluency in the CCIE Accredited Interpreting Program (2) 6a.

When is English fluency assessed in the interpreting program? (Click all that apply.)

a. Periodically in different classes. Each instructor uses their own assessment.

Addressing the "gap": Bilingualism upon entry into an IEP Program

b. Periodically in different classes. All instructors use a department wide assessment.
c. Part of pre-admission to the interpreting program
d. Part of an exit requirement for the interpreting program
e. Assessed in 1 or more English classes in the English department
f. Don't Know

6b. Is the English fluency assessment the same as or modeled after any standardized assessment tool? If so, which one(s)?

_____

Wrap-up

7. Feel free to clarify any of the answers you have previously provided:

_____

8. Additional comments or overall thoughts:

_____

9. Would you be willing to participate in a possible follow-up semi-structured interview? (Your name and contact information will not be released).

a. Yes
b. No

9a. If you answered "yes" above, please type your name:

_____

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Appendix 3: CCIE Accredited Bachelor's Degree Programs

As of February 2018; in alphabetical order:

- Augustana University
- Columbia College Chicago
- Eastern Kentucky University
- Mt. Aloysius College
- Northeastern University
- St. Catherine University
- University of Arkansas at Little Rock
- University of New Hampshire
- University of New Mexico
- University of North Florida
- University of Northern Colorado
- University of Southern Maine
- Western Oregon University

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Where's the App for That? An Online Prototype Individual Development Plan Generator for Novice Interpreters

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Abstract

Most students who will enter college in the fall of 2018 were 7 years old when the original iPhone was announced. These students have grown up in a digital age when there is an app for almost anything. Interpreter education is working to take advantage of digital possibilities. One effort is the development of an online suite of digital tools to create Individual Development Plans for novice interpreters, part of the RSA grant funded Graduation to Certification program at the CATIE Center. Using Taylor's (2002, 2017) work as a framework, this prototype generates a customized report for interpreters with suggestions for targeted activities available in an online repository. This paper discusses the development of digital tools with app-like functionality for use with interpreting students and novice interpreters. It looks at the challenges of assessing complex skills, discusses future development, and identifies ways that educators can incorporate the tools into their own programs.

Keywords: assessment, goal-setting, digital learning repository

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Where's the App for That? An Online Prototype Individual Development Plan Generator for Novice Interpreters

On January 9, 2007, Apple Computer, Inc. CEO Steve Jobs unveiled the first version of the iPhone which he described as an "iPod, a phone, and an internet communicator" (Time, 2017). By 2009, Apple's advertising campaign touted the different ways that developers were using this new technology, using the phrase, "There's an app for that" and by 2010, Apple announced over 250,000 apps for the iPhone (Gross, 2010). For specific needs, you could download an app that allowed your iPhone, or other smartphone, to do tasks that you choose. Over the past decade, interpreting students have grown up with the exploding computing power of smartphones, but interpreter education has yet to fully tap into the potential of this technology.

Through its Graduation to Certification program, the St. Catherine University CATIE Center is seeking to leverage digital tools to make evidence-based frameworks more accessible for both current students and recent graduates of interpreting programs. This paper documents the development process for these tools. Future work will share the results of evaluating how these tools impact interpreters professional journeys from graduation to certification.

Identifying the Path for Recent Interpreter Graduates

The field of interpreter education has long been concerned with the gap between interpreter education graduation and readiness for work (Patrie, 1994, Resnick, 1990, Stauffer, 1994, Witter-Merithew, Johnson, & Taylor, 2004). In 2016, St. Catherine University's CATIE Center received a grant from the U.S. Department of Education, Rehabilitation Services Administration to investigate evidence-based practices to shorten the time between graduation and certification for novice interpreters. The CATIE Center's effort is focused on experiential education, including providing interpreting mentoring and ASL coaching, a summer immersion, interaction with

deaf communities through service learning, and a field induction experience. To guide novice interpreters through these experiences, the CATIE Center proposed crafting an Individual Development Planning (IDP) process that can be used by individual interpreters, interpreters working within the context of a mentoring program, and interpreting students who are still in programs.

Theoretical Frameworks

> "You pick up the necessary knowledge to develop the skills; knowledge should never be an end in itself."
> Ericsson & Poole (2016, p. 250)

In developing the Graduation to Certification program, the CATIE Center seeks to bring together research related to learning and developing expertise. In terms of learning approach, Dweck (2016) identifies the importance of a growth mindset which "is based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others" (p. 6). Brown, Roediger, and McDaniel (2014) add to this that "effortful retrieval makes for stronger learning and retention" (p. 43). Ericsson and Poole (2016) outline the research Ericsson and others have done on deliberate practice and the development of expertise. Ericsson (2016) identifies the importance of focused practice that move learners outside of their comfort zone.

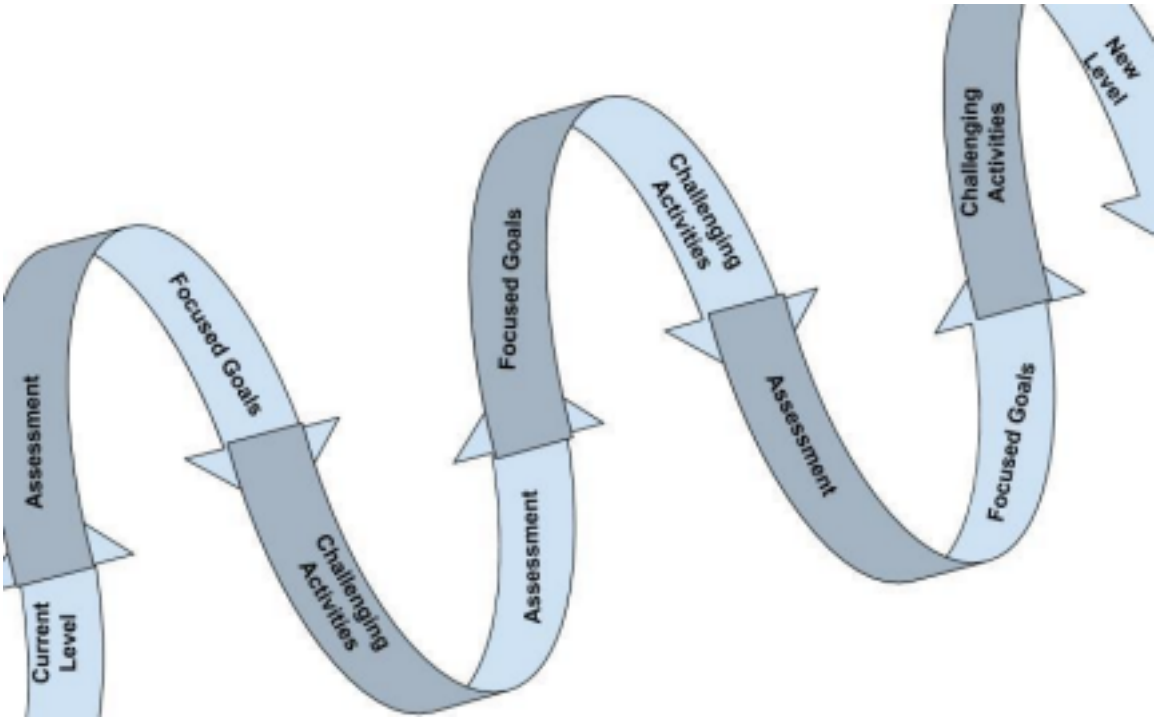
In applying this research to supporting novice interpreters, we are focusing on three elements in the IDP: 1) Assessment

2) Focused Goals

3) Challenging Activities

Each of these elements will be discussed in greater depth in the paper, but these steps are repeated in a dynamic process to lead to professional growth as demonstrated in Figure 1.

Figure 1: Dynamic Three Step Process of Professional Growth



Each of these elements will be discussed in greater depth in the paper.

Assessment: Combining an Evidence-Based Framework with a Digital Approach

The Evidence-Based Framework

The CATIE Center is partnering with Dr. Marty Taylor and Interpreting Consolidated to use the framework that Taylor (2002, 2017) developed in *Interpretation Skills: English to American Sign Language* and *Interpretation Skills: American Sign Language to English*. Based on her research and analysis of over 1,000 taped and live English to ASL interpretations (2017, p. xxvi) and over 400 taped and live ASL to English interpretations (2002, p. 5). In her analysis, with input from a panel of experts, Taylor identified major features, key skills, and possible errors that facilitate assessment of interpretations and identification of focus areas for professional development. These books are used in numerous interpreter education programs so the CATIE Center realized that by basing our Individual Development Plan process on Taylor's work, it will increase the replicability of our efforts.

Taylor shares an objective, evidenced-based framework for assessment that was developed with novice interpreters as part of her research process. This was critical for the CATIE Center's efforts to support recent graduates from interpreting programs because a lack of fluency in American Sign Language was one concern that the grant proposal seeks to address. Taylor (2017) writes:

> "Many models of interpretation (e.g. Cokely, 1992; Gile, 2009) assume fluency in both languages as a prerequisite to effective interpretations. Bilingualism is not an assumption of this book. The research findings for both the first and the second edition of *Interpretation Skills* provided clear evidence that many interpreters are not fluent, in ASL especially, and therefore their interpretations lack language availability and expertise." (p. 23-24)

Because of this lack of bilingualism, Taylor developed two frameworks for assessment depending on the source and target languages for interpreting. In working from English to ASL, Taylor's (2017) research and analysis identified 8 major features for assessment:

1. Fingerspelling
2. Numbers
3. Lexicon
4. Classifiers
5. Space
6. Grammar
7. Interpreting
8. Composure, Appearance, and Health.

When working from ASL to English, Taylor (2002) identified 5 major features:

1. Comprehension: ASL Lexicon
2. Comprehension: ASL Discourse
3. Production: English Lexicon
4. Production: English Discourse
5. Composure and Appearance.

Within each major feature, key skills are identified along with possible errors which provides interpreters examples for what to look for in their work. Additionally, Taylor found that focusing only on skills was less reliable than assessing patterns of errors (2002, p. 7-8). Through her research and analysis, she developed a rating scale with four degrees of error patterns based on frequency and severity of errors. When errors are both low in terms of frequency and severity, Taylor categorizes this as a "negligible" pattern of error. A pattern of errors that

is frequent, but does not skew the message significantly (low severity), is categorized as "slight." A pattern of errors that is low frequency and high severity is "significant" and one that is high frequency and high severity is "serious" (2002, p. 8-11).

Taylor (2017) also offers another rating scale for skill tracking and development—which focuses on the skills rather than the errors.

1. N/A
2. Not evident
3. Emerging
4. Inconsistent
5. Consistent
6. Mastered (p. 324).

Focusing on skill level or error patterns offers different ways of looking at interpreting work and provides a degree of objectivity to looking at the work. This is helpful for novice interpreters to have a framework for looking at their work without feeling emotionally connected to the evaluation.

The Digital Tools

For **Assessment**, the CATIE center has developed an online form that allows selecting what portions of Taylor's (2002, 2017) framework is to be used for assessing a sample of interpreting work.

For **Focused Goals**, the CATIE Center has developed a spreadsheet using Google Sheets or Microsoft Excel

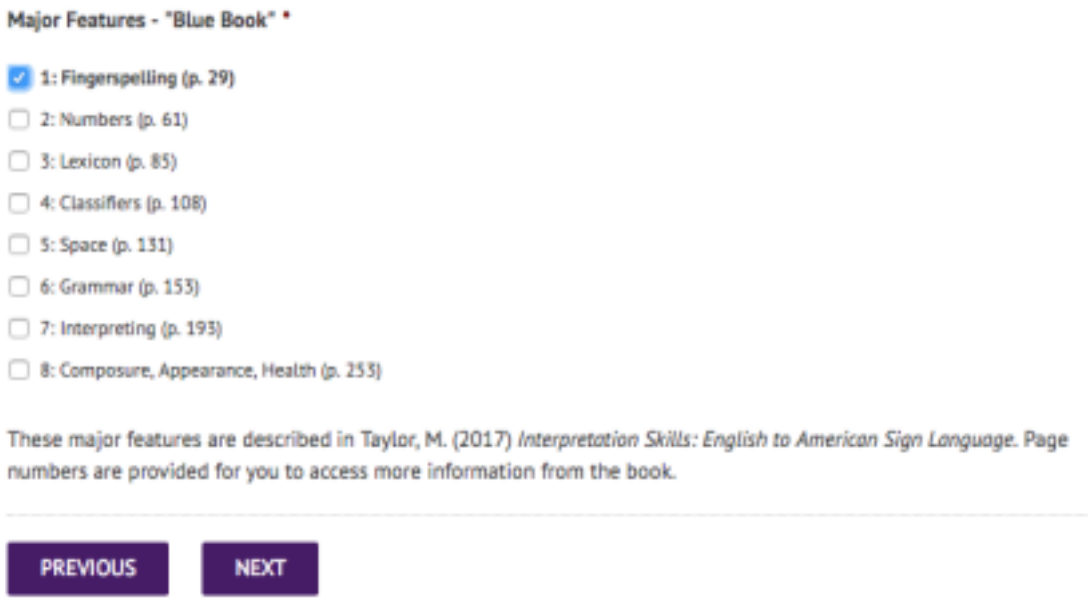
that we are calling a S.M.A.R.T. Goal Generator. Using Taylor's framework and approaches to creating S.M.A.R.T. goals, the spreadsheet provides a structured method for identifying a focused goal.

For **Challenging Activities**, the CATIE Center is developing a digital learning repository of activities that will support novice interpreters (and their mentors and coaches) in addressing specific goals at the current levels of practice.

Assessment: Leveraging Technology

In creating a digital tool to allow our program participants to apply Taylor's framework, the CATIE Center originally considered developing a mobile app. Because no one on the Graduation to Certification team had experience with actual mobile app development and costs for a mobile app was beyond the scope of our grant, we needed to find an alternative. In discussions with Bill Millios (personal communication, 2017), a CATIE Center consultant who helped design our website, we determined that there were options to create something that would be viewed in a browser that could function effectively not only on a computer, but also on mobile devices. We chose WordPress, an open-source software that is free, and Gravity Forms, a WordPress plug-in that was available in 2017 for $59. Gravity Forms uses conditional logic that allows an online form to provide different paths depending on a user's choices. As shown in Figure 2, we have designed the assessment form so that users can select which aspect of Taylor's framework they wish to use in their assessment. Based on their choices, users will then be able to assess the key skills in specific major features.

Figure 2: Screenshot of Selection of Major Features in Online Form



As shown in Figure 2, the online form lists page numbers where users can get more details about major features,

key skills, and possible errors. As part of our partnership with Interpreting Consolidated, people who have purchased a copy of the Taylor book(s) will be able to receive an access code to unlock the features in the online form related to the book(s). People without a code will be able to do general assessments of Taylor's major features but without the key skills available with an access code. A sample of the detailed assessment is available for the major feature of Fingerspelling from *Interpretation Skills: English to American Sign Language*.

Stimulus Material Text Selection

Consideration needs to be given to appropriate stimulus material. Winston & Swabey (2010) noted that "the interpreting stimulus materials need to be carefully matched to the skill level of our students." The form allows for flexibility in these choices so that it can be used in a variety of contexts. For the GTC program, we have provided initial stimulus material for our participants and this material will be shared on the Graduation to Certification website grad2cert.org. Other users of the form will have to decide what is appropriate source texts for doing an assessment.

Focused Goals: Being S.M.A.R.T.

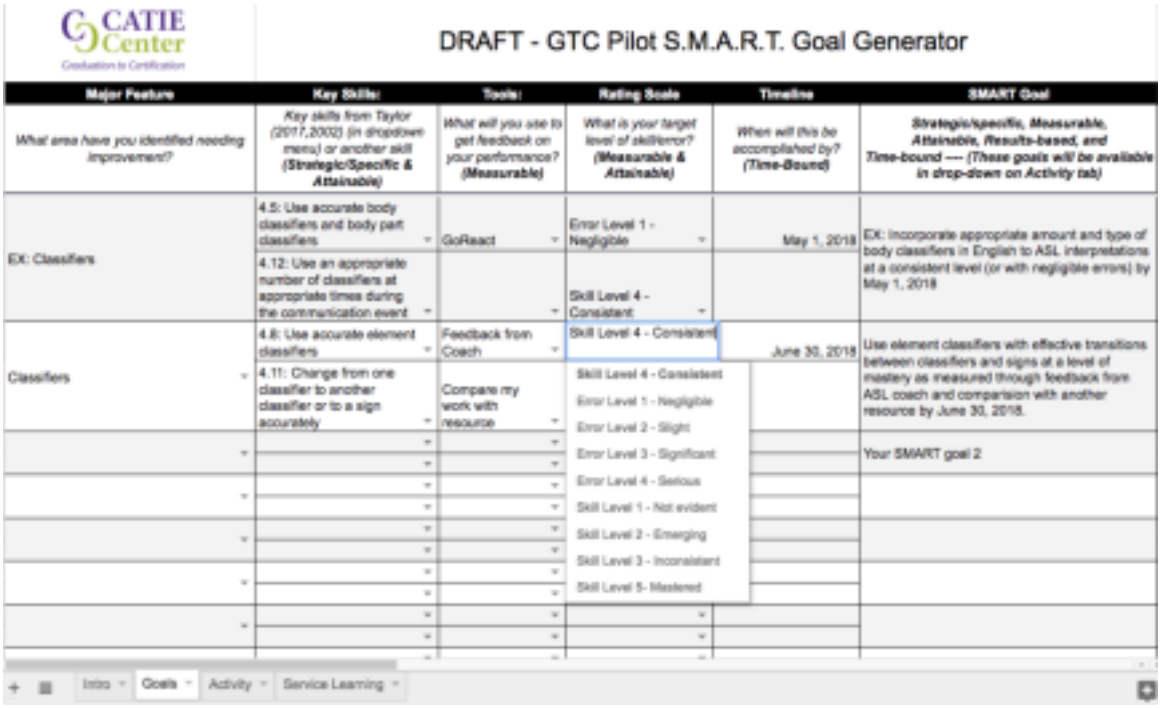
In the field of expert performance, Ericsson et al's (1993) seminal work provides evidence that someone can move in a given domain from novice to expert - based not on innate talent but using deliberate practice. An assessment tool on its own is not sufficient. This tool needs to be coupled with goal setting designed to focus on appropriate activities that are scaffolded to a novice interpreter that are at the upper level of the "zone of proximal development" to use Vygotsky's (1978) term or "just outside of the comfort zone" to use Ericsson's (2016) description. Deliberate practice include development of specific, measurable goals, input from a coach/teacher to help determine progress and next steps, and specific activities to undertake.

Where's the App for That?

To assist in setting Focused Goals, the CATIE Center has developed a spreadsheet that supports creating S.M.A.R.T. goals. Originally proposed by Doran (1981), S.M.A.R.T. goals include the following characteristics: Specific, Measurable, Achievable, Realistic, and Time-bound. To assist with focus, the spreadsheet offers the following elements that are combined into the focused goal: a Major Feature from Taylor addressed, one or two key skills to be focused on (specific and achievable), which rating scale from Taylor will be used (measurable), what tool will be used for feedback (measurable and realistic) and when the goal will be re-assessed (time-bound). This is intended to focus the energy of the novice interpreter to move out of what Ericsson terms "naive" practice which is just doing an activity, to more deliberate practice that is the appropriate level of challenge.

The spreadsheet, available in either Google Sheets or Microsoft Excel, provides dropdown menus from Taylor's Major Features and Key Skills to help identify focused goals. It also incorporates Taylor's rating scales to make the goals measurable. Figure 3 shows an example of the form.

Figure 3: S.M.A.R.T. Goal Generator Spreadsheet



Challenging Activities: Moving from Naive to Purposeful Practice

Part of Ericsson's point about practice is that it is not simply the amount of time that one spends practicing that matters, it is the type of practice. In addition to developing the assessment side of this online tool and a S.M.A.R.T. goal generator, the CATIE Center is also developing a Digital Learning Repository that will match activities related to the specific key skills. This type of resource for the field was called for by Witter-Merithew et. al (2004) with the development of the entry-to-practice competencies. They wrote, "A Learning Object Repository (LOR) for use by interpreter educators in accessing resources and materials for teaching would support this model IPP curriculum" (p. 37) that is based on the entry-to-practice competencies.

This Digital Learning Repository will also be connected to the assessment form. While this feature is under development, some examples are contained related to fingerspelling produced when interpreting from English to

Where's the App for That?

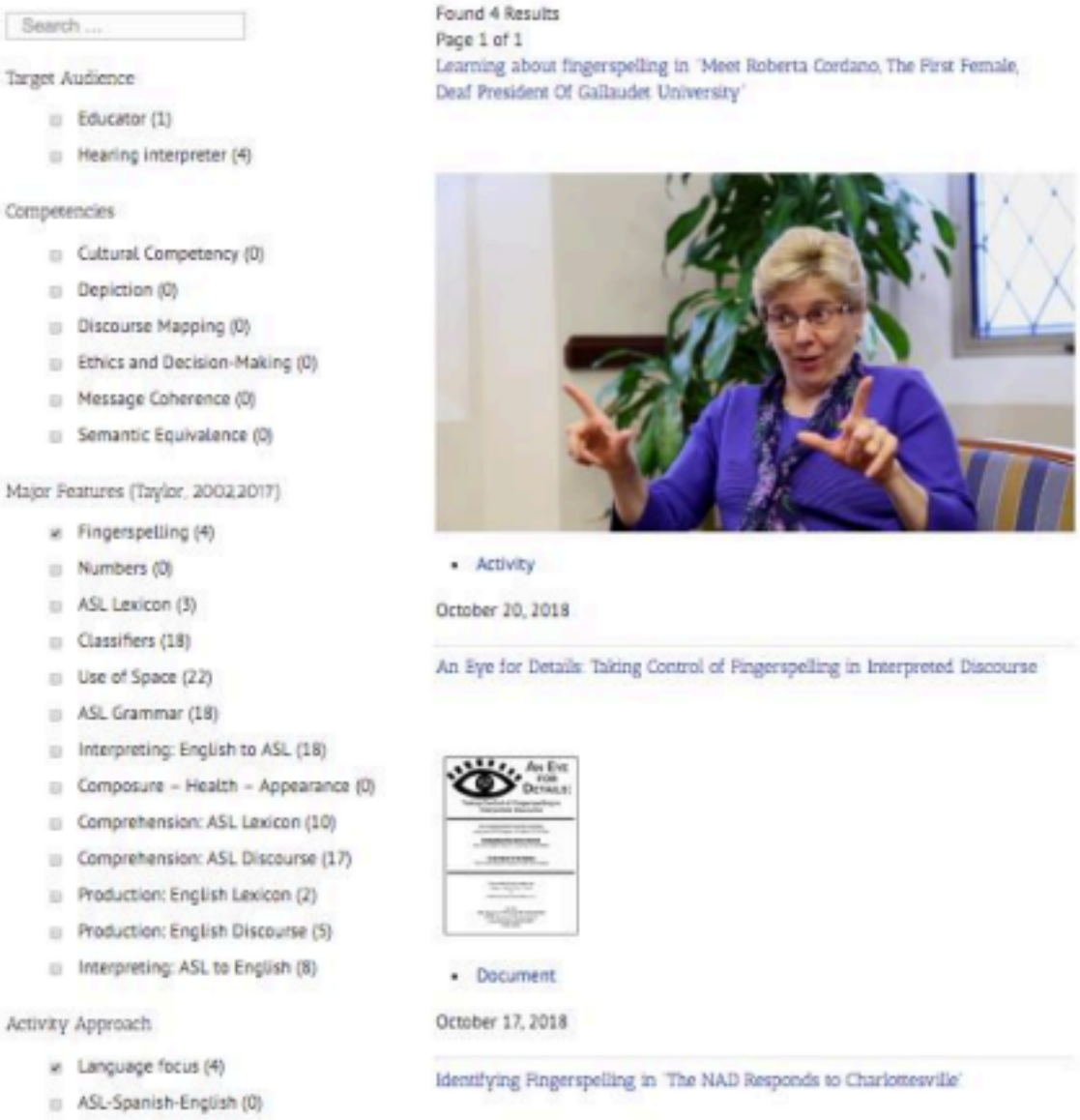
ASL. Figure 4 demonstrates how when a user assesses a key skill with a significant or serious error pattern, recommendations appear for how to address the specific skill, including a link to the Digital Learning Repository.

Figure 4: Sample Assessment of Error Pattern

The Digital Learning Repository is under continual development to contain a variety of activities that can be recommended based on the specific Zone of Proximal Development of a novice interpreter. Users will be able to search for activities based on key skills, degree of challenge, and time required for the activity. Each activity will include a series of steps that fit with Vygotskyan ideas about learning (Bowen-Bailey, 2012). Figure 5 shows an example of activities available related to the skill of fingerspelling.

Where's the App for That?

Figure 5: Digital Learning Repository Sample



The CATIE Center plans to add activities during the course of the grant as well as develop methods for others to develop activities that can be included. Guidelines will be developed for how to create online activities that are engaging and provides appropriate feedback for novice interpreters to be able to adjust their work in meaningful ways as required by purposeful practice.

Where's the App for That?

Sustainability and Replicability

Part of the responsibility of the CATIE Center with this grant project is to create replicable and sustainable resources. The choice to use WordPress, Gravity Forms and Google Sheets were driven by consideration of how the grant-developed tools can be shared with the field after the grant is completed. According to Web Tech Surveys, "WordPress is used by 60.1% of all the websites whose content management system we know. This is 30.4% of all websites" (W^3Tech, 2018). An online resource using WordPress can be shared easily with a significant number of other websites. More specifically, many of the CATIE Center partners for the Graduation to Certification program, including Interpreting Consolidated, RID, Inc., and CIT, all use WordPress. Both CIT and RID already use Gravity Forms. This means that the developed form can be transferred in a matter of minutes to another website. The assessment form containing information from Taylor's books that is accessible without an access code will be archived on the National Clearinghouse of Rehabilitation Training Materials, which anyone can then use with the investment of a one-time purchase of the Gravity Forms plugin.

In the future, the CATIE Center also hopes to develop similar online tools that use other standards for assessment such as entry-to-practice competencies (Witter-Merithew et al., 2004), Deaf interpreter competencies, (NCIEC, 2016, p. 185-190) and the National Multicultural Interpreter Competencies (Mooney & Lawrence, 2000). For more information on the tools discussed in this paper and future development, visit grad2cert.org.

Conclusion

Combining elements of research into expert performance, the science of successful learning, and the potential of digital technology, this set of online tools developed by the CATIE Center provides novice interpreters (and their mentors, coaches, and teachers) with a means to assess current levels of performance, set focused goals, and select challenging activities. Through the course of its 5-year grant, the CATIE Center will be evaluating and refining these tools and looks forward to sharing our results. We are hopeful that these digital tools will be a useful contribution to supporting novice interpreters as they journey from graduation to certification and beyond.

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Reflections from Interns in an Interpreter Training Program (ITP):

Understanding Beauty and the Beast

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Abstract

In the field of interpreter education, there is a limited body of literature regarding stressors that pre, current, and post internship students express and/or experience. This paper seeks to increase the current body of literature that highlights student's perceptions of their internship experience and the stressors associated with that experience and provide a summary that suggests how an Interpreter Training Program (ITP) can benefit from this understanding. This study used a process called Interactive Qualitative Analysis (Northcutt & McCoy, 2004) to understand the unique understanding of the stress phenomena experienced by ITP students. This study found that student's perception of stress varied based on their relationship with the internship process, and that students directly enrolled in the internship process developed complex systems for coping with stress.

Keywords: Interpreter Training Program; Internships; Interactive Qualitative Analysis; Post-Secondary School; Programmatic Stress

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Reflections from Interns in an

Interpreter Training Program (ITP): Understanding Beauty and the Beast

Introduction

The intent of this research is to identify the phenomenological system that underlies the thinking of students as that thinking relates to the cap-stone internship course in an interpreter training program (ITP). This research is important for several reasons. First, as ITP students enter their cap-stone, they are aware of the stressors related to the career of interpreting for the D/deaf, including: unexpected conflicts in their interpreting assignments; ergonomic stress; vicarious trauma; physiological impairment; and psychological noise. ITP cap-stone students are faced with real world situations similar to those that certified interpreters encounter in their work.

The second important aspect of this research concerns the need to have more definitive information concerning the internship process. Currently there is little in the way of definitive studies of internship programs in general and for ITP programs specifically. The demands of the interpreter job itself, the interaction between interpreting and the expectations of the program are important aspects in the development of most interpreters. This study provides a better understanding of the processes involved in the education and development of interpreters and has value for the field of interpreter education.

Review of Literature

Interpreting requires a great deal of mental and physical work. These issues are the traditional stressors for interpreters and are briefly addressed below in two areas: psychological and physiological, and linguistic challenges.

Psychological and physiological stressors

In signed and spoken languages, the cognitive demands of interpreting from one language to another are high. Dean and Pollard (2001) focus their study on the physiological and psychological demands of the work of interpreters, which they refer to as the Demand-Control theory. They suggest that several factors affect an interpreter's ability to provide an effective interpretation such as: environmental, interpersonal, and intrapersonal demands. Dean and Pollard suggest that interpreters are placed in "high stress" and "high strain" working situations, which may lead to psychological burnout.

Kurz (2003, p.51) looks at the physiological stress spoken language interpreters face during conference interpreting. She suggests that a "tremendous amount of concentration is required … and that simultaneous interpretation is a high- stress occupation." Kurz (2003, p.51) states that, "stress can become distress" which leads to a negative result. Her research suggests that spoken- language interpreting students have greater obstacles to overcome compared to the professionals in a sense that students have little experience in the field

and have yet to develop coping strategies in high-stakes situations. DeCaro, Feuerstein and Hurwitz (1992) revealed that interpreters with experience performed much better interpreting from American Sign Language to English than those with little experience.

Peter Moser's study, (1995) shows us that interpreters/participants in his study compared the work of interpreting to the job of an air traffic controller or pilot. The same could be said for the work of sign language interpreting. Specific working conditions can be identified as drivers for stress, i.e. long hours, lack of training, ineffective coping mechanisms, complexity of work, and multi-tasking. Kurz (2003) further explains one of the reasons for burnout is due to the mismatch between the person and the demands of the job.

Anderson (1976) looks at the "ambiguities and conflicts of the interpreter role." Anderson explains that the work of an interpreter commonly serves more than one client at a time. The interpreter has a commitment to serve both clients. According to Anderson, the obligations are not always compatible. In the case of the internship class, if an internship student is not able to adapt to the needs of the clients involved, then the intern may perceive the demands of the job process and the client's demands as stressors.

Brasel's research (1976) looks at the physical and mental demands required of the interpreter. Brasel explains that an interpreter's message and/or level of accuracy is significantly compromised after twenty minutes of interpreting. His research notes that during message construction, interpreters strive to avoid errors and skews. Brasel suggests that team interpreting, two or more interpreters work together in a turn- taking fashion, be utilized in order to preserve the accuracy of the message. Therefore, by providing a team interpreter for interpreting assignments, the psychological and physiological strain placed on the interpreter is reduced, thus allowing the interpreter to have a mental break from the active role of interpreting

Darwish (2008) discusses the occupational hazards and stressors that spoken and sign language interpreters face in high-risk, high-stress situations such as working in the medical and healthcare settings. Darwish defines occupational health and safety as policies that should be in place to protect the health, safety and welfare of interpreters

Harvey (2002) suggests that stress stems from what interpreters often bear witness to such as: oppression, trauma or emotional distress.

Lor (2012) takes a closer look at the effects of vicarious trauma. In his study, each participant had a range of interpreting experiences in a variety of settings, i.e. medical, court, and mental health. Sign language interpreters experience vicarious trauma in many of the settings in which they work. Vicarious trauma is a negative response or change that happens to an interpreter as a result to witnessing trauma, abuse or suffering on another person or group.

Physical stress alone is another form of stress that can lead to injury of the hands and wrist. In a 2007 publication by the Registry of Interpreters for the Deaf (RID), a standard practice paper described various injuries such as carpal tunnel syndrome, overuse syndrome, and repetitive movement injury as "cumulative" to which interpreters are susceptible. Many of the injuries listed above have the potential to prematurely remove people from employment in the sign language interpreting field. Years of education, training, experience and time invested may be lost to the practicing interpreter, consumers and employer.

Linguistic challenges

Simultaneous interpreting from American Sign Language to English or English to American Sign Language requires great mental dexterity. Sign language interpreting requires the interpreter to have the ability to work through a number of processes and lexical substitution proficiencies to convey a message from the source language into the appropriate form and meaning of the target language. In spoken and/or sign language, the source language (SL) is the language in which an original message is conveyed and upon which interpretation is based. The target language (TL) is the language into which a message is interpreted with equivalent meaning (Humphrey & Alcorn, 2007).

Accuracy of message construction may also be a stressor for interpreters. Llewellyn-Jones (1981) studied interpreters working between British Sign Language (BSL) and spoken English. Llewellyn- Jones found that linguistic abilities within the source and target languages can affect the final product. Llewellyn-Jones states the greater the strength or fluency the interpreter has in both languages, the greater the level of accuracy within the message. For students in ITPs, this expectation and/or level of fluency may not be fully realized. In Patrie et. al (2000), the authors point to the importance of the development of one's intra-lingual skills. They state "linguistic abilities and the level of proficiency one may have within their intra-lingual skills" is a necessary skill for interpreters to possess. They refer to this level of proficiency and ability as "linguistic flexibility."

Krashen et al. (2001) explains various theories of language learning and language teaching in general. They describe the Natural Order, that learners acquire a part of the language in a predictable order. As time goes on, the learner is ready for more complex parts of the language. They discuss the Monitor Hypothesis, meaning that before a student is about to utter a word or sentence, they have an internal monitor that makes a search or

"checks" the target language to identify lexical or semantic correctness. Once the "monitor" has reviewed the sentence, the language is expressed. The authors also point out that it is imperative that the "monitor" recognizes

and can identify grammatical correctness. Some learners are so concerned with the accuracy of their grammar that their production of "speech" is unnatural and slow; making it difficult for the "listener." This concern contributes to the many stressors that an interpreter and intern student may face in their line of work.

Richard and Rogers (2001) propose that content-based instruction (CBI) is an approach to second language teaching and is organized around content, instead of the language that the students will be learning. It is based on two principles that learners use the language as a way to acquire information and second, that this type of instruction provides them with "real world" learning in an academic setting. This type of instruction helps the learner become responsible with their learning. The author also points out that the learner may become too overwhelmed with the amount of information that is presented to them.

Witter-Merithew and Johnson (2005) explains that students of internship programs emphasize that the most important factor in student learning is where the student experiences opportunities to be a part of the interpretation process and can be engaged in the "concrete experience" of interpreting. They list several responses from student interviews. The comments seemed to shed light on the fact that these interpreting students experienced some levels of stress by the challenges of the language itself, and the "unspoken" part of the curriculum-learning that occurs outside of the classroom. They also mention the demands of family obligations, time, and location of assignments created unexpected stress in interpreters and students.

Research Questions

The above discussion suggests that there are several known stressors associated with the development of interpreters. These included psychological, physiological, and linguistic challenges. Most students in an ITP would be familiar with the stressors described above and any study of the experiences of these students during their internship should emerge/produce these concepts. We ask the following research questions:

- RQ 1: How do participants in pre, current and post in internship classes at San Antonio College experience and/or express stress?
- RQ 2: If the experiences between the pre, current and post internship groups are different, how do they differ?

Method of Inquiry

San Antonio College offers an Associate of Applied Science Degree in American Sign Language (ASL): Sign Language Interpreter. The degree includes of a blend of technical and general education courses and requires 72 semester hours of selected and designated coursework. Students must pass a mid-program evaluation, the State Certification Basic Exam, as well as a program exit exam to complete degree requirements. As part of the graduation requirements, students must take the Interpreter Internship class. This class allows the students to gain hands-on experience as an interpreter while working under the supervision of a certified mentor. The students must complete a 240-hour of observation and "time on task." Most of their hours will be the time on task role and/or the "interpreter" role. The interns are required to interpret between Deaf and Hearing cultures. During the internship course, interns continue to develop their skills and delivery of communicating from spoken English messages into American Sign Language or Signed English as well as rendering American Sign Language or Signed English messages into spoken English (www.alamo.edu/sac/asl).

Reflections from Interns

Sample

The sample for the research consists of fourteen incoming internship students, eight currently internship students, and five recent graduates of the internship program. The sample included both male and female intern participants, though the majority of the participants were women (85%). An incentive to participate was offered to all participants. As an incentive, students received two hours to be credited towards their 240 hours of internship. The graduates of the internship were compensated for two hours of work, paid for by the college. The graduates are certified interpreters and/or recipients of the Advanced Interpreting Mentorship program at San Antonio College, which is a paid mentorship and are currently employed with SAC.

Data Collection Process: Interactive Qualitative Analysis

The data for this study was collected using the Interactive Qualitative Analysis (IQA). IQA is a qualitative process based in part on grounded theory. The process engages agents within a system in a process of not only generating the primary data but also interpreting the data. In essence, it is a technique that can enable an organization to capture and label their experiences while formulating perceived relationships among these experiences (Dietz & Porter, 2012; High, et al., 2009; Northcutt & McCoy, 2004; Owen, Northcutt & Dietz, 2013). The advantage of using the IQA is that the data collection and analysis can be conducted in a short period of time and the study participants assist in the analysis of the data. In this study, the IQA process was conducted four times with 3 separate groups/constituencies: Pre, Current, and Post Internship students.

The IQA process has several steps. First is the development of an issue statement by the researcher. An issue statement is a question asked to get the audience to reflect about a phenomenon with which the participants are familiar. The issue statement is presented to small groups of participants (each group should represent a cohesive constituency especially with regard to the participant's power and distance from the phenomena). In this case the issue statement was, "When you think about the Internship class, what comes to mind?"

The next step is to have the participants respond to the issue statement as a group. This is done through silent brain storming. The researcher directed participants to consider the issue statement quietly for a few minutes and then write their responses on large index cards – one thought or concept per card. The participants were instructed not to discuss their responses with the other members of the group. This brainstorming process was referred to as "brain dumping". (Northcutt & McCoy, 2004).

Once the participants completed dumping, the researcher collected all the index cards and placed them in no particular order on the classroom whiteboard. The researcher then asked the participants to approach the board and to categorize the responses into themes or what was referred to as "clumping". (Northcutt & McCoy, 2004). This step was also completed in silence. The participants could move the index cards into whichever clumps they thought made sense. Once the participants were satisfied with the clumping of responses, the researcher then asked the participants to discuss and agree on one theme or name for each clump. The result was four to thirteen named clumps per focus group. The IQA process to this point is very similar to the Total Quality Management (TQM) process of developing affinities. (Owen, Northcutt, & Dietz, 2013) There are two major differences. The TQM process would end at this point. And second, the TQM process would not have used an issue statement to focus the work of the participants. Additionally, IQA labels the affinities "elements." This name change is to reflect the elements as a part of a complex system that is linked in unpredictable ways.

The next step for IQA was to look at which elements had greater impact on the other affinities. The facilitator asked the participants to look at elements and suggest their understanding of each elements relationship to each other element in a pair-wise fashion. The participants indicated relationships by putting arrows, <, >, <> (see Table 1). The direction of the arrow determines the effect of one element on another. Arrows pointing to the left indicate "in" and the arrows pointing right indicate the "out". If the elements had no effect on each other, then the participants drew this symbol, <>. The delta between the "ins" and "outs" were the numbers that determined the placement of the elements within a Systems Influence Diagram (SID). The total of the delta numbers from all participants were arranged in order from positive to negative. The positives elements represent the drivers and the negative numbers represent the outcomes. These concepts are explained later.

The "current" internship group dumped, clumped and named a total of thirteen elements which are arranged on the sample affinity relationship table (see Table 1):

1. Positiveness (Positivity)
2. Friends
3. Teamwork

4. Attitude

5. Process
6. Internal challenges
7. Self-analysis
8. Stress
9. Time
10. Process tension
11. Exhausted
12. Sarcasm
13. Reality

Table 1: Example IQA Affinity Relationship Table for a Current Internship student.

	1	2	3	4	5	6	7	8	9	10	11	12	13	**OUT**		**DELTA**
1	X													8	4	4
2	>	X												4	2	2
3	>	>	X											3	6	-3
4	<	<	<	X										5	6	-1
5	>	<>	<>	>	X									3	4	-1
6	>	<>	<	>	>	X								3	6	-3
7	<	<>	<	>	>	<>	X							4	7	-3
8	<	>	<	<	<	<	>	X						3	7	-4
9	>	>	<	<	<	<	<	<	X					4	7	-3
10	>	<>	<	>	<	<	<	>	>	X				5	4	1
11	>	<	>	<	<	<	<	<	>	>	X			4	6	-2
12	>	<>	<>	>	<>	<	<>	<>	<>	<>	>	X		3	1	2
13	<	<>	<>	<>	>	>	>	>	<>	<>	>	<>	X	5	1	3

The IQA process results in a system influence diagram (SID), which can show the direction of influence between affinities (Owen, Northcutt and Author, 2013). The following section presents the SIDs for each group and discusses the resulting meaning that can be derived from the SIDs. The above is a very brief description of the IQA process. A more detailed description can be found in Northcutt & McCoy's book on this subject (2004).

Results

Current Internship Group

The current internship group produced over ninety responses which were then clumped into the elements listed below. The comments they developed are used to define the affinities. Below is an example of the types of comments these participants included for each of the elements they developed:

Reflections from Interns

REALITY

Why can't I speak English?

This is so hard

Overwhelmed

Too mind blowing

Shocking

How did I get this far?

The unexpected

SARCASM

Jumbled

Everything is coming in at one time!!!

Really?? You're not going to give me credit for assignment?? !$#*

This is B.E.S. minus the E.

"?"

Worth all this?

I just want to *talk* for a change

Why?

PROCESS TENSIONS

Really? You want me to interpret that?

When did this stop being fun?

I don't even want to sign anymore.

Do I even like Deaf people?

Concerned whether or not I could complete the 240 hours within timeframe

You ARE certified, right? Mentor?

I don't think I like working in groups

EXHAUSTED

Exhausted- II

Tired

Feeling the burn

No energy

TIME

24/7? Yeah, right!

Committing to any available hours and seeing that I could handle it

Time constraints

Critical time management required- little free time during the week

Vending machine diet- similar to Atkins

Really? You're going to sleep after all of this paperwork? Ugh!

STRESS

Stressful-II

Pressure to perform for a translated theatre arts production

Frustration

Afraid

Scary

Nervous whether or not I could do the task-II

First day jitters

SELF-ANALYSIS

Learning to let go- the work and me are not the same Challenging new vocabulary

Life changes

Self- analysis required

Self- monitoring, self-monitoring, self-monitoring Learning what my limits are related to specific assignments

My personal life is excelling, but Internship is declining

INTERNAL CHALLENGES

Self esteem

Weaknesses exposed

Learning to satisfy both consumers

Anxiety about if my receptive skills will be effective for ASL to English translations

Reflections from Interns

Stress about my FS/ fluidity/ clarity

Frustration at lack of mentor availability/ support for early- in the internship gig

Challenge of teaming when expectations weren't clearly stated

Irritated

Emotional control

Feed me Seemore! I'm only looking at you! Forced to tolerate things

Embarrassed

Learned not to compare myself to others- a waste of energy

Learning to control meta- comments (crazy on the inside, calm on the outside)

ATTITUDE

Ready

Determination

Yes I can

Can do it attitude

Ready to take this TEST (BEI)

I can do it

Humbling

Humble

I can totally do this

Happy

Proud- II

PROCESS

Oh, that's how it's supposed to be done!

Figuring out the process

Wow! (growth from first day to now)

Elation about a successful interpretation

My first A-ha! Moment

Joy at realizing that I will have my intern hours done within timeframe

Discovering my areas of strength within the varied interpreted settings

Wow, I had no idea that BIOLOGY could be this good

Confidence as my skill set continuously increases

POSITIVITY

Enthusiastic

Exciting

Uplifted

Uplifting

Fulfilling

Encouraged

Funny

TEAMWORK

Dealing with a variety of people with different learning styles and background- especially with mentor and fellow interns. (Example feeds, support…)

Support system

Appreciation for excellent mentoring from two specific people for an assignment

Supported

Love thy neighbor as you love thyself

(team) Positive feedback

Friends

HEART symbol

Good times

Friendships

Great friends

Team family

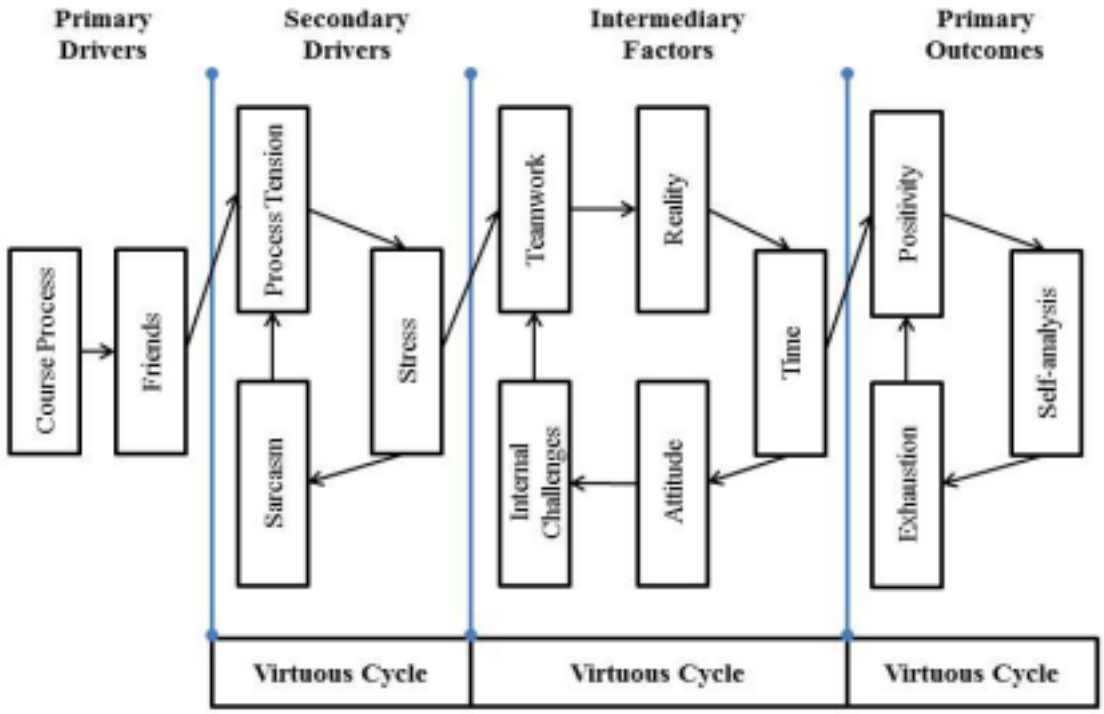
If loving this is wrong, I don't want to be right

Reflections from Interns

Clearly the items within each element are unique to the context of the participants and are not expected to be completely understood outside of that context. This is important because the unique definition of the elements drives how the participants establish the relationships between the elements. In broader terms, there is some commonality of elements across these three groups of participants.

Once the relationship between the elements was developed by the participants, the affinities were mapped into a Systems Influence Diagram (SID) (Figure 1). SIDs are read from left to right with the left-hand elements representing drivers, those elements in the middle representing intermediary factors, and those elements on the right representing outcomes. Sometimes elements map together to form cycles – either virtuous or vicious. Virtuous cycles can be described as a set of elements that aid participants in achieving success or, in this case, competence. A vicious cycle, on the other hand, would be a group of elements that work together to impede success or competence. Some researchers also name cycles, but this study we only named the cycles in the last SID described.

Figure 1: System Influence Diagram (SID): Current Internship Class



The current internship group participants produced three virtuous cycles. Each cycle pushes the cycle to its right towards a positive primary outcome. The primary drivers for the current internship group are: Course, Process, and Friends. These primary drivers push the secondary drivers, which are: Stress, Sarcasm, and Process Tension. This set of secondary drivers is interpreted as a virtuous cycle and has a positive effect; they are strategies for coping with stress. The secondary drivers support the intermediary factors and represent the second virtuous cycle. The intermediary factors are Internal Challenges, Teamwork, Attitude, Reality, and Time. This cycle is about the

actual work of the internship process and suggests that students have found a way to productively and collectively accomplish the work required for this course. The second virtuous cycle drives the third virtuous cycle which is the outcomes for the SID: Exhaustion, Positivity, and Self-analysis as the Primary Outcome.

The current internship student's SID can be interpreted as the participants self-organizing around the concept of reducing psychological stress. The three virtuous cycles work with each other in something of a tacit support/coping system. It is interesting to note that the final outcome of the SID is self-analysis. Though the students labeled this affinity as self-analysis it may be better understood as self-actualization – or self-realization, that after a series of events the self has changed. Self-actualization is an expectation of the course instructors, but not one that is stated in explicit terms to the students. For students to indicate that a better or changed understanding of self is the primary outcome of the internship process, and not to mention traditional challenges such as the physical and psychological stressors, suggests that the internship course is structured to meet the long term expectations of both the students and the faculty, as opposed to the short-term needs of students.

Post-internship results

The post-internship group also produced an interesting SID. The group produced a total of six affinities. The affinities are defined below based on a composite of the items developed by the participants: • Hours – Concern

over completing the hours necessary for the internship.

• Surprises – Positive excitement with the novelty and rigor of interpreting assignments. • Challenges – Managing the stress of new situations, the environment, the diversity of assignments and clients.

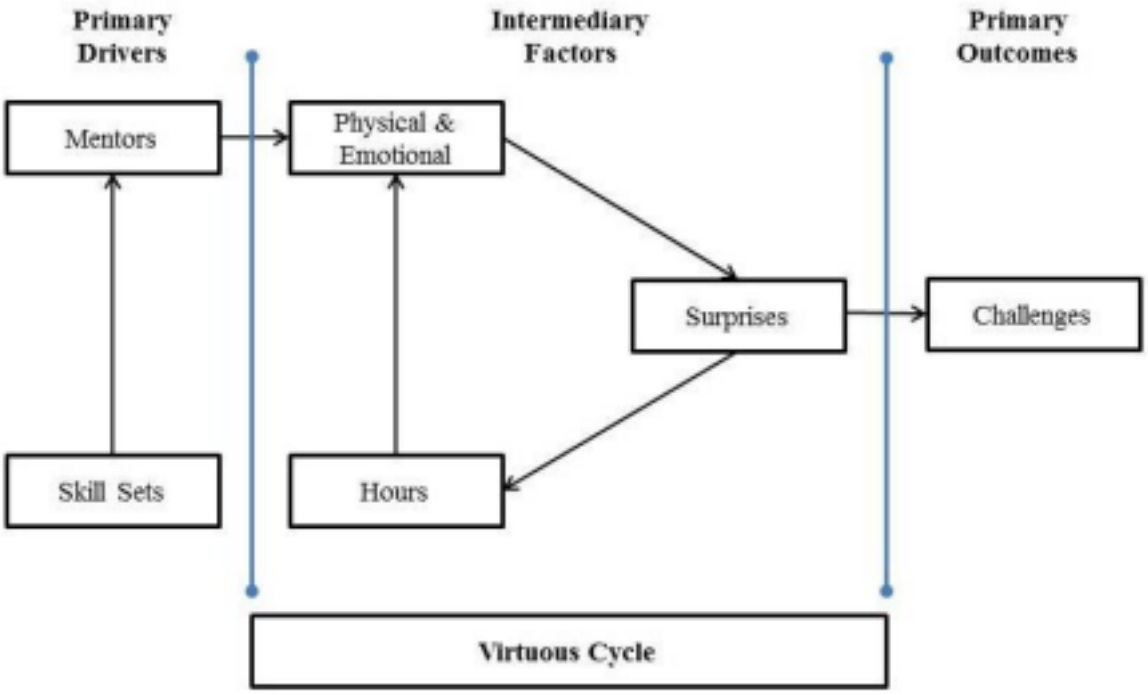
• Skill sets – Struggles with the rigor of assignments, ethical dilemmas, responsibility to the client and the course, self-doubt and a feeling of having to know the sign for everything.

• Mentors – Positive regard for the support and guidance received from their mentors. • Physical and emotional – Concerns about their performance during assignments, nervousness, time management, tired and hungry, and feeling overwhelmed by the process.

The post-internship students organized these six affinities in the SID presented in Figure 2. This is an interesting SID in that it represents what the participants remember about an experience, so in retrospect the participants felt the primary drivers were Skill Sets and Mentors. In other words, they saw their own skills as driving their success with support from their mentors. The intermediary factors form a virtuous cycle which seems to reflect their management of the traditional physical and psychological stressors for interpreters. For this group the outcome was the challenges they faced and worked through. This SID suggests that post-internship students viewed the internship in positive terms. One must keep in mind that this is a group that elected to stay with the interpreting program they graduated from and were successful in completing the program and passing the state certification test.

Reflections from Interns

Figure 2: System Influence Diagram (SID): Post Internship Students



Incoming Class "A" results

The incoming classes, groups "A" and "B" are part of the same cohort, but their sessions were held at different times. These two groups are completing their final requirements for their internship experience. The results of each group are vastly different and the information from both groups produced separate SIDs. The "A" group produced the following affinities:

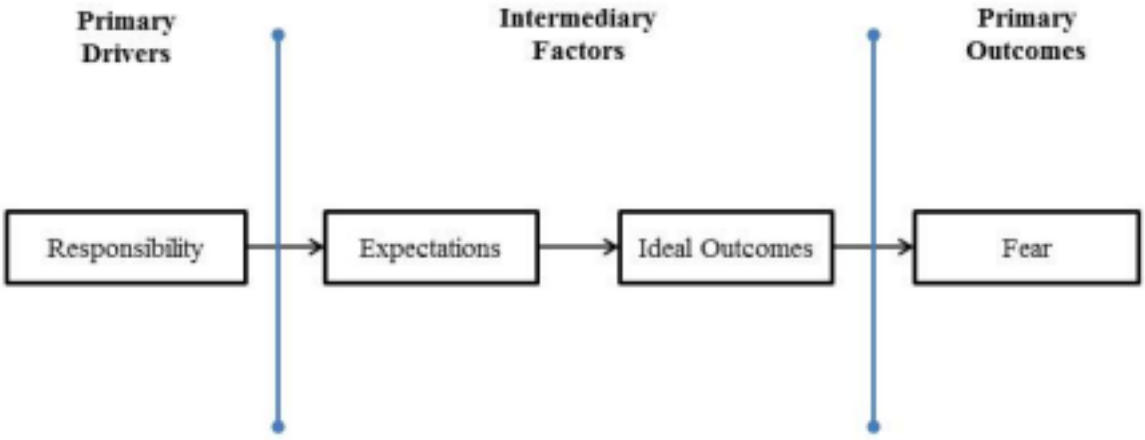
- Responsibilities – Concerns over responsibility for a real client.
- Expectations – The excitement of getting started and all that entails, such as growing professionally, sharpening skills, fun, networking, and using what they had learned.
- Fear – General nervousness, concern about physical challenges, the exhaustion of the work, and fear of not being ready.
- Ideal outcomes – Positive expectation of mentors, role models, and partners; excitement, motivation, and an expectation of success.

The primary driver for group "A" was Responsibility (Figure 3). Responsibility drove the Intermediary Factor of Expectations and Ideal Outcomes. What is interesting is that the Primary Outcome for group "A" was Fear. This suggests that their perception of their skill- set and confidence is low. If responsibility is indeed the primary driver for the incoming class, then we can focus energy on the intermediary factors to become more realistic for the students in those courses. Once the intermediary factors are adjusted, then we can diminish the primary

Reflections from Interns

outcome of fear and replace it with a greater sense of self-efficacy to improve performance in the internship class. This same concept is born out more clearly with group "B."

Figure 3: System Influence Diagram (SID): Pre Internship Students (Group A)



Incoming class "B" results

Incoming class "B" produced the most interesting results of all four IQA sessions. The incoming class "B" produced a large number of responses. The affinities are listed below:

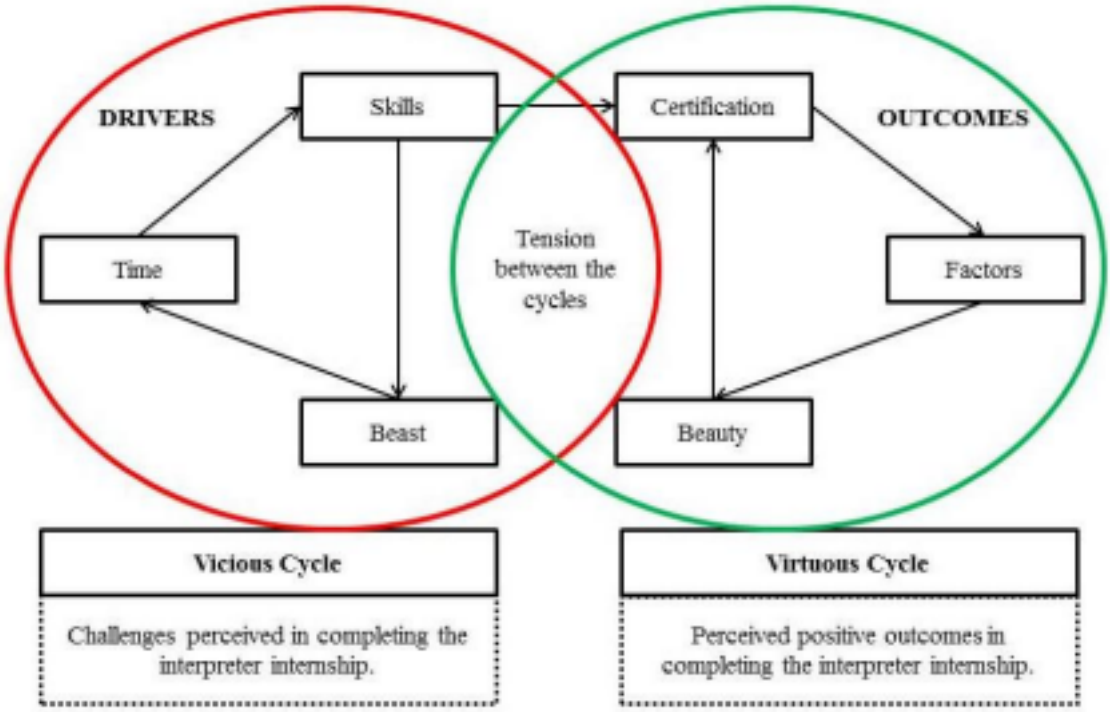
- Certification – Concerns with money, preparation for the test, and tracking hours.
- Beast – Concerns the participant's image/perception of all of the things that can be a problem during the internship course such as exhaustion, fear, stress, nervousness, emotional breakdown, and feeling incompetent.
- Beauty – Concerns all the hopes of the participants with achieving certification as an interpreter. • Skills – The expectations of the skills participants think they will need in the coming internship course. • Time – Balancing the rigor of the hours of the internship with life.
- Factors – Concerned the concrete factors associated with interpreting such as time, clients, other classes, and the associated learning.

Incoming class "B" produced two cycles; a virtuous cycle and a vicious cycle (Figure 4). The primary drivers for class "B" are: Skills, Beast, and Time. These three affinities represent the vicious cycle. This vicious cycle represents the perceived challenges of group "B" in the internship course and seems to represent a negative, self reinforcing stress cycle. This cycle could be labeled "The Beast" and to some extent represents both real and mythical ideas that are collectively understood by the group.

The Beast is offset by a competing virtuous cycle which represents the outcomes for this SID. The affinities in this group include: Certification, Factors, and Beauty. This cycle could be labeled "Beauty." Beauty reflects the positives aspects, both real and imagined, of completing the internship course. Beauty provides a dynamic tension to The Beast and like the story both concepts are deeper than what is reflected on the surface. In this case Beauty represents an accumulation of skills and experiences that allow the student to cross a professional threshold, while The Beast pulls against this outcome representing stress and the challenges to success.

Reflections from Interns

Figure 4: System Influence Diagram (SID): Pre Internship Students (Group B)



Conclusions

Identifying stressors associated with the internship classes is an important issue for ITPs. It is relatively simple to explain to potential interpreters the traditional and much researched issue associated with the interpreter profession such as the physical, psychological, linguistic, and ethical challenges they will face. But the process of developing high quality interpreter professionals has associated programmatic stressors that are more difficult to describe. Additionally, simply explaining stressors to students has considerably less impact than the actual experience of and understanding the systemic context of the stress would have.

This paper examined the phenomenological systems experienced by the students at three different points in an ITP. Their relationship to the internship course allowed them to produce very different outcomes defined through the SIDs. Those furthest from the process indicated the least amount of stress (graduates); those in the internship demonstrated coping cycles for managing the stress; and those preparing to enter the internship developed a collective tension that may be useful for them to successfully complete their internship.

The results of the study suggest several pedagogical recommendations to improve the ITP process. First, it is clear that the pre-internship students see the internship itself as something to be feared, but also something that represents a future for them. The fear does not seem to be in keeping with the SIDs produced by either the current or post-internship students. This may be because the focus prior to the internship is built on individual ability, but the internship itself incorporates extensive group support and identity. Moving the idea of group identity and support to the pre-internship courses may reduce "The Beast." This may be accomplished in several ways, including group cohesion activities/projects into these courses, or providing students with time to identify specific challenges and brainstorm solutions to those challenges.

Reflections from Interns

Second, the tension between Beauty and The Beast provides a useful dichotomy for students entering their internship. This tension allows them to recognize their goals and the challenges for achieving those goals. However, this tension may become overwhelming for some students. Part of the role of the instructors for the pre internship course may be to discuss the Beauty and The Beast tension at different points in the semester to ensure students do not become fixated on one side of the tension or the other.

Third, each internship class will develop different strategies for coping with the stress of the course. This is because each class will have a different perspective on the stress phenomena they are facing. As the stress phenomena emerges through individual and shared experiences, the students will build a shared understanding of those experiences and then self-organize around that shared meaning (Owen & Author, 2012). Part of the role of the instructor should be to facilitate the development of these coping systems. This facilitation is to ensure that the coping systems developed by the students are indeed virtuous and not vicious cycles. In other words, the coping strategies developed by the students need to help the students move forward in achieving their goals and not keep students in a state that does not move them forward.

The IQA methodology allowed participants to create a vast amount of data in a short period, as well as analyze the data themselves. This process provides a unique sense of validation to both the results and the process. IQA is a powerful research tool with applications in any settings that require a better understanding of a collective phenomenological system, such as the study conducted in this paper. This represents a preliminary study and reflects the results of a relatively small sample. Further studies using IQA in other ITPs could help further our understanding of the phenomenological systems developed by students in these programs and provide pedagogical solutions to improving ITP processes. IQA lays the groundwork for organizational intervention. For example, this study suggests that students in the internship self-organize into a system that allows them to be successful. Understanding this can allow course instructors to facilitate students developing these support systems.

IQA, like other methods or processes for understanding human systems (surveys, focus groups, learning assessments, etc.) are by their nature a point-in-time description of the phenomena. In order to determine changes or shifts in the group being assessed it is important to re-examine the system at different points-in-time. This study represents a base-line for SAC ITP. After making uniform pedagogical changes to the program, it would make sense to replicate this study to determine if the changes have had the desired result for the program.

In 1757 Jeanne-Marie Leprince de Beaumont published the story, “Beauty and the Beast” in a collection of stories for adolescents. This story remains popular and for good reason. There are many human systems we enter that have the stress of the Beast and the reward of the Beauty, and we know we need the Beast to understand and fully appreciate the Beauty.

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Reaching New Heights: Certification for Interpreter Educators

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Abstract

Certification of Interpreter Educators is long past due! We demand certified interpreters and ASL teachers. But, we make no such demands of ourselves. Certifying interpreter educators can provide the community and our institutions with some assurance that interpreter educators have the qualifications needed to prepare students for our very difficult profession. Moreover, it could offer assurances to students that the programs they now enroll in are viable, quality-driven programs. It is time for us to "practice what we preach" and to expect from ourselves what we expect from others – certification of interpreting educators!

This presentation intends to 1) explore the resource, *Effective Practices for Teaching Interpreting: Domains and Competencies*[i] 2005/18) for establishing certification standards for interpreting educators, and 2) explore practical approaches for certifying interpreter educators, such as the recently revised model offered by our esteemed sister organization, the American Sign Language Teachers Association (ASLTA). Everyone is encouraged to participate and contribute to the development of certification for interpreting educators. Before the workshop, participants can become familiar with the Effective Practices for Teaching Interpreting and the ASLTA portfolio system.

Keywords: certification, interpreter educator, assessment, qualifications, teach interpreting

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Reaching New Heights: Certification for Interpreter Educators[2]

Certification of Interpreter Educators is long past due! We claim that consumers have the right to know that their interpreters are adequately skilled and qualified. We claim that ASL programs must hire certified ASLTA educators whenever possible. But, we have no standards for ourselves! Despite having a set of domains and competencies for effective interpreter educators, *Effective Practices for Teaching Interpreting: Domains and Competencies,* available since 2005, there has been no movement toward certifying, nor even monitoring ourselves. We argue that being a signer does NOT qualify anyone to interpret or to teach ASL. But we matter-of factly accept the idea that interpreters somehow magically "are" effective educators! Although that is no more true for us than it is for interpreters or ASL teachers, our programs routinely hire interpreters to teach and recruit interpreters to mentor, hoping that they might morph into effective educators. (see for example Pöchhacker 2004 and Monikowski 2013)

It is time to strive for new heights in interpreter education! Certification for interpreter educators could provide the community and our institutions with some assurance that those preparing interpreters have the qualifications, skills and knowledge to not only sign or interpret, but to actually prepare students for our very difficult profession. Moreover, it could offer assurances to students that the programs they now enroll in are viable, quality-proven programs. Certifying interpreter educators can provide all of us-educators, consumers, and students with confidence in the quality of interpreter preparation in the US. It is time for us to "practice what we preach" and to expect from ourselves what we expect from others – certification of interpreting educators! Everyone is encouraged to participate and contribute to this foundational exploration of our practice.

This paper, and the presentation it is based upon, has two main goals:

1. to review the existing *Effective Practices for Teaching Interpreting: Domains and Competencies (2005)* in order to inform revisions and update them to address meet current needs. These were developed through collaborative conversations with Deaf and hearing stakeholders, including interpreters, educators, and consumers in a variety of settings, and offer standards for certifying interpreting educators. These *Effective Practices* include six domains, with 202 related competencies. The domains are: General Teaching (with 28 related competencies); Teaching and Learning Interpreting (with 52 related competencies); Instructional Design (with 42 related competencies); Assessment and Evaluation (with 52 related competencies); Research (with 17 related competencies); and Mentoring (with 11 related competencies). Participants are encouraged to become familiar with them by reviewing them online prior to participating in this workshop.
2. to explore practical approaches for certifying interpreter educators, focusing on the recently revised model offered by our esteemed sister organization, ASLTA. This is a portfolio approach to certification

[2]NOTE: This presentation brings together a variety of pre-existing commentaries, documents, and research in order to discuss the potential of and need for certification of interpreter educators. It is not intended as original research, but rather a synthesis of some of the author's pre-existing work about this topic. Some has been published, some not; some is summarized, some is included verbatim. These, as well as all additional references, are cited and otherwise noted.