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

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CALI Language Analysis Team Procedure and Findings

Dennis Cokely

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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 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.

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CALI Language Analysis Team

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.

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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

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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.

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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

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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).

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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.

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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.

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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

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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

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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.

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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

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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.

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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

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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.

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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.

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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*

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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?

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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

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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

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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.

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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).

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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]

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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

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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

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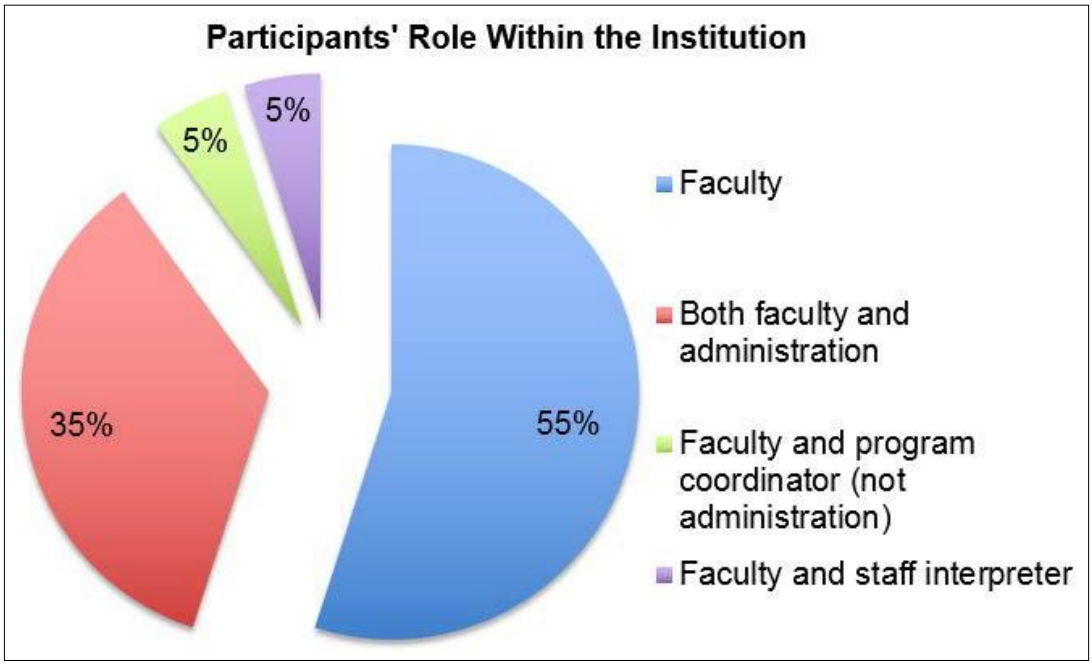
found from one completed survey to another (Bowdell, 2018; Hale & Napier, 2013). The goal of the survey was to see how fluency was being assessed in ASL and English prior to and within the IEP (Bowdell, 2018).

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,

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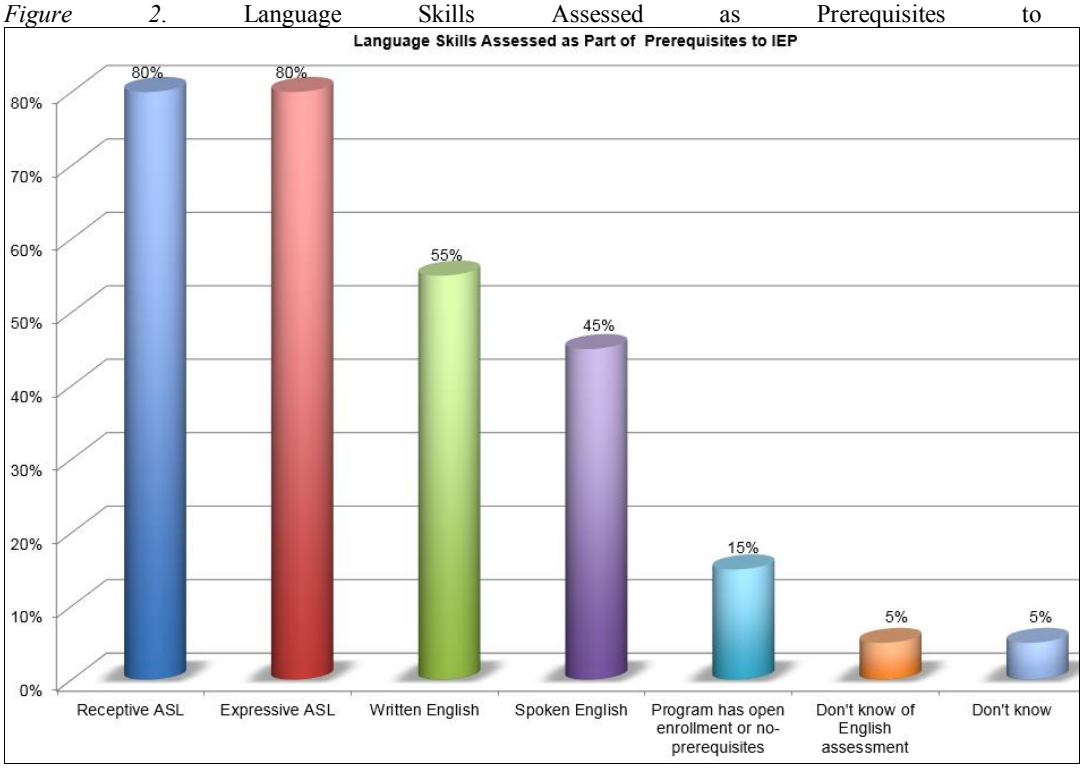
2018). With regard to the English assessment, eleven out of twenty (55%) of the participants reported assessing written English. Nine (45%) participants reported assessing spoken English skills. One (5%) reported not knowing about their IEP's English assessment. Three (15%) participants reported that 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).

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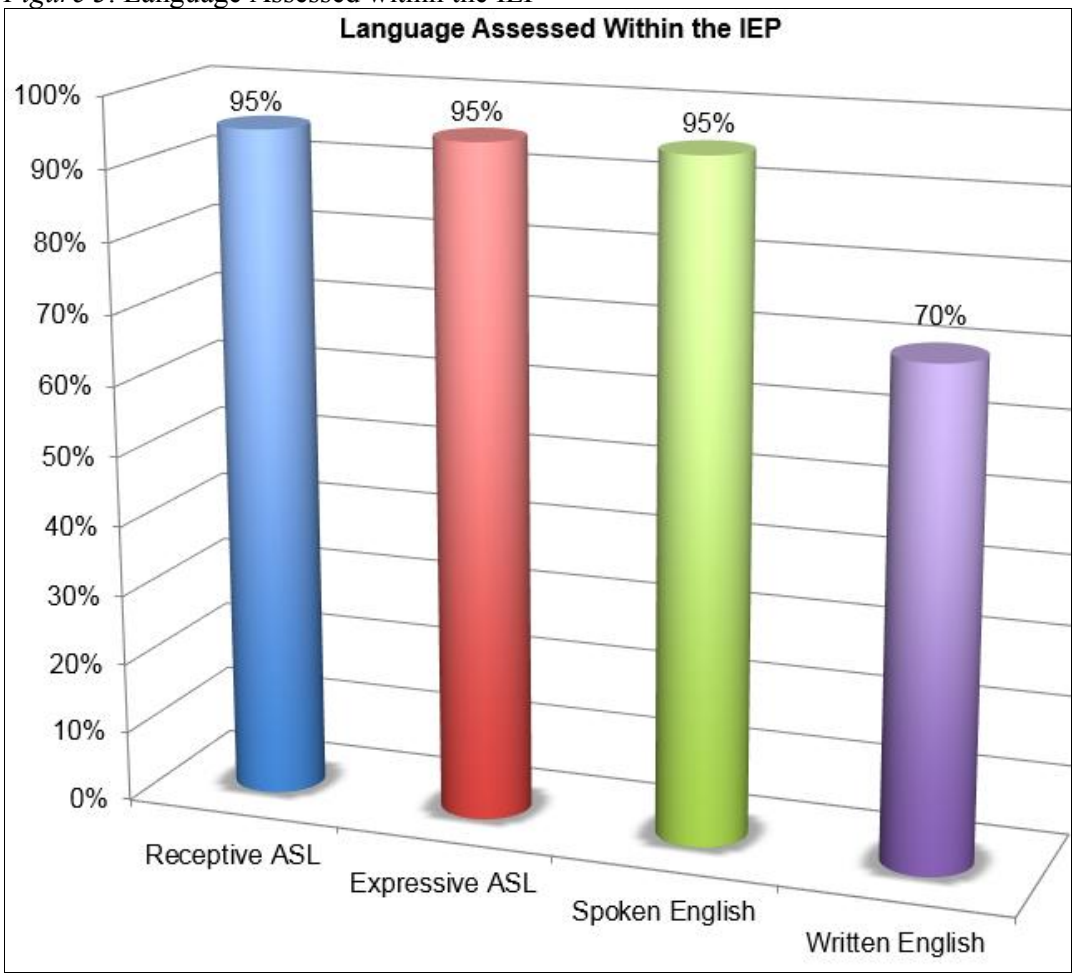
Figure 3. Language Assessed within the IEP



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

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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).

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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.

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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 Amelia Bowdell. Reprinted with permission.

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
Assessment based or modeled after the American Council on Teaching of Foreign Languages (ACTFL)	10%	1
Not sure if English assessment tool used is based on a standardized 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.

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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"

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(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).

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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.

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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?

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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.

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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.

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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)

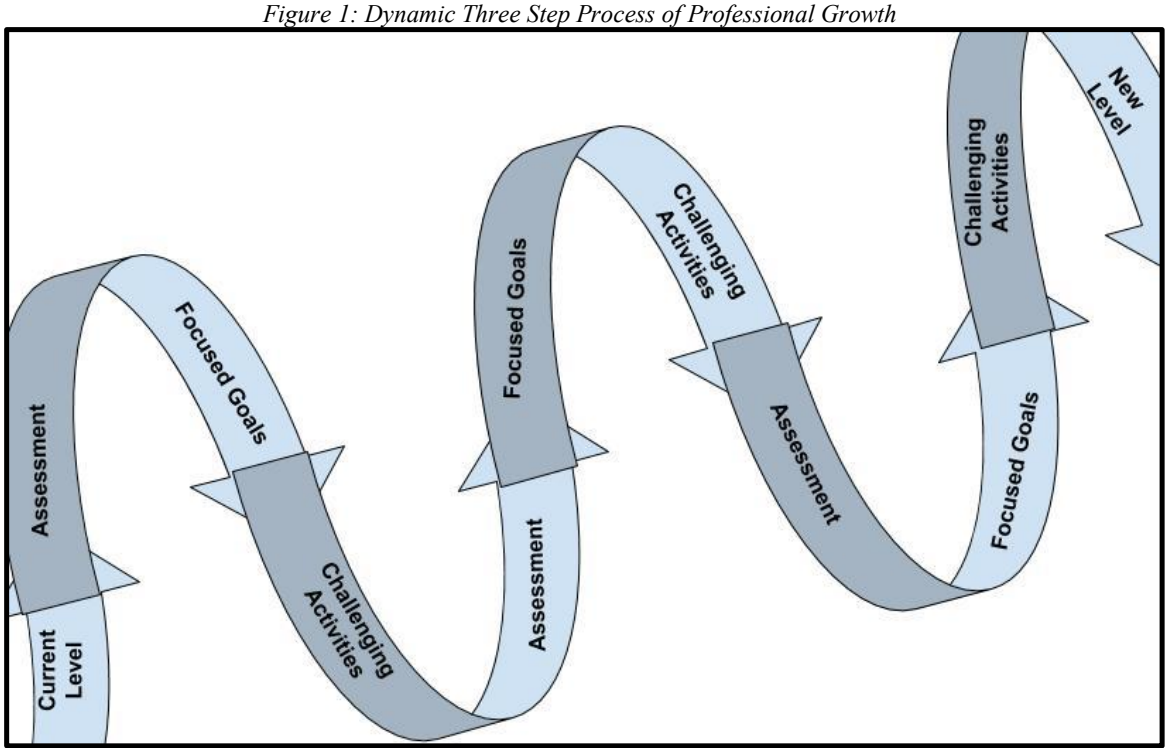
In developing the Graduation to Certification program, the CATIE Center seeks to bring together research related to learning and developing expertise. In terms of learning approach, Dweck (2016) identifies the importance of a growth mindset which "is based on the belief that your basic qualities are 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.

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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

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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.

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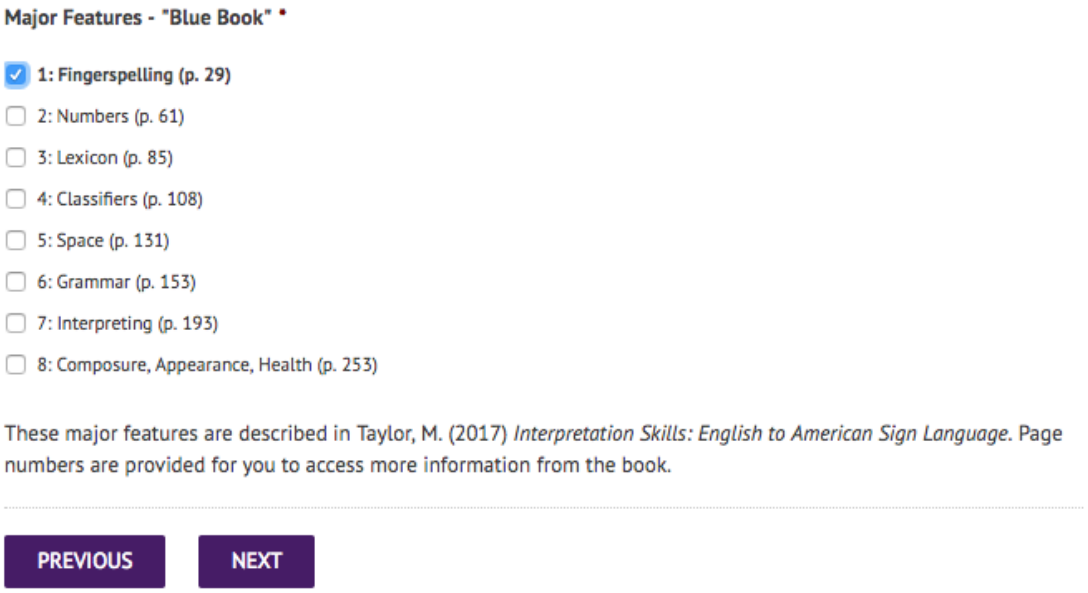
Figure 2: Screenshot of Selection of Major Features in Online Form



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.

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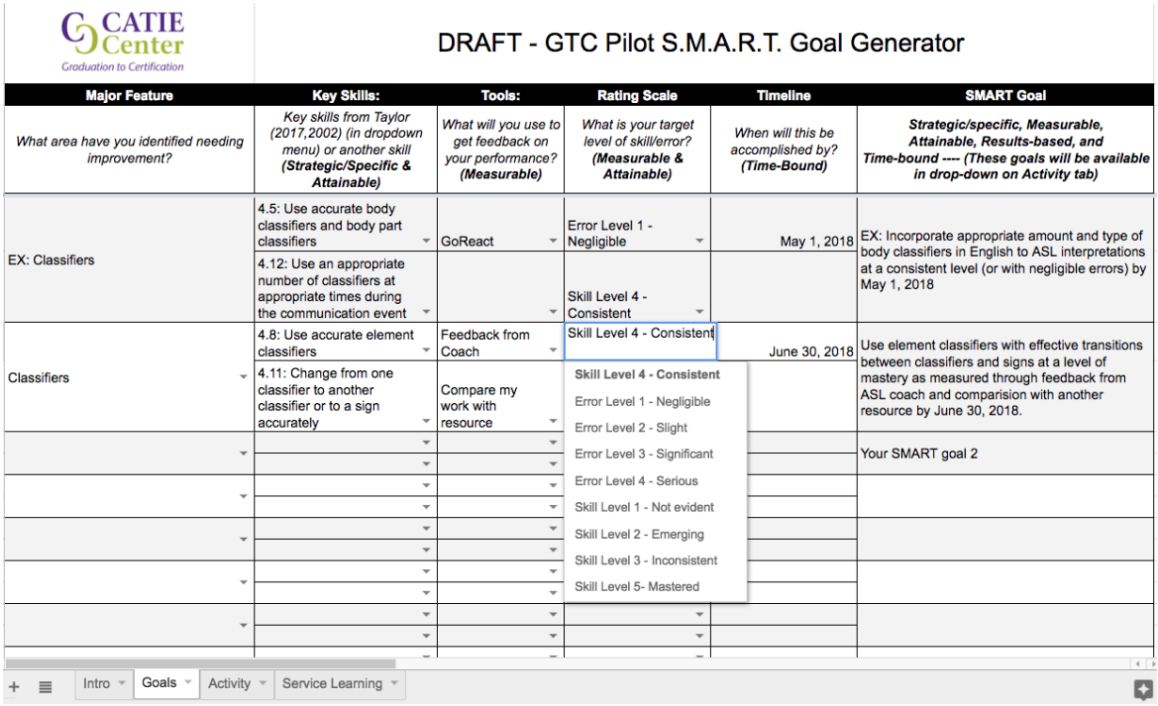
To assist in setting Focused Goals, the CATIE Center has developed a spreadsheet that supports creating S.M.A.R.T. goals. Originally proposed by Doran (1981), S.M.A.R.T. goals include the following characteristics: Specific, Measurable, Achievable, Realistic, and Time-bound. To assist with focus, the 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

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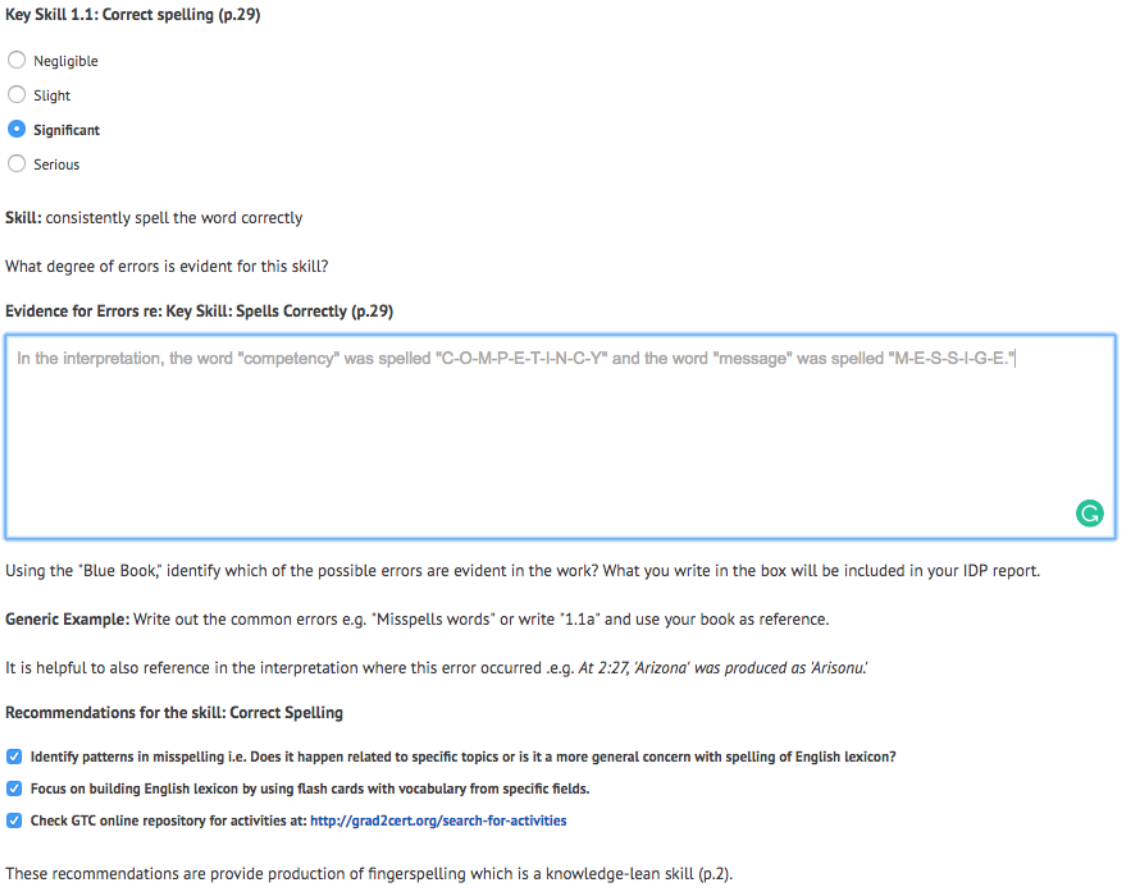
ASL. Figure 4 demonstrates how when a user assesses a key skill with a significant or serious error pattern, recommendations appear for how to address the specific skill, including a link to the Digital Learning Repository.

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.

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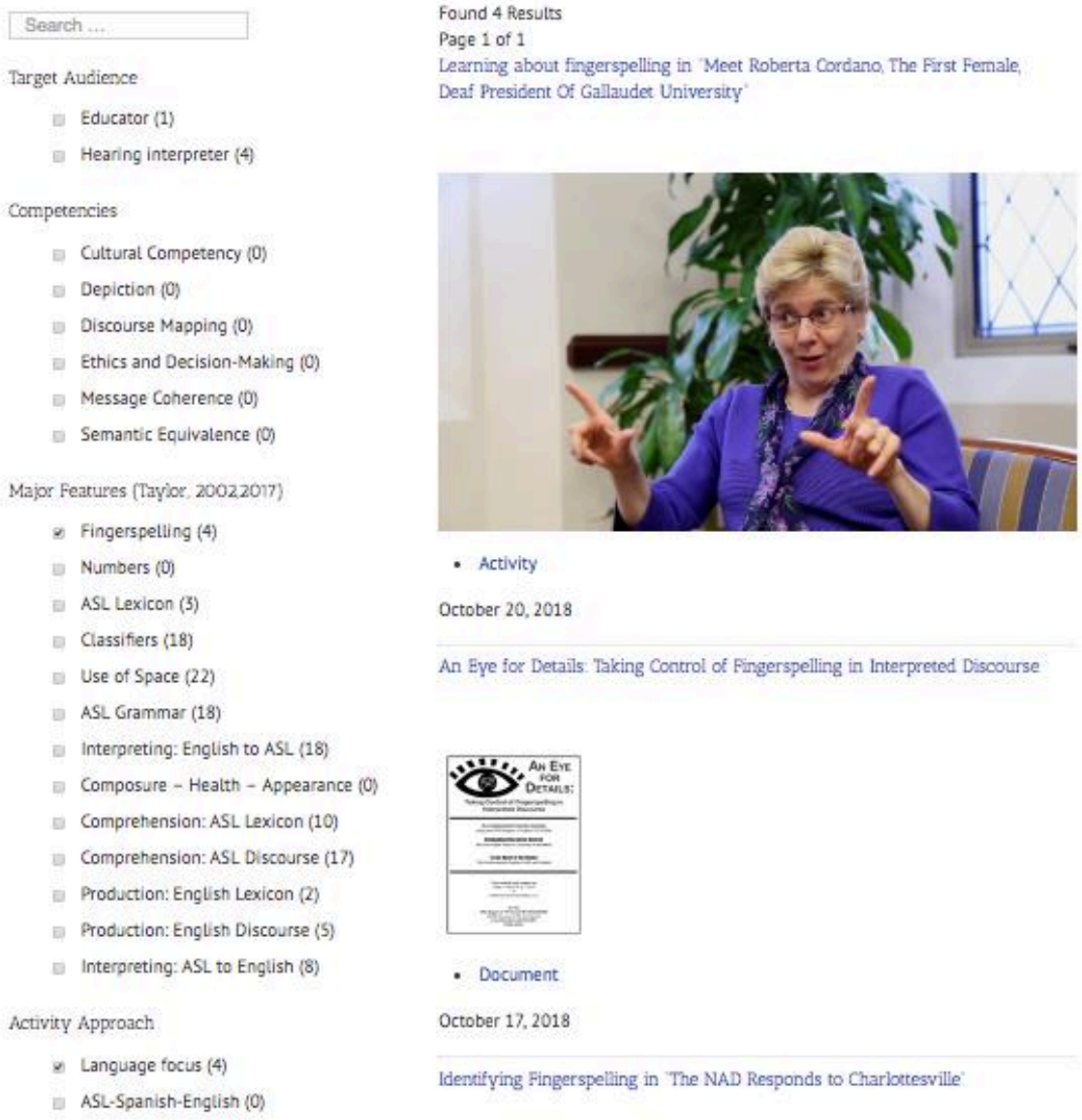
Figure 5: Digital Learning Repository Sample



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.

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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

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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

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"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).

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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

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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**	**IN**	**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:

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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

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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

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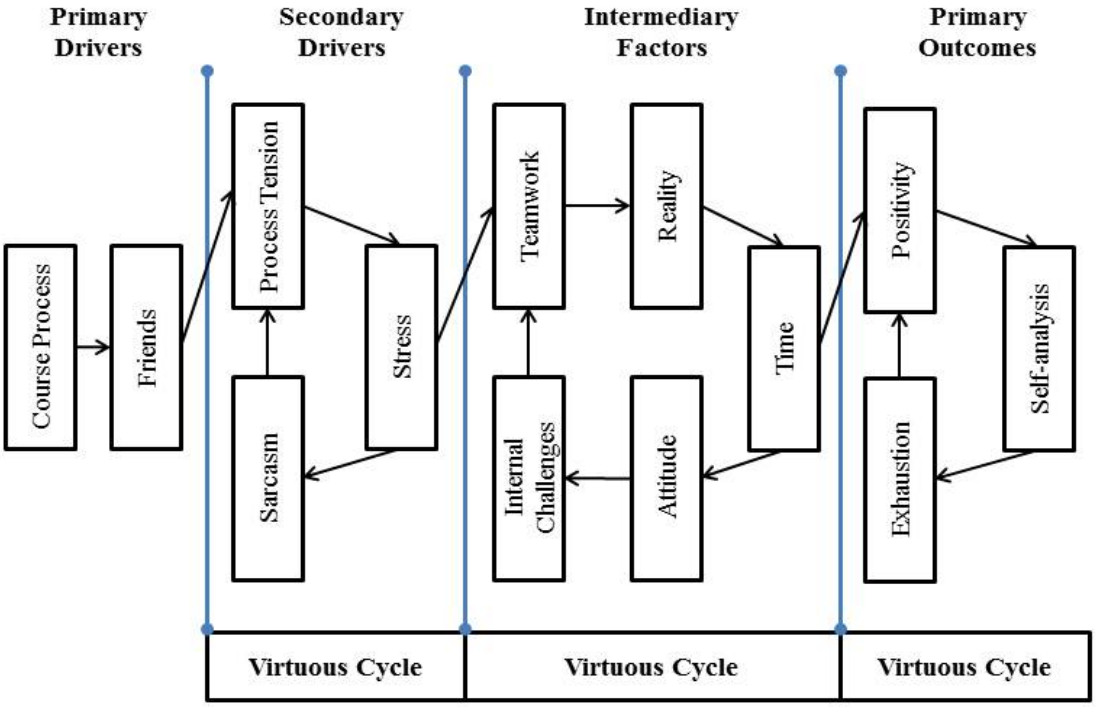
Clearly the items within each element are unique to the context of the participants and are not expected to be completely understood outside of that context. This is important because the unique definition of the elements drives how the participants establish the relationships between the elements. In 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

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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.

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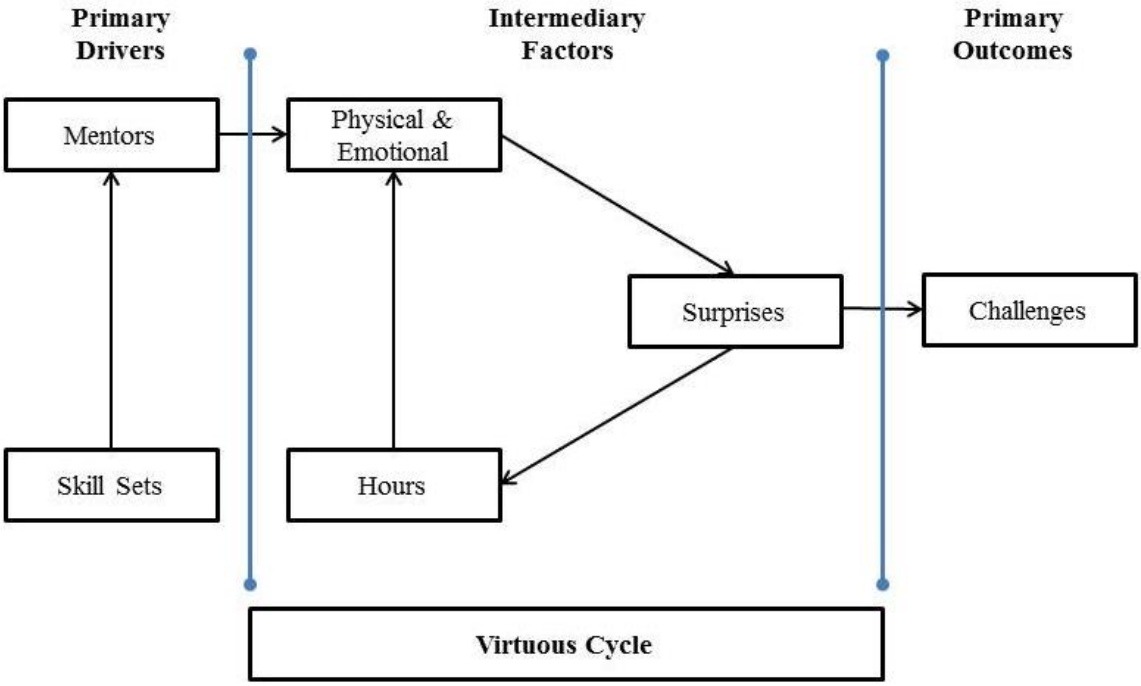
Figure 2: System Influence Diagram (SID): Post Internship Students



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

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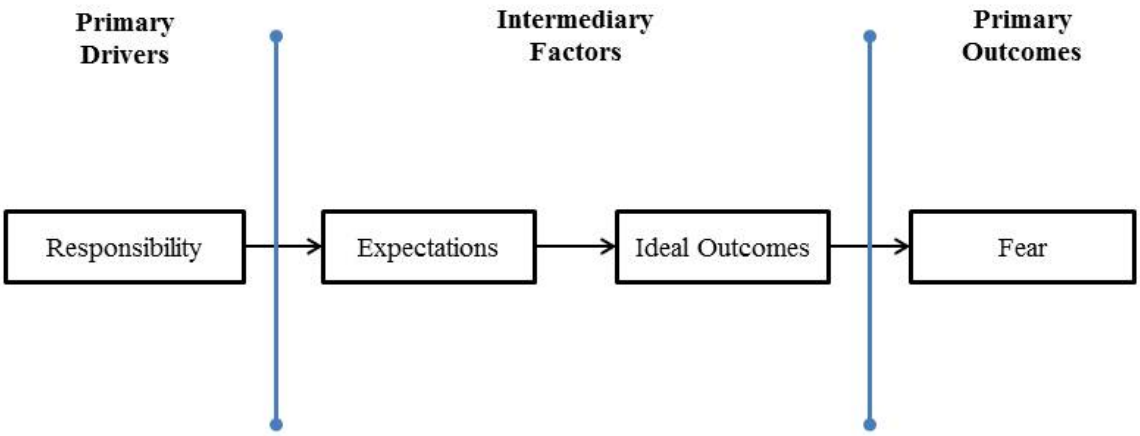
outcome of fear and replace it with a greater sense of self-efficacy to improve performance in the internship class. This same concept is born out more clearly with group "B."

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.

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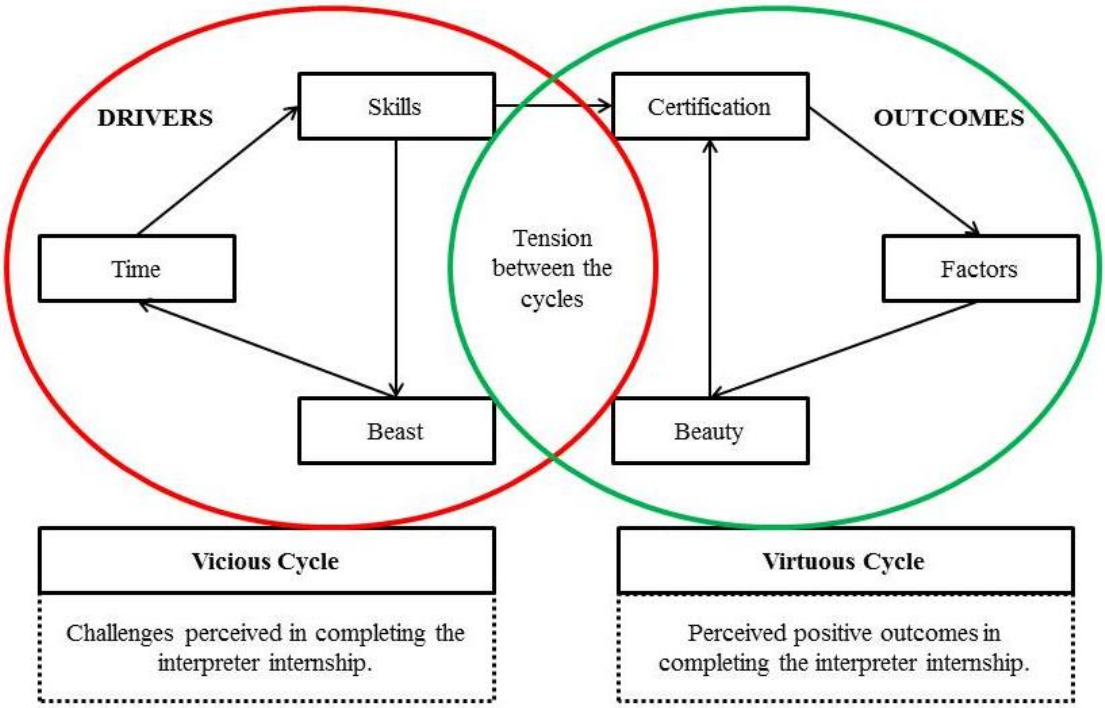
Figure 4: System Influence Diagram (SID): Pre Internship Students (Group B)



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.

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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.

of ASL teachers, which could serve as a model for interpreting educators to adopt as we bring our own filed into line with certification expectations in place for most professionals in our field and in many professions.

Participants will review the current resources and approaches, and will be encouraged to contribute ideas for certifying interpreting educators. The specific educational objectives are:

1. Explore the portfolio-based certification approach that ASLTA has established;
3. Analyze existing domains and competencies to assess & certify interpreting educators interpreting (i.e. *Effective Practices for Teaching Interpreting: Domains and Competencies,* 2005/18);
4. Apply formulated measures to assess own skills and competencies as interpreting educators;
5. Design professional development goals to enhance own skills and competencies as interpreting educators.

Rationale for the Certifying Interpreter Educators

Building on previous research on this topic (CIT Proceedings 1994-various sections; Winston 2005) Winston (2017) uses the acronym WWeTIWWeG as a challenge to our field: What We Teach is What We Get![3] And what we teach reflects our expertise not only in interpreting, but just as importantly, our understanding of the learning and teaching of interpreting, and more specifically of the learning and teaching required for successful development of adult learners. We assert that skilled signers are NOT interpreters-they need to learn the skills of interpreting. Just as true, skilled interpreters are NOT educators! We also assert that native signers are NOT ASL teachers. They are people who still need to learn how to teach ASL. But while individuals may hold themselves to the higher standards of teaching in adult settings, such as college and university, we as a field sidestep any such claims about interpreting educators. Un- and under-qualified university and college faculty are hired regularly throughout our programs, with the qualifications of "qualified interpreter" too frequently being considered adequate qualifications. And given the trend of US higher education to willingly hire contingent faculty rather than full-time, tenure-track faculty, the required qualifications can become minimal. Meanwhile, many of these "adjuncts", myself included, are welcomed to continue teaching in programs year after year, with neither encouragement of, nor support for expanding skills, becoming more qualified, or indeed, to be anything more than a minimal part of the academic culture and community. Yet some 70% of faculty in the US are contingent faculty, with 50% serving as adjuncts, and the rest holding full-time, non-tenured positions. While they may or may not be fully qualified to teach, these faculty are not held to the rigorous standards of tenured faculty. (AAUP 2017; Monikowski 2013) To be sure, many may be superb interpreters, some have graduated from interpreter preparation programs. Neither of these items qualifies them to be active, vested and respected members of higher education, where the two major criteria for being considered a "qualified academic" are earning a doctorate (Ph.D. or Ed. D. most often) and working toward and gaining tenure. To be sure, neither of these actually results in qualified higher education educators either, but they are the minimal requirements for earning a place in the system. Without such a place, interpreting faculty are on tenuous ground, directing programs that are at best disposable when budgets are tight, and at worst, chronically under-funded, under-staffed, and often simply un-cohesive courses strung together through several terms or semesters, with little to no actual connections made between them, or amongst the many and varied faculty who pop in to teach them once or twice a week (Winston 2005).

It is doubtful that higher education is going to change in the near future to open up new tenure track positions that require qualified educators. Yet the deaf community, and indeed all those who rely on interpreting services, need to see an immediate improvement in the skills of IPP graduates. Likewise, we have repeatedly, over long periods, identified the gaps and needs of interpreting education in the US. The original CIT Task Analysis (1984)

[3] This section of the presentation and paper is adapted from Winston, B. (2017) "WWeTIWWeG-Certifying Interpreter Educators." *CIT Newsletter*: April 2017.

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brought to light the many facets of quality interpreting education, so that educators could build strong programs. This work is little known. In 1990, the Western Maryland TIP (and TAP) curricula were developed and implemented. We must admire ASL teachers who have gone on to establish standards for qualified ASL teachers, the ASLTA Certification, standards based on demonstrated competencies in both ASL AND in teaching. 1995 saw the unanimous passing of the CIT National Education Standards (now known as the CCIE standards for program certification. Indeed, these standards require "qualified" faculty be hired in our programs. But alas, we have singularly failed to clearly delineate those standards, allowing ourselves to be models of hypocrisy for our students, our colleagues, and our communities.

And, certification of interpreter educators alone will not solve this problem, although it may at least add some credentials related required for the job. Such credentials in turn allow for stronger arguments supporting robust interpreting programs with qualified faculty. Just as holding ASLTA certification is now required for most ASL teaching positions, denoting that the person has mastered some level of teaching in their own discipline, so too can a certification in interpreter education provide assurances to institutions, programs, and communities, that the faculty working to prepare future interpreters have mastered the skills, not only of interpreting, but of teaching interpreting, and of teaching it in adult settings. This applies, as well, to mentors and interpreting supervisors, where certification of those activities can help to professionalize those roles (and perhaps eventually even create funding for them, something beyond a "free lunch" or a couple of continuing education units from the Registry of Interpreters for the Deaf).

Our failure to establish standards and certification for interpreter educators is not due to a lack of understanding about what those might look like. *The Effective Practices for Interpreting Educators: Domains and Competencies* were identified in 2005 through extensive input from a wide and diverse international group of interpreters, educators, and deaf community members. (Winston 2005). These domains and competencies are discussed in depth in the next section. Nor is our failure to establish them due to a lack of models. Our sister organization, ASLTA, has not only developed a certification program, but has gained enough experience with the process to have reviewed and recently enhanced it. This system is discussed here as one possible model to explore. Building on the existing expertise and foundations we can already access, interpreter educators can hope to construct a robust system for certifying ourselves. An added benefit might be that both deaf and hearing interpreting educators could earn it, therefore helping to end the relegation of deaf educators almost entirely to the realms of teaching and coaching ASL, while hearing educators dominate the halls of "interpreting" programs, where often a large percentage of time is still spent teaching advanced ASL under the label of "interpreting."

Domains and Competencies[4]

Foundations

The domains and competencies for interpreter educators are built upon the premise that interpreters must have highly developed analytical thinking abilities (e.g. Bloom, 1956; Marzano, 2001). In order to develop these abilities, interpreter educators must 1) also have them, 2) understand how to help students develop them, and 3) be able to effectively encourage students' growth and development. Our students reflect our understanding to a large extent, especially those just graduated from our programs. Their achievements and gaps reflect our own. Therefore, we as educators need to build our own repertoires in analytical thinking, understanding of interpreted interactions, and in mastery of fostering similar achievement in our students. The foundations for building the domains and competencies for interpreter educators is described at length in Winston (2005) for those interested in the depth and detail of these domains and competencies. The purpose of this presentation and paper is to review the competencies themselves, as well as ASLTA's model portfolio certification system.

[4] Much of this section adapts the content of the original domains and competencies developed by the TIEM National Center in 2005; the full revised and updated version can be accessed and downloaded at https://tiemcenter.org/resources/interpreting-education/teaching-interpreting-domains-competencies/

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Development

In 2000, Project TIEM.Online, directed by Dr. Betsy Winston, received a Department of Education grant (#H160C030001). One major goal of that grant was to investigate, and design, and implement a curriculum for teaching teachers how to teach interpreting. The first step was researching existing and current practices and curricula for teaching teachers. Key documents and curricula were reviewed, including the curriculum from the Western Maryland TIP Model Curriculum, published in 1990. Key documents in the interpreting field, such as the CIT Task Analysis (1984), the CIT National Education Standards (1995), and the ASLTA Certification Procedures and Standards (1996) and research about teaching teachers in the broader context of post-secondary education were included in the review. Interviews were held with a variety of curriculum and content experts, and surveys, focus groups and discussions also informed the design of the domains and competencies presented here.

Step by step, the process of design and development was:

1. Review of existing literature and information.
2. Stakeholder discussions, including interpreters, educators, consumers in a variety of settings.
3. Interviews with key experts.

From that research and design, a set of domains and competencies for a teaching program was developed. A 3-stage formative evaluation process of those domains and competencies was designed.

3-stage Formative Evaluation:

- Stage 1: Content and Curriculum Expert review and input
- Stage 2: Targeted Stakeholder input
- Stage 3: Broad Stakeholder input

Stage 1 was completed in 2004. The original domains and competencies were revised based on the input received in Stage 1 from content and curriculum experts.

Stage 2 of the evaluation was completed Oct. 30, 2004. At that stage, input from and comment from 3 targeted groups of stakeholders was gathered. The targeted groups were:

1. Experienced interpreting educators (Deaf and hearing): 3 or more years of post-secondary teaching or workshop presentations (at least half-time);
2. Novice interpreting educators (Deaf and hearing): less than 3 years of half-time experience;
3. Potential/future interpreting educators (Deaf and hearing): little to no experience teaching interpreting.

Stage 3: Broad stakeholder input was gathered via a national online Roundtable, originally scheduled for November 1-15, 2004. Open to anyone interested in participating, the goal was to collect input from the broader field of stakeholders. The input at each stage informed revisions of the domains and competencies. The original Roundtable discussion period was extended from November 2004 through March 2005 to allow for more widespread input. The Domains and Competencies were recognized by the Department of Education Rehabilitation Services Administration (RSA) as the model of effective practices to be followed in the education of interpreting educators for grant funding by RSA. They are available for any user to access and download.[5]

Ongoing revisions and updates: Following the recognition of this model of effective practices for interpreting educators for RSA grant funding, periodic editing, formatting and updates were performed by the TIEM Center in 2006, 2012, and 2018. The revisions consisted of color-coding, labeling clarifications, formatting, and access information updates. The current copy described here is found in Appendix 1.

[5] The information in the current section is taken directly from and/or adapted from the *Effective Practices for Interpreting Educators: Domains and Competencies*, and is not intended to be original to this submission or presentation.

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Domains & Competencies

The existing *Effective Practices* include six domains, 5-7 overarching competencies, and 202 related sub-competencies. The domains are:

- Core Domain: Adult Education with 28 related sub-competencies;
- Domain 1: Teaching and Learning Interpreting with 52 related sub-competencies;
- Domain 2: Instructional Design with 42 related sub-competencies;
- Domain 3: Assessment and Evaluation with 52 related sub-competencies;
- Domain 4: Research with 17 related sub-competencies; and
- Domain 5: Mentoring with 11 related sub-competencies.

Each domain is further defined by three sub-domains which are call for demonstrated

A. content knowledge about the domain: e.g. the knowledge and content that a skilled educator can be expected to know about a domain

B. practice associated with the domain e.g. how the educator demonstrates the ability to teach the knowledge and skill

C. self-assessment of mastery of the domain: e.g. the educator's reflection about how the feedback was and/or was not effective

The color-coding reflects the sub-domains in the tables in Appendix 1. They are color-coded to ease visual access to the information. Table 1 provides an example.

Table 1. Example of Color-Coding and Lay-Out

Domain X	**Sub-domain: Demonstrate Knowledge**	**Sub-Domain: Practice**	**Sub-Domain: Self-Assessment**
Competency A	Sub-competency: Discuss …	Sub-competency: Teach…	Sub-competency: Reflect on the effectiveness….

Each domain encompasses seven overarching competencies (with the exception of the Core Domain-Adult Education, which has five competencies) and various sub-competencies. Both the domains (and sub-domains) and the Competencies (and sub-competencies) were included in the wide-spread review by the field that was completed in 2005, as previously described. The Competencies are consistent within each of the interpreting-specific domains, while the sub-competencies are domain-specific. The overarching competencies that are standardly demonstrated across each interpreting domain are shown in Table 2.

Table 2. Competencies for the Domains

Domains	**Core Domain** ***Adult Education***	**Interpreter Education Domains 1-5** ***(Teaching and Learning Interpreting; Instructional Design; Assessment and Evaluation; Research; Mentoring)***
Competencies	1. Teaching & Learning 2. Instructional Design 3. Assessment & Evaluation 4. Research 5. Peer Mentoring	1. Content 2. Language and Literacy 3. Language: Discourse Analysis 4. Interpreting 5. Assessment and Evaluation 6. Feedback 7. Reflective Learning

The competencies are further delineated within each domain (as shown in Table 1), so that an interpreter educator can demonstrate domain-specific competencies and sub-competencies as she/he develops a portfolio of

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evidence to demonstrate overall knowledge, practice, and reflection about the domains identified as foundation of skilled interpreter educators. Examples of each domain, sub-domain, competency and sub-competency are provided next.

Core Domain: Adult Education

Interpreting education now begins primarily in institutions of higher education (IHEs), where students are typically adult learners. The foundations essential for any interpreter educator lie in the knowledge, skills and competencies relevant to adult education. There are five categories of competence in this core domain, and each includes one or more sub-competencies that need to be demonstrated by a competent adult educator. Organized by the sub-domains of Knowledge, Practice, and Self-Assessment, the expected competencies of Adult Education are: Teaching and Learning, Instructional Design, Assessment and Evaluation, Research, and Peer Mentoring. Thus, in order to demonstrate competence as an adult educator, a person needs to provide evidence of the knowledge of the content areas of adult education (e.g. a course syllabus with appropriate components), provide a demonstration of this knowledge as it has been applied or practiced (e.g. a video of teaching a segment of that syllabus), and a self-reflection about the teaching impact (e.g. a written or video recording of the educator's reflections about the structure of the lesson). Adult Education includes 28 sub-competencies; an example of three of them is provided below. In addition, an example of a possible type of evidence in Core Domain (CD)-17 is shared. The full set of Adult Education domains and competencies is found in Appendix 1.[6]

Table 3. Example of Core Domain (CD): Adult Education

Adult Education	Demonstrate Knowledge	Practice	Self-Assessment
Assessment & Evaluation	CD-13. Compare and contrast evolving and alternative approaches to assessment and evaluation in post-secondary teaching and learning	CD-15. Assess student learning in a variety of programs, courses, and activities	CD-17. Reflect on the effectiveness of own assessment approaches and strategies *EX: Compare the outcomes of your students' learning with the learning outcomes for a course and reflect on the effectiveness of your assessment practice*

Domain 1: Teaching and Learning (T&L) in Interpreter Education

In addition to demonstrating competencies in the foundations of adult education, interpreter educators need to provide evidence of their knowledge, practice, and self-reflection in the five interpreting-specific domains. Organized by the sub-domains of Knowledge, Practice, and Self-Assessment, there are seven identified competencies for each domain, and they are standard across each domain: Content, Language and Literacy, Language: Discourse Analysis, Interpreting, Assessment and Evaluation, Feedback, and Reflective Learning.

In Domain 1: Teaching and Learning (T&L) in Interpreter Education, evidence of knowledge, practice, and self-reflection for each sub-competency needs to be provided. This domain includes 52 sub-competencies. An example of three of them is provided in Table 4. In addition, an example of a possible type of evidence demonstrating competence in this domain is shared. The full set of Domain 1: Teaching and Learning in Interpreter Education is found in Appendix 1.

[6] As noted previously in this discussion, the set of domains and competencies should be reviewed and updated to best reflect current expectations for competent interpreter educators across each competency and for each of the sub-domains of knowledge, practice, and self-reflection.

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Table 4. Example of Domain 1: Teaching and Learning (T&L)

Teaching & Learning	Demonstrate Knowledge	Practice	Self-Assessment
Language & Literacy	T&L-10. Discuss relevance of multicultural communicative competencies and knowledge for this topic	T&L-11. Teach the lesson re: language acquisition	T&L-12. Reflect on the effectiveness of your teaching practice *EX: Collect 1 minute feedback essays (CATs[7]) from at the end of the class and prepare a reflection comparing your goals to the students' learning in the feedback*

Domain 2: Instructional Design (ID) in Interpreter Education

In Domain 2: Instructional Design (ID) in Interpreter Education, evidence of knowledge, practice, and self-reflection for each sub-competency is needed. This domain includes 42 sub-competencies. An example of three of them is provided in Table 5. In addition, an example of a possible type of evidence demonstrating competence in this domain is shared. The full set of Domain 2: Instructional Design (ID) in Interpreter Education domains and competencies is found in Appendix 1.

Table 5. Example of Domain 2: Instructional Design (ID)

Instructional Design	Demonstrate Knowledge	Practice	Self-Assessment
Language: Discourse Analysis	ID-15. Synthesize theories of design related to teaching discourse analysis	ID-16. Design, prepare, and justify a variety of lessons that demonstrate the centrality of discourse to interpreting education	ID-18. Reflect on the effectiveness of your design EX: *Compare the design of discourse mapping in your instruction with its use by colleagues*

Domain 3: Assessment and Evaluation (A&D) in Interpreter Education

Domain 3: Assessment and Evaluation (A&D) in Interpreter Education, requires evidence of knowledge, practice, and self-reflection for each sub-competency. This domain includes 52 sub-competencies. An example of three of them is provided in Table 6. In addition, examples of this type of evidence will be collected from audience members at the conference.[8] The full set of domains and competencies in Domain 3: Assessment and Evaluation (A&D) in Interpreter Education is found in Appendix 1.

Table 6. Example of Domain 3: Assessment and Evaluation (A&D)

Assessment & Evaluation	Demonstrate Knowledge	Practice	Self-Assessment

[7] *Classroom Assessment Techniques* (Angelo and Cross, 1993) are quick, easily administered ways to collect input from students about what they have learned and understood during a class.

[8] More examples of evidence can be explored using the US Department of Education "Examples of evidence for teaching portfolios." (ND) These offer suggestions of various forms of evidence, ranging from written letters of support, receipt of teaching or research awards, video feedback sessions, to demonstrations of student achievement.

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Interpreting	A&E-23. Evaluate assessment plans intended to evaluate interpreting progress through a program	A&E-26. Assess student learning of interpreting. Communicate results of assessment in ways that foster on-going learning	A&E-28. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations EX: *Your suggestions are welcome!*

Domain 4: Research (R) in Interpreter Education

Domain 4: Research (R) in Interpreter Education, requires evidence of knowledge, practice, and self-reflection for each sub-competency. This domain includes 7 sub-competencies. An example of three of them is provided in Table 7. In addition, examples of this type of evidence will be solicited from audience members at the conference. The full set of domains and competencies for Domain 4: Research (R) in Interpreter Education is found in Appendix 1. The sub-competencies for this domain are currently brief and require extensive review and expansion.

Table 7. Example of Domain 4: Research (R)

Research	**Demonstrate Knowledge**	**Practice**	**Self-Assessment**
Research	R-4. Review and evaluate research related to the field of teaching and interpreting	R-6. Integrate action research into your courses and lessons	R-7. Assess the results and effectiveness of your research

Domain 5: Mentoring (M) in Interpreter Education

Domain 5: Mentoring (M) in Interpreter Education, requires evidence of knowledge, practice, and self-reflection for each sub-competency. This domain includes two parallel competencies (mentoring of/by interpreters, either students or peer interpreters, and mentoring of/by peer educators) and 11 sub-competencies. An example of three of them is provided in Table 8. In addition, examples of this type of evidence will be solicited from audience members at the conference. The full set of Domain 5: Mentoring (M) in Interpreter Education domains and competencies is found in Appendix 1. Like the sub-competencies for Domain 4: Research, the sub-competencies for Domain 5: Mentoring are currently brief and require extensive review and expansion.

Table 8. Example of Domain 5: Mentoring (M)

Mentoring	**Demonstrate Knowledge**	**Practice**	**Self-Assessment**
A. Mentoring of/by Interpreters B. Mentoring of/by peer educators	M-1. Explore concepts of mentoring	M-8. Receive mentoring from a peer(educator) in the domains and sub-domains of teaching interpreting	M-10. Reflect on your interpreting mentoring experiences

This brief overview of the existing domains and competencies for qualified interpreter educators serves to introduce them to the audience. They have the potential to form the foundation for a certification system for interpreter educators, mentors, supervisors, and anyone who aspires to demonstrate competence to teach in and with Interpreter Preparation Programs. Such demonstrations can help assure students, academia, and the community of their qualifications to serve the field and the community. In the next section, a potential model for designing such a certification system is described.

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ASLTA Certification: A Model to Explore for Interpreter Educators Certification

There are a variety of approaches to certification of professionals, including graduation from a recognized/accredited preparation program, professional exam(s), and portfolio review. ASLTA, our esteemed sister organization, has long offered a certification system for ASL teachers, conducting the first evaluation of ASL teachers in 1976.[9] With this extensive experience certifying educators and their alignment with our work, we could ease our task of establishing a certification for interpreter educators by learning from their experiences. The current ASLTA certification system requires that a candidate submit a *Portfolio of Teaching Excellence* that is reviewed by recognized professionals in ASL education. A recent review of the system resulted in an update that reflects current philosophies and practices in ASL teaching and learning (Rowley, Personal Communication, 2017). The system, and the portfolio requirements are outlined on the ASLTA website (ASLTA 2018), and summarized and compared in Table 9.

Table 9. Comparison of Certified & Master Level ASLTA Portfolio Requirements

Portfolio Components	**Certified Level**	**Master Level**
Curriculum Vita (4 sections)	• Educational Background • Teaching background • Professional Development • Deaf Community service	Similar
Transcripts/Degrees	BA or higher	Similar
Required Coursework[10]	• ASL Literature • ASL Linguistics • Deaf Culture/Deaf Community	• ASL Literature • ASL Linguistics • Deaf Culture/Deaf Community • Teaching Methods (ASL or Foreign Language) • Assessment Tools • Curriculum Development or Language Acquisition
Language Skills	• ASLPI = 3+ or above **OR** • SLPI= Advanced or above	• ASLPI = 4 or above **OR** • SLPI= Advanced Plus or above
Demonstrations of Teaching	For a **basic** or **intermediate** level course: • Teaching Philosophy video • Teaching Demonstrations video • Advocacy video • Professional Development video • Materials including example lesson plans, quiz, exam, and grading approach	For an **advanced** or **specialized** course: Similar videos and materials
Contributions to the field	Not required	Required-some examples: • Publications • Mentoring • Service to ASL related organization

[9] SIGN (Sign Instructors Guidance Network), now ASLTA offered the first evaluation of ASL teachers in 1976. Please visit the ASLTA website for detailed history and information at https://aslta.org/about/history/

[10] Candidates who do not have formal coursework can be interviewed on these topics instead.

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Mini-presentation about ASL Teaching (30 minutes)	Not required	Required

Certainly, the specific qualifications for interpreter educators would need to be applicable and appropriate for the field of interpreter education. A study of this portfolio certification system, along with others in similar fields (e.g. nursing, adult education, etc.), can yield a robust approach for certifying interpreting educators. Establishing a certification system would provide consumers with some assurance that those preparing future interpreters have demonstrated some achieved a field-recognized level knowledge, skills, and competencies.

Conclusions and Next Steps

Developing a certification system for interpreter educators will require time and funding for whoever undertakes the process. CIT has already led the way in areas such as the National Interpreter Education Standards and in establishing the CCIE for our programs and publishing the IJIE for our members. Perhaps CIT is the logical organization to spear-head such an effort. But the undertaking is daunting, and collaborating with other organizations and groups would provide more wide-spread support and might identify potential funding. ASLTA is one obvious choice for collaboration. Others include Critical Link, the American Translating and Interpreting Studies Association (ATISA), the National Association of the Deaf (NAD), the World Association of Sign Language Interpreters (WASLI), and the Registry of Interpreters for the Deaf (RID); these groups have the added advantage of reflecting diverse national and international perspectives about interpreter education. RSA, the department that funds many interpreter education programs, might be a future source of funding.

Beyond support and funding, the practical first stages of developing a certification will require:

- Review, updating, and revision of the existing domains and competencies, or of similar standards
- Exploration of existing certification systems, to identify the most effective approach for our field
- Design a system
- Pilot the system

And of course, the support of interpreter educators across the US! This will not happen overnight, and indeed may require several years to complete, if we begin now. We have delayed long enough-it is time, and well past time, for interpreter educators to practice what we preach, and require the same type of official recognition of our abilities and qualifications that we demand from interpreters, ASL teachers, and interpreting programs. This type of system will require intensive review, discussion, and collaboration. There will be, as there has been, passive but enduring resistance to the idea of certifying interpreter educators. However, our students and institutions deserve to know that we are providing the educations we have promised. And the deaf community deserves the assurance that interpreter educators are preparing future interpreters to provide quality interpreting services! The time is now to implement a certification system for interpreting educators.

Acknowledgments

In addition to the many people who participated in the research and development of the domains and standards for interpreting educators, I want to thank all those who have supported quality interpreter education through their actions and achievements, research and teaching. For the preparation of this presentation, I also sincerely thank Dr. Amy June Rowley, the ASLTA Evaluation Chair, for sharing her experience, expertise, and wisdom in a personal interview about the ASLTA certification system. And for the opportunity to present these ideas, I thank CIT for sponsoring the CIT 2018 presentations.

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Appendix 1

Interpreter Educators: Domains and Competencies

Core Domain: Adult Education Core Domain (CD): Adult Education	Demonstrate Knowledge	Practice	Self-Assessment
Teaching & Learning	CD-1. Compare and contrast various conceptual frameworks and research related to post-secondary teaching & learning CD-2. Evaluate the implications of adult learning theory in post-secondary teaching and learning CD-3. Assess the infusion of multicultural competencies in teaching and learning practices CD-4. Explore the various expectations and requirements for professionals teaching in academia (adjuncts, student and departmental evaluation processes, course ownership, tenure, part-time, full-time, etc.) CD-5. Explore the dynamics of classroom management styles CD-6. Discuss the values of collegiality, peer feedback, professionalism, and ethical practices in the role of teacher	CD-7. Effectively teach courses and lessons that reflect various conceptual frameworks and research in current post-secondary education, including those related to teaching and learning, adult education multicultural communicative competencies, and practicing in an academic environment	CD-8. Reflect on the effectiveness of the teaching practice
Instructional Design	CD-9. Discuss the implications of evolving theory and practice in post-secondary education on instructional design, including adult learning, multicultural communicative competencies, and the academic environment	CD-10. Evaluate the design of curriculum, courses, lessons and assessments that are intended to reflect evolving teaching and learning practices and research, including adult learning, multicultural	CD-12. Reflect on the effectiveness of own design strategies and approaches

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		communicative competencies, and the academic environment CD-11. Design courses, lessons, assessments, and research that explore a variety of teaching and learning practices	
Assessment & Evaluation	CD-13. Compare and contrast evolving and alternative approaches to assessment and evaluation in post-secondary teaching and learning CD-14. Determine appropriate assessment and evaluation approaches for programs, courses, and specific activities	CD-15. Assess student learning in a variety of programs, courses, and activities CD-16. Assess assessment and evaluation approaches used for assessment and evaluation	CD-17. Reflect on the effectiveness of own assessment approaches and strategies
Research	CD-18. Discuss evolving concepts and theories of research and research design in post-secondary education CD-19. Evaluate research findings in education CD-20. Prepare a research proposal	CD-21. Conduct and report on a research project CD-22. Disseminate the findings of the research project to professional audiences	CD-23. Reflect on the effectiveness of the research and dissemination
Peer Mentoring	CD-24. Discuss evolving theories and approaches to mentoring and to peer mentoring, especially in academia CD-25. Evaluate peer mentoring plans that reflect these approaches CD-26. Prepare a peer mentoring proposal	CD-27. Implement a peer mentoring project	CD-28. Reflect on the effectiveness of the peer mentoring project

Domain 1: Teaching & Learning Interpreting (T&L)	**Demonstrate Knowledge**	**Practice**	**Self-Assessment**
Content	T&L-1. Discuss the content information needed for educating interpreters as defined	T&L-4. Teach content that	T&L-5. Reflect on the

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	by the field T&L-2. Relate the content discussed to the purposes for including it, including: • Professionalism, ethics, technology, multicultural communicative competencies, • interpreting content such as educational, medical, legal, deaf-blind, etc (see CIT Standards) • f2f and distance T&L-3. Analyze approaches of teaching and mentoring in interpreting education	encourages critical thinking and analysis by students	effectiveness of your teaching practice
Language & Literacy	T&L-6. Explore the relevance of 1st language competence and fluency for effective interpreting T&L-7. Discuss the relevance 2nd language competence and fluency for effective interpreting T&L-8. Differentiate between language and interpreting skills T&L-9. Analyze the relationship of language skills and interpreting skills T&L-10. Discuss relevance of multicultural communicative competencies and knowledge for this topic	T&L-11. Teach the lesson re: language acquisition	T&L-12. Reflect on the effectiveness of your teaching practice
Language: Discourse Analysis	T&L-13. Discuss the relevance of discourse analysis knowledge for effective interpreting T&L-14. Discuss the relation of discourse analysis to interpreting and communication T&L-15. Analyze the sociolinguistic impact of language on a community T&L-16. Analyze the sociolinguistic impact of language on a consumer T&L-17. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic	T&L-18. Teach: discourse analysis in interpreting	T&L-19. Reflect on the effectiveness of your teaching practice
Interpreting	T&L-20. Explore the moral, professional, and ethical implications of interpreting in multicultural settings T&L-21. Explore the history, philosophies, trends of interpreting (e.g. process models of Seleskovitch, Cokely, Colonomos, interactive approaches of Roy, Wadensjo) T&L-22. Analyze the skills and	T&L-26. Teach lessons	T&L-27. Reflect on the effectiveness of your teaching practice

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	competencies needed by interpreters T&L-23. Explain the following concepts as they relate to interpreting: • meaning • translation • consecutive interpreting • simultaneous interpreting T&L-24. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic T&L-25. Elaborate on the progression of learning interpreting		
Assessment & Evaluation **(This section overlaps with 3. Assessment and Evaluation)**	T&L-28. Analyze theories of assessment in interpreting T&L-29. Analyze theories of evaluation in interpreting T&L-30. Apply a variety of assessment approaches in interpreting T&L-31. Explore a variety of evaluation approaches in interpreting T&L-32. Compare and contrast assessment approaches with knowledge and skills to be assessed T&L-33. Appraise the value of teaching interpreting assessment skills to interpreters T&L-34. Distinguish between types of skills assessment: full diagnostic; on-going learning; identification of problems only T&L-35. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic T&L-36. Explore the ways that assessment and evaluation impacts feedback approaches	T&L-37. Teach this lesson	T&L-38. Reflect on the effectiveness of your teaching practice
Feedback	T&L-39. Categorize approaches to feedback (neg/wrong only; destructive/constructive T&L-40. Analyze the importance of feedback T&L-41. Compare and contrast the value of and impact of various approaches T&L-42. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic	T&L-43. Teach student-centered lessons that focus on feedback T&L-44. Practice giving student-centered feedback	T&L-45. Reflect on the effectiveness of your teaching practice T&L-46.Reflect on your feedback skills
Reflective Learning	T&L-47. Debate the value of encouraging reflective learning in interpreting students	T&L-50. Teach students	T&L-51. Reflect on the

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(Critical Thinking)	T&L-48. Identify and evaluate approaches that encourage self-reflection in learning and practicing interpreting T&L-49. Discuss relevance of multicultural communicative competencies and knowledge for this topic	to reflect on their learning and work	effectiveness of your teaching practice T&L-52. Appraise the benefit of self-reflection by the teacher

Domain 2: Instructional Design (ID)	**Demonstrate Knowledge**	**Practice**	**Self-Assessment**
Content	ID-1. Synthesize theories of instructional design related to content teaching and activities of interpreting ID-2. Appraise the value of active learning approaches in interpreting education ID-3.Explore the potential of designing action research into courses	ID-4. Design, prepare, and justify a variety of teaching approaches for teaching specific competencies integral to interpreting content ID-5. Design, prepare, and justify a variety of teaching approaches for teaching competencies related to specialized fields ID-6. Design, prepare, and justify learning environments that promote active learning ID-7. Design, prepare, and justify learning environments that incorporate action research ID-8. Create and justify assessments of these teaching activities	ID-9. Reflect on the effectiveness of your design *e.g. Compare and contrast the design of your course with the designs of a colleague*
Language & Literacy	ID-10. Demonstrate familiarity with theories of design related to teaching language ID-11. Explore language and literacy issues that affect instructional design	ID-12. Design, prepare and justify a variety of lessons that demonstrate an understanding of the value of 1st and 2nd language in interpreting and encourages active learning of it ID-13. Create and justify assessments of these lessons	ID-14. Reflect on the effectiveness of your design *e.g. Evaluate the active learning goals of language activities included in your design*
Language: Discourse Analysis	ID-15. Synthesize theories of design related to teaching discourse analysis	ID-16. Design, prepare, and justify a variety of lessons that demonstrate the centrality of discourse to interpreting education ID-17. Create and justify assessments of these lessons	ID-18. Reflect on the effectiveness of your design *e.g. Compare the design of discourse mapping in your instruction with its use by*

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			colleagues
Interpreting	ID-19. Test theories of design related to teaching interpreting	ID-20. Design, prepare, and justify a variety of lessons that teach interpreting ID-21. Demonstrate integration of active learning approaches in the lesson designs ID-22. Design specific lessons to teach: concepts of interpreting; foundational skills; translation; • meaning • translation • consecutive interpreting • simultaneous interpreting ID-23. Create and justify assessments of these lessons	ID-24. Reflect on the effectiveness of your design e.g. Prepare a portfolio of lessons demonstrating and justifying your work
Assessment	ID-25. Synthesize theories of design related to teaching assessment to interpreting students	ID-26. Design, prepare and justify a variety of lessons to teach students how to assess and self-assess interpreting ID-27. Design, prepare and justify a variety of assessment approaches for an overall program ID-28. Design, prepare, and justify assessment approaches for individual courses ID-29. Design, prepare and justify assessment approaches for specific lessons, including both skills and knowledge	ID-30. Reflect on the effectiveness of your design *e.g. Create an assessment plan for a full semester course*
Feedback	ID-31. Explore theories of design related to teaching feedback to interpreting students ID-32. Evaluate the design of activities that foster feedback ID-33. Evaluate an overall plan for designing activities for teaching feedback	ID-34. Design, prepare and justify activities that teach interpreting students how to provide constructive feedback ID-35. Design, prepare and justify assessments of these activities ID-36. Design, prepare and justify assessments of your own feedback	ID-37. Reflect on the effectiveness of your design *e.g. Prepare a formative evaluation of your feedback approach*
Reflection	ID-38. Integrate theories of design related to teaching self-reflection to interpreting students	ID-39. Design, prepare and justify activities that encourage self-reflection by students ID-40. Design, prepare and justify self-reflective approaches to	ID-42. Reflect on the effectiveness of your design *e.g. Explore revisions to your approaches based on*

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		teaching ID-41. Design, prepare and justify assessments of these activities	*implementing these activities*

Domain 3: Assessment & Evaluation (A&E)	Demonstrate Knowledge	Practice	Self-Assessment
Content	A&E-1. Explore the purpose and practice of assessment A&E-2. Explore the purpose and practice of evaluation A&E-3. Differentiate between assessment activities and evaluation activities A&E-4. Assess various approaches to assessment of content in interpreting A&E-5. Evaluate various approaches to evaluation of content areas	A&E-3-6. Assess student learning of content areas A&E-7. Evaluate student learning of content areas A&E-8. Communicate results of assessment in ways that foster on-going learning for each assessment and evaluation performed in this domain	A&E-9. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations *e.g. Evaluate an assessment approach you have developed*
Language & Literacy	A&E-10. Explore the assessment of 1st language abilities and proficiencies A&E-11. Explore the assessment of 2nd language abilities and proficiencies A&E-12. Elaborate on the relevance of assessment of language skills for educating interpreters	A&E-13. Assess student language A&E-14. Communicate results of assessment in ways that foster on-going learning	A&E-15. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. Create a review of language assessments for student interpreters
Language: Discourse Analysis	A&E-16. Explain discourse analysis as a form of assessment A&E-17. Explore assessment approaches for discourse analysis activities	A&E-18. Assess student learning of discourse analysis A&E-19. Communicate results of assessment in ways that foster on-going learning	A&E-20. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations *e.g. Your suggestions are welcome!*
Interpreting	A&E-21. Explore approaches to assessing interpreting knowledge: the history, philosophies, trends of interpreting A&E-22. Evaluate approaches	A&E-26. Assess student learning of interpreting 3-27. Communicate results of assessment in ways that foster on-going learning	A&E-28. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations *e.g. Your suggestions are*

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	to assessing interpreting skills, including: • Foundational skills • Translation • Consecutive interpreting • Simultaneous interpreting A&E-23. Evaluate assessment plans intended to evaluate interpreting progress through a program A&E-24. Compare and contrast various assessment instruments in use in the field A&E-25. Differentiate between assessment and evaluation of interpreting skills		*welcome!*
Assessment & Evaluation	A&E-29. Explore theories of assessing assessments and evaluating evaluations in interpreting A&E-30. Identify and evaluate assessment approaches for interpreting A&E-31. Compare and contrast assessment approaches with knowledge and skills to be assessed A&E-32. Appraise the value of teaching interpreting assessment skills to interpreters A&E-33. Differentiate between types of skills assessment: full diagnostic; on-going learning; identification of problems only; A&E-34. Compare and contrast approaches to interpreting skills assessment A&E-35. Explore approaches to assessing one's own work	A&E-36. Assess student learning of assessment/self-assessment A&E-37. Communicate results of assessment in ways that foster on-going learning	A&E-38. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations *e.g. Your suggestions are welcome!*
Feedback	A&E-39. Discuss the importance of assessing feedback approaches A&E-40. Evaluate approaches to assessing feedback (neg/wrong only; destructive/constructive	A&E-42. Assess student mastery of feedback skills A&E-43. Communicate results of assessment in ways that foster on-going learning	A&E-45. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. Evaluate your approaches to

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	A&E-41. Evaluate the value of and impact of various approaches	A&E-44. Assess own feedback skills	feedback
Reflection	A&E-46. Explain the value of assessing self-reflection for educating interpreters A&E-47. Evaluate approaches that assess self-reflection in learning A&E-48. Elaborate on approaches that evaluate self-reflection of teaching skills	A&E-49. Assess reflection skills of students A&E-50. Communicate results of assessment in ways that foster on-going learning A&E-51. Assess own teaching	A&E-52. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations *e.g. Your suggestions are welcome!*

Domain 4: Research (R)	**Demonstrate Knowledge**	**Practice**	**Self-Assessment**
Research related to Teaching and Learning, Instructional Design, Assessment and Evaluation, Research, Peer mentoring related to the sub-domains of: • Content • Language • Literacy • Language: Discourse analysis • Feedback • Reflection	R-1. Explore and evaluate research relevant to the domains and sub-domains of the program (general teaching and learning theories) R-2. Differentiate between qualitative, quantitative, and action research R-3. Compare and contrast the types of research R-4. Review and evaluate research related to the field of teaching and interpreting	R-5. Design and conduct a research project related to interpreting and/or teaching R-6. Integrate action research into your courses and lessons	R-7. Assess the results and effectiveness of your research

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Domain 5: Mentoring (M)	Demonstrate Knowledge	Practice	Self-Assessment
A. **Mentoring of Interpreters:** • Content • Language: 1st and 2nd language • Discourse analysis • Assessment & Evaluation • Feedback • Reflection B. **Mentoring of educators/ peers**: Teaching and Learning; Instructional Design; Assessment and Evaluation; Research; Peer mentoring related to the sub-domains of: • Content • Language: 1st and 2nd language • Language: Discourse analysis • Interpreting • Assessment & Evaluation • Feedback • Reflection	M-1. Explore concepts of mentoring M-2. Compare and contrast approaches to mentoring M-3. Evaluate mentoring plans M-4. Develop, prepare and justify a comprehensive plan for mentoring interpreters M-5. Develop, prepare and justify a plan for mentoring peer educator	M-6. Receive mentoring about own interpreting M-7. Provide mentoring for a group of working interpreters M-8. Receive mentoring from a peer(educator) in the domains and sub-domains of teaching interpreting M-9. Provide mentoring for a peer(educator) in the domains and sub-domains of teaching interpreting	M-10. Reflect on your interpreting mentoring experiences M-11. Reflect on your peer mentoring experiences

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Reaching New Heights in Graduate Interpreting Education: A Panel Discussion

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Abstract

There has been a long history of teaching interpreting within a professional degree paradigm – focusing on technical skills. This is traditionally taught at the undergraduate level. Taking our lead from spoken language interpreters, sign language interpreting scholars have begun to develop graduate programs in the United States and the United Kingdom with a focus on the research and theoretical underpinnings of interpreting - Interpreting Studies (IS). In an effort to reach new heights in interpreter education, this panel discussion with faculty members from the United States, the United Kingdom, England, and Germany, will explore the aim of graduate programs in IS and how that may differ and overlap with graduate and undergraduate trainings in interpreting. The panellists are renowned scholars for their work in interpreting training, as practitioners, and their contribution to the research of IS.

Keywords: Interpreting Studies, graduate, education

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Reaching New Heights in Graduate Interpreting Education: A Panel Discussion

It has been my experience that teaching graduate students is different from teaching undergraduates[2]. Typically, the undergraduate is being introduced to a field of professional practice while the graduate student is assumed to already possess knowledge of the field of professional practice and to be on their way to delving deeper into the discipline[3]. Undergraduates are getting an *education* while, in the United States, graduate students are getting *training*. Undergraduates are still trying to determine their areas of interest, the focus, and even their majors. Graduate students, on the other hand, are working to prove their worth within a particular discipline. They select their areas of study, in some cases even their research project[4] before entering their graduate program. While it is becoming more common for undergraduates to perform some sort of research project during their training, the expectations of this project are different than those of graduate students.

In established fields such as sociology, linguistics, psychology, and history, the expectations of graduate training programs are clear. It is not uncommon or even undesirable to have MA degrees that focus on different areas within the overall discipline. After all, there are Sociology departments around the country (and the world) that have different concentrations. Some focus on political sociology; while others focus on demography. There are also Linguistics departments that focus on pragmatics; and others that focus on cognitive linguistics. The same can be said about other disciplines as well. The requirements and curricula are influenced by the field and develop over years. With a newly defined disciplined such as Interpreting Studies, the expectations for graduate training have yet to be established. Expectations for this field cannot be done in a vacuum by one individual or one department. This panel creates a space where scholars can co-explore the expectations of graduate training for Interpreting Studies master's and doctoral degrees.

There is a dearth of literature about how graduate teaching differs from undergraduate teaching. Most disciplines have been long established and there may be the assumption that the difference is clear. The literature that does exist focuses on writing. For example, Delyser (2003) writes about a seminar she conducts in a Geography/Anthropology department at Louisiana State University. This class is designed for students who are able to write but are not preparing to undertake the thesis or dissertation. She lays out some of the challenges such as keeping students, all of whom share a field, from going off on tangents.

> In a group where everyone is in the same field it is easy to wander off into discussions of the literature or the theoretical and empirical nuances of the work presented; the task for the seminar leader (me in this case) is to keep the group focused (at least mostly) on the writing itself: on phrasing, transitions or word choice; on pacing, quotes or authorial voice; on the effectiveness of the opening and the conclusion – or whatever. (p. 174).

[2] The convention I am using here is that "graduate" programs includes both MA and PhD programs.

[3] Gallaudet University's MA in Interpreting is different in that students are learning skills and attempting to delve deeper simultaneously.

[4] This is especially true in European schools.

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Writing is a part, but not the only part of graduate training. As graduate faculty we are also socializing our students to join academia. Socialization, or the process by which we learn expectations and rules, is part of the job for all faculty members. While working with graduate students we are demonstrating, through formal and informal socialization, the expectations of the academy. Throughout our work with students one-on-one and in the classroom, we are socializing them to the expectations of our field. When we grade papers, we do so in accordance with our understanding of how writing and critical analysis is done in our field. We steer students towards research questions that are "acceptable" within our field. We push until a thesis or dissertation meets the criteria of our field. And we encourage students to present their work through presentations and publications in journals that are recognized in our field.

In her study of the socialization that occurs in graduate[5] school, Austin (2002) used data from a four-year, longitudinal, qualitative study. The participants were from a variety of disciplines. The data discussed suggest that preparation for graduate students to enter academia/the academy is lacking. While they are learning about the discipline they are studying, they are not learning about how to behave as faculty members.

This discussion is crucial because in recent years a number of MA programs have arisen in the United States. Many of the MA programs in the United States allow for students to participate, at least in part, remotely. This undoubtedly affects their ability to get needed mentoring from faculty members, which could help them make the decision as to whether they should continue on for a doctorate.

Furthermore, although they are loosely referred to as Interpreting Studies degrees, some are focused on the practice of interpreting, others are focused on pedagogy, and one has a social justice/communication equity focus. Thus, making the potential for a student enter a doctoral program that focuses on research more challenging.

The first MA degree in Interpretation was established at Gallaudet University in 1988, in place long before the BA in Interpretation at Gallaudet. When the BA was established, Shaw et al. (2006) wrote about the differences between the BA and MA degree. Both programs focus on skill development; however, the BA focuses on encounters that are interactive with non-immediate, non-critical consequences, while the MA has both interactive and conference skill development, with texts that are more advanced and complex. While BA students do a short research project, MA students do a year-long research study and write a longer paper. While these goals are notable, there has not been a systematic attempt to evaluate if these programs are actually different.

St. Catherine's University in Minnesota offers a MA in Interpreting Studies and Communication Equity. Students are expected, unlike Gallaudet's MA applicants, to have interpreting experience prior to admission. And although the program culminates with a research project, the focus of the program is advocacy. The three primary learning domains, as stated on the program's website are (https://www.stkate.edu/academics/graduate-degrees/academic-programs/maisce):

- Linguistic and cultural competence
- Ethical, social, and political leadership
- Critical inquiry and creative action

While cultural and linguistic competence might be expected, "political leadership" and "creative action" clearly encourages students to effect some change in the field.

The program at the University of North Florida allows for students to either develop their skills or their understanding and application of interpreting pedagogy. The skill development track is similar to the one at Gallaudet University. The program accepts applications from certified and non-certified applicants. However, students who are already certified are exempt from 6-hour internship required for the "pre-certified" interpreters in the track. The pedagogy track, on the other hand, focuses on teaching at the post-secondary level. Students are expected to have a background in interpreting and teaching interpreting for this track.

At Western Oregon University students can focus on theory and practice, advanced interpreting, or teaching interpreting. The program, according to the university website, does not require an undergraduate degree in Interpreting. However, there is an expectation that the applicant has a background in interpreting. At least one letter of recommendation is required and must be from a "consumer and/or colleague who can speak to your

[5] Although Austin uses the term "graduate student" her focus is on doctoral students. Throughout the article she uses the terms interchangeably.

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ability to navigate meaning transfer between parties who do not use the same language" (http://www.wou.edu/graduate/ma-interpreting-studies/application-requirements/).

Two other programs, which are no longer active, held similar philosophies in that they were focused on teaching rather than research. The first program was housed at Western Maryland College (now McDaniel College). The second program was at Northeastern University. It focused on developing the faculty of IPPs and was primarily done at a distance. These programs aimed to prepare graduates with a foundation in the pedagogy of interpreting.

However, none of these programs are sufficiently grounding students in methodologies and the use of methods to prepare them for a PhD in Interpreting Studies, nor any other PhD. Without a strong preparation, students may struggle to find a PhD program in which to continue their studies. If they are hoping to continue their training outside of Interpreting (i.e., sociology, psychology, history, etc.) they may find they have not had enough research training to make them competitive in the applicant pool. Furthermore, currently there is only one PhD program in Interpreting Studies in the United States. This program cannot possibly accept every student who wishes to earn a PhD in Interpreting Studies. This could necessitate more students seeking PhDs in fields outside Interpreting Studies for which they may not be competitive given their very specific MA that does not provide a sufficient grounding in research. Moreover, if they were to earn a PhD in a field other than Interpreting Studies, they may not be competitive in the applicant pool for a faculty post.

Interpreting and the research in the area is not housed within a singular discipline. That is, research in the area is occurring in multiple disciplines. Roy, Brunson, and Stone (2019) argue that this is the transdisciplinary nature of Interpreting Studies. Therefore, narrowly constructing graduate programs might be problematic. A more appropriate approach might be to broaden the disciplines represented in these graduate programs.

Methods

In this paper, I work to unpack what leaders in the field of interpreting education deem as the salient issues facing graduate programs. To do this, I collected data during a panel discussion at the CIT conference in Salt Lake City, UT. The methods used to gather the data discussed in this paper is best described as focus group or group interview (Vandersteop & Johnston 2009; LeCompte & Schensul 2010). That is, I have brought "together groups of people to talk about their perspectives and experiences in open-ended discussions" (Taylor and Bogdan 1998: 113). My interests lie in understanding how graduate training in Interpreting Studies differs from undergraduate education and graduate training in Interpreting.

As is common with focus group data collection, the participants were not selected through "rigorous, probability sampling methods" (Babbie 2001: 294). Rather a convenient sampling approach was used. All of the panellists are known to me. Some of them I have taught alongside, co-presented and co-authored papers with and others I have had in-depth discussions with over drinks. I have read their work (often assigning them in classes I taught) and I have followed their careers. As is ideal, I have aimed to keep the number of people in the group to no more than seven people (Krueger 1994).

Panellists and Their Backgrounds

This paper reports on a panel discussion that occurred during the 2018 Conference of Interpreter Trainers. The panel was conducted in focus group-style. "The panellists were chosen because of their reputations nationally and internationally in teaching interpreting and Interpreting Studies, their scholarship in Interpreting Studies, and their work as practitioners. Each of the panellists was asked to summarize their qualifications. Most of them provided a summary plus their CV. The qualifications listed below is my summary of their summaries.

Cynthia B. Roy holds a PhD from Georgetown University in Sociolinguistics and is retired from Gallaudet University where she served as the PhD Program Coordinator for 5 years. She has been an interpreter for over 30 years. She has interpreted in a variety of settings. She has provided interpreting services in several states and the District of Columbia. She has taught interpreting at the undergraduate and graduate level for over 35 years.

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While at Gallaudet University she supervised a number of MA graduate research projects and served in various capacities on PhD thesis committees. Her research foci are discourse analysis of interpreted encounters and gender. Her publications include *Interpreting as a Discourse* Process (2000), several refereed articles, and the Interpreter Education series.

Elizabeth Winston holds a PhD in Applied Linguistics from Georgetown University. She is the director of the Teaching Interpreting Educators and Mentors (TIEM) Center. She has over 20 years of experience interpreting. Throughout her career, Dr. Winston has taught both undergraduates and graduate students for over 30 years. She has also edited a number of volumes and chapters that examine interpreter education. She has received awards for her service to the field of interpreting from the National Association of the Deaf, Northeastern University, and the Conference of Interpreter Trainers. Her areas of research interests are discourse analysis, assessment & evaluation of interpreting, interpreter education & curriculum design, and educational interpreting.

Jemina Napier holds a PhD in Linguistics from Macquarie University. Professor Napier is Deputy of School and Head of Languages and Intercultural Studies at Heriot-Watt University. She has authored a number of books and articles from research methods to interpreting. In addition to her teaching responsibilities, she maintains an active interpreting practice and has since she began to interpret professionally in 1989. During her career she has received a number of grants for research as either the principal or co-investigator. A few of her research interests are language brokering (non-professional interpreting), translanguaging, professional interpreter-mediated communication, and interpreting pedagogy.

Christopher Stone holds a PhD in Deaf Studies from Bristol University. He is a Senior Lecturer at the University of Wolverhampton. He has held positions at Gallaudet University, UCL and University of Bristol. He and co-investigator have received a grant from the Spence Foundation to examine and explore legal discourse used by American deaf attorneys. His publications include books and volumes on deaf interpreters, articles about the history of interpreting, and research methods. He holds interpreting credentials in the United Kingdom (RSLI NRCPD) and in the United States (RID NIC). His research interests include deaf interpreters (in-vision, teaming, conference), pragmatics (Relevance Theory), and interpreting history.

Laurie Swabey holds a PhD in Linguistics from the University of Minnesota. She also holds the Comprehensive Skills Certificate from the Registry of Interpreters for the Deaf. She has taught interpreting for more than 38 years. She has a number of publications that focus on interpreting in the healthcare settings. Her research areas are healthcare interpreting and interpreting pedagogy.

Christian Rathmann holds a PhD in Linguistics from the University of Texas at Austin. He is a professor of Deaf Studies and Interpreting at Humboldt-Universität zu Berlin. His research interests are sign language linguistics, bilingualism, sign language interpreting, deaf children, and language development. He has authored and co-authored a number of articles that explore the language acquisition in deaf children, access through language, and the linguistics of sign language.

Sherry Shaw holds an EdD in Instruction and Curriculum Leadership from the University of Memphis. She has been a professional interpreter since 1989. Her publications and presentations focus on teaching interpreters. Some of her notable publications are her co-authored paper (with Dr. Len Roberson) on service learning and her paper on aptitude for interpreters. She has received awards for teaching and currently is a Commissioner on the CCIE.

As the moderator of the panel, I am part of the story as well. I hold a PhD in Sociology from Syracuse University. I specialize in legal interpreting I have taught classes in sociology and interpreting at the graduate and undergraduate level. My publications and presentations explore the sociology of interpreting. I am the 2009 recipient of The Irving K. Zola Award for Emerging Scholars in Disability Studies and most recently was appointed as a Fulbright Specialist and spent 6 weeks in Ulaanbaatar, Mongolia helping to establish an IEP at Mongolia National University.

All of the panellists were given a list of questions and were given the opportunity to weigh in on additional questions. They were all made aware of the proposed format and were told that there would be, when necessary, follow-up questions and probing during the panel discussion. The list of questions/topics to be discussed are:

- What are, if any, the differences between teaching Interpreting and Interpreting Studies?
- How can the two fields – Interpreting and Interpreting Studies –inform each other?
- What should IS graduate programs entail (e.g., theoretical and methodological foundations)?

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- What should the qualifications (e.g., terminal degree, discipline, etc.) be for faculty teaching in these programs? Should/are the qualifications different if someone is teaching Interpreting versus Interpreting Studies? Why or why not?
- Is it ideal to have IS conceptualized as transdisciplinary or interdisciplinary? Why?
- What can undergraduate program educators do to help students in graduate programs?
- How much, if any, research should be included in an IS graduate program? Should the training be quantitative or qualitative?
- What role, if any, should the peer review process be embedded in graduate training?
- How do we cultivate students in a master's program to be ready for the research demands of a PhD program?

As is common in all qualitative interviewing, I am more interested in depth than breadth. These questions represent the broad topics I covered rather than actual questions. As the moderator, kept the discussion moving forward but I wanted to make sure that topics were discussed fully before moving to the next topic.

The Session at CIT

Approximately 30 additional people were in the session during this panel discussion. Although the aim was to hear from the panellists about their ideas, the format – a circle, which was necessitated by the language use of the participants – took on the form of a conscious-raising activity used by feminist movements (Sarachild 1968). The panellists were asked questions and audience members would comment about, respond to, and, occasionally, take the conversation in a wholly different direction. Not all of the attendees participated in the discussion. In the comments and analysis that follows only panellists are identified by their names while the attendees who made comments are identified as Participant and a number. Two of the panellists – Dr. Christopher Stone and Dr. Christian Rathmann – created video responses to the questions and their comments are included in some of the data here. Obviously, because these panellists created the videos before the discussion they did not have the benefits of thinking about their comments after having seen other panellists or the participants make their points. Dr. Shaw was unable to join at the conference. She was involved with the development of the questions, however.

The language of the conference was American Sign Language. Therefore, all comments were made in this language. The words read here represent my English interpretation of what was said in American Sign Language. During the panel discussions, a graduate student and I took notes to capture the panelists' and participants' comments. These "jottings translate to-be-remembered observations into writing on paper as quickly rendered scribbles about actions and dialogue" (Emerson, Fretz, and Shaw 1995, p. 21). Using my jottings allowed me to capture my impressions of the panel discussion in real time and allowed me to explore them at a later time.

While reviewing my "jottings", three themes emerged after an open- and then focused-coding process. Those themes are: program designs; structural limitations, interpreting as a practice vs. a field of study. Neither all of the responses nor all of the questions posed are discussed here. However, the quotes I have included here are representative of other people's comments.

Discussion

The overall aim here is to discuss with experts the ideal design of graduate training in Interpreting Studies. The goal, of course, is to gain insight from each of the participants. But the collective approach of focus groups is particularly useful in this situation as "focus groups are designed to use group dynamics to yield insights that might not be accessible without the kind of interaction found in a group (Morgan 1988, p. 12). The data are part of the story. The other part, is the collective negotiations that occur in focus group dynamics.

Using what Emerson, Fretz, and Shaw (1995) refer to "open-coding" and "focused-coding" (p. 143) the data (i.e., the responses, fieldnotes, and interactions among participants) are examined and a thematic analysis conducted. The following themes appeared in the data collected: Meaning of Interpreting Studies (IS), Institutional Limitations, and a reimagining of training programs. During the analysis, which is ongoing, special

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attention is given to social institutions that reach beyond a single geographic location and have authority in multiple jurisdictions. Although the questions posed attempted to contrast or distinguish between Interpreting Studies and Interpreting as a practice, the comments often came back to interpreting as a practice from both the panelists and the audience members. I, as the moderator, could have refocused the group but felt it was a necessary digression. In the end I believe the discussion was fruitful in laying the groundwork for further discussions about the meaning of and application of Interpreting Studies (IS) in the United States.

Defining IS

Part of the aim for this panel was to determine how IS is defined and if that definition is different than how Interpreting as a practice is defined. Throughout the discussion some people used and discussed IS and Interpreting interchangeably. At times some of the participants and panelists comments were more about teaching interpreting as a practice than IS. Based on the comments from those present, while not all IEPs teach IS, the consensus was that those faculty members and their pedagogy should be informed and guided by IS. Among the panelists IS represented the theory behind interpreting. Christopher[6] stated "IS and Interpreting are connected. They should and do inform one another. The binary doesn't exist." Jemina pointed out that "We have to know the theory to know how to do [interpreting]. Laurie supported Jemina's comment by pointing out that "Students of IS are in different colleges with different goals." She continued by asking "How do these programs incorporate theory?"

While it might be ideal that students and faculty members are being provided with the theoretical foundations of their practice, the reality is that students may not be recognizing this connection. This could be because they are unable to make those connections or because they are not being told directly about this connection. One participant (apparently a student) expressed her concern with her graduate training as it pertains to theory:

> I am a graduate student at Gallaudet University. I am in their PhD program. I don't remember any courses in translation theory. I didn't have that in my undergraduate program either. This program didn't require it at the MA or BA level. Now I am lost when I go into the PhD program. How do you solve that problem?

This is undoubtedly not a problem solely with Gallaudet. Many graduate (MA and PhD) programs in the United States are vying for students. Given the aim of interdisciplinary nature of IS (Pöchhacker 2004), it is not surprising that students from other disciplines are entering PhD programs in IS. In fact, this is ideal. However, it also means that students may be entering graduate training lacking some of the fundamental knowledge. This person's plea for help is complicated further when these programs are remote and students may need to seek out classes in their own state to meet a requirement. How many colleges around the US offer classes in Translation Theory? Another factor that one must consider is the readiness of the students for theoretical discussions. One of the participants stated "My students aren't ready for theory. How do we get them ready for theory?"

IS is still developing in the United States. It is clear from the comments here that many people see that the two are connected. What is also clear from discussion is that we are still trying to figure out how they are connected and how to teach that connection to our students.

Program Design

As there is a recognition that programs are housed within a particular structure that shapes the work of faculty and the learning experience of students, many people wanted to discuss the design of programs. Faculty have some but not complete control over the design of the programs. There are Boards, Administrators, and laws that must be considered when programs are designed or revised. However, the layout of the program, i.e., the courses, the

[6] All comments were made in American Sign Language. This was the language policy established by CIT. What is shown here is my interpretation of those comments. It should be noted that since people did not use their first language (e.g., British Sign Language, Auslan, German Sign Language, etc.) it is entirely possible their comments were not as complete as they may have liked.

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focus, etc. are often dictated by the faculty members. For example, according to Cynthia, "Gallaudet programs are teaching interpreting only. Laurie's program is teaching something different. UNFLA is teaching pedagogy." These three programs have three different foci. However, they are all referred to as IS programs. In the UK, the EUMASLI programs are focused more on research than practice. Jemina reports that:

> There isn't just one theory. For example EUMASLI is a collaboration between three universities in Finland, Germany, the U.K. We work together so students can come and study. Students come to earn a MA degree. Most are already interpreters. To be accepted, they must have three years. Deaf and hearing people study together. They study theory and conduct research and they then go back to their homes to be leaders. This gives them the foundation for leadership. We have translation theory and interpreting theory courses. There is a lot of reading and writing. The program has little bit of training in doing translation and interpreting, but they have to see how they can apply what they have learned. They have to be able to Assess their skills. That is the difference between teaching IS and teaching interpreting.

It should be also noted that the EUMASLI programs draws students from the United States and several countries in the United Kingdom. This would necessarily make it difficult for the faculty to teach language-specific courses. Therefore, teaching theory and research design is more practical.

This discussion lead to people beginning to question the makeup of programs in the United States. Should there be a research component? How many methods should a program have? How do fields outside of linguistics fit into these programs?

Betsy then reminded us that programs can be accredited.

> CCIE has been around for 15 years. How do we know their graduates are ready if the programs are not accredited? The more standardized these programs are, the better students outcomes. We have a lot of questions and we have different skills but maybe the accredited process is the answer.

Besty's comments reinforce a general comment within the group and the underlying purpose of this panel: Do people understand what tools are at their disposal? Whether they are qualified faculty, student readiness, or scholarship within and outside of the United States, resources are available to programs, administrators, and faculty. We only need to look. That being said, CCIE does not dictate the complete makeup of a program. For example, it evaluates programs on whether they have a research component but not what that component is comprised of. Programs that require students to merely read research could be in an accredited program. Accreditation is a step in the right direction but perhaps not the answer to all of the questions.

Teaching IS, indeed teaching anything in the university, is to teach within a particular structure with its own rules and ways of shaping the lives of those who operate within it. Now we take a look at some of the structural limitations of which people were particularly aware.

Structural Limitations

All universities require funding. This often is tied to recognition of faculty and their research output (i.e., publications and grants). In the United States, faculty members who wish to be awarded tenure are required to serve on committees, research, present, and publish, in addition to teaching. Attempting to keep up with the day-to-day work of the academy can take its toll even if one is not attempting to add practice to their day. Cynthia discusses her experience at Indiana University-Purdue University Indianapolis (IUPUI):

> When starting at a university we are often teaching new courses, serving on committees, and doing research and advising students. We attempt to go and practice interpreting too. I tried it for a while. I would be called for a medical emergency and stayed all night. Then back to work the next day. It isn't practical. We need to force the university to accept that the practice of interpreting itself needs to be acknowledged and merits credit during the tenure process.

Cynthia was not alone in her discussion of the expectations of the academy. Other panellists and participants (some of whom were still working to complete their PhDs) also talked about these "impractical" expectations. Just as Cynthia, others raised concerns that the expectations of the academy did not always align with or permit academics who are also practitioners to continue to hone their craft. This is problematic because as Betsy pointed

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out while discussing the need for interpreters to understand and perhaps even study communication as a field, "We don't practice what we teach." If interpreting scholars are not able to remain engaged in the practice of interpreting, what real-life experience can be brought back to the classroom? Laurie supported the idea that the academy needs to promote service to the Deaf community through interpreting. "Interpreting is service out in the community. There aren't enough interpreters going to do that service." She also suggested that this needs to be part of the negotiations.

Negotiation is a way to get the academy to recognize our service to the community as part of their tenure requirements. However, negotiations are difficult for new faculty members. New PhDs or students working towards their PhDs may not have a group of people who can advise them through the negotiation process. The responsibility then falls to senior faculty who may be busy with their careers or lack the ability or interest in working to change the tenure requirements.

At Heriot-Watt, where Jemina teaches, the university administration is understanding and encouraging for its faculty to remain engaged in the practice part of their work. She explains "My department has a policy. University supports their professional development. This is within the Language department." The Language department at Heriot-Wat seems to be encouraging their faculty to maintain their skills as interpreters.

Being allowed or given credit for continuing to practice is not the only limitation with which faculty must contend. Many people in the gathering discussed minimum qualifications for people who wanted to study IS. For example, one participant stated that 4 years as an undergraduate is not enough. This is not surprising or new information. Betsy expressed the concern of accepting people [teachers] who are not ready for the tasks they are about to complete.

> We are accepting people [teachers] at the BA-level who are not ready. This is not just in American Sign Language but English fluency either. Why do we accept teachers who do not know about translation? We do it a lot.

While Betsy's comments are not housed in a structural or institutional lens, they are still points to the reality of working within the academy. The university is a business. As such, the university needs to make money. It has to make sure there are faculty members in the classroom. The other sad reality is that the assumption by some administrations is that if you know sign language and or can communicate in English then you can teach interpreting. While we should encourage the hiring of deaf faculty members, they should be qualified. They should hold interpreting credentials, be bi-lingual (in American Sign Language and English or two signed languages).

Conclusion

Interpreting Studies is taking hold in the field of interpreting. Academic institutions in different countries are offering degrees in Interpreting Studies. Within the United States more and more programs are claiming to be IS degrees. However, there has been little discussion about what an MA degree in Interpreting Studies should look like and how or if that degree should lead to a PhD in Interpreting Studies. Even before we can discuss the structure of an IS program, if we are so inclined, we must first examine the current challenges of faculty who are teaching (or want to teach) IS in university. What we have seen from the discussion presented here is that among those responsible for teaching interpreting, the theoretical contributions of IS by IS scholars have not been realized in the classrooms. I am reminded of one of the participants who said she has not taken "translation theory" although she is now in an Interpreting Studies PhD program. This leads to the question of how can this and other issues change?

Change requires an informed citizenry. There might be discussions with heads of departments (i.e., department chairs) and select faculty, but overall it appears that faculty, particularly junior faculty, are not privy to these discussions. This might be because junior faculty are often required to teach lower divisions courses that are typically introductory and skill development courses. The fact that many participants brought the discussion back to interpreting as practice (so did some of the panelists) indicates that in their minds interpreting as a practice is what they teach. While senior faculty might assume that programs have an IS focus, if they are not including the rest of the citizenry in the discussion, the programs will remain a MA degree with a junior college curriculum.

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Even those programs that are able to provide a research-focused MA must contend with the reality of limited resources. In the United States, MA-degree programs are two years long. Developing a thorough understanding of theory, its place in research, and its connectedness to a particular method is challenging. If it were possible, which theory, which method, which combination would be taught? Couple this with Betsy's argument that there are faculty members who are themselves not IS scholars, not familiar with the literature or theories teaching the next generation of IS scholars, and there appears to be a bleak future ahead. Would it make more sense to require students to be proficient in another field prior to entering a PhD program in IS? Do we have the faculty members who are versed in the wide range of disciplines that make up and inform IS? These are questions we did not have an opportunity to explore during the panel discussion.

Finally, there are some severe limitations imposed by the university structure. All academics maintain a membership in their professional organizations. There are often more than one. Within IS this includes maintaining an active research agenda but also participating in the field of interpreting. Some faculty may be able to count their interpreting and participation in interpreting-focused organizations as part of their service work. This could be detrimental. IS needs to have faculty members who are practitioners as well.

From the discussion came several recommendations. They included ideas about shortcomings of current programs. I cannot list all of them here. Just as I could not discuss all of the issues raised by the members in the group. There are two recommendations however, that seem to be particularly poignant.

Recommendations based on the Panel

It might be ideal for CIT or another body to create a forum for which new faculty members can be paired with senior/experienced faculty. This is not unheard of in the academy. In sociology the American Sociological Association routinely pairs junior faculty with senior faculty for mentoring. This is often between various campuses. This would allow junior IS faculty an opportunity to discuss the current challenges of teaching and to learn more about the field of IS from senior scholars.

CIT or another body might want to consider writing some best practices for tenure at universities. If, as I suggest, not all faculty members have a clear understanding of IS, then there is little ability for them to affect any kind of change in the university at either the program level or institutional level.

Acknowledgments

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Reducing Your Grading Time: Student Self-Assessment Practices That Work

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Abstract

This paper outlines efforts to teach critical thinking skills for students and reduce grading time. Faculty in the educational interpreting program stopped providing direct feedback on their interpreted work and implemented a self-assessment only system of assessment. As part of this process students were taught and then graded on the efficacy of their self-assessment of their own interpreting work. This has fundamentally altered program and course assessments and reduced the amount of time it takes for grading and evaluation. Findings indicate implementing self-assessments throughout each course, improves students' actual interpreting performance as evidenced by higher Educational Interpreter Performance Assessment (EIPA) ratings. This paper details the specific actions taken to implement a system of self-assessment, and what a completely recursive self-assessment curriculum looks like.

Keywords: self-assessment, interpreting pedagogy, grading.

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Reducing Your Grading Time: Student Self-Assessment Practices That Work

I have yet to meet a faculty member who wants to do more grading. But, without grading, how are faculty able to formatively guide students' performance? Our answer to reducing grading time, but *improving* outcomes, was to adopt an entirely student self-assessment paradigm.

The four-year Modern Languages Program in ASL at Clemson University has an optional ASL-English Educational Interpreting specialization. There is some evidence suggesting the field of ASL-English interpreting in America is moving toward more specialized areas of instruction in order to provide appropriate learning opportunities in terms of systems of knowledge, terminology and discourse features for essential domains such as medical, legal or education interpreting (Witter-Merrithew & Nicodemus, 2010). The need for a specialized curriculum in educational interpreting was clearly identified by one public school administrator's remarks, "interpreter training programs tend to focus on producing community interpreters rather than Educational Interpreters" (p. 34) and "the major problem is finding interpreters that can distinguish educational interpreting from community interpreting" (National Center on Deafness, 2007, p. 34).

Within this context, along with general education requirements, the ASL-English Educational Interpreting specialization students engage in 26 credit hours of second language acquisition studies. This coursework is aligned with the Standards for Learning ASL (ASLTA, 2008) and the South Carolina Academic Standards for American Sign Language (2009).

With the foundational language and cultural competencies, students take a series of six courses as part of the educational interpreting curriculum. They include:

> ASL 3150 Survey of Educational Interpreting: Presents an overview of the ASL/English Interpreting Profession in public schools. Includes discussions on the role, function, and aptitudes of Educational Interpreters, the bilingual and bicultural context, the history of interpreting, the principles of professional practice, the laws that affect educational interpreting, and the analysis of the impact of classroom variables on accessibility and interpretability.
>
> ASL 3000 Fingerspelling and Numbers in ASL: Advanced development of the manual alphabet (fingerspelling) and the numerical system in American Sign Language, with extensive practice in both expressive and receptive skills.
>
> ASL 3200 Interpreting in Elementary Schools: Introduces students to interpreting in the elementary classroom. Includes analysis of the discursive features of elementary classrooms; translation of materials encountered in elementary classrooms; rendering of interpretations of elementary classroom discourse both consecutively and simultaneously; and assessment of the effectiveness of interpreted products.

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ASL 3250 Interpreting in Secondary Schools I: Introduces students to interpreting in a high school classroom. Includes: analysis of the discursive features of several high school courses; translation of materials encountered in high school classrooms; rendering interpretations both consecutively and simultaneously; and assessment of the effectiveness of interpreted products.

ASL 4200 Interpreting in Elementary Schools II: Continuation of ASL 3200. Advanced analyses of elementary school curricular discourse; rendering interpretations of elementary school classroom discourse simultaneously; preparation and interpretation of presentations; and assessment of the effectiveness of interpreted products.

ASL 4250 Interpreting in Secondary Schools II: A continuation of ASL 3250. Advanced analyses of high school curricular discourse; rendering interpretations of high school classroom discourse simultaneously; preparing and interpreting presentations; and assessment of the effectiveness of interpreted products.

In terms of exit standards, all students take the ASL-PSE version of the EIPA assessment (see Schick & Williams, 2004; Schick, Williams, & Kupermintz, 2005) both at the beginning of their first interpreting course (Elementary Schools I or Interpreting in Secondary Schools I) and in the middle of their last interpreting skills course (Elementary Schools II or Interpreting in Secondary Schools II).

The EIPA is a psychometrically valid and reliable instrument, specifically designed to evaluate the bi-directional aspects of interpreting necessary to support language and cognitive development in elementary and secondary classroom settings (Schick & Williams, 2001). Educational Interpreter samples are assessed using a standard Likert scale from zero (no skills) to five (advanced) on 38 specific competencies across four major domain areas including:

I.	Sign to Voice:	Interpreting a series of classroom lectures
II.	Voice to Sign:	Interpreting an interview with a student who is deaf or hard-of-hearing
III.	Vocabulary:	Assessment of the vocabulary, fingerspelling, and number production and reception
IV.	Overall Factors:	Assessment of the overall factors in the interpreted product

An overview of the program curriculum map can be found in Figure 1. Profiles of performance expectations for Educational Interpreters functioning at various levels can be found in Appendix A.

1. Our previous approach to grading

Historically, faculty used to grade student work using several pre-fabricated rubrics or co-created criteria with students. These assessments were external to the student as only faculty used them. Each student would then submit interpreting samples either live or by recording and faculty would spend countless hours reviewing video submissions and providing detailed feedback on portions of the interpretation that were effective and what components needed more development. Students would take that feedback and either redo the interpreted texts or focus on the skills needing development in the next interpreting recording. Often though, students would not, or could not, address the issues faculty had identified and there was only minor improvements in performance. In other words, students had no investment in the discrete skills that needed attention and frankly just ignored the feedback faculty spent hours documenting.

In addition, there were no standardized, consistent criteria for performance, nor much opportunity for students to develop self-assessment skills. Faculty were swamped with grading and students did not have any buy-in to the assessment process. How were we promoting professional interpreters who could think critically?

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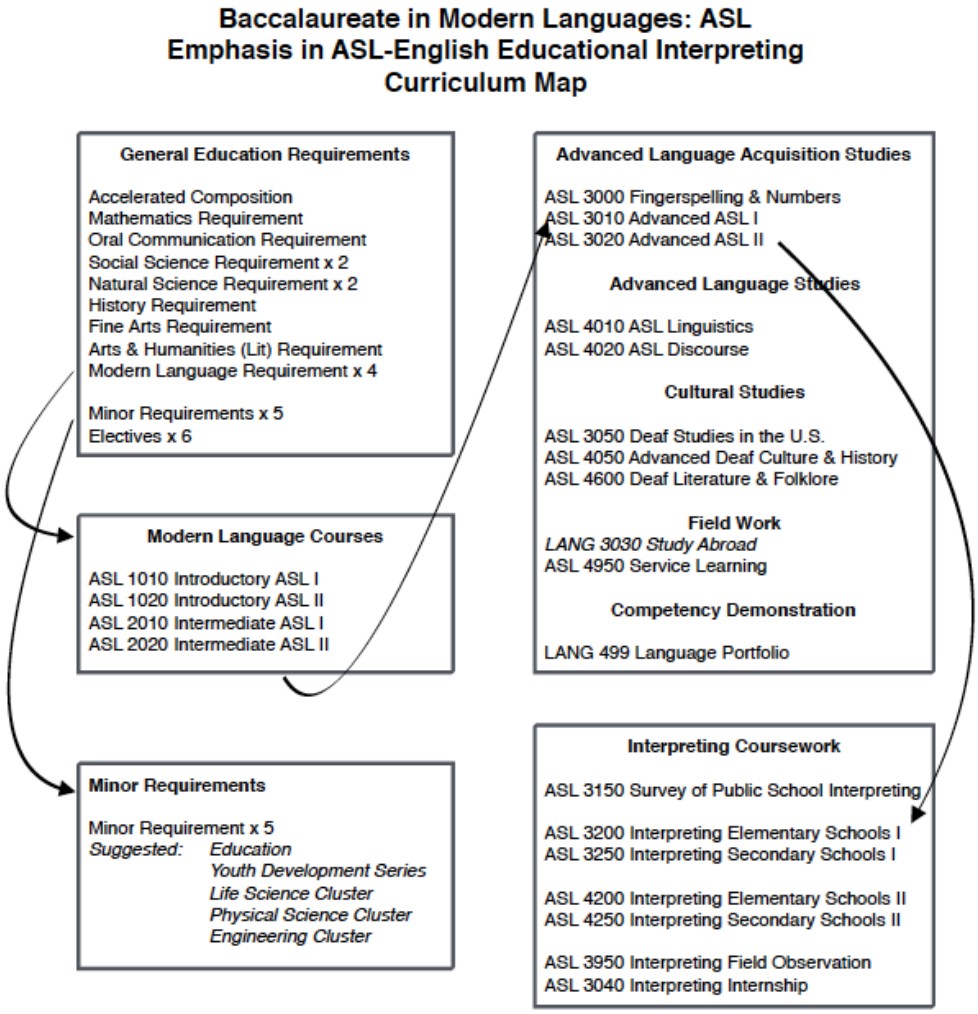
Figure 1. Curriculum Map



2. Critical thinking

Critical thinking is defined as an "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven & Paul, 1996, p. 1). From this definition, there can be little doubt that the work of ASL-English interpreters involves significant critical thinking skills.

Higher education has shifted from pedagogical approaches based on teaching to approaches focused on student learning (Fitzmaurice, 2010) with the overall goal "to produce graduates who are critical thinkers, independent learners, and reflective and ethical citizens who are deeply committed to lifelong learning" (Napier, 2011). Learners are encouraged to take responsibility for their own learning (Kiraly, 2000) which requires empowering

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learners as "autonomous thinking individuals whose capacity for meaning-making is no less valuable than that of the instructor" (Varney, 2009, p. 29).

"Often faculty [in general undergraduate education] hold higher-order thinking as a goal, but it is not clear that their instructional practice goes as far as it might to help students develop their higher-order thinking" (Ludwig 2000, Technology Section). For example, Kowalczyk, Hackworth, and Case-Smith (2012) found gaps between the perception of critical thinking and instructors' ability to promote such in the classroom and note instructors frequently want further professional development in the area of developing critical thinking skills.

Thomas, Martin, and Pleasants (2011) argue that college students in general become disengaged with the assessment process in higher education. Students seem to learn to be "competitive, to seek external approval rather than trust their own creative instincts, and to avoid making mistakes at all costs. Many learn that tests are traps, tricking them into failing" (Fenwick & Parsons, 2009, p. 19). Thomas, Martin, and Pleasants (2011) contend the best way to remedy such disengagement is for all students in all disciplines to practice making judgments about their own learning and direction through self- and peer-assessment activities.

Given "new knowledge and habits of behavior are only incorporated into long-term changes when learners develop strategies and criteria for monitoring their own ongoing performance" (Fenwick & Parsons, 2009, p. 5), Wiggins and McTighe (2005) argue "we need to put students in a position to learn far more, on their own, than they can ever learn from us" (p. 44) through self-assessment.

Toward this notion, McDonald and Boud (2003) trained general education high school students in self-assessment techniques, showing that students' performance on end-of-semester exams was much better for those who had been trained in self-assessment. In other words, it is possible to learn effective self-assessment skills (Kruger & Dunning, 1999; McDonald & Boud, 2003). Ross (2006) indicates the most effective approach to teach self-assessment and critical thinking is for teachers and students to clearly delineate the standards or criteria beforehand. Thomas, et al. (2011) found that cooperatively determining the criteria is an important factor, with students reporting that providing the assessment metric beforehand was very helpful.

Specific to ASL-English interpreting education, Winston (2005) asserts that it is vital that students develop the "higher order thinking and analysis skills that interpreters need to be competent practitioners" (p. 219). Toward this end, in an analysis of the teaching goals of ASL-English interpreter educators in the United States, Fitzmaurice (2010) found the teaching goals of interpreter educators place far more emphasis on the development of higher order thinking skills than do educators from most other disciplines. These findings echo those of Winston (2005), who found that interpreter educators "valued activities that lead students toward constructing their own knowledge through critical thinking, decision making, and self-assessment" (p. 220).

Stauffer (2011), for example, argues that "an interpreter's ability to self-assess is a fundamental requirement for determining readiness to accept an assignment and for setting realistic goals for self-guided continuing education" (p. 1). Patrie (2004) also stresses the importance of self-assessment in terms of improving performance, and Winston (2005) reminds us that "interpreting educators have long recognized the need to help students develop competence in self-assessment" (p. 212).

Stauffer (2011) suggests that faculty use self and peer assessment as part of classroom feedback while noting the lack of empirical evidence to support the efficacy of this approach. Examining the accuracy of self-assessment on students' ASL competency, Stauffer found strong correlations between student and faculty assessments, suggesting that students have a "moderate ability to assess their ASL competency similarly to their instructors" (p. 89). Addressing the issue of calibrating self-assessments with external criteria, Bowen-Bailey, Gordon, Jones and Shaffer (2013) report that teaching focused specifically on specific EIPA competencies tended to improve working educational interpreter's EIPA score by 0.25.

As this literature suggests, educators believe higher order thinking skills such as self-assessment are essential skills to be taught (Cross, 2005; Ludwig, 2000; Kowalczyk, et al., 2012). Within interpreter education, there is an added emphasis on developing higher order thinking skills in future interpreters (Winston, 2005; Fitzmaurice, 2010). More specific to self-assessment skills, there is evidence that self-assessment helps engage higher education students (Thomas, et al., 2011) and can be taught (Kruger & Dunning, 1999; McDonald & Boud, 2003; Srinivasan, et al., 2007; Redwood, et al., 2010) in a variety of academic disciplines.

With the goal of reducing the amount of grading time of faculty and to better prepare students for the autonomy of the interpreting field (Winston, 2005; Stauffer, 2011), we made some significant teaching and assessment revisions.

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3. What changed teaching looked like

With the foundational idea that critical thinking could be evidenced in self-assessment tasks and that interpreting students could learn post-hoc self-assessment skills with guidance from teachers, we changed our teaching and grading approach. In brief, we eliminated the direct teaching of discrete interpreting skills and moved towards the teaching of self-assessment and reducing the amount of grading time.

Using Andreade and Valtcheva (2009) findings to promote learning through self-assessment, we adopted the principles that faculty must: raise awareness of the value of self-assessment; provide access to clear criteria; provide models of self-assessment; provide direct instruction in self-assessment; give opportunities for extensive practice; and, provide opportunities to revise and improve performance. With these principles in mind, students were provided the following descriptions at the beginning of each interpreting skills courses:

> The objectives in these interpreting skills courses are to engage interpreting students in reflective practice. Interpreters work in isolation and are ultimately the only person in a given interpreting setting with access to both languages and thus the ability to determine the effectiveness of an interpretation. For this reason, it is critical that interpreting students be well able to *self-assess* their own interpreting work both in vivo and after the fact. The ability to self-assess, reflect, and improve performance are the foundational underpinnings of all interpreting coursework.
>
> Assessment is not about picking out a specific sign or a specific mistake, rather a reflective examination of *patterns of behaviour* with specific examples to support such observations. Then reflecting on those patterns to determine causes, and then revising the interpreting work (aka redoing it) to improve the interpreted product.
>
> My role in this adventure is to provide you with ample opportunities with a variety of different texts to practice but to also guide you as you develop your assessment skills. Thus, when I am examining your interpreted products, I am not looking for areas of strengths or weaknesses in the interpretation per se, rather I am looking for the efficacy of your self-assessment.

As with many interpreter educators we retained Performance Based Assessment (project-based assessments) as both formative and summative evaluations of progress (Price, Pierson & Light, 2011). Students generated six major projects throughout each term. The first and final project focused on English to ASL interpreting and were the same text to serve as a metric of student growth. For each of the remaining projects, two texts focused on ASL-English target interpretations and two texts focused on English-ASL interpreting. Each project text was as close to an authentic representation (Wiggins & McTighe, 2005) of classroom interpreting and challenges as possible. In addition to the video recording of their interpretation, students were required to submit a self-assessment reflection paper. Students were provided the following directions:

> For each project you are responsible for reviewing your interpretation of the project materials and further submitting a reflective paper outlining your self-assessment of your performance.
>
> Each self-assessment should be non-judgmental and deal with a variety of issues with specific statements supported by evidence. Insights should be of high quality and detailed. For example, to suggest you did well on 'fingerspelling' is too broad; you must be specific. A positive tone should be evident throughout the paper and use appropriate academic and linguistic terminology. Each self-assessment paper will adhere to APA format and address the following major headings: Introduction, Areas of Strength, Areas Needing Development, Strategic Plan and Conclusion.
>
> Both Areas of Strength and Areas Needing Development will focus on three aspects each. For each Strength or struggle, your paper will identify patterns of performance – meaning at least three occurrences or examples of a specific features or item. Each example should be accompanied by a time code citation and detail in text what you are seeing. For example, "The palm orientation is

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> facing the interpreter when fingerspelling A-B-S-O-L-U-T-E (02:39). An incorrect palm orientation specific to fingerspelling also is evident at time marker 04:20 when…."
>
> The Strategic Plan section should address specific objectives the interpreter aims to achieve.
>
> Actions outlined, must be detailed and measurable to address each objective. The plan must consider questions such as: How do you plan on reaching your objective? What specific activities will you do? How often? How long? And finally, interpreters must succinctly identify how they will measure their progress or improvement.
>
> All Self-Assessment Reflection papers must adhere to APA format and style. (Note: The latter Strategic Plan section can include first-person references). All papers are to be submitted to Canvas by the beginning of class on the due date.

According to Ross (2006) for self-assessment to be effective, the criteria must be negotiated between teacher and students, students should be taught how to apply the criteria, students must receive feedback on their self-assessment and teachers should help students use assessment data to develop an action plan to improve their performance.

In each interpreting skills course, faculty spent the first four weeks reviewing the EIPA competencies (Schick & Williams, 2004). In the beginning, interpreting courses throughout the first two weeks, faculty modeled self-assessment of their own video-recorded interpretations by reviewing their interpreted work using the EIPA competencies during class time for students to observe. Gradually, students began to peer-assess faculty interpretations using the same competencies. Initially this type of modeling is similar to selective watching (Winston, 2000) to assist students in both recognizing and identifying the individual criterion in the EIPA metric while also modeling how to self-assess.

Using a flipped classroom approach (Knigga-Daugherty, 2014), students were required to submit two hours (120 minutes) of interpreting homework per week and were provided the following directions:

> In this course, we meet for 3.0 hours per week. This means you will have approximately 9.0 hours of homework per week. This means you will be required to ***interpret*** **for 120 minutes per week of new material**. The remaining 7.0 hours should be spent reviewing your interpretations, performing back translations, reflecting on your work, fixing specific errors, and reinterpreting material.

All interpreting (homework, classwork, and project interpreting) work was uploaded to GoReact (http://goreact.com) in order to allow students to submit recorded interpreting work, review each submission, and leave time-coded observations (figure 2).

Students also self-assessed all interpreting work using the EIPA metric (see Schick & Williams, 2001, 2004), which is available for public use. Figure 3 illustrates the online EIPA rubric students used.

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Figure 2: GoReact Recording

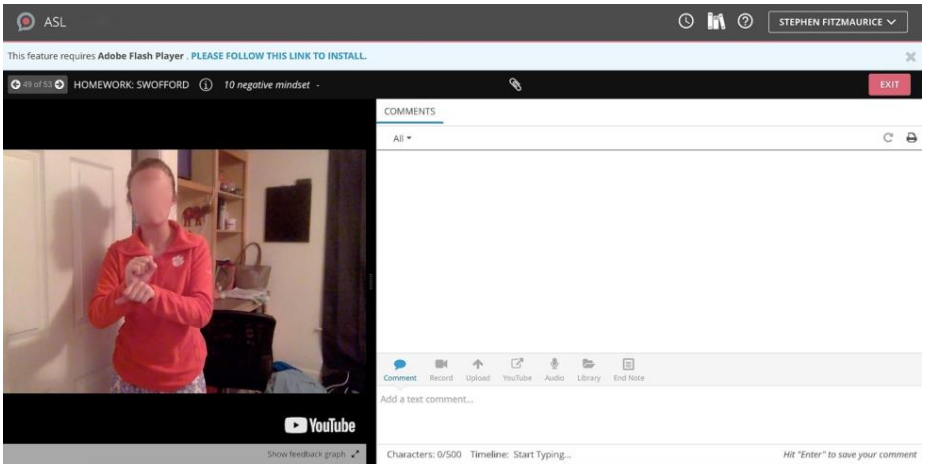
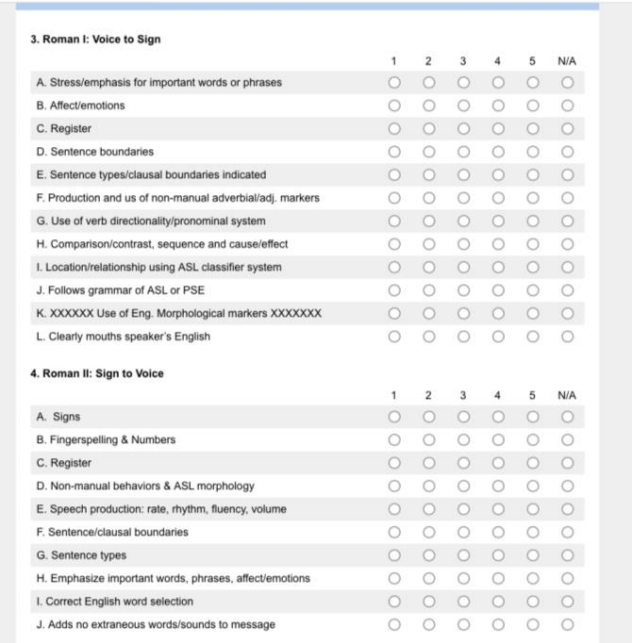


Figure 3: EIPA online rating rubric



3. Roman I: Voice to Sign

	1	2	3	4	5	N/A
A. Stress/emphasis for important words or phrases	○	○	○	○	○	○
B. Affect/emotions	○	○	○	○	○	○
C. Register	○	○	○	○	○	○
D. Sentence boundaries	○	○	○	○	○	○
E. Sentence types/clausal boundaries indicated	○	○	○	○	○	○
F. Production and us of non-manual adverbial/adj. markers	○	○	○	○	○	○
G. Use of verb directionality/pronominal system	○	○	○	○	○	○
H. Comparison/contrast, sequence and cause/effect	○	○	○	○	○	○
I. Location/relationship using ASL classifier system	○	○	○	○	○	○
J. Follows grammar of ASL or PSE	○	○	○	○	○	○
K. XXXXXX Use of Eng. Morphological markers XXXXXXX	○	○	○	○	○	○
L. Clearly mouths speaker's English	○	○	○	○	○	○

4. Roman II: Sign to Voice

	1	2	3	4	5	N/A
A. Signs	○	○	○	○	○	○
B. Fingerspelling & Numbers	○	○	○	○	○	○
C. Register	○	○	○	○	○	○
D. Non-manual behaviors & ASL morphology	○	○	○	○	○	○
E. Speech production: rate, rhythm, fluency, volume	○	○	○	○	○	○
F. Sentence/clausal boundaries	○	○	○	○	○	○
G. Sentence types	○	○	○	○	○	○
H. Emphasize important words, phrases, affect/emotions	○	○	○	○	○	○
I. Correct English word selection	○	○	○	○	○	○
J. Adds no extraneous words/sounds to message	○	○	○	○	○	○

Each project was graded by the students' self-assessment reflection submission in terms of the organization, objectivity, evidence the student provides for their self-assessment, their strategic plan to address areas of weakness; and the mechanics of the paper itself. Figure 4 is the rubric used for grading self-assessment reflection papers.

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Figure 4. Project Grading Rubric

Organization *Reflection is organized for optimal understanding and accurately focuses on observable patterns of the most important elements of the performance being assessed.*	3.0 pts Excellent	2.0 pts Proficient	1.0 pts Sufficient	0.0 pts Insufficient	3.0 pts
Objectivity *Reflection is non-judgmental in every part and honestly deals with every issue. Examples of three patterns of items done well and three areas needing improvement are identified.*	3.0 pts Excellent	2.0 pts Proficient	1.0 pts Sufficient	0.0 pts Insufficient	3.0 pts
Evidence *Statements are specific in all cases and always accompanied by strong evidence statements with time codes. All the most important factors are present and each insight is unique and high quality.*	9.0 pts Excellent	6.0 pts Proficient	3.0 pts Sufficient	0.0 pts Insufficient	9.0 pts
Strategic Plan *A positive tone appears throughout and every area of improvement is provided with focused, high quality suggestions. A clear, action plan with accountability is outlined.*	9.0 pts Excellent	6.0 pts Proficient	3.0 pts Sufficient	0.0 pts Insufficient	9.0 pts
Mechanics *Style is academic with terminology adequately explained and reading flows. No grammatical errors or spelling or vocabulary errors. Syntax is both simple and complex without causing a reader to pause in order to make sense. Uses mostly active voice, headings, clear transitions and cohesive ties. APA format is followed for all aspects of the paper (citations, headers, numbers, series, quotes, tables/figures, references, etc.).*	6.0 pts Excellent	4.0 pts Sufficient	2.0 pts Rating Description	0.0 pts Insufficient	6.0 pts
					Total Points: 30.0

Faculty then read each reflection paper, checked the time stamped citation identified by the individual student and occasionally spot-checked other brief segments of the video submission. This grading process did not take considerable time.

It was the responsibility of each student to enact their strategic plan in their homework interpreting and hold themselves accountable to each explicit step they had outlined. Faculty then guided subsequent classroom discussions about struggles with enacting each students' plan. Student peers supported each other in enacting their own individual plans and offer strategies, support and challenging stimulus materials.

In terms of grading, faculty no longer had to view hours and hours of interpreting samples in each course. Rather, faculty spot-checked each students' interpreting homework submissions, but these infrequent demands greatly reduced grading time. For example, one faculty member elected to view ten minutes of interpreting from each student every week. From there, the faculty member was able to gather a sense of the students' performance and provide formative feedback and guidance on the student's self-assessment of their own interpreted products. This significantly reduced grading time for faculty but also enabled the faculty member to check on the students' progress on their strategic plan.

4. Findings

The 2012-2014 group consisted of 11 students (n=11), and the 2014-2016 group had six students (n=6), all between the ages of 20-24. In the 2012-2014 group, 91% of the students were female and all students in this group

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were Caucasian. In the 2014-2016 classes, 83% of the group were female and 17% male. Eighty-three percent of this latter group were Caucasian and 17% were African-American (n=1). No student in either group had parents who used ASL as their primary language, and all students had entered college with no prior ASL skills. One student from each the 2012-2014 and 2014-2016 groups was a transfer student who had some previous ASL coursework at a two-year institution.

The final mean EIPA score for the 2012-2014 group was 2.7 (n=11). The final EIPA rating for the 2014-2016 group was 3.4 (Table 1).

Table 1: Demographics and EIPA score for each group

		2012-2014	2014-2016
Number of Students		11	6
Gender	Female	91%	83%
	Male	9%	17%
Race/Ethnicity	Caucasian	100%	83%
	African American	0%	17%
Parental Hearing Status	Deaf	0%	0%
	Hearing	100%	100%
Mean EIPA Score		2.9	3.4

Analyses of the differences in the final EIPA scores between the 2012-2014 classes and the 2014-2016 classes found that the results from the T-test $t = -3.56245$, $p = .001418$, $p < .05$ were significant as were those from the ANOVA, $F = 12.69103$, $p = .002836$, $p < .05$. The score of the latter 2014-2016 group was significantly higher.

While there may be factors such as classroom cohesion, prior student language competencies, or other subtle curriculum shifts that had some impact, these findings provide some compelling evidence that the teaching of self-assessment yields much better results for students, with no other factor such as gender, race or whether a transfer student having any significance on the EIPA rating.

In the end of course evaluations, in one of the beginning interpreting courses (ASL 3200: Interpreting in Elementary Schools I), a 2014-2016 student commented "even though it is an important skill to learn how to self-assess our own work, I would like more critique from the professor on our work so I have a clearer set of goals for improvement." Another student wrote: "Give more feedback. Class was based on more of the student's feelings. Wish there was more feedback from the instructor." These data suggest students wanted direct feedback from faculty in early interpreting courses.

When the same question was asked of the 2014-2016 group in later, advanced interpreting classes (ASL 4200: Interpreting in Elementary Schools II), this sense seemed to diminish slightly. For example, one student reflected, "The instructor guides us to answer our own questions, and though it may be aggravating in the moment because we want the answer, I can truly see the difference by practicing working through it [self-assessment] on my own." Another student commented,

> The guidance [the faculty member] gives [is] for students to figure out how to analyze their skills and determine the answers to their own questions. At the time this is very frustrating because students want the answers in the moment, but now looking back I can see the growth I have made, and now I have skills that I can apply to [my] career in the future.

The overarching sense was initially, students wanted direct, external feedback. However, in addition to reduced grading time for faculty, students grew to appreciate and value the development of their self-assessment skills and to recognize the value those skills beyond the classroom.

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5. Discussion

Our interpreter program and faculty recognized the importance of teaching critical thinking skills (Fitzmaurice, 2010; Cross, 2005; Winston, 2005) and believed the act of interpreting is, in and of itself, an act of critical thinking. We also recognized the value and need to teach critical thinking skills (Stauffer, 2011; Macnamara, 2008; Winston, 2005; Patrie, 2004; Kiraly, 2004), yet we could not find any authentic support to indicate we were purposefully teaching higher order thinking skills (Ludwig, 2000).

By adopting an overarching self-assessment only protocol for teaching, the initial shift was challenging in that faculty had to consistently remember to not provide direct feedback but encourage students to self-assess their own interpretation and thought process. In addition, students were accustomed to a system where they had little or no input in how they were assessed and were often unaware of assessment criteria. It took some time to overcome these challenges. Initially, students' self-assessments were hyper-stringent and superficial, however, once students calibrated their expectation with that of faculty, we noted students could identify their own gaps in skills, isolate where to focus their attention in learning, set realistic goals, revise their work, and track their own progress in interpreting. Like Andrade and Du (2007) found, students' attitudes toward self-assessment tended to become more positive as they gained experience with it and students could self-assess effectively once they understood the standard expectation. The key was extensive review of the individual competencies on the EIPA and modeling how to self-assess an interpreted product.

We also found students believe there were benefits to self-assessment, particularly the opportunity to reflect on, and revise, performance (Andrade & Du, 2007). We believe this is the crux of reflective practice and self-monitoring done by interpreter practitioners. The self-assessment shift also witnessed students becoming more actively involved and motivated as they assumed responsibility for their learning. Students also seemed to become more deeply engaged with the interpreting process and materials.

Stauffer (2011) found that students were largely unable to provide effective self-assessments without being taught to do so which is quite similar to Lew, Alwis and Schmidt's (2010) findings. Over time, the self-assessment skills of students improved (Redwood, et al., 2010) as did their interpreting performance: So much so, the pedagogical shift toward teaching only self-assessment yielded a significant difference in the final EIPA scores of students. The mean gain between the groups was 0.5, twice that of the marginal gains of 0.25 found by Bowen-Bailey et al. (2013). While we cannot characterize the significant EIPA score gains as causal, the correlational relationship between the pedagogical shift cannot be ignored.

This finding was important in that it avoids what Wiggins and McTighe (2005) illustrated as the twin sins of typical instruction. The first is activity-focused teaching such as a series of disconnected interpreting assignments designed to give students a very broad sampling of many different interpreting settings and scenarios. And the second is coverage-focused teaching consists of marching through interpreting textbooks to cover as many of the books and videos as possible. In both sins of typical instruction, evaluation is nearly always teacher-driven.

In other words, we found the self-assessment process not only served as a performance measure but it also encouraged the life-long learning skills interpreters need in the professional community.

When asked, an alumna from the latter 2014-2016 group responded

> hated it [self-assessment], but now it is my 'superpower.' I know how to look for things I need to work on; I don't feel helpless or desperate for someone to tell me what I need to fix. I can figure that out on my own and go and do it. My after graduation EIPA scores are even better and my interpreting is better. I know how to become awesome [personal communication, October, 2016].

The benefit of this pedagogical approach is that it was not an additional thing to add or do in the classroom. Instead, it is replacing one assessment philosophy with another. While some additional time was taken engaging the students in the assessment process and the rationale supporting self-assessment; the rewards appeared to make it worthwhile. And, as an ancillary benefit, it significantly reduced faculty grading time.

Empowering students to accurately self-assess their work (Fenwick & Parsons, 2009) allowed them to relinquish total reliance on teacher opinions (Blanch, 1988) and better prepares them for the autonomy of the interpreting field (Stauffer, 2011). Such autonomy only serves to empower interpreting students to become better interpreters and "to become full-fledged members of the communities in which they live and will work: we are

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helping them to build character and trustworthiness; we are promoting a culture of expertise and professionalism in our future colleagues and successors. This is empowerment for all of us: teachers, students and administrators alike" (Kiraly, 2000, p. 194).

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Appendix A: EIPA Profiles

Scores on each competency are used to determine the mean score for each of the four domains, which are then averaged for the mean total score. The profile of abilities for each total score as provided by Schick & Williams (2004) are as follows.

Level 1: Beginner. Demonstrates very limited sign vocabulary with frequent errors in production. At times, production may be incomprehensible. Grammatical structure tends to be nonexistent. Individual is only able to communicate very simple ideas and demonstrates great difficulty comprehending signed communication. Sign production lacks prosody and use of space for the vast majority of the interpreted message.

An individual at this level is not recommended for classroom interpreting.

Level 2: Advanced Beginner. Demonstrates only basic sign vocabulary and these limitations interfere with communication. Lack of fluency and sign production errors are typical and often interfere with communication. The interpreter often hesitates in signing, as if searching for vocabulary. Frequent errors in grammar are apparent, although basic signed sentences appear intact. More complex grammatical structures are typically difficult. Individual is able to read signs at the word level and simple sentence level but complete or complex sentences often require repetitions and repairs. Some use of prosody and space, but use is inconsistent and often incorrect.

An individual at this level is not recommended for classroom interpreting.

Level 3: Intermediate. Demonstrates knowledge of basic vocabulary, but will lack vocabulary for more technical, complex, or academic topics. Individual is able to sign in a fairly fluent manner using some consistent prosody, but pacing is still slow with infrequent pauses for vocabulary or complex structures. Sign production may show some errors but generally will not interfere with communication. Grammatical production may still be incorrect, especially for complex structures, but is in general intact for routine and simple language. Comprehends signed messages but may need repetition and assistance. Voiced translation often lacks depth and subtleties of the original message. An individual at this level would be able to communicate very basic classroom content, but may incorrectly interpret complex information resulting in a message that is not always clear.

An interpreter at this level needs continued supervision and should be required to participate in continuing education in interpreting.

Level 4: Advanced Intermediate. Demonstrates broad use of vocabulary with sign production that is generally correct. Demonstrates good strategies for conveying information when a specific sign is not in her/his vocabulary. Grammatical constructions are generally clear and consistent, but complex information may still pose occasional problems. Prosody is good, with appropriate facial expression most of the time. May still have difficulty with the use of facial expression in complex sentences and adverbial non-manual markers. Fluency may deteriorate when rate or complexity of communication increases. Uses space consistently most of the time, but complex constructions or extended use of discourse cohesion may still pose problems.

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Comprehension of most signed messages at a normal rate is good but translation may lack some complexity of the original message.

An individual at this level would be able to convey much of the classroom content but may have difficulty with complex topics or rapid turn taking.

Level 5: Advanced. Demonstrates broad and fluent use of vocabulary, with a broad range of strategies for communicating new words and concepts. Sign production errors are minimal and never interfere with comprehension. Prosody is correct for grammatical, non-manual markers, and affective purposes. Complex grammatical constructions are typically not a problem. Comprehension of sign messages is very good, communicating all details of the original message.

An individual at this level is capable of clearly and accurately conveying the majority of interactions within the classroom (Schick et al.., 2005, p. 15-16).

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Where in the World are we going as Interpreter Educators? Developing Short Term Educational Study Abroad programs for Linguistic and Cultural Exchange

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Abstract

While study abroad experiences are abundant in higher education, students studying sign language interpreting may find it difficult to pursue study abroad opportunities due to various factors; such as, lack of opportunities available, limited matched program structures, program design, or international partnership as a promoted value of the program and/or higher education institutions' larger mission. Despite limited opportunity, research shows that there are many benefits to study abroad as they provide opportunities for students to develop personally, professionally, and academically (Dwyer & Peters, 2004). Study abroad is shown to support the advancement of interlingual pragmatics skills in L2 language learners (Barron, 2003). Additionally, the profession of signed language interpreting continues to evolve and sign language interpreters must be increasingly prepared to work in international contexts (de Wit, 2010). Recognizing the considerable benefits to students as a result of study abroad experiences, finding ways to enhance the experience and encourage more educators to engage in international partnerships will be of great benefit to the field of interpreter education.

Faculty from Heriot-Watt University, in Scotland has collaborated with students and faculty from universities abroad, including the United States and Sweden to create extensive short-term linguistic and cultural exchanges. These exchanges provided cooperative learning experiences for students of interpreting, students from deaf[2] studies,

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[2] Scholars have been increasingly challenging the capitalization of the 'D' in deaf because by doing so it makes the assumption that there is only one type of deaf culture, deaf identity, or Deafhood. Therefore the authors of this article were purposeful in their writing to use the lowercase'd' when describing deaf people and deaf studies (Woodward & Horejes, 2016; De Clerck 2015; Kusters et. al 2017).

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and those who were learning a signed language. From these collaborative experiences, students were able to increase their exposure to diverse cultures and languages. Feedback from participating students highlighted the positive impact that the cultural and linguistic exchanges had on students' global awareness, confidence, and increased fluency in the primary sign language they are studying.

This presentation highlights the benefits and challenges of collaborative short-term educational study abroad development and implementation; highlighting examples of essential study abroad program components including: multi-lingual, multi-modal learning environments, structured learning events, community-focused activities, social development through collaboration, use of instructional technology and social media, engaging the local deaf community, and reflective practice.

Keywords: study abroad, community-based learning, interpreter education, global education, deaf. sign language

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Where in the world are we going as interpreter educators? Developing short term educational study abroad programs for linguistic and cultural exchange

> Global citizenship has become an integral part of higher education (Bourn, 2016; Lewin, 2010). Study abroad initiatives are offered to foster students' global citizenship and support the development of required skills to operate in the interconnected society that we live (Stoner et al., 2014). Opportunities for the advancement of deaf people educationally and professionally have continued to expand due to increases in deaf awareness, improved understanding of signed languages, and the passage of legislation set out to protect the rights of people with disabilities and those who belong to linguistic minorities. The result of this growth are deaf professionals who are internationally mobile and more globally connected (Lutalo-Kiingi & De Clerck, 2015; De Clerck, 2017). Furthermore, due to social and political world events there has been a change in the migration of displaced people, where deaf refugees are also relocating to places outside their home countries (Olsen, 2018; Elder, 2015). Due to these developments, it becomes increasingly important for educators to consider the additional competencies students will need upon graduation to effectively work with the fluidly diverse population. One such way universities have responded to workforce demands due to internationalization and globalization is by offering study abroad options to students (Take & Shoraku, 2018; Vandermass-Peeler et al., 2018; Kruger et al., 2017).

The terminology to describe study abroad can vary in the literature and across higher educational institutions. For the purpose of this paper the linguistic and cultural exchange programs that have been developed and implemented by institutional partners will be referred to as short-term educational study abroad (STESA). This paper examines STESA travel experiences by highlighting Heriot-Watt University (HWU) partnerships with universities based in the US and Sweden, whose students and faculty were invited to Scotland for STESA programs since 2016. The partnership between HWU and University of North Florida (UNF) was the impetus for the development of future STESA programs at HWU and has been specifically named throughout this paper, while other HWU STESA partnerships will be discussed in more general terms. Study abroad opportunities are considered to be beneficial learning experiences in higher education and in the study of spoken language (Donnelly-Smith, 2009; Di Silvio, Diao, & Donovan, 2016). However, limited research exists on how such experiences can benefit students in signed languages and related fields.

Understanding Study Abroad

Historically, it is a common experience for students who are studying a foreign language to sojourn to the country where the language is predominantly used in order to further develop their language proficiency skills. In many cases, such study is a requirement for the program of study. Carroll's (1967) early study highlighted the positive

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relationships between language proficiency of American students majoring in French, German, Italian and Russian and their study abroad experiences. Since this original study, several benefits of study-abroad on L2 (second language) language learning have been reported in the literature (Luo & Jamieson-Drake, 2015; Grey, et. al, 2015). Students make gains in fluency including oral proficiency in grammar, listening and reading, and vocabulary development (Freed, 1993, 1998; Coleman, 1997). Certainly, achievement levels amongst individual students will vary (Di Peitro, 2015). Students who are accepted into the local language communities will have increased opportunity to actively engage in discourse-based activities with native language users (Kinginger, 2006). However, simply relocating for a short or extended amount of time will not necessarily improve L2 proficiency. Cultural and linguistic gains are primarily made when students are able to develop authentic relationships fostering deep levels of socialization and integration with members in the country of study (Kinginger, 2006). Considering more authentic engagement, it makes sense that greater outcomes in language proficiency can be gained when study abroad programs are longer in duration (Nepel, 2005; Alcon-Soler, 2015). More importantly, this paper goes beyond language learning to highlight the value-added enculturation experience study abroad offers to students, whether short or long, regardless of discipline (Chieffo & Griffiths, 2004; Dwyer, 2004; Gaia, 2015; Heiser & Taylor 2018.)

Study abroad experiences are developed and delivered in a variety of formats and can range from year-long exchanges, to short term, experientially-based educational travel programs. This paper focuses on the latter format (short-term educational travel) as our programs have lasted as short as 2-days[3] to 1-week in duration. While evidence has indicated that the value of study abroad increases with duration (Coker et al. 2018), it is important to highlight that short-term study abroad experiences can help students achieve learning outcomes. Scholars have claimed that students can achieve learning outcomes more robustly than they would in traditional campus-based learning settings (Gaia, 2015; Tarrant et al., 2011; McKeown, 2009; Chieffo & Friggiths, 2004). Gaia (2015) reports that programs 3-weeks in duration are able provide students with a better understanding of their own identities as the experiences enhance their awareness of the world around them. Additionally, students develop a deep appreciation of the impacts that cultures and languages have on our global society. In many cases, if short term programs are not available, some students will not be able to participate in longer programs due to academic demands and the fact that study abroad experiences of longer durations may be cost prohibitive (Stoner et al., 2014). This may also be an indicator as to why short programs such as the ones the authors facilitated are one of the fastest growing and most popular form of study abroad. (Szekely et. Al, 1997; Landorf, 2017).

Language Use and Curriculum

There is no geographically dedicated "deaf" land where users of one signed language live and congregate that could serve as a location where students could be sent to live and learn. Addressing this need is one reason why educators stress the importance of socialization with deaf people in deaf spaces, often incorporating community-based learning in the form of service learning activities (Monikowski & Peterson, 2005; Shaw, 2014), and creating in-house opportunities bringing deaf community members to the students (Webb, 2017).

Sign languages are not universal which may question the point of encouraging students to travel to another country to learn or be exposed to a different signed language while they are still acquiring the sign language of their originating country. While learning American Sign Language in primary and secondary school has become common practice in the United States, it is less likely to be as common in other parts of the world (Rose, 2015). This marks a difference in that many American students are entering higher education to study sign language related disciplines and are already more adept in a signed language than students were in previous generations. These same students may be more advanced, than students in other countries where signed languages are not typically offered during primary or secondary years - either due to lack of acceptance of the language or emerging practice.

However, in many cases American students studying American Sign Language (deaf studies, interpreting/translation, deaf education) may not have the opportunities available to participate in study abroad as part of their university experience. In the European context, some students who are learning a European sign language are studying abroad, for at least one semester, in order to be introduced to a different sign language and

[3] Students from a university in Sweden were responsible for establishing their own STESA experience and partnered with various universities, deaf organizations, and interpreting associations. Therefore, HWU only organized 2-days of their STESA program.

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varying deaf communities. Furthermore, some sign language interpreting programs of study in Europe require students to learn a second spoken language so they have three working languages (Karin Ha Hü, September 9, 2018, personal communication). In many cases they have less years of studying the language prior to studying abroad than their American counterparts. At HWU, students from other European Universities have enrolled as exchange students and taken classes in British Sign Language and related courses in deaf history and culture. This demonstrates that the practice among Europeans of knowing multiple languages is not restricted to spoken languages.

In order to create a paradigm shift in interpreter education, encouraging students to engage in study abroad experiences will support development of deeper valuation of multilingual understanding. Based on previous literature of sign language acquisition, it also seems feasible to assume that there could be linguistic benefits resulting from exposure to another signed language. While sign languages are not universal, the visual and spatial features of signed languages have commonly been documented to include depiction, the use of space and directionality, (e.g. time and directional verbs), pronominalization, scene, and planar perspective, constructed action, and constructed dialogue (Dudis, 2007; Sutton-Spence & Woll, 1999). When students apply their understanding of these visual-spatial features to communicate in a different sign language, it holds the potential to do two things: 1) improve their use of the features in their own sign language and 2) begin to model/incorporate communication strategies when interacting with sign language users in international contexts. While these observations are based on the experience of designing and implementing STESA programs at HWU since the first UNF STESA in 2016, the data is observational and self-reported from participating faculty and informal conversations with students. Moreover, these initial observations have proven informative and have underscored the need for a more detailed study.

Beyond linguistic gains, study abroad programs have been reported to help students succeed educationally and professionally. Students become more skilled at navigating other cultures and these programs often help students to better understand their own culture. While they are being exposed to new languages and new cultural perspectives, this makes them more open minded to the world around (Primrose, 2017). Hadis (2005) also reports that students become more "worldly" and take a deeper interest in global affairs upon return to their home country by keeping up to date on international news. These findings are directly relevant to those studying sign language interpreting, as general and world knowledge can greatly assist interpreters working across multiple settings which can enhance schema and reduce cognitive load (Setton & Dawrant, 2016). Research has indicated that students experience an increase in self-confidence from these study abroad events (Raby, Rhoedes, & Biscarra, 2015). Based on informal student feedback from students who participated in a STESA, from HWU, UNF, and other visiting universities, it appears they had similar gains in self-confidence and increased world knowledge. Thus, considering how countries are far more connected to one another, due to globalization and mobilization, and the benefits of multilingualism in spoken and signed languages, international study abroad opportunities should be considered when developing curricula.

Designing a Program

Planning a STESA program requires advanced preparation and research. In the initial planning stages, it is critical to create a task list, identify roles and responsibilities for tasks, and to set an appropriate timeline for task completion. Key points to consider are the itinerary, budget, contingency plan(s), pre-departure orientation materials, and the syllabus (Osgood, 2008). The ways in which these aspects were addressed, implemented, and delivered are noted from each institutions' contribution.

Itinerary

When designing the first itinerary for students coming to Scotland we built upon five criteria: 1) students from both institutions would be involved together, 2) opportunities to interact with the local deaf community would be essential; 3) community service and engagement opportunities; 4) we wanted to provide students with practical experiences related to their field of study; and it was critical to 5) carve in space for individual, peer to peer, and group discussions and reflections. After designing the first STESA with UNF, it became clear that these elements were important and helped make it a success. In knowing this, we aimed to include these elements again in

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subsequent STESA experiences. The authors encourage others to consider these parameters when designing their own STESA. Additionally, we wanted to design a study abroad that would meet the needs of each visiting institution. For example, all students from UNF were studying sign language interpreting at either the undergraduate or graduate level, but we recognize that the STESA experience is also valuable to students studying a range of sign language related disciplines including deaf studies, interpreting, deaf education, and sign language teaching. Students from UNF were not receiving university credits for their participation, while other Universities have offered or are considering offering a credit-bearing course attached to the program. The variety leaves flexibility and allows a more open structure for the partnering universities. Thus, when designing any STESA it is important to consider the overall purpose of the engagement in the visiting institutions program of study, who the participants are, and what the visiting institutions envision the study abroad experience to be.

In recognition of one of our primary goals to partner students from the host and visiting universities, it is important to consider the most advantageous time for students in order to maximize participation. For example, HWU hosts various events that attract sign language users from Scotland and abroad, thus the STESA programs have been organized to coincide with such events so that students and staff could take part. Additionally, when HWU is hosting events, we are able to connect with the organizers to discuss which ways, if any, the students could be of assistance to them prior to or during the event itself. Through these conversations we were able to embed an aspect of service learning directly into the week-long program. While HWU may not always be able to align STESA programs to special events, we believe that identifying a time or event that brings more individuals together beyond the academic institution will further the impact of the study abroad experience, especially considering the short duration of the program.

We also learned that the timing of these events in relation to the academic year is an important factor to consider. For example, we found that HWU students are unable to fully participate in the activities being offered throughout the week when a STESA program is organized during their academic semester. As our first criterion was the involvement of both host and visiting institution students, it is important that they have the opportunity to develop authentic relationships over the course of the week. One way we did this with UNF was pairing students up to be ASL/BSL buddies. With careful consideration of students age, year of study and personalities we successfully matched students and observed authentic friendships develop over the course of the week. In our experience, students from all participating universities have maintained their friendships beyond the study abroad period. In some cases, these students have stayed in contact via video chat, on social media, and others have even met up again in person. Faculty to student relationships were also enhanced by these study abroad experiences beyond the classroom and after graduation. One outcome of the student-to-student engagements was that the experiences showed students they are not alone. While they may be studying in different countries, and learning different signed languages, they have many commonalities of their experiences in learning to become professional interpreters.

Itinerary Activities

Once the dates and duration of the STESA are established, is time to begin to consider the activities that will occur over the course of the program. It should be noted that when preparing an itinerary, it is important to not *overpack* the curriculum. *Packing the curriculum* is when educators decide to put as much into the curriculum as they can because they feel that do not have enough time to teach/do everything they need to in the time frame they have (Lujan and DiCarlo 2006). Certainly, this feeling is all too familiar for those who work in higher education. Thus, planning for only one week, while knowing there is much to see and do, it is easy to want to bite off more than you and your students can chew! Naturally, we all will want students to experience as much of the new country, culture, and language as they can. However, it is critical to remember that in order to maximize the success of the experience it needs to be balanced with specific educational activities, tourist sightseeing activities, and free-time for students to explore on their own.

Additionally, underpinning all STESA experiences, the program must be designed with experiential learning pedagogy at the forefront. Kolb's (2014) experiential learning theory represents a four-stage learning cycle that includes an experience, reflection of the experience, conclusions of learning, and application. Additionally, offering diverse options for reflection such as the following will provide students with ample opportunity to reflect: traditional pen-to-paper journal, photo-journaling (online or paper-based), storytelling through final storybooks, or collaborative reflective discussion with peers (Ehrlich & Webb, forthcoming). Depending upon the study abroad

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experiences, there are a plethora of other means to reflect upon the experience. With HWU as a home institution, it is easy to want to schedule multiple classroom-based activities, however, if the students are going to simply be taught within a classroom, why not just pay for the lecturer to come to you, as classroom walls regardless of institution are very similar. Thus, it is important to integrate learning experiences outside of the classroom and with the local deaf community as much as possible.

The itinerary and resulting experiences from the UNF/ HWU STESA program informed the planning of subsequent STESA programs. Outlined below are examples of program components that have been included in the various STESA itineraries.

1. **Welcome and Orientation:** A welcome and orientation session is a key element of the first day. The UNF welcome took place in a campus bistro over coffee and was very informal. While all the information was exchanged, and students from the host and visiting institution were able to meet, the location was not ideal in the sense of seating availability, seating arrangements, and acoustics. UNF students were not receiving course credit for their participation, therefore the informal nature of the welcome was not the issue, instead the challenge was the location rather than the delivery. This informed a different approach when later orientations were organized. While the informal approach has been used with small groups of students (in a better location), for credit-bearing STESA programs, HWU introduced a more structured welcome and orientation in hopes to emphasize the formality of the week. In these later instances, HWU booked a room, provided an initial orientation, and invited staff and doctoral students from the host university to introduce themselves, and share a little bit about their work and research.

2. **Teaching:** Various formalized teaching activities can be included in the STESA itinerary. In STESA programs that are a minimum of a week in duration we provide a very introductory language class to students. For example, in STESA itineraries involving American universities, HWU students were given an opportunity to learn some very basic American Sign Language, and American students were provided with some very basic British Sign Language taught by a combination of deaf and hearing educators. These classes were 2 hours in length. The courses introduced fingerspelling, numbers, and initial greetings. Additionally, they highlighted some of the similarities and differences between the languages (ASL and BSL). Students were then divided and engaged in learning either ASL or BSL classes in parallel. While, for scheduling purposes this worked out well, one challenge was that the teachers providing the lessons were unable to participate in the classes for the other. Consideration should be given in future faculty-led STESA experiences to allow those teachers giving the ASL instruction to also have the opportunity to participate in the BSL classes, particularly if they do not know BSL. By doing so they will be able to support their students throughout the week. Thus, whenever possible future offerings will provide ASL and BSL sessions inclusively to both groups, as this may be an opportunity to promote peer mentoring during the sessions.

   Additionally, when the STESA program occurs during the academic semester, it is possible to include visiting students in the scheduled timetable of classes where appropriate. These classes have provided opportunities for visiting and host faculty to co-teach, which adds perspective and expertise to the teaching and learning experience (Bacharach et al., 2008). Other sessions have been customized to fit the goals for the STESA. For example, HWU took part of a multi-partnered STESA with a group of students at a Swedish University, we offered mini-sessions that had a specific focus on identifying similarities and differences among the two interpreting programs, in content, teaching, and delivery as requested by the visiting institution.

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3. **Interpreting Practicum:** The STESA experience provided students with multiple opportunities to observe and practice as sign language interpreters. Representing another benefit of coordinating the STESA around an event hosted at HWU, sign language interpreters (BSL or International Sign) are typically working at such events, thus providing students exposure to professional interpreters. In some instances, students were able to see BSL and ASL interpreters working in tandem, which allows students from each institution to observe the working languages of their peers. During a tour of a whisky distillery, professional BSL and ASL interpreters were present. Additionally, when deaf sign language users, including faculty, were present, students were given the opportunity to serve as the interpreters. Similarly, when HWU faculty were teaching in English to Swedish students, they took turns interpreting into Swedish sign language for the deaf faculty member present. Recognizing the invaluable hands-up experiences of interpreting opportunities for students undertaking practicum, it is important to consider ways in which sign language users, including faculty, can be integrated into the STESA program. It is through these experiences that students are provided authentic learning experiences that are safe for their learning to occur. Thus, all future STESA programs hosted by HWU are being designed to consider the benefits of embedded practicum experiences.

   One aspect of interpreting in international contexts is working with a relay interpreter. We wanted to provide students the opportunity to practice this skill during their STSA experience. The ways in which this practice was implemented has varied partly due to room availability and timetabling. The BSL interpreting program at HWU is situated in a department of languages and intercultural studies where interpreting and translation at the undergraduate level is also taught for spoken languages including Spanish, French, and German. Therefore, opportunities to practice relay interpreting is embedded into program curricula at HWU in an activity known as a *mini-conference*. These mini-conferences are designed to mirror interpreting work in professional contexts where up to 5 languages are spoken by around 20-30 students and teachers, while utilizing highly technical lab equipment and interpreting booths. During UNF's visit to HWU we set up a mini-conference for students to practice relay interpreting from various spoken languages which were relayed into English and then they relayed the message into sign language.

   When formal experiences like mini conferences are not available, it is possible to recreate relay activities that engage students in relay interpreting practice. Other such options include interpreting community events such as museum tours or city tours using portable simultaneous interpreting equipment. Utilizing community mentors (native speakers/signers) could also magnify the practical learning experience among students through feedback.

4. **Community Service:** As previously mentioned, when able to schedule a STESA program to coincide with an event being hosted by HWU, we wanted to provide students an opportunity to give back to the profession and deaf community. The services they provided included booth management, distribution of materials, and other assistance services for organizers and attendees. By giving the students the chance to serve, they were able to assist event organizers and attendees while directly benefiting from the experience themselves. Students were able to form new relationships expanding their professional networks, including interactions with a variety of stakeholders, ultimately boosting their confidence (especially considering some conference organizers and participants are considered professional icons). This also gave them first-hand experience in the logistics of event planning and organization to boost their readiness and professionalization.

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5. **Reflection:** Student reflection is an essential component of student learning that can be overlooked during the excitement and hectic itinerary of a STESA. Students engage in reflection during and post their travel experience. These reflections take place either as a collective peer-to-peer conversation, or as individuals who were provided dedicated time to document (computer or pen-to-paper) their thoughts. Time was intentionally carved out in the itineraries for students to reflect, making reflection meaningful practice for the students.

   Beyond dialog and written reflections, opportunities to reflect in the represented sign languages were made available. For example, in-the-moment reflections of daily activities were documented in one STESA by using an online scavenger hunt application. Instructors were able to develop tasks in the app which required the active input of students through virtual media submissions, whether it be by participating in online discussions of the topics introduced in the classroom sessions, posting videos showcasing the application of skills learned during the STESA, filming their own signed presentations of iconic Edinburgh sites, or checking in at meetings with members of the HWU faculty. Participating students were asked to post a video introducing themselves using the signed alphabet of the other country.

6. **Connection, Collaboration and Deaf Community Involvement:** Having local deaf community members connect with the students was of utmost importance. Not only did having these opportunities make it a draw for HWU students to participate to further develop their BSL skills, it provided opportunities for the visiting students to practice using BSL at a very basic level. This also supported the development of their visual communication skills. In order to do this, we hosted a variety of activities. These activities included dinners, pub quizzes, and tours of Edinburgh. One such tour, for example, was led by a deaf historian, which provided an invaluable learning experience for the participating students while also supporting a local deaf business.

   These planned activities not only fostered students' engagement with members of the local deaf community and with each other, but also sparked the students' own initiative in independently organized their own social activities involving local deaf sign language users in their age group.

7. **Tourism:** When studying in a new country it is important to balance the classroom based educational activities, with activities that promote seeing the country in which the students are visiting. Tourism opportunities were provided to students in both STESA programs — sometimes planned and structured, sometimes self-guided and informal. Structured tourism included an all-day bus tour of the Scottish Highlands, an introductory lecture on Scottish culture and history); walking tour of Edinburgh and deaf history tour; and a Royal Yacht Britannia Tour. When arranging such activities, it was essential to respect the policies of the visiting institutions with regard to the scheduled structure of study abroad experiences, as some university policies prohibit unscheduled days during such programs. In such cases, it is necessary to arrange the tourism so as to allow students the important experience of exploring the host country. Research has indeed shown that the degree of independence fostered by study abroad programs represents one of their most critical dimensions, as this experience promotes students' openness to travel and awareness of and engagement with multiculturalism (see, for instance, Franklin, 2010).

Financial Implications

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One of the most important factors in designing a study abroad program is the creation of an accurate budget (often regulated by the visiting institution), which includes a realistic estimate of what the program will cost for both the visiting and home institution students. Thus, a reasonable estimate of airfare, accommodation and other travel expenses must be considered. It is very difficult, however, to predict the cost of some of these items so far in advance. Moreover, the development of such programs requires approval from various stakeholders within all involved institutions, which may delay advertisement of the STESA and effectively limit participation. The result of delaying student recruitment impacts the planned budget. Osgood (2008) suggests to prepare a general budget as best as you can and inflate those figures to accommodate for possible increases.

An essential first step in this process is identifying the actors responsible for the development of study abroad activities within each visiting institution. In some cases, the university itself does not have an internal travel agent, which necessitates the involvement of external travel agencies. Considerations in travel planning include arrangements for: airfare, accommodation, group dinners, coach transportation to and from the hotel on the first and last day, medical insurance, trip insurance, guest lecture fees, museum fees, trip t-shirts, lunch vouchers for some days of the trip, and passes for the public transportation system in host country, Moreover, it is also necessary to account for the costs generated by the presence of visiting institution faculty on the trip, as their travel costs are typically included in the budget for the STESA. Because of the expense for the students from the visiting institutions, furthermore, it was important to provide enough time for students to secure the necessary funds before the due dates required by the institution. Based on our experience, STESA programs should be advertised to students at the participating institutions at least six months in advance of travel.

Having invested financially as STESA participants, students from the visiting institutions seemed highly motivated to fully participate in every planned activity. Faculty observed that students were rarely absent from planned events with the exception unpredictable illness. The visiting institutions were also eager to create a packed and worthwhile itinerary, as they benefited from the fees paid by students to take the STESA course. UK students, by contrast, do not pay tuition, and in our case, the HWU students were not receiving course credit to participate in the STESA. This creates barriers for the participation of both UK institutions and students, as hosting the STESA and participating in its activities could potentially require the financial and temporal investment of these actors without any incentive. For this reason, HWU requests partnering universities to budget for the costs of offsetting HWU faculty time and including local deaf community members and HWU students in the costs for some group activities and meals. Thoughtful understanding of the academic norms of the host institution are an important consideration in development of the per-student budget.

The use of local resources when conducting planning efforts for the trip portion of the STESA was also essential. If visiting institutions are utilizing a third party, such as a travel agent, we recommend carefully considering the communication channels between the travel agent, and both the visiting and host institutions. Additional efforts must be made to ensure the agents are aware of the institutions' intentions. Without clear communication, it is possible that the agency will plan the trip without considering how the host institution fits in, and may not make accurate calculations for scheduled activities. Therefore, these communication channels can increase productivity and reduce some of the burden of planning for visiting and host faculty. Comprehensive pre-planning on the part of the visiting institutions also reduced the burden on the host institution.

Contingency Plans

Faculty members at both the travelling and host institutions must have contingency plans for financial, medical, or other emergencies. Travel abroad staff at the visiting institutions are required to provide assistance and healthcare insurance. Faculty of visiting institutions were in daily contact with their Study Abroad Offices throughout their trips and were provided with the means to pay for emergency costs, if necessary. Students and faculty were covered by a group healthcare plan for international travel by their university. When institutions and faculty plan for such contingencies, faculty members can respond to problems with confidence.

Pre-departure orientation, syllabus and materials

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Prior to the beginning of a program, it is critical to hold meetings with students to ensure they are prepared for the STESA. Should the visiting institutions create the STESA in a credit bearing course, then this will influence what type of pre-sessions and materials are developed. For example, the UNF/HWU STESA students were not expected to do coursework outside the time spent in Scotland. They were, however, required to participate in numerous pre-trip meetings. Pre-trip meetings include trip overview, schedule and procedures, key information about the destination (e.g. use of busses, direction of traffic, cell phone use in international settings). This time also serves as an opportunity to answer any questions students have regarding the trip. Whenever possible, we have found that inviting a representative from the host institution to connect to the meeting via a video conferencing platform was useful. In subsequent STESA trips where credits were assigned, a formal syllabus was created that included events prior to the trip. The pre-trip meetings as described above are essential, but there is also scope for additional classes at the visiting institution before departure. These classes can include a basic introduction to the signed language of the host country or sessions on multilingualism, globalization, cross cultural communication, or international perspectives of deafness. Post-trip meetings are also a great place to reconnect upon return to the home country, to reflect upon final observations, lessons learned about the country they have just visited, or even manage issues of reverse culture shock. Additional post-trip requirements may include a reflective journal, essay, presentation or blog.

In addition to pre-trip and post-trip meetings, and face to face events, establishing a virtual learning environment to be accessed by all participating students can support the learning throughout the week. A secondary outcome of these virtual spaces is that they become a place to foster student connection and collaboration beyond the duration of the STESA. HWU and visiting institutions have established Facebook groups for students and faculty to be part of, however there may be institutional policies regarding the use of social media platforms with students that need to be explored and respected.

Finally, all of the important and relevant program information was included in a formal handbook and provided electronically pre-arrival and distributed in print during the initial welcome orientation on HWU campus. It is important to include specific itinerary information for all students which includes contingency planning information (e.g. emergency contacts- local emergency services, and mobile phone numbers for faculty members), information on local transportation and ways to navigate the city (e.g. busses, trams, and taxi information), directions and addresses for both the accommodation and campus, and other pertinent information that will make the week run smoothly for both staff and students. We have also added student names, biographies and contact information for participating students to help them stay in touch during and after the study abroad experience.

Conclusion

This article presented the ways in which HWU in Scotland developed STESA programs with universities abroad, with University of North Florida being the inaugural program. While STESA experiences serve different program needs, it is the goal of these programs to ultimately provide meaningful learning experiences for students. The subsequent points are intended to summarize our lessons learned and recommend key points to serve as a framework for others who may be considering international partnerships for their interpreting programs.

Collaboration is key. The STESA should be a collaborative product of the faculty members from the host and visiting institutions. Research has shown that having faculty lead STESA experiences makes them more effective (Gaia, 2015). In long-term study abroad programs, students often independently make their way to a host country and may only travel with one or two other peers. Faculty of the home institution may not be as involved due to the autonomy, and students may be expected to navigate their environment on their own. Considering the length of time students are committed to with long-term study abroad trips, it is reasonable to expect students will navigate their stays independently. However, short-term study abroad programs are more effective when faculty members *lead* students abroad and are engaged with them throughout the duration of their stay (Gaia, 2015).

HWU has hosted STESA programs in partnership with universities in the U.S and Sweden. These collaborations have included both staff/faculty and doctoral students in the program activities. Visiting institutions often bring one or two faculty, depending upon the numbers of visiting students. In our observations, we noted participation by deaf faculty and community members adds value to the STESA experience. By including native sign language users, it supports the cultural exchange aspect of language immersion. The interactions with native sign language users was particularly beneficial to the HWU students as they were not traveling abroad. Not only is

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it valuable and important to include deaf staff/faculty in the leadership of such programs, but the participation of deaf staff/faculty encourages interest among deaf community members is essential for the STESA experience, as without community participation, students would not have opportunities to develop their language and interpreting skills and cross-cultural competencies beyond the walls of academia.

A campus-to-campus STESA trip is quite different than a campus-to-country study abroad trip. Campus partnerships allow students and faculty to capitalize on the pedagogical, cultural, and financial resources of both institutions. Campus-to-campus STESA require coordination among two higher institutions in different countries. Care should be taken to consider the complex procedural, legal, financial, and programmatic issues affecting participating institutions. Part of the procedural considerations are to ensure clear boundaries of responsibilities between faculty members to avoid duplication of efforts, conflicting information, or other booking errors. We also note the necessity of a knowledgeable colleague identified at the host institution. Other considerations for planning may include: a) ample time for planning and coordination between institutions, b) identifying the most convenient time for the STESA to occur for both groups; c) and plan the STESA around a larger event with deaf attendees.

Itinerary development requires balancing formal structured learning opportunities with activities that allow for students to informally engage in language and culture exchanges outside of classroom walls (Pasquarelli, Coletta & Tyson, 2017). Such experiences might include tours, historical attractions, and local cuisine dining. By incorporating such activities into the program, students are exploring their global knowledge, cultural appreciation, and further sparking curiosity for travel. In many cases, participating students had never traveled abroad, nor had they ever traveled to Scotland. Some informal comments from the students about the STESA experience made mention of the life changing impact it had. They also mentioned plans to continue to travel in the future. It is our hope that this perspective will assist them in becoming more open-minded and culturally adept, becoming better suited for the ever-changing globalized workforce. Additionally, including practical activities that support students interpreting skill development is a fundamental component of the program. In addition to the practical skill development benefits, students expressed that they enjoyed seeing their peers from the other institution work and by discussing interpreting challenges they discovered how similar their experiences are.

There are a variety of ways to embed reflection into the STESA program before, during and after its conclusion. These can be both formal and informal reflection-based activities. Keep in mind the benefits of making thinking tangible (Savicki & Price, 2017) and by providing students across institutions time to reflect together. Students reported that through structured and unstructured dialogue and interactions they learned more about their language of study, interpreting skills, and the profession of interpreting on a global scale.

Identifying ways for students to give back to the profession and the community is beneficial to developing students global and professional citizenship. While STESA programs hosted at HWU have successfully identified small opportunities where students have provided support to event organizers, we believe there is scope for more formalized service learning to be integrated. As interpreter educators have reported (Monikowski & Peterson, 2005; Shaw & Roberson, 2009) putting the deaf community at the center of interpreter education is paramount. Through the process of developing interpreter education curricula, deaf people have often been overlooked as to education and development of sign language interpreters. Thus, over the years, programs have taken steps to correct this by connecting students to their local deaf communities via authentic engagement and embedding service learning in the curricula (Shaw, 2013). We believe that by partnering with deaf organizations and associations within the community of the host university, we can further improve students' civic engagement. We also see this as a way to respond to Shaw's (2013) call to interpreter practitioners to educate themselves about the lived experience of deaf people, and to expand on current positive relationships among deaf people. The resulting engagement will serve to provide opportunities for deeper collaborations between deaf and interpreting communities.

As our global and international connections in interpreter education increase through technology and access to information, so does our opportunity to broaden students' exposure to culture and language. As discussed in this paper, study abroad experiences effectively and positively shift students' cultural identities and values. As we continue to explore and more formally research how these events change students' lives, we can also examine the ways in which the deaf community may be impacted by the growth that comes from shared exploration. As proposed, STESA experiences may be time and cost intensive, but the lifelong investment providing a broader lens of the world will prove fruitful beyond any quantitative measure.

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What is the Learning Assistant Model? Transforming Your Course into an LA-Supported Course

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Abstract

The Learning Assistant (LA) model is for improving the recruitment and education of STEM teachers. LAs are undergraduate students that adopt both roles, teacher's assistant and tutor. The LA model was established in 2003 at the University of Colorado-Boulder. The roles of the LA include guiding weekly preparation sessions with students, facilitating discussions in and outside of the classroom, and providing feedback to improve the effectiveness of teaching. Research has shown dramatic increases in student achievement in LA-supported courses and decreased failure rates. The faculty at NTID have adopted and modified this model for interpreting students. The workshop will discuss how LA support both ASL and interpreting classes, in addition to data collected on the success of our implementation. We will provide attendees with ideas on how to incorporate the model in their own programs.

Keywords: Learning Assistant, Sign Language, Interpreting, Pedagogy, Deaf Education

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What is the Learning Assistant Model? Transforming Your Course into an LA-Supported Course

"No matter how much I have worked with this student, she still seems to struggle with her sign language and interpreting skills. What else can I do to make a difference?" Sound familiar? Those of us who teach in the field of signed language interpreting education can relate to this dilemma. We are frustrated and sometimes exhausted from trying to go beyond teaching and miraculously prepare a student to enter the profession by graduation. Is there a magic pill that instills the skills our students need by the time they graduate? We wish there were an easy solution. We educators are constantly seeking innovative pedagogical approaches that increase students' skills and readiness to enter the profession.

The faculty in the American Sign Language & Interpreting Education (ASLIE) department at Rochester Institute of Technology's National Technical Institute for the Deaf (RIT/NTID) are regularly re-evaluating and investigating best practices for effective teaching and learning. Home to approximately 150 students, ASLIE is proud of its long history of preparing entry-level interpreting professionals. Despite our faculty's wealth of teaching experience, some students' American Sign Language (ASL) and interpreting skills do not adequately develop within their undergraduate program.

In 2016, we discovered the RIT Learning Assistant (LA) program. This evidence-based program conforms to the University of Colorado's model, whose goal is to improve science, technology, engineering, and mathematics (STEM) education. Learning Assistants are undergraduate students who help make courses more student-centered by using interactive techniques that enhance student engagement. RIT's LA program outcomes (S. Franklin, personal communication, September 15, 2016) mirror those around the country (Otero, Finkelstein, McCray, & Pollock, 2006; Pollock & Finkelstein, 2008; Gray, Webb, & Otero, 2010, Otero, Pollock, & Finkelstein, 2010): improved grades, student retention, and teacher recruitment. These promising results led us (ASLIE Department Chair and Associate Professor Kim Kurz; Assistant Professor Jason Listman; Interpreting Lecturer Daniel Maffia, and ASL Lecturer Marguerite Carrillo) to replicate the LA model and apply it to our interpreting education classrooms. Based on faculty and interpreting students' testimonies, implementing the LA model seems to improve students' confidence levels in both ASL and interpreting skills.

Background: Learning Assistant Model

The Colorado LA Program was launched in 2003 to improve Science, Technology, Engineering and Mathematics (STEM) education outcomes (Otero, 2006). Students were underperforming in STEM courses and there was a lack of well-qualified STEM teachers. STEM faculty recruited undergraduate LAs in an endeavor to transform pedagogical approaches and enhance student performance. Additional goals included promoting discipline-based education research, fostering institutional change, and inspiring LAs to become future STEM educators. The LA Program transformed STEM education by promoting interactive engagement and student-centered instruction.

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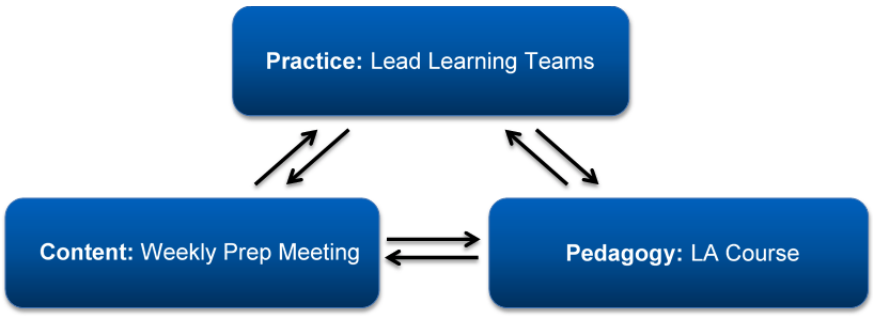
What is the Learning Assistant Model?

The Experiential Learning Model of the LA program has three main themes: content, pedagogy, and applying learning through practice in a course (see Figure 1). LAs attend a weekly STEM education seminar (pedagogy), meet weekly with the faculty whose course they support (content), support student learning through interactive course activities (practice), and provide formative feedback to the instructor.

Figure 1: The Learning Assistant Experience Triangle



One might ask why we need LAs if we already use teaching assistants (TAs) or tutors. The distinguishing feature is that, while TAs improve the status quo by focusing mainly on assisting instructors, LAs challenge the status quo by focusing on supporting learners. LAs make quick, responsive decisions about scaffolding student learning on a case-by-case basis. They promote a culture of active learning in and outside the classroom and provide additional perspective on where students struggle and what helps students understand a concept. TAs have little training; LAs are better prepared through the pedagogy course. Tutors have little impact on what happens during class and tailor their work to one specific student. By contrast, LAs help students learn to help each other in groups.

The program has been very successful. Since its implementation, colleges have almost tripled the number of LAs majoring in STEM teaching careers, positively impacting the quality of secondary STEM education. Additionally, research provides evidence that LA-supported classes demonstrated higher student achievement (Pollock, 2009; Otero, 2015) and the program had less failure rates, especially among underrepresented college students who are STEM majors (Close, Conn, Close, 2016). The rates of "D," "F," and "W" (Withdraw) grades have dropped for those in LA-supported classrooms. Price & Finkelstein (2008) report that students taking LA-supported courses found these courses to be favorites and useful compared to other courses that do not offer LA support. Strong evidences of success from the program led other colleges and universities to adopt the Colorado LA Model at their institutions.

Applying the LA Model to Sign Language Interpreting Classrooms

Based on testimonies in both the interpreting and ASL education communities, the demand for ASL and interpreting education has grown in the past few years, yet there is a shortage of ASL and interpreting educators. Concurrently, today's' students are declaring their major in interpreting with minimal interaction with the deaf community (Cokely, 2005). More and more college students arrive with a variety of unique learning styles and preferences. It must also be noted that with the Deaf community becoming more and more diverse, it is more imperative than ever to have additional support in the classroom (Cogen & Cokely, 2015). While the primary goal of both the Colorado LA Model and RIT's LA Program is to improve STEM education, we wanted to see if the

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model could successfully be adapted to ASL and interpreting education. We decided to implement a pilot LA program to see if it could increase student success for those who were lagging in their ASL and interpreting skill development, as well as cultivate potential future educators.

We began experimenting with the LA model in 2016. Four faculty members have utilized LA support in their courses. Since then, one faculty member has left the department, leaving three instructors who have experienced working with LAs. Learning assistants are paid to work 10 hours per week to provide in-class and out-of-class support for students, plus a stipend to cover weekly content planning sessions with faculty. The funds to cover program expenses were provided by the college of NTID as part of an initiative to investigate whether the success of RIT's LA Program could be replicated in NTID programs. We recruited LAs through advertisements, personal invitation, or students volunteering after having experienced LA support in their own classes.

LAs are required to take RIT's 2-credit pedagogy course. The pedagogy course is designed to provide knowledge regarding best practices in active learning, including questioning strategies, strategies for promoting discourse, information on learning theories, and weekly reflections. The course addresses such skills as (1) encouraging students to express their ideas, making sure all group members are active and engaged learners in classes; (2) listening and questioning; (3) building relationships; and (4) integrating learning theories with effective practices. LAs synthesize their learning by writing weekly reflections that analyze how their application of learning theories and education research impacts their students' learning progress.

In addition to the pedagogy course, LAs meet weekly throughout the semester with the faculty whose course they support. During each planning session, faculty and LAs discuss concerns regarding students' progress and how the LA can best support students by modifying certain class activities or providing supplemental instruction outside of the classroom. We review lesson plans in addition to training LAs to grade students' homework assignments, comprehension and expressive skill exams. We also provide LAs with feedback on their performance, and our LAs have the opportunity to share their feedback with faculty to improve teaching effectiveness. The meeting also provides us the opportunity to mentor our LAs on how to successfully navigate their academic trajectory.

LA Role in Our Classroom

The role of LAs in our sign language interpreting classes is to support students' ASL and English skill development inside and outside of the classroom, as well as to promote involvement in the deaf and interpreting communities. Our faculty employ a variety of approaches to utilize LAs in our classrooms. For example, LAs can create and modify a class activity, or review content that appears to be challenging for certain students. For example, Danny Maffia's LA #1 created an in-class activity to support student learning because she herself struggled when she took the course. She endeavored to make the activity exciting and fun to help students tackle the challenges of understanding and applying interpreting sub-skills. According to Danny's students, the activity "helped build on foundational materials our instructor taught us and enhanced our understanding of the topic." In another approach, Marguerite Carrillo's LA reviewed class materials or activities outside of class with her students. This approach reinforced what student were learning in class. According to Marguerite, students seemed to do better if the activity was conducted by her LA.

Another way LAs supported student learning occurred when teachers explained a complicated linguistic rule. The LA broke down complicated concepts into small sub-topics to accommodate certain students' learning style. For example, in Jason Listman's class, his LA interrupted the lecture to clarify the content to students who appeared confused. On certain occasions when Jason thought his lecture was clear, his LA ascertained that it was not clear to some students and jumped in to clarify the content in a different way. Students seem to appreciate the LA providing this additional explanation. These experiences resulted in the recognition that there are times when peer-to-peer instruction can be highly effective in supporting students' learning.

LAs can also serve as bridges connecting students with the Deaf and interpreting communities inside and outside of NTID. One way our LAs did this was to announce on a weekly basis what deaf-related or signing events were happening that week. The LA offered to accompany students to ease their fear of meeting new deaf people or interpreters. The fact that the LA was their peer tended to make students feel more comfortable than

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attending with an instructor. This provided additional opportunities for students to use ASL in the community beyond the classroom.

To determine the impact of having an LA in the classroom, we asked our students to share their views with us regarding the experience. Feedback was given anecdotally, through course evaluations, and data collected by the LA's themselves from our students. Some of the recurring themes that we frequently received from our students were "thoroughly," "clarity," and "great teaching style." For classes whose LA was an interpreting student who provided model interpretations, students felt it can be a realistic goal to think, "In a year's time, with hard work and effort, I can look like that." For other classes whose LA was a Deaf student, students felt more comfortable and at ease when interacting in the deaf community because their LA introduced them to members of the community. In addition, interpreting students said that the LA made them feel more confident with their ASL and interpreting skills as compared to classes without an LA.

We observed that our students often feel much more comfortable working with a peer; LAs are usually viewed as a fellow student who understands their needs and wants rather than as an authoritative figure like their instructors. Even though faculty endeavor to create a positive and safe learning environment in their classes, some students may find them intimidating. LAs strive to cultivate a relationship of trust with the students they support, leading some students to prefer asking content-related questions to their LAs instead of their instructors. They may perceive that asking questions is a sign of weakness and fear that the teacher would judge them based on the number of questions they ask in their struggle to gain a better understanding of course content.

Recommendations & Future Considerations

From our experience utilizing LAs in our classes, we would like to share some observations and recommendations for interpreting educators to consider when implementing the LA model. It is our observation that interpreting students who struggled somewhat in prior interpreting skills courses but ultimately succeeded make the best LAs for interpreting courses. Students look up to these LAs, who inspire them to believe that they, too, can succeed someday or at least help them see the "light at the end of the tunnel." Second, we recommend that programs hire Deaf LAs for ASL courses. Interpreting students need to start becoming more comfortable with receiving feedback from a Deaf consumer. Our students seem to be more receptive to feedback from the Deaf LA rather than the instructor. Having Deaf LAs does require that the instructor train them on course content, since they have not previously taken the course. Ideally, the instructor should re-hire the Deaf LA for the same course in the future, reducing the need for training on course content. Finally, although one might assume that children of deaf adults who demonstrate language proficiency make the best Las, this is not necessarily the case. Some interpreting students feel insecure with a highly proficient LA's signing and may become discouraged in their efforts to improve their own interpreting skills.

All of our LAs are required to take RIT's 2-credit STEM pedagogy course. This course requires students to conduct research related to the effectiveness of LA's in the classroom. One drawback to this course is that some of the topics not relevant to working with students in ASL and interpreting courses. We recommend that interpreting education programs develop a customized pedagogy course for their LAs. Another important consideration is the fact that having an LA can be time-consuming for some faculty. It requires a time commitment for the weekly planning meetings with LAs and a dedication to invest in their LAs, helping them to understand teaching and learning strategies as well as the discipline content. The faculty member must be committed to coaching the LA on a regular basis.

Conclusion

In the end, the experience has been well worth the effort. We have seen incremental course transformation that was informed by feedback we received from our LAs, leading us to modify some pedagogical approaches and lesson materials. It is our intention to further explore the best practices of signed language and interpreting

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pedagogical methods, including conducting formal research and experiments with the LA model. In the meantime, we are happy to share our experience with you if you are considering the possibility of implementing the LA model in your program. We encourage you to give it a try. If you do, we would love to hear from you regarding your experience. There is a great need for interpreting educators to exchange resources and share data, results, and recommendations related to effective teaching practices and learning strategies that work for our interpreting students.

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Curriculum Standardization and Coordination

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Abstract

According to McDermid (2009), much of interpreter curriculum development is ad hoc. A primary method for disseminating curriculum information from semester to semester and from department to faculty, tenure-track or adjunct, is through a syllabus or a course-shell in the LMS. Using an "Understanding by Design" paradigm, (Wiggins & McTighe, 2002) over the course of five years, the Gallaudet University Department of Interpretation and Translation coordinated the work of multiple instructors to teach sections of a single course. They developed a single set of lesson plans and instructional materials for each class session, that included student understandings, objectives, assessment evidence and learning activities, which aligned with and elaborated on professional standards and SLOs. In addition, instructors participated in regular meetings to discuss content and grading practices to ensure standardization. In this paper we provide a description of these activities and a roadmap for performing this standardization and coordination of a course with an eye toward best practices.

Keywords: Curriculum, Standardization, Understanding by Design, Lesson Planning.

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Curriculum Standardization and Coordination

When an instructor is asked to teach a course for the first time, there are several ways they might be provided with the curriculum and course content. It might be a full curricular package consisting of: lesson plans, activity descriptions, rubrics, readings and videos, Learning Management System (LMS) course shell, assignments, and handouts. Alternatively, it could simply be a course title, a textbook, or most commonly a syllabus. The intention of this curriculum standardization and coordination project was to develop a full curriculum package for the Gallaudet University Department of Interpretation and Translation (DoIT) bachelor's degree course: Interpreting Interaction: Medical, also known as INT-344. The initial course development and coordination work was undertaken by an adjunct instructor for INT-344 over a five year period and culminated as a standardization and coordination project for a doctoral independent study (INT 899-01) in Interpreting Pedagogy. This paper will describe the underlying thinking behind the development of a full curriculum package, the process that was undertaken in curriculum and materials development, the work done to coordinate the teaching of multiple instructors over several semesters, as well as reflection and feedback collected about this project.

Background

This work began rather organically, but it reflects an overall perspective about interpreter education that has evolved from feminist and constructivist underpinnings that inform a strategy of providing students with a framework within which we can learn from one another. These viewpoints come from the work of Brookfield (1986), Dubin & Olshtain (1986), Freire (2005), Reigeluth (1999), Richards (2001), Wiggins & McTighe (2004 & 2005), and others. The feminist perspective asserts that a class of students develop knowledge together and puts significant value on participation, placing responsibility on all participants for the development of that knowledge. This co-construction depends not only on the work of faculty in designing a course, but also on the students for actively engaging in learning and sharing perspectives and understandings.

As a part of this work, we will describe in some detail the Understanding by Design (UbD) work of Wiggins & McTighe (2005), as well as a study by McDermid (2009) which provides further justification for undertaking this work. In preparation for this project, a search of lesson planning paradigms used for college coursework was conducted and very little written on the subject was found. For the most part, the search identified materials that were either focused on teaching lesson planning to classroom teachers that work in K-12 settings, or materials that assumed and were deeply tied to content knowledge. Using any of these other materials in this work would have required a much steeper learning curve and unpacking from content specificity than using the UbD framework with which we were already familiar.

Understanding by Design

The *Understanding by Design* (UbD) framework developed by Wiggins and McTighe is at its essence a way to develop curriculum and lessons to ensure students "really understand what they are asked to learn" (2005, p.5).

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Curriculum Standardization

The process of building a curriculum, course, or lesson using UbD is a backward design. It sets as the most fundamental practice, establishing what students should have some level of familiarity with at the conclusion of instruction. These may be expressed in any number of ways, and for more and more universities this is through as set of student learning objectives (SLOs). First, Wiggins and McTighe explain why "backward is best" (2005, p.14), defining backwards design as "lessons, units, and courses logically inferred from the results sought" (2005, p.14). Second, they define understanding as a noun, which is the "successful result of trying to understand" (2005, p.43). After defining these essential terms, they guide a reader through the different steps used in their three stages: Identify Desired Results, Determine Acceptable Evidence and Plan Learning Experiences.

To identify the desired results, Wiggins and McTighe recommend unpacking standards into sets of knowledge and skills that are further divided into three categories. These categories are: 1) ideas and skills with which students should be familiar, 2) what they have to know and what they have to be able to do, and 3) the big ideas and core tasks. To further refine the core concept of an understanding, Wiggins and McTighe describe them as having six facets: explanation, interpretation, application, perspective, empathy and self-knowledge. The ultimate goal is for students to be able to take a piece of knowledge or a skill from any of the categories and be able to explain it, interpret what it means, use it appropriately, describe it from different points of view, describe how it might make people feel, and describe how well it applies to them. They also suggest that the creation of "essential questions" (2005, p.107) as helping guide a student toward the big ideas.

The text goes on to describe ways to think like an expert in assessment and to suggest that the way to evaluate understandings is through the use of "performance tasks and projects." (2005, p.153) These tasks can engage students in actively using the understanding in the six facets and provides ideas for developing authentic activities that can measure the degree to which a student has grasped the big idea. The emphasis being on using activities that will engage students in a way that mirrors how they would use this knowledge or skill in the real world. Doing so not only aids them in the facet of application, but also helps them practice perspective taking, being empathetic and reflective.

Finally, Wiggins and McTighe help to frame how one might teach for understanding, using all of the elements to plan and develop learning experiences that engage students. To this end, the authors have devised a framework for identifying the intention of an instructional activity. For this they use an acronym "WHERETO". Each activity is labelled with one or more of the letters from the acronym, so at a glance an instructor can see what role each component of the lesson plays in guiding the student towards the big ideas. The letters in the acronym stand for W-where are we headed and why; H-hook and hold interest; E-explore, experience, enable and equip; R-reflect, review, and revise; E-evaluate work and progress; T-tailor and personalize the work; O-organize for optimal effectiveness.

As seen in Table 1, each stage can be framed by key questions and there are a number of resources that faculty can use to inform their work at each stage. In addition to the text itself, McTighe and Wiggins (2004) published a workbook that provides examples of materials developed following the UbD framework. These supplement the examples that are interspersed throughout the original text. This workbook also provides a number of templates that can be very useful in applying the UbD framework to a new or existing course.

Table 1: Potential key questions and resources for UbD stages

Stage	Key Questions	Resources
1. Identify Desired Results	What do students need to know or do? What do we want students to leave this course with? What exploration do we need them to undertake?	Professional standards Course / Program / School SLOs
2. Determine Assessment Evidence	How will we identify if students know or can do what we want? How can we see what students are thinking or doing? How can we evaluate these things fairly?	Assessment using the six facets of understanding. (explain, interpret, apply, perspective, empathy, self-knowledge)
3. Plan Learning	How are we supporting learning?	Using WHERETO

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Experiences and Instruction	Are we providing different learning styles with equivalent engagement?	-Where we are headed -Hook and hold interest -Explore, experience, enable, equip -Reflect, review, revise thinking -Evaluate work and progress -Tailored and personalized -Organized for optimal effectiveness

A Justification from Our Neighbor to the North

Campbell McDermid's study, "The Ontological Beliefs and Curriculum Design of Canadian Interpreter and ASL Educators" provides a comprehensive survey of the history and state of interpreter curriculum in Canada utilizing a framework based on "Eisner's (2002) conceptualization of the three curricula that all schools teach (i.e. explicit, implied, and null)" (2009, p.8). Using this framework, an overview of the components of curriculum that have been developed in sign language interpreting and sign language instruction was provided, along with a description of the way they have evolved over time. For data collection, a "purposeful sampling technique" (2009, p.15) was used to ensure the selection of faculty from all five interpreter education programs, four Deaf studies or pre-interpreter programs and two professors of linguistics in Canada. Thirty-four (34) faculty completed questionnaires and follow-up interviews on their perspectives about interpreting and sign language curricula. McDermid coded and analyzed the data according to the three categories of the Eisner framework identifying sub-themes in each category, as well as the additional area of curriculum design.

Within the domain of the explicit curriculum, which are the materials and information in the curriculum, McDermid identified five properties that were mentioned in the literature or noted by participants. They are philosophy and mission, curriculum resources, skill sets, models, and coursework. For the second domain of the implied curriculum, or the underlying practices, there were three: socialization, preparation for employment, and student self-awareness. In the third domain of the null curriculum, or what is intentionally left out, only transliteration was noted. Finally, in the area of curriculum development scaffolding, Designing a Curriculum (DACUM), and ad hoc were identified. In the findings specific participant responses were used to illustrate each property within each domain.

Table 2: Examples of the explicit, implicit and null curricula

Type of Curriculum	Examples (**bold additions by Holmes & Cagle**)
Explicit – what we tell students we are teaching	philosophy and mission curriculum resources skill sets models coursework **lesson plans**
Implicit – what our actions tell students are important	socialization preparation for employment student self-awareness **self-analysis**
Null – what we intentionally leave out of everything we teach	transliteration **SimComm**

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	oral interpreting

Generally, "many educators lamented the lack of curriculum materials" (2009, p. 23), but it was noted that collectively they have identified a large number of materials as being available. Additionally, things such as philosophy and mission statements, were deemed important by a number of prior authors. However, it was not clear to participants "how these philosophies or methodologies were used to teach interpreting as a discourse process" (2009, p.22). The same held true for interpreting models, faculty generally teach a specific model to serve an identified purpose, but many questioned the utility of teaching models upon interpreting work. Program coursework in many cases followed the pattern prescribed in earlier literature, but the fact that some faculty had begun to specialize in certain subjects necessitated them to engage in a review to "ensure a consistent, cohesive curriculum delivery" (2009, p. 24). There was a great deal of discussion among participants about their program's "undocumented and unofficial expectations" (2009, p.24) or implied curriculum. These expectations of students included: socializing with the Deaf community, demonstrating specific values, behaving in a cooperative as opposed to competitive manner, and participating in the profession. With respect to curriculum design, many of the faculty participants "had engaged in some form of systematic curriculum design" (2009, p.25). While the process appeared to follow a closed design, many of the instructional practices mentioned by participants appeared to imply a more open curriculum. Additionally, in the curriculum design domain, many faculty were using terms, such as scaffolding or spiraling, but their actual coursework and classroom activities were antithetical to their purported curriculum design. There also seemed to be "an almost ad hoc quality" (2009, p.26) to the curriculum design and lesson plans for some courses.

This study provides insights into interpreting education practices and beliefs, and while it was limited to programs and faculty in Canada, it is reasonable to believe that the results of a similar study in the United States would yield similar results. The programs and faculty in Canada use a variation of the same signed language, and much of the research they have based their instructional practices and curriculum designs was conducted by American researchers. In this study, McDermid provides a window into what faculty believe about interpreter education, curriculum planning and coordination. Since there is no guarantee that preservice preparation for faculty includes a focus in curriculum development, their experience in standardizing and coordinating curriculum can seem to occur by trial and error and might benefit from a more systematic process.

With McDermid's work highlighting the need for programs to provide greater support for faculty in curriculum design and development and the structure that Wiggins and McTighe provide, we will now describe the work that was done in the DoIT for INT-344. We will explain how over a period of five years, the content, lesson plans, and course shell were developed, as well as how co-teaching was coordinated among the different faculty that taught the course over that period.

Course Development Process

Content Development

In early January 2014 the Chair of the Gallaudet DoIT offered an adjunct faculty member the opportunity to teach a Spring semester course for the bachelor's program, INT-344. Based on their experience previously teaching the department's Master-level medical course along with hundreds of hours of medical interpreting experience they quickly agreed. Since the primary method for transferring curriculum to faculty historically has been through the syllabus, the previous instructor of the course shared a copy of the syllabus with this new adjunct. The previous instructor was teaching another section of the same course that semester and inquired if the new faculty had any interest in making modifications to the course. At first glance, interpreting the reasoning behind the content that had been selected and the way planned activities had been built was not explicit. There was also no description of how the course content would aid students in developing knowledge or skills. The former instructor explained that this was the syllabus they had inherited and although they had no interest in making any changes, they would be amenable to any changes the new faculty wanted to make. With that in mind and in spite of the fact that there was

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a little less than three weeks until the first day of the semester, a complete redesign of the course was undertaken using the Domains and Competencies for Medical Interpreters developed by St. Catherine University's, Collaborative for the Advancement of Teaching Interpreting Excellence (CATIE) Center. These Domains and Competencies were used to restructure, realign and re-invent the course.

The process itself was to first align the weekly readings, which were primarily taken from the Registry of Interpreters for the Deaf (RID) monthly publication, *Views* with the Domains and Competencies. As a second step, the activities from the original syllabus were evaluated for content and purpose and then spaced evenly throughout the semester in a way that made them build upon one another. This structuring informed the sequence that the Domains and Competencies would be addressed throughout the semester. Third, based on the structuring of the Domains and Competencies, the readings then were laid out to follow a weekly plan for written or signed reflections and classroom discussion.

Over the next four years, various changes were made in an effort to revise and improve the content of the course. Improvements in subsequent years included the redesign of the course activities for both deaf and hearing interpreters along with the development and implementation of rubrics for evaluating those activities, the selection of an updated text written specifically about interpreting in healthcare settings, the incorporation of information about credentialing options for healthcare interpreters, and the development of a standardized course shell in the learning management system.

When selecting a text, a volunteer Teaching Assistant (TA) conducted a search for a text specifically about interpreting in healthcare settings. This search identified very little written about sign language interpreting, but uncovered several books written by and for spoken language interpreters. After reviewing a number of these texts, Roat's "Healthcare Interpreting in Small Bites" (HISB) was selected. When researching credentialing, several certifying bodies that offered credentials for spoken language interpreters were identified, but none for sign language interpreters. One organization, the Certification Commission for Healthcare Interpreters (CCHI), offers a general written knowledge examination that is not language specific. Based on this information, course materials on credentialing were supplemented with their certification information to improve student awareness of possible credentials they could earn. Additionally, the adjunct faculty member took the written knowledge examination to assess the potential fit of that examination for students that took INT-344.

Lesson Plan Development

The lesson plan development for this course occurred several times throughout a single semester while the course was being taught. The first three lessons were completed before the beginning of the semester and reviewed with the department chair and co-teachers. The next five lessons were each finished and reviewed roughly two weeks before they were to be used, which completed all of the lesson plan development needed for class sessions through spring break. In the week before spring break, the next four lessons were prepared and reviewed, which left two final lesson plans which were completed approximately two weeks before they were to be used.

Based on the UbD staged process in Table 1, the development for the lesson plan each week was completed as follows. For Stage 1: Desired Results, the first step was a review of the content and activities used in prior years, which led to a comparison with the domains and competencies, as well as the SLOs to determine which of these would apply in any given week. Using the original content and activities, along with the knowledge and skills represented by the domains and competencies and the SLOs, the second step was to draft a set of Student Understandings for the week. Third, these Understandings led to the creation of a set of Essential Questions, to be used to frame what students would be asking themselves during the lesson. Fourth, leveraging the Understandings and the Essential Questions, a set of Student Objectives was written that frame what students would be able to do at the end of each class session.

In UbD Stage 2, the information developed to describe the desired results from Stage 1 assist the instructor in developing a set of assessment evidence. For all of the lesson plans, the assessment evidence was authentic performance tasks that demonstrate that the understandings have been realized. For many of the activities in this course, there are developed rubrics that are referenced in the lesson plans to describe the evaluation process of assessment evidence.

Stage 3 of the UbD framework is the development of learning activities. While many of the activities had been developed and used in the course before the creation of these lesson plans, the planning process facilitated the

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evaluation of all the planned activities, readings, discussions and assignments to ensure all three stages were appropriately aligned. Additionally, because the desired outcome of the lesson planning process was to ensure the teaching of three sections of the same course were in lockstep, a written or signed description of the activities was created along with references to the locations of PowerPoint slides and other documents to be used.

Appendix B contains a lesson plan template based on the UbD template from McTighe and Wiggins (2004). Additionally, two example lesson plans from weeks three and eight are included for review in Appendix C. These two lesson plans were selected because they are deemed a representative sample of the quality of the lessons developed throughout the semester. Table 3 below illustrates examples from INT-344 of selecting standards in each of the three categories of understandings Wiggins and McTighe set forth. Table 4 presents activities used in INT-344 that we believe address each of the six facets for assessing understanding.

Table 3: Example professional or academic standards for each category of UbD understandings

Category	Examples from the Domains and Competencies and SLOs
Ideas and skills with which students should be familiar.	7.12 The interpreter demonstrates strategies for use of first and third person pronouns and what to do when the health care provider uses the first and third person. 10.1 The interpreter demonstrates awareness and understanding of state and federal access and legislation related health care (e.g., HIPAA, Tarasoff, ADA, 504). SLO 1. Demonstrate a basic understanding of characteristics of the U.S. healthcare system and its diverse, multicultural participants.
What students have to know and what they have to be able to do.	1.1 The interpreter demonstrates knowledge of the health care context including differences between public and private health care systems and hospitals, various venues where medical care is provided, common diagnoses and treatments, institutional hierarchy, and roles and responsibilities of health care personnel. 2.4 The interpreter assesses and accommodates varied levels of language competency, knowing when to call in a specialist such as a CDI or Deaf Community Health Worker (CHW). SLO 6. Demonstrate translation and interpretation competences, skills, and process management in one-on-one and small group interactions.
Big Ideas and Core Tasks	12.1 The interpreter demonstrates awareness of the political, sociological and cultural implications of advocacy. 13.3 The interpreter promotes the use of mentors from the Deaf, deaf-blind and hard of hearing communities. SLO 5. Discuss, analyze and apply medical discourse (service providers, patients, families) features and norms to interpreting and translation work.

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Table 4: Course activities that align with UbD facets of understanding

Example Activities	Primary Facet	Reason
Weekly reading reflection	Explanation	Students must describe the essential concepts from their reading in their own words.
Ailment Presentation	Interpretation	Students conduct research on an ailment and then have to provide a visual ASL description of the information they found for other students.
HIPAA Elevator Speech	Application	Students first are asked to explain HIPAA's application to two different populations. Later they are asked to interpret for another student's presentation.
Think Aloud Practice	Perspective taking	Students are asked to think about the repercussions of their actions on all participants in a given scenario.
Personal Culture Discussions	Empathy	Students are asked to explore their cultural experiences together and unpack bias with each other.
Skill Improvement Activities	Self-knowledge	Students are asked to reflect on their own analysis of their interpretations and think about ways to approach improving their practice.

Course Shell Development

Gallaudet University uses Blackboard as its LMS, and while some faculty feel it does not have the most user-friendly interface, it does provide a number of beneficial tools for faculty. These include scheduled release, rubric-based artifact grading, view tracking and scheduled course announcements. One weakness of Blackboard is its system for document management, which requires the uploading and downloading of documents and videos. During the first year of teaching INT-344, many course materials, such as assignment descriptions, the syllabus, and rubrics were developed using Google Documents. These online documents ultimately allowed them to be embedded directly in the LMS. One primary benefit of this method is that it removes any issues related to multiple versions of a document. For example, in other classes, students will download and/or print the course syllabus. If the instructor makes any changes and uploads a new version, the student has to know their printed version is out-of-date and replace it. With embedded Google Documents, any changes made to the source document are automatically reflected in the LMS, and students are strongly encouraged not to print for exactly this reason.

In both years four and five when there were multiple faculty members teaching sections of the course, the lead adjunct developed a course shell in the LMS using embedded Google Documents where possible. Additionally, rubrics that had been built in the LMS's rubric tool in prior years were copied forward and modified for use in the course shell. Once one section of the course was completely built, the entire shell was exported from that section and replicated across the other sections of the course.

Instructional Team Coordination

While there were two sections of the course offered in the first year, there was very little coordination between the instructors. Since the other instructor had taught the course previously and they felt the majority of the modifications were to the order in which things were being presented, they felt it was not necessary to coordinate instruction. Additionally, because both instructors were adjunct faculty teaching only one section, neither had the authority to require the other to perform in a certain way. This ultimately led to some confusion amongst the students because both adjuncts were functioning autonomously using the same materials. Consequently, many things about the course were out of alignment, such as due dates, assignment expectations and grading.

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Curriculum Standardization

In the third year of teaching this course, a master's degree student with an interest in becoming interpreting faculty asked DoIT to pair them with the lead adjunct as an unpaid TA. In working together, they set a schedule of frequent coordination meetings to discuss and tweak the design of the course, weekly activities and lectures, as well as to practice and discuss student assessment and grading. Together, they were able to provide more intensive feedback to the students than would have been possible with a single instructor, and it was more consistent because of the coordination work.

During the fourth year, the size of the student cohort expected to take INT-344 had grown sufficiently to necessitate again offering two sections of the course. A member of the full-time faculty was selected for the second section, and together it was determined the best structure for conveying curriculum and content between them was through twice-weekly meetings. For the first time, both sections of the course were intentionally scheduled to run concurrently. In addition to ensuring both instructors were teaching the same content there was a need to be teaching it at almost exactly the same pace. Doing this would allow them to combine both sections for parts of some class sessions to host guest speakers, panel discussions and situated learning activities. These meetings were scheduled to occur before and after each class session. In the meeting before the class session, the upcoming week's content was described and any possible modifications to content and methods was discussed. Then the faculty member, who had not previously taught the course, revised the slide deck from the prior year in accordance with their understanding of the content. Both instructors then used this newly developed slide deck to teach their respective sections. Immediately after teaching, faculty met again to debrief the content that was covered, to note any content that was not sufficiently addressed and to begin planning for the following week. Additionally, any needed changes to course content and instructional methods was discussed as challenges arose.

Building upon the success of the instructor coordination activities in the fourth year, the department determined that due to increased demand for INT-344, it would be necessary to have three adjunct instructors teaching concurrent sections. Using the model developed for faculty coordination sessions in year four, a similar approach was undertaken in year five. The instructional team of three adjuncts met weekly for sixty to ninety minutes to review upcoming lesson plans, slide decks, activity descriptions, rubrics and to discuss student grading.

Feedback and Discussion

Feedback

Over the course of the five years this course has been under development, there was only one instance where there was not peer faculty, or a teaching assistant engaged in instruction along with the original course designer. Unfortunately, there was no formal method for obtaining feedback from the faculty, adjuncts and teaching assistants. In general conversation between instructors about the course, the response was consistently positive. Most often, they remarked at how well structured the content appeared and how easy it was to engage with students using the prepared materials. The faculty member from year four mentioned that it was very well organized and that comparatively this course required very little materials creation or revision, even though they had not been involved in the course development.

It is also unfortunate that there is not feedback from the student perspective. In addition to finding a good way to collect specific feedback about course content, it would also be necessary to unpack student feedback about a course in such way as to get a sense of their perspective about the content without the influence of their perspectives on teacher, workload and grades.

For the curriculum standardization and coordination project, a questionnaire was developed to obtain more formalized feedback from the adjuncts teaching the course. Overall, the feedback was positive and indicated that the materials developed were useful for their work. It is interesting that they felt that the slide decks and coordination meetings were more beneficial than the lesson plans, and that they used the lesson plans less because they had access to the slide decks and meetings. It is interesting to note that even though there were several coordination meetings before the semester started, it still took time for them to feel fully invested in using the

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course materials that had been prepared. This might have been improved if all of the materials were prepared and available before the semester started, rather than having them being built throughout the semester.

Discussion

In light of McDermid (2009), the work of curriculum standardization and coordination is lacking in many interpreter education programs in Canada. Additionally, there seems to be minimal faculty preparation in curriculum design and planning. While there are a number of lesson planning options out there for faculty in higher education, much of the focus of lesson planning resources is on preparing K-12 teachers or for vocational settings. This fact combined with a familiarity with the UbD framework made it an ideal choice for use in standardizing the curriculum for INT-344. While acknowledging that the overall UbD process can be a bit overwhelming, it provides an opportunity to ensure that lesson activities align with assessment methods; assessments align with student goals; student goals align with big ideas; and big ideas align with SLOs and professional standards but does so in what traditionally would be considered a backwards manner. Now that a full curriculum package including excerpts from the course syllabus (Appendix A), lesson plans (Appendix B and C) and other materials (Appendix D), has been assembled for INT-344, it would be possible for a new instructor to pick up the course and teach it as it was intended further enabling the DoIT to ensure consistency of curriculum across instructors and sections, as well as across years. Admittedly, this could be done with the materials alone, but would best be performed as suggested here with weekly coordination and review of the materials with a subject matter expert.

One improvement to the curriculum standardization process that should be implemented is an expansion of the use of bilingual instructor materials. Gallaudet University has a bilingual mission, and many of the materials for this course are presented strictly in written English. All of the lesson plans written were in English with a few video explanations of activities and lesson plan content. This development could also potentially minimize the interaction of a curriculum coordinator.

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Appendix A - Course Syllabus Excerpts (Year 5-2018)

GALLAUDET UNIVERSITY

Department of Interpretation and Translation

COURSE SYLLABUS

Course & Section number:	INT 344-01/02/03
Course title:	Interpreting Interactions: Medical
Credit hours:	3
Semester:	Spring, 2018

I. COURSE DESCRIPTION

This course focuses on interpreting in one-on-one and small group interaction in medical settings. Students will explore the U.S. healthcare system and its participants, characteristics of the healthcare setting, and biomedical culture. The course includes a critical analysis of medical discourse, such as doctor-patient communication and medical terminology with an emphasis on common medical conditions, treatments, and procedures. Students will apply text analysis skills to translation, consecutive interpretation and simultaneous interpretation of texts geared to medical encounters.

Prerequisites: Successful completion of INT 325 with a grade of B or above, or permission of the instructor.

III. COURSE MATERIALS

Readings may be added or modified during the semester

1.1. Required Readings

Roat, C. (2002-2010). Healthcare Interpreting in Small Bites: 50 Nourishing selections from the "Pacific Interpreters Newsletter." 2002-2010.. Bloomington, IN. Trafford Publishing. ISBN-978-1-4269-3122-2 (sc)

Taylor, M. M. (1993). Interpretation skills: English to American Sign Language. Edmonton, Alberta, CA: Interpreting Consolidated. ISBN 0-9697792-0-8

Taylor, M. M. (1993/2002). Interpretation skills: American Sign Language to English. Edmonton, Alberta, CA: Interpreting Consolidated. ISBN: 0-9697792-4-0

1.2. (Posted in the course's Blackboard and links embedded below)

Adams, M. K. (2008, July). VRI in medical settings. RID Views. 25(7), 26-28.

Agan, T. (2009). Protecting ourselves, protecting our consumers. RID Views, 26(4), 31-32.

Agency for Healthcare Research and Quality. (2007). Questions and Answers About Health Insurance. Retrieved from http://www.ahrq.gov.

deVlaming, R. (1999, March). The medical interpreter: An integral part of the health care team. VIEWS, 14-15.

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Greene, D. (2011). Just what they said: interpreting intentionally vague language. RID Views, 28(2), 38-39.

Hseih, E. (2006). Conflicts in how interpreters manage their roles in provider–patient interactions. Social Science & Medicine, 62(3), 721-730.

Johns Hopkins Hospital Department of Nursing. (2005). Everything You Always Wanted to Know About HIPAA: A Self Study Packet for the JHH Department of Nursing. Retrieved from: https://goo.gl/lmH4xZ.

Moore, J. & Swabey, L. (2007). DRAFT Medical Interpreting: A Review of the Literature. Retrieved from http://www.medicalinterpreting.org.

The National Council on Interpreting in Health Care. (2004). A National Code of Ethics for Interpreters in Health Care. Retrieved from: http://www.ncihc.org

National Association of the Deaf. Position Statement on Health Care Access for Deaf Patients. Retrieved from http://www.nad.org/issues/health-care/position-statement-health-care-access-deaf-patients

Registry of Interpreters for the Deaf. (2005) NAD-RID Code of Professional Conduct.

Registry of Interpreters for the Deaf. (2007) Standard Practice Paper: Interpreting in Health Care Settings.

1.3. Suggested Readings:

Agan, T. (2004, Jan). HIPAA and the medical interpreter, RID Views, 21(1), 1, 14.

Barnard, D. (2005, Jan). The challenge of medical interpreting, RID Views, 22(1), 1, 15, 18.

Cartwright, B. (2007). Encounters with Reality. RID Views, 24(9), 20.

Cartwright, B. (2009). Encounters with Reality. RID Views, 26(3), 25-27.

Dean, R. K., Davis, J., Dotal-Barnett, H., Graham, L. E., Hammond, L., & Hinchey, K. (2003, Jan). Training medically qualified interpreters: New approaches, new applications, promising results. RID Views, 20(1), 1, 10-12.

Garrett, J. (2012). VRI interpreting services cannot produce the same "quality" of interpretation in the hospital setting. RID Views.

Goldberg, R. (2003, Jan). Building your medical vocabulary: Some practical suggestions that don't involve going to medical school (sort of). RID Views, 20(1), 6-7.

Hiraga, M., & Langholtz, D. (1996, April). The challenges of interpreting in HIV settings. VIEWS, 31-32.

Isham, B. (). Beyond the Classroom: Self-Directed Growth or Interpreters.

Kashar, A. (2009). Doctor, can we please communicate? RID Views, 26(4), 12-13.

Lucas, J. (2001, April). When is mental health just mental health? *RID Views 18*(4), 10 11.

Martinez, M. (1999, March). Interpreting the birth experience. VIEWS, 16, 10-11.

Miller, K. R. (2001, April). Addressing illegality and the confidentiality ethic in the treatment setting. RID Views, 18(4), 1, 6.

Palmer, T. H. (2001, April). An interpreter's retrospective view. *RID Views, 18*(4), 8-9.

Pfingst, B. (2001, Jan). Medical interpreting in the psychiatric setting. *RID Views, 18*(1), 10-11.

Schinske, D. (2008, May 9). National coalitions aims at certification for health care interpreters. RID Views, 25(5), 33.

Registry of Interpreters for the Deaf. (2007) Standard Practice Paper: Self-Care.

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Schwenke, T. & Pope, R. (2011). Interpreting in emergency situations: this is not business as usual. RID Views, 28(3), 25-26.

Swabey, L. (2009). Partnership for the future of healthcare interpreting certification. RID Views, 26(2), 53-56.

Swabey, L. & Laurion, R. (2010). Healthcare interpreting certification: report on input from participants at the RID national conference. RID Views, 27(1), 26-29.

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Woodard, M. (2007, Feb). Oral interpreting in the medical setting. RID Views, 24(2), 8.

Yaffe, H. (1999, March). The specialty of medical interpreting. VIEWS, 16, 3, 1-12.

The instructor will attach additional readings when appropriate on Blackboard during the semester.

IV. COURSE ASSIGNMENTS

All assignments will be discussed during the first class, then explained in-depth as the due date approaches. Assignments may be added or modified as the semester progresses, with notice to students in the class and via Blackboard. Students should be aware that their progress, grades, attendance, and participation may be discussed with other program faculty as part of the instructor's academic planning.

Homework will be submitted electronically through Blackboard and should be embedded into the posting and/or attached according to your instructor's preference (Cagle: embed and attach .doc file/Holmes: embed text or link to Google Doc). If formatting of a document is key to the submission, work should be uploaded into Google Drive and then shared through a Blackboard Posting. All work submitted must follow this naming convention: Last name-INT 344-assignment name (e.g. Nelson-INT344-readingreflection1).

Professionalism and Contribution (225 points) - Your attendance, the quality of your in-class participation, and contributions to the class are a reflection of your professionalism and work ethic. While the instructor may frame the course, the effectiveness of the course is a responsibility shared by its students. Please devote and display the same amount of preparation and thoughtfulness toward the course as well as course assignments that you expect from the instructor. This is measured using the participation rubrics. 15 points per class.

Compliance with SCPC (60 points) - Adhering to the guidelines of the Student Code of Professional Conduct (SCPC) is evidence that a student has maturity and a sound ethical compass for professional interpreting. The SCPC rubric will determine 5% of your final grade at the end of each class. All students are required to read, understand, and sign an agreement to adhere to these codes. Failure to adhere to these guidelines will result in an advisory SCPC discussion between your instructor/professor and your advisor to address any behavior that is inappropriate, disrespectful, or unprofessional. Expectations about assignment submissions in this course and unacceptable behaviors described in the student handbook have consequences separate from the SCPC that could affect the ability to continue with the course, program and remain in the university (i.e. late assignment submission, plagiarism, hate speech, physical assault). (See SCPC rubric below)

Reading Reflections (150 points) – By 5pm on the day before class (Monday) of each week you are required to submit on Blackboard a 1 page or 5 minute video reading reflection that discuss all readings for the week. The reading reflection rubric will be used for these submittals.

Skill Improvement Exercises (300 points) - Four of your assignments will be specific skill improvement exercises that will include a self-analysis component. These assignments will also be used in class for discussion and peer feedback. You must meet with the instructor for at least two of the assignments. Each SkImp exercise

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will have 75 points. The SkImp forms with ASL and English rubrics will be used to evaluate this work

Assignments (300 points) Students will complete homework and in-class assignments as required. This will include interpreting and translation work. There will be five assignments (60 pts each). ASL and English rubrics will be used on some assignments.

Final Project (100 points) Students will produce a consecutive interpretation of an appropriate medical text. Preferably this will be an interactive situation. More details will be discussed later and full instructions will be posted to Blackboard. Work will be evaluated using the final project rubric.

VII. COURSE OUTLINE

There may be some modifications to the outline. This course outline is to provide you an overview of what would be covered in the classes.

Course Topics

The topics in this course are guided by the Domains and Competencies for Medical Interpreters developed by the CATIE Center and the topics covered in articles from the RID Views on medical interpreting. The topics included should give you an understanding of the broad context of interpreting in medical settings, as well as a detailed look at what happens in interpreting situations. The order and depth to which these topics are covered may vary according to the amount of time available, the opportunity for facility tours and potential scheduling of guest speakers.

Domain 1. Health Care Systems

Domain 2. Multiculturalism and Diversity

Domain 3. Self-Care

Domain 4. Boundaries

Domain 5. Preparation

Domain 6. Ethical and Professional Decision Making

Domain 7. Language and Interpreting

Domain 8. Technology

Domain 9. Research

Domain 10. Legislation

Domain 11. Leadership

Domain 12. Communication Advocacy

Domain 13. Professional Development

For more information on the Domains and Competencies visit: http://healthcareinterpreting.org/for-interpreter-educators/domains-competencies/

There may be some modifications to the outline. This course outline is to provide you an overview of what would be covered in the classes. There will be some classes where we will designate a Lab day to enable students to work on assignments with the help of their peers and the instructor.

Week	Topic	Readings	Assignments
Week 1 January 16	● Introductions ● Review of syllabus & expectations ● SkImp Process ● SkImp #1 - Step 1	None due today	None due today
Week 2	● Overview of Medical	● Moore & Swabey (2007)	Reading reflection 1 due

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January 23	Interpreting ● SMART Goal setting and Activity planning ● SkImp #1 - Step 2	pp. 1-13 ● RID, Interpreting in Health Care Settings SPP	Mon. 1/22 by 5pm in Bb. SkImp#1 Step 2 due in class
Week 3 January 30	● Overview of Medical Interpreting (cont.) ● NAD-RID CPC in Medical Settings ● Discourse mapping ● Joints presentation directions ● Skill Improvement #2 Description	● Moore & Swabey (2007) pp. 14-24 ● NAD-RID CPC (expanded version) ● NCIHC Code of Ethics	Reading reflection 2 due Mon. 1/29 by 5pm. Skill improvement #1 (3 steps) 1/28/18 by 11:59 pm.
Week 4 February 6	● Health Care Systems ● State / Hospital Assignment ● Joints Presentations	● AHRQ (2007) ● HISB 13. Are You as Accurate as You Think You Are? p. 61	Reading reflection 3 due Mon. 2/5 by 5pm. Joints presentations 4 pm 2/6 (Research Description in BB) Presentation in class. - Make an appointment to see the professor to discuss this completed assignment - Joints presentation
Week 5 February 13	● Multiculturalism and Diversity in Healthcare Settings ● Self-care ● Skill Improvement #3 Intro	● Agan (2009) ● de Vlaming (1999) ● RID, Self-Care SPP	Reading reflection 4 due Mon. 2/12 by 5pm. Skill Improvement #2 (3 steps) Due by 2/13/2018 at 11:59pm
Week 6 February 20	● Boundaries ● Preparation ● Ailments presentation directions ● Consecutive interpreting	● HISB 32. Interpreting in Small Communities (Keeping Both your Job and your Friends) p. 153 ● HISB 22. Interpreting at the End of Life - Part I & 2 p. 107 ● HISB 30. Staying Healthy While Serving the Sick p. 143 ● HISB 37. Interpreting with a Broken Heart p. 177	Reading reflection 5 due Mon. 2/19 by 5pm.
Week 7 February 27	● Ailments presentations ● TAPs ● Consecutive interpreting	● Hseih (2006) ● HISB 1. There is No Egg in Eggplant p. 11	Reading reflection 6 due Mon. 2/26 by 5 pm Ailments Presentation due

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		● HISB 4. Transparency Means Clarity (Using Intervention Skills to Keep Communication on Track) p. 21 ● HISB 10. Interpreter as Advocate - Yes or No? p. 47	2/27/18 4:00 pm. (Research Description in BB) Presentation in class.
Week 8 March 6	● Legislation ● HIPAA elevator presentation directions ● Topical Content ○ HIV/AIDS ● Ethical and Professional Decision Making	● Greene (2011) ● HISB 3. The Art of Being Polite p. 17 ● HISB 5. In the Language of Interpreters, How do You Say "Helpful?" (Understanding the Role of the Interpreter) p. 25	Reading reflection 7 due Monday 3/5 by 5 pm. SkImp#3 due Sat. 3/3/18 by 11:59 pm State-Hospital Research Preferences due 3/9/18 by 5:00 pm
March 13	Spring Break		
Week 9 March 20	● HIPAA elevator presentations (6 minutes) ● Body system presentation directions ● Topical Content ○ Cancer	● HISB 6. Confidentiality across Cultures p. 31 ● HISB 7. When there is No Word for That p. 35	Reading reflection 8 due Mon. 3/19 by 5pm. HIPAA elevator presentation (2 versions due by Tues. 3/20 4:00 pm)
Week 10 March 27	● Topical Content ○ Cardiology ○ Dental ● Skill Improvement #4 directions	● HISB 17. The Language of Consent (Sight Translating the Consent form) p. 85 ● HISB 12. Two Big Interpreting Challenges (Controlling Pacing and Handling Confrontation) p. 57	Reading reflection 9 due Mon. 3/26 by 5pm. State-Hospital Assignment due 3/27 5pm (Research Description in BB)
Week 11 April 3	● Body system presentations ● Language and Interpreting ● Communication Advocacy ● Role Plays	● Adams (2008)	Reading reflection 10 due Mon. 4/2 by 5pm. Body system presentation due 4/3 by 4 pm (Research Description in BB) Presentation in class.
Week 12 April 10	● Role Plays ● State/Healthcare system findings due	● HISB 26. Target Practice is Fun (unless you're the target) p. 125 ● HISB 27. Training the Whole Team p. 129 ● HISB 29. Why Don't They Just Learn English p. 137	Reading reflection 11 due Mon. 4/9 by 5pm. Skill improvement #4 (3 steps) due 4/9 at 11:59 pm
Week 13	● Final Project directions	● NAD Position Statement	Reading reflection 12 due

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April 17	• Certification / Credentialing of Medical Interpreters • Technology • Simultaneous interpreting		Mon. 4/16 by 5pm. Final Project due 4/25 at 11:59pm
Week 14 April 24	• Medical Interpreter Panel • Wrap up	• CCHI Materials • HISB 31. Taking Care of Business p. 147 • HISB 33. For the Public Good: Volunteering Your Services p. 157	Reading Reflection 13 Due Mon. 4/23 5 pm in Bb. Final Reflection Paper due Sunday, April 29th at 11:59 pm
Week 15 May 1	One-on-one meetings with instructor		

Appendix B - Lesson Plan Template

Understanding by Design – Backwards Design Process
(Developed by Grant Wiggins and Jay McTighe, 2002)
(Adapted by Holmes and Cagle, 2018)

Course:	**INT-344**	**Semester:**	**Spring 2018**	**Week:**	**Template**

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):
•What relevant goals will this design address?
Medical Interpreter: ASL/English DOMAINS AND COMPETENCIES
Domain 1. Health Care Systems

1.1 The interpreter demonstrates knowledge of the health care context including differences between public and private health care systems and hospitals, various venues where medical care is provided, common diagnoses and treatments, institutional hierarchy, and roles and responsibilities of health care personnel.

1.2 The interpreter demonstrates knowledge of medical terms, procedures, and protocols of the health care system and specialized environments.

1.3 The interpreter possesses bilingual competence with technical vocabulary pertaining to common medical procedures, diagnoses and treatment (e.g., medications, physical exams, MRIs, radiation).

1.4 The interpreter discusses the role and function of the interpreter as part of the health care team in a professional manner.

1.5 The interpreter applies knowledge of health care systems and the rights and needs of Deaf, deaf-blind and hard of hearing people to affect positive and systemic change (e.g., health care literacy).

Domain 2. Multiculturalism and Diversity

2.1 The interpreter exhibits behaviors and practices that demonstrate respect for patients and healthcare providers from diverse backgrounds and with diverse beliefs, striving to provide interpreting services that respect the cultures, values and norms of the consumers involved. The interpreter demonstrates strategies for working with consumers for whom healthcare settings provoke increased anxiety.

2.2 The interpreter provides information to health care professionals regarding the importance of creating a visually accessible environment for Deaf, deaf-blind and hard of hearing people (e.g. communication boards,

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use of lights, avoid responding through an auditory intercom when patient presses call button).

2.3 The interpreter demonstrates strategies for working with Deaf people and health care professionals who have had prior negative experiences with access to health care (e.g., experiences of discrimination due to socioeconomic status or cultural beliefs).

2.4 The interpreter assesses and accommodates varied levels of language competency, knowing when to call in a specialist such as a CDI or Deaf Community Health Worker (CHW).

2.5 The interpreter demonstrates respect for consumers' autonomy allowing consumers to make their own decisions.

2.6 The interpreter maintains awareness of changes in the communities in which s/he works, such as an infusion of immigrants, and is able to interpret in medical settings effectively for patients and providers with varying cultural and religious needs.

Domain 3. Self-Care

3.1 The interpreter recognizes issues in the work environment that may create distress within oneself and employs strategies for dealing with feelings (e.g., vicarious trauma).

○ Mental, emotional, social and spiritual wellness (e.g., journaling, exercising, seeking support from a trusted confidante or professional counselor).

3.2 The interpreter monitors personal health and avoids unnecessarily exposing vulnerable patients to germs or contagious illnesses (e.g., cold, flu, tuberculosis).

3.3 The interpreter demonstrates awareness of personal safety practices in health care settings (e.g., stands behind a shield when x-rays are taken, wears a mask when a patient has an airborne disease, applies universal precautions).

3.4 The interpreter demonstrates physical and emotional stamina necessary for interpreting in health care settings, including how and when to call in a team member (e.g., procedures that last several hours such as births or procedures with intense smells).

Domain 4. Boundaries

4.1 The interpreter declines medical interpreting assignments that are beyond his/her capability, be it emotional, physical, or level of language competence.

4.2 The interpreter limits personal involvement with all parties during interpreting (e.g., not sharing or eliciting overly personal information in conversations with patients or health care providers).

4.3 The interpreter separates one's own personal values and beliefs from those of other parties (e.g., interprets all reproductive choices to Deaf patient regardless of own beliefs).

4.4 The interpreter does not assume the right to make decisions for the patient and his/her treatment or healthcare plan and is aware of how the interpreter's use of language can subtly change or influence decisions.

4.5 The interpreter works as part of an extended interpreting team sharing important information, language approaches, etc. with other interpreters serving the same patient, allowing for continuity of service.

4.6 The interpreter discloses or attempts to avoid potential conflicts of interest where professional boundaries may be compromised (e.g., does not interpret for a family member or close friends, may decline to interpret for a person's performance appraisal at work if that person is a regular consumer in a health care setting).

4.7 The interpreter promotes patient autonomy (e.g., does not offer patients a ride home, or offer to pick up patients' prescriptions).

4.8 The interpreter determines when it is appropriate to protect an individual from serious harm (e.g., intervenes on behalf of a patient with a life-threatening allergy, if the condition has been overlooked).

4.9 The interpreter consults with professional colleagues on matters of importance and concern (e.g., other interpreters, members of the health care team), and suggests ways to overcome communication or language challenges using a Deaf Interpreter, social worker, Community Health Worker (CHW) or patient advocate

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4.10 The interpreter works as part of an interdisciplinary team to ensure effective communication.

Domain 5. Preparation

5.1 The interpreter demonstrates awareness of one's own emotional filters, attitudes, and health care biases, beliefs and values.

5.2 The interpreter obtains relevant information prior to the specific interpreting assignment and has the skills to sufficiently research the background on various procedures and treatments to allow effective visual representation of the procedures.

5.3 The interpreter attempts to obtain appropriately relevant information prior to and during the specific interpreting assignment (e.g., reason for the appointment, reading brochures, studying charts on the walls).

5.4 The interpreter possesses a readiness plan for working in various situations such as with refugees and immigrants, for example, who may not have acquired ASL or English (e.g., uses models and pictures, knows when/how to get a CDI or Deaf CHW).

5.5 The interpreter maintains a sufficient amount of professional liability insurance.

Domain 6. Ethical and Professional Decision Making

6.1 The interpreter applies ethical principles in decision making, and understands the ramifications of decisions (e.g., when to accept or decline assignments).

6.2 The interpreter demonstrates awareness of the impact of demographics on decision-making (e.g., Deaf people may be known very well to the interpreter in a small town).

6.3 The interpreter demonstrates knowledge that the decision-making processes and the expectation to disclose and/or report certain information may be different between staff interpreters and freelance interpreters (e.g., staff interpreters may have more access to pertinent information and make different decisions than freelance interpreters).

6.4 The interpreter has advanced decision-making skills and knows when ethical dilemmas need to be resolved in collaboration with the patient and healthcare provider in order to lead to the best outcome for patient treatment and recovery.

6.5 The interpreter recognizes the need for patient privacy and exercises discretion about staying in the room or leaving (e.g., during medical procedures, private family conversations).

Domain 7. Language and Interpreting

7.1 The interpreter demonstrates ASL and English interpreting skills, linguistic competency, cultural knowledge and fluency in medical discourse in both English and ASL.

7.2 The interpreter is able to interpret both consecutively and simultaneously, understanding the ramifications of each format and demonstrating the knowledge and skills to move effectively between these formats during a single appointment or procedure (e.g. considers factors such as acute care needs and the potential for disrupting a participant's train of thought when deciding whether or not to use consecutive interpreting).

7.3 The interpreter determines when an explanation of a specific interpreting process is required, and provides a rationale for its use (e.g. consecutive interpreting, simultaneous interpreting, or the use of a CDI).

7.4 The interpreter adapts the interpretation for age, gender, and culture (e.g., immigrants).

7.5 The interpreter adapts for individuals who are not proficient in ASL or English (e.g., uses a CDI when appropriate).

7.6 The interpreter communicates assertively in interactions with patients and service providers, in order to render an effective interpretation (e.g., if the health care provider is ready to leave the room before the interpretation is completed, the interpreter may intervene and ask the provider to wait for a moment in case there are questions).

7.7 The interpreter demonstrates skills in working as part of a team with CDIs and spoken language interpreters.

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7.8 The interpreter is able to describe how language barriers can compromise access to health care for Deaf patients and health care providers.

7.9 The interpreter strives for accuracy when interpreting between all parties (e.g., knows when to seek clarification of the message).

7.10 The interpreter demonstrates strategies for interpreting in settings when the Deaf individual cannot see the interpreter (e.g., x-ray, eye exam, informs the providers that the resulting silence during the event does not constitute agreement).

7.11 The interpreter demonstrates strategies for interpreting in situations where the patient may become violent or is restrained (e.g., positioning self with ready access to the door).

7.12 The interpreter demonstrates strategies for use of first and third person pronouns and what to do when the health care provider uses the first and third person.

7.13 The interpreter demonstrates effective practices related to sight translationof relevant health care related documents (e.g., seeks medical staff input when unsure, medical staff present for signing forms such as surgery consent, informed consent, and other forms of a litigious nature).

- As possible, the interpreter notes on consent forms and legally binding forms that the materials have been interpreted.

Domain 8. Technology

8.1 The interpreter demonstrates knowledge of medical technology necessary to accurately interpret a procedure (e.g., use of classifiers for colonoscopy).

8.2 The interpreter is knowledgeable about video remote interpreting, pagers, video relay services and other forms of communication technology appropriate or necessary for the health care of Deaf, deaf-blind and hard of hearing individuals.

8.3 The interpreter uses information technology to broaden knowledge and research specific topics related to health care.

Domain 9. Research

9.1 The interpreter remains current by reading professional journal articles and incorporating new knowledge into practice and shares this knowledge with team members (e.g., other interpreters, mentees).

9.2 The interpreter critically evaluates research relevant to interpreting issues (e.g., uses appropriate analytical methods to make inferences linking research to practice).

9.3 The interpreter demonstrates awareness of current health care policies.

9.4 The interpreter maximizes the commonly available resources in the medical setting (grand rounds, lectures, observation of procedures) that can increase familiarity with the treatments and situations to be encountered.

9.5 The interpreter continually seeks available resources in the community (e.g., maintains and adds medical related literature and resources to a personal library).

Domain 10. Legislation

10.1 The interpreter demonstrates awareness and understanding of state and federal access and legislation related health care (e.g., HIPAA, Tarasoff, ADA, 504).

10.2 The interpreter demonstrates awareness of liability issues related to ineffective interpretation with grave errors, including risk to the participants and risk to the interpreter.

Domain 11. Leadership

11.1 The interpreter may serve as a liaison between interpreting services and the health care system (e.g., agencies, regional and national interpreting organizations).

11.2 The interpreter may serve as a liaison between interpreter education programs and the health care system.

11.3 The interpreter provides mentoring and evaluation opportunities to staff and new interpreters in the health

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care setting (e.g., displays positive role modeling).

11.4 The interpreter promotes the establishment of policies and education that improve access for Deaf, deaf-blind and hard of hearing people to health care interpreting services.

11.5 The interpreter maintains positive and strong connections to the Deaf community.

11.6 The interpreter locates and uses community resources, both Deaf and non-deaf, when necessary to support their work (e.g., patient assistant, ombudsman, social worker, advocate).

Domain 12. Communication Advocacy

12.1 The interpreter demonstrates awareness of the political, sociological and cultural implications of advocacy (e.g., does not serve as an advocate when Deaf patients are capable of advocating on their own behalf).

12.2 The interpreter demonstrates knowledge of resources locally and nationally that can support a patient's health care (e.g., awareness of group homes or other facilities and entities that can assist in patients' health care).

12.3 The interpreter demonstrates understanding of health care culture and institutional hierarchy. When faced with patient care discrepancies, the interpreter reports the discrepancy to the appropriate personnel.

12.4 The interpreter encourages and supports self-advocacy when possible (e.g., may discuss self advocacy with the Deaf or hard of hearing patient).

12.5 The interpreter demonstrates standard and professional responses to common issues that arise regarding provider and patient rights, laws and procedures (e.g., may provide information to a patient about accessing grievance procedures).

12.6 The interpreter practices effective timing of providing communication advocacy (e.g., may provide information pre-, during, or post-patient/provider interactions, improve skills and enhance knowledge for how to work with interpreters).

12.7 The interpreter may work collaboratively with the Deaf community for advocacy efforts in health care settings (e.g., may present at Deaf meetings and events on health care advocacy issues).

12.8 The interpreter demonstrates knowledge of the RID/NAD Code of Professional Conduct and the implications of providing advocacy. The interpreter is also aware of the NCIHC code of ethics and its position on advocacy.

12.9 The interpreter provides health care providers with information about interpreting, and refers providers to Deaf, hard of hearing and deaf-blind people who can discuss Deaf culture, deafness, blindness and how the needs of individuals from these communities can be best met in the health care system.

12.10 The interpreter may provide family members of the Deaf patient with information about interpreting and may discuss the communication needs of the Deaf person and how to obtain access through interpretation.

12.11 The interpreter may provide Deaf, deaf-blind and hard of hearing communities with information about interpreting and how their needs can be best met in the health care system.

Domain 13. Professional Development

13.1 The interpreter stays current with practices in health care settings (e.g., immediately aware of universal precaution changes and updates, and may shadow health care personnel for educational purposes).

13.2 The interpreter develops and implements annual professional development plans (e.g., assesses gaps in knowledge addressing them with measurable goals).

13.3 The interpreter promotes the use of mentors from the Deaf, deaf-blind and hard of hearing communities (e.g., seeks out qualified mentors to assist in professional development activities).

13.4 The interpreter attends continuing educational opportunities related to health care and interpreting (e.g., medical-related seminars, workshops and conferences).

13.5 The interpreter develops a portfolio for interpreting in healthcare, including credentials and professional experience (e.g., certifications, research, evidence of workshop attendance, independent studies).

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Course SLOs:
1. Demonstrate a basic understanding of characteristics of the U.S. healthcare system and its diverse, multicultural participants.
2. Demonstrate a basic understanding of selected medical conditions, treatments, procedures, and populations.
3. Demonstrate and discuss roles and responsibilities of a professional interpreter in medical settings, including legal statutes such as HIPAA and other state and federal legislation.
4. Learn and apply a variety of preparation techniques for interpreting in a medical setting.
5. Discuss, analyze and apply medical discourse (service providers, patients, families) features and norms to interpreting and translation work.
6. Demonstrate translation and interpretation competences, skills, and process management in one-on-one and small group interactions.
7. Employ self- and peer assessment techniques to translation, consecutive interpretation, and simultaneous interpretation in medical settings.
8. Demonstrate basic research skills in self assessment reports.
9. Demonstrate use of academic ASL and academic written English.
10. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

Understanding (s)	**Essential Question(s):**
Students will understand that: ● What are the big ideas? [This is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know] ● What specific understandings about them are desired? ● What misunderstandings are predictable?	● What provocative questions will foster inquiry, understanding, and transfer the learning? [What leading questions can you ask of students to get them to understand the Big Ideas? Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious "right" answer]

Student objectives (outcomes):

Students will be able to:

- What key knowledge and skills will students acquire as a result of this unit? [These are observable, measurable outcomes that students should be able to demonstrate and that you can assess. Your assessment evidence in Stage 2 must show how you will assess these.]
- What should they eventually be able to do as a result of such knowledge and skill? [Your learning activities in Stage 3 must be designed and directly linked to having students be able to achieve the understandings, answer the essential questions, and demonstrate the desired outcomes]

Stage 2 – Assessment Evidence

Performance Task(s):	**Other Evidence:**
● Through what authentic performance task(s) will students demonstrate the desired understandings? [Authentic, performance based tasks that have students apply what they	● Through what other evidence will students demonstrate achievement of the desired results? [Includes pre-assessment, formative assessment, and summative assessment

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have learned and demonstrate their understanding. Designed at least at the application level or higher on Bloom's Taxonomy.] • By what criteria will "performances of understanding" be judged? [Rubrics can be used to guide students in self-assessment of their performance]	evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay]

Stage 3 – Learning Plan

Learning Activities:

[This is the core of your lesson plan and includes a listing describing briefly (easy to follow)]

- W= Where the unit is going?
- H= Hook and hold interest
- E= Equip all students
- R= Rethink and Revise their understanding
- E= Evaluate their work
- T= Tailored learning (personalization to needs)
- O= Organized to maximize engagement

Slide Deck:

- a

Appendix C -Sample Lesson Plans

Course:	**INT-344**	**Semester:**	**Spring 2018**	**Week:**	**3**

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):
•What relevant goals will this design address?
Medical Interpreter: ASL/English DOMAINS AND COMPETENCIES
Domain 1. Health Care Systems

1.1 The interpreter demonstrates knowledge of the health care context including differences between public and private health care systems and hospitals, various venues where medical care is provided, common diagnoses and treatments, institutional hierarchy, and roles and responsibilities of health care personnel.

1.4 The interpreter discusses the role and function of the interpreter as part of the health care team in a professional manner.

1.5 The interpreter applies knowledge of health care systems and the rights and needs of Deaf, deaf-blind and hard of hearing people to affect positive and systemic change (e.g., health care literacy).

Domain 2. Multiculturalism and Diversity

2.1 The interpreter exhibits behaviors and practices that demonstrate respect for patients and healthcare providers

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from diverse backgrounds and with diverse beliefs, striving to provide interpreting services that respect the cultures, values and norms of the consumers involved. The interpreter demonstrates strategies for working with consumers for whom healthcare settings provoke increased anxiety.

2.2 The interpreter provides information to health care professionals regarding the importance of creating a visually accessible environment for Deaf, deaf-blind and hard of hearing people (e.g. communication boards, use of lights, avoid responding through an auditory intercom when patient presses call button).

2.3 The interpreter demonstrates strategies for working with Deaf people and health care professionals who have had prior negative experiences with access to health care (e.g., experiences of discrimination due to socioeconomic status or cultural beliefs).

2.4 The interpreter assesses and accommodates varied levels of language competency, knowing when to call in a specialist such as a CDI or Deaf Community Health Worker (CHW).

2.5 The interpreter demonstrates respect for consumers' autonomy allowing consumers to make their own decisions.

2.6 The interpreter maintains awareness of changes in the communities in which s/he works, such as an infusion of immigrants, and is able to interpret in medical settings effectively for patients and providers with varying cultural and religious needs.

Domain 4. Boundaries

4.1 The interpreter declines medical interpreting assignments that are beyond his/her capability, be it emotional, physical, or level of language competence.

4.2 The interpreter limits personal involvement with all parties during interpreting (e.g., not sharing or eliciting overly personal information in conversations with patients or health care providers).

4.3 The interpreter separates one's own personal values and beliefs from those of other parties (e.g., interprets all reproductive choices to Deaf patient regardless of own beliefs).

4.4 The interpreter does not assume the right to make decisions for the patient and his/her treatment or healthcare plan and is aware of how the interpreter's use of language can subtly change or influence decisions.

4.5 The interpreter works as part of an extended interpreting team sharing important information, language approaches, etc. with other interpreters serving the same patient, allowing for continuity of service.

4.6 The interpreter discloses or attempts to avoid potential conflicts of interest where professional boundaries may be compromised (e.g., does not interpret for a family member or close friends, may decline to interpret for a person's performance appraisal at work if that person is a regular consumer in a health care setting).

4.7 The interpreter promotes patient autonomy (e.g., does not offer patients a ride home, or offer to pick up patients' prescriptions).

4.8 The interpreter determines when it is appropriate to protect an individual from serious harm (e.g., intervenes on behalf of a patient with a life-threatening allergy, if the condition has been overlooked).

4.9 The interpreter consults with professional colleagues on matters of importance and concern (e.g., other interpreters, members of the health care team), and suggests ways to overcome communication or language challenges using a Deaf Interpreter, social worker, Community Health Worker (CHW) or patient advocate

4.10 The interpreter works as part of an interdisciplinary team to ensure effective communication.

Domain 5. Preparation

5.1 The interpreter demonstrates awareness of one's own emotional filters, attitudes, and health care biases, beliefs and values.

5.2 The interpreter obtains relevant information prior to the specific interpreting assignment and has the skills to sufficiently research the background on various procedures and treatments to allow effective visual representation of the procedures.

5.3 The interpreter attempts to obtain appropriately relevant information prior to and during the specific

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interpreting assignment (e.g., reason for the appointment, reading brochures, studying charts on the walls).

5.4 The interpreter possesses a readiness plan for working in various situations such as with refugees and immigrants, for example, who may not have acquired ASL or English (e.g., uses models and pictures, knows when/how to get a CDI or Deaf CHW).

5.5 The interpreter maintains a sufficient amount of professional liability insurance.

Domain 6. Ethical and Professional Decision Making

6.1 The interpreter applies ethical principles in decision making, and understands the ramifications of decisions (e.g., when to accept or decline assignments).

6.2 The interpreter demonstrates awareness of the impact of demographics on decision-making (e.g., Deaf people may be known very well to the interpreter in a small town).

6.3 The interpreter demonstrates knowledge that the decision-making processes and the expectation to disclose and/or report certain information may be different between staff interpreters and freelance interpreters (e.g., staff interpreters may have more access to pertinent information and make different decisions than freelance interpreters).

6.4 The interpreter has advanced decision-making skills and knows when ethical dilemmas need to be resolved in collaboration with the patient and healthcare provider in order to lead to the best outcome for patient treatment and recovery.

6.5 The interpreter recognizes the need for patient privacy and exercises discretion about staying in the room or leaving (e.g., during medical procedures, private family conversations).

Domain 7. Language and Interpreting

7.1The interpreter demonstrates ASL and English interpreting skills, linguistic competency, cultural knowledge and fluency in medical discourse in both English and ASL.

7.2 The interpreter is able to interpret both consecutively and simultaneously, understanding the ramifications of each format and demonstrating the knowledge and skills to move effectively between these formats during a single appointment or procedure (e.g. considers factors such as acute care needs and the potential for disrupting a participant's train of thought when deciding whether or not to use consecutive interpreting).

7.3 The interpreter determines when an explanation of a specific interpreting process is required, and provides a rationale for its use (e.g. consecutive interpreting, simultaneous interpreting, or the use of a CDI).

7.4 The interpreter adapts the interpretation for age, gender, and culture (e.g., immigrants).

7.5 The interpreter adapts for individuals who are not proficient in ASL or English (e.g., uses a CDI when appropriate).

7.6 The interpreter communicates assertively in interactions with patients and service providers, in order to render an effective interpretation (e.g., if the health care provider is ready to leave the room before the interpretation is completed, the interpreter may intervene and ask the provider to wait for a moment in case there are questions).

7.7 The interpreter demonstrates skills in working as part of a team with CDIs and spoken language interpreters.

7.8 The interpreter is able to describe how language barriers can compromise access to health care for Deaf patients and health care providers.

7.9 The interpreter strives for accuracy when interpreting between all parties (e.g., knows when to seek clarification of the message).

7.10 The interpreter demonstrates strategies for interpreting in settings when the Deaf individual cannot see the interpreter (e.g., x-ray, eye exam, informs the providers that the resulting silence during the event does not constitute agreement).

7.11 The interpreter demonstrates strategies for interpreting in situations where the patient may become violent or is restrained (e.g., positioning self with ready access to the door).

7.13 The interpreter demonstrates strategies for use of first and third person pronouns and what to do when the

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health care provider uses the first and third person.

7.14 The interpreter demonstrates effective practices related to sight translationof relevant health care related documents (e.g., seeks medical staff input when unsure, medical staff present for signing forms such as surgery consent, informed consent, and other forms of a litigious nature).

- As possible, the interpreter notes on consent forms and legally binding forms that the materials have been interpreted.

Domain 9. Research

9.1 The interpreter remains current by reading professional journal articles and incorporating new knowledge into practice and shares this knowledge with team members (e.g., other interpreters, mentees).

9.2 The interpreter critically evaluates research relevant to interpreting issues (e.g., uses appropriate analytical methods to make inferences linking research to practice).

9.3 The interpreter demonstrates awareness of current health care policies.

9.4 The interpreter maximizes the commonly available resources in the medical setting (grand rounds, lectures, observation of procedures) that can increase familiarity with the treatments and situations to be encountered.

9.5 The interpreter continually seeks available resources in the community (e.g., maintains and adds medical related literature and resources to a personal library).

Domain 12. Communication Advocacy

12.1 The interpreter demonstrates awareness of the political, sociological and cultural implications of advocacy (e.g., does not serve as an advocate when Deaf patients are capable of advocating on their own behalf).

12.2 The interpreter demonstrates knowledge of resources locally and nationally that can support a patient's health care (e.g., awareness of group homes or other facilities and entities that can assist in patients' health care).

12.3 The interpreter demonstrates understanding of health care culture and institutional hierarchy. When faced with patient care discrepancies, the interpreter reports the discrepancy to the appropriate personnel.

12.4 The interpreter encourages and supports self-advocacy when possible (e.g., may discuss self advocacy with the Deaf or hard of hearing patient).

12.5 The interpreter demonstrates standard and professional responses to common issues that arise regarding provider and patient rights, laws and procedures (e.g., may provide information to a patient about accessing grievance procedures).

12.6 The interpreter practices effective timing of providing communication advocacy (e.g., may provide information pre-, during, or post-patient/provider interactions, improve skills and enhance knowledge for how to work with interpreters).

12.7 The interpreter may work collaboratively with the Deaf community for advocacy efforts in health care settings (e.g., may present at Deaf meetings and events on health care advocacy issues).

12.8 The interpreter demonstrates knowledge of the RID/NAD Code of Professional Conduct and the implications of providing advocacy. The interpreter is also aware of the NCIHC code of ethics and its position on advocacy.

12.9 The interpreter provides health care providers with information about interpreting, and refers providers to Deaf, hard of hearing and deaf-blind people who can discuss Deaf culture, deafness, blindness and how the needs of individuals from these communities can be best met in the health care system.

12.10 The interpreter may provide family members of the Deaf patient with information about interpreting and may discuss the communication needs of the Deaf person and how to obtain access through interpretation.

12.11 The interpreter may provide Deaf, deaf-blind and hard of hearing communities with information about interpreting and how their needs can be best met in the health care system.

Domain 13. Professional Development

13.1 The interpreter stays current with practices in health care settings (e.g., immediately aware of universal precaution changes and updates, and may shadow health care personnel for educational purposes).

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13.2 The interpreter develops and implements annual professional development plans (e.g., assesses gaps in knowledge addressing them with measurable goals).

13.3 The interpreter promotes the use of mentors from the Deaf, deaf-blind and hard of hearing communities (e.g., seeks out qualified mentors to assist in professional development activities).

13.4 The interpreter attends continuing educational opportunities related to health care and interpreting (e.g., medical-related seminars, workshops and conferences).

13.5 The interpreter develops a portfolio for interpreting in healthcare, including credentials and professional experience (e.g., certifications, research, evidence of workshop attendance, independent studies).

Course SLOs:

1. Demonstrate a basic understanding of characteristics of the U.S. healthcare system and its diverse, multicultural participants.
2. Demonstrate a basic understanding of selected medical conditions, treatments, procedures, and populations.
3. Demonstrate and discuss roles and responsibilities of a professional interpreter in medical settings, including legal statutes such as HIPAA and other state and federal legislation.
4. Learn and apply a variety of preparation techniques for interpreting in a medical setting.
5. Discuss, analyze and apply medical discourse (service providers, patients, families) features and norms to interpreting and translation work.
6. Demonstrate translation and interpretation competences, skills, and process management in one-on-one and small group interactions.
7. Employ self- and peer assessment techniques to translation, consecutive interpretation, and simultaneous interpretation in medical settings.
10. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

Understanding (s)

Students will understand that:

- What are the big ideas?
  - Different codes of behavior bring different frameworks
  - Learning and describing anatomy & physiology
  - Learning and describing medical equipment
- What specific understandings about them are desired?
  - When should either of the Codes be considered primary
  - It takes practice to be able to describe anatomy and physiology
  - Lifelong learning is required to stay up to date
  - There is no right/wrong way to describe parts of the body or medical equipment
- What misunderstandings are predictable?
  - "I don't know how to explain/describe these body parts"

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
  - Who wrote the codes of professional conduct
  - Who are their audiences
  - When should you follow RID? When should you follow NCIHC?
  - How do you explain why you followed one over the other?
  - What is important when describing parts of the body?
  - What tools are at your disposal?
  - How do you know what tools are used for in medical settings?
  -

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○ It takes specialized training to know the things you need to learn ○	

Student objectives (outcomes):

Students will be able to:

- Describe the differences between the RID and NCIHC Codes of Professional Conduct
- Explain the basic underpinnings of Medical Specialization in Sign Language Interpreting
- Name several times they would refer someone to the RID SPP for Medical Interpreting
- Describe the process and requirements for SkImp #2
- Explain the Big Toe

Stage 2 – Assessment Evidence

Performance Task(s):	**Other Evidence:**
● Through what authentic performance task(s) will students demonstrate the desired understandings? ○ Discussion of SPP and appropriate audiences ○ Development of scripts for how you present the SPP ○ Discussion of the underlying concepts of medical interpreting identified in Moore and Swabey ○ Discussion of RID and NCIHC Codes	● Through what other evidence will students demonstrate achievement of the desired results? ○ Reflection Essay submission ○

Stage 3 – Learning Plan

Learning Activities:

- W= Where the unit is going?
- H= Hook and hold interest
- E= Equip all students
- R= Rethink and Revise their understanding
- E= Evaluate their work
- T= Tailored learning (personalization to needs)
- O= Organized to maximize engagement

Slide Deck: https://docs.google.com/presentation/d/1OOGV4sANn9S3op7RiYMeKZN31XupfpWrp-jaHJ4CZHw/edit?usp=sharing

- Skills Improvement (SkImp) #1 – Take a minute to briefly review student questions and any patterns identified in the first review of SkImp1 **RE2** (Slide 3)
- Readings Discussion **RE2T** (Slides 4-14)

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- Overview of Medical Interpreting (continued)
- NAD-RID CPC in Medical Settings
- NCIHC Code of Ethics

- Joints Presentation Direction **HW** (Slides 15-20 + http://goo.gl/uDEoF8)
  - We will describe the assignment for the joints presentation (working in pairs or alone)
  - Demonstrate the Big Toe Joint presentation (Big Toe Example.mov https://drive.google.com/open?id=10OZXZRW9cOIWbaRhXWqEePPF_WFtE6vG)
- SkImp #2 Description **WHE1** (Slide 24) https://drive.google.com/open?id=1R2F4nfcH2rL26llsEMeLh05c76f5_6Yf
- What does it look like, what does it do? **HE2TO** (Slides 21-23)
  - In this activity there are visual prompts for medical equipment and organs and we ask students to describe what the item is using classifiers, their own bodies and other peoples bodies, how the equipment is used, what the organs do and where they are located in the body.
- Discourse Mapping (reference) - There are reference slides in the slide deck for students, but we also can review points as needed with them. If we feel they need additional support in Discourse Mapping techniques. (Slides 25-27)
- Wrap up activity - What did you learn today? - **E2TO** (Slides 28-30)
  - Using the open ended question, ask students to share what is present for them. You can do this all at the end of the class, or could build a list throughout the class session by asking at the end of each section what they want to add to the list of learning.

Course:	**INT-344**	**Semester:**	**Spring 2018**	**Week:**	**8**

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):
•What relevant goals will this design address?
Medical Interpreter: ASL/English DOMAINS AND COMPETENCIES
Domain 1. Health Care Systems

1.1 The interpreter demonstrates knowledge of the health care context including differences between public and private health care systems and hospitals, various venues where medical care is provided, common diagnoses and treatments, institutional hierarchy, and roles and responsibilities of health care personnel.

1.2 The interpreter demonstrates knowledge of medical terms, procedures, and protocols of the health care system and specialized environments.

1.3 The interpreter possesses bilingual competence with technical vocabulary pertaining to common medical procedures, diagnoses and treatment (e.g., medications, physical exams, MRIs, radiation).

1.4 The interpreter discusses the role and function of the interpreter as part of the health care team in a professional manner.

Domain 2. Multiculturalism and Diversity

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2.1 The interpreter exhibits behaviors and practices that demonstrate respect for patients and healthcare providers from diverse backgrounds and with diverse beliefs, striving to provide interpreting services that respect the cultures, values and norms of the consumers involved. The interpreter demonstrates strategies for working with consumers for whom healthcare settings provoke increased anxiety.

2.2 The interpreter provides information to health care professionals regarding the importance of creating a visually accessible environment for Deaf, deaf-blind and hard of hearing people (e.g. communication boards, use of lights, avoid responding through an auditory intercom when patient presses call button).

2.3 The interpreter demonstrates strategies for working with Deaf people and health care professionals who have had prior negative experiences with access to health care (e.g., experiences of discrimination due to socioeconomic status or cultural beliefs).

Domain 5. Preparation

5.1 The interpreter demonstrates awareness of one's own emotional filters, attitudes, and health care biases, beliefs and values.

Domain 6. Ethical and Professional Decision Making

6.1 The interpreter applies ethical principles in decision making, and understands the ramifications of decisions (e.g., when to accept or decline assignments).

6.2 The interpreter demonstrates awareness of the impact of demographics on decision-making (e.g., Deaf people may be known very well to the interpreter in a small town).

6.3 The interpreter demonstrates knowledge that the decision-making processes and the expectation to disclose and/or report certain information may be different between staff interpreters and freelance interpreters (e.g., staff interpreters may have more access to pertinent information and make different decisions than freelance interpreters).

6.4 The interpreter has advanced decision-making skills and knows when ethical dilemmas need to be resolved in collaboration with the patient and healthcare provider in order to lead to the best outcome for patient treatment and recovery.

6.5 The interpreter recognizes the need for patient privacy and exercises discretion about staying in the room or leaving (e.g., during medical procedures, private family conversations).

Domain 7. Language and Interpreting

7.1 The interpreter demonstrates ASL and English interpreting skills, linguistic competency, cultural knowledge and fluency in medical discourse in both English and ASL.

7.2 The interpreter is able to interpret both consecutively and simultaneously, understanding the ramifications of each format and demonstrating the knowledge and skills to move effectively between these formats during a single appointment or procedure (e.g. considers factors such as acute care needs and the potential for disrupting a participant's train of thought when deciding whether or not to use consecutive interpreting).

7.3 The interpreter determines when an explanation of a specific interpreting process is required, and provides a rationale for its use (e.g. consecutive interpreting, simultaneous interpreting, or the use of a CDI).

7.4 The interpreter adapts the interpretation for age, gender, and culture (e.g., immigrants).

Domain 9. Research

9.1 The interpreter remains current by reading professional journal articles and incorporating new knowledge into practice and shares this knowledge with team members (e.g., other interpreters, mentees).

9.2 The interpreter critically evaluates research relevant to interpreting issues (e.g., uses appropriate analytical methods to make inferences linking research to practice).

9.3 The interpreter demonstrates awareness of current health care policies.

9.4 The interpreter maximizes the commonly available resources in the medical setting (grand rounds, lectures, observation of procedures) that can increase familiarity with the treatments and situations to be encountered.

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9.5 The interpreter continually seeks available resources in the community (e.g., maintains and adds medical related literature and resources to a personal library).

Domain 10. Legislation

10.1 The interpreter demonstrates awareness and understanding of state and federal access and legislation related health care (e.g., HIPAA, Tarasoff, ADA, 504).

Domain 12. Communication Advocacy

12.1 The interpreter demonstrates awareness of the political, sociological and cultural implications of advocacy (e.g., does not serve as an advocate when Deaf patients are capable of advocating on their own behalf).

Course SLOs:

1. Demonstrate a basic understanding of characteristics of the U.S. healthcare system and its diverse, multicultural participants.
2. Demonstrate a basic understanding of selected medical conditions, treatments, procedures, and populations.
3. Demonstrate and discuss roles and responsibilities of a professional interpreter in medical settings, including legal statutes such as HIPAA and other state and federal legislation.
4. Learn and apply a variety of preparation techniques for interpreting in a medical setting.

Understanding (s)

Students will understand that:

- What are the big ideas?
  - Similarities and differences in ailments
  - Decision making throughout interpretations
  - Intentionally vague language
  - Role of the Interpreter
  - Being Polite
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?

Student objectives (outcomes):

Students will be able to:

- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

Stage 2 – Assessment Evidence

Performance Task(s):

- Through what authentic performance task(s) will students demonstrate the desired understandings?
  - Individual Presentations of Ailments
  - Engaging with peers about their ailment presentations

Other Evidence:

- Through what other evidence will students demonstrate achievement of the desired results?

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○ Engaging in class discussions on: ■ Intentionally vague language ■ Role of an Interpreter ■ Being Polite ■ Ethical Decision Making ● By what criteria will "performances of understanding" be judged? ○ Professionalism and Contribution Rubric ○ Ailments Presentation Rubric	

Stage 3 – Learning Plan

Learning Activities:

- W= Where the unit is going?
- H= Hook and hold interest
- E= Equip all students
- R= Rethink and Revise their understanding
- E= Evaluate their work
- T= Tailored learning (personalization to needs)
- O= Organized to maximize engagement

Slide Deck:

https://docs.google.com/presentation/d/1cAhcQiuLCkLvyQchEXG7ppmznaxCsGyOastL6Qd9gqk/edit?usp=sharing

- Think Aloud Protocol Activity **HE1RTO** (Slide 3)
  - This activity is for students to begin to explore how they respond and make ethical decisions. Students are given a packet that contains one of three multipage medical scenarios. These scenarios were written by interpreters with experience working in medical settings. The instructions for students are found (https://drive.google.com/open?id=1emAAHe-gJnwGJia3RooDm1uy_GgkYPdgFC3_gjwNojg). They should go to the lab, read the instructions, start recording themselves and then open the Scenario. Remind them that each step requires a decision, but the author of the TAP, may have made a different decision and the next step is based on the author's decision, not on yours. Even though it was not your decision, proceed as if it were.
- Ailment Presentations **HE1RE2TO** (Slide 4 + Student Presentation Decks)
  - Students will present their Ailment Presentations
  - Recording student presentations is recommended for their review and for archive purposes
  - During presentation, correct any erroneous information, and expand as possible once each individual is finished.
  - Encourage students to actively copy signed models during the presentation
  - Remind students that they can and should use whatever resources are available to them (not just their own hands)
- Readings Discussion **HE1RO** (Slides 5-19)
  - The Art of Being Polite (HISB 3)

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    - Understand the Role of the Interpreter (HISB 3)
    - Just what they said: Interpreting intentionally vague language (Greene 2011)
- Wrap up activity - What did you learn today? - **E2TO** (Slide 20)
    - Using the open ended question, ask students to share what is present for them. You can do this all at the end of the class, or could build a list throughout the class session by asking at the end of each section what they want to add to the list of learning.

Appendix D - Listing of Developed Materials

INT-344 Syllabus (See Appendix A)
Lesson Plans
- Lesson Plan Template (See Appendix B)
- 14 Weekly Lesson Plans (See Appendix C for samples)
- Supporting Documents
    - Mock Interpreting Session Plan
    - Big Toe Example Presentation
    - SkImp 2 Description Video

Class Presentation Slide Decks for all 14 weeks
Assignment documents
- Skill Improvements (SkImp)
    - Skill Improvement Forms
    - Taylor Books Self Assessment Forms
    - Overall Skill Improvement Instructions
    - Skill Improvement Rubric
    - Skill Improvement Topical Directions
    - Skill Improvement Process Diagram
    - Example Scoring of SkImp Forms
    - Skill Improvement Process description video
    - Skill Improvement Grading example video
    - Creating SMART Goals handout
- Joints Presentation
    - Example presentation - “Big Toe Joint”
    - Joints Assignment Description
    - Joints Presentation Grading Rubric
    - Joints Presentation Sign-up Sheet
- State-Hospital Research Project
    - State-Hospital Project Description
    - State-Hospital Project Rubric
    - State-Hospital Preference Submission Form
    - State Hospital Results Submission Form
- Ailments Presentation
    - Ailment Assignment Description
    - Ailment Presentation Rubric
    - Ailment Grading Form
    - List of common diseases
- HIPAA Elevator Presentation
    - HIPAA Elevator Speech Instructions
    - HIPAA Reflection Questions

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    - HIPAA Elevator Speech Rubric
    - HIPAA Speech Feedback Form
- Body System Presentation
    - Body System Presentation Instructions
    - Body System Presentation Rubric
    - Body System Presentation Sign-up Sheet
    - Body System Grading Form
- Final Consecutive Interpreting Project
    - Final Project Instructions
    - Final Project Rubric

Role Play Scenarios (15)

Other Rubrics

- Weekly Professionalism and Contribution Rubric
- DoIT ASL and English Presentation Rubrics
- Weekly Reading Reflection Rubric
- DoIT Student CPC Rubric

Think Aloud Protocol (TAP) Ethical Scenarios

- TAP Directions
- 5-step TAP Scenarios (3)

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“What I Wish I Would Have Known as a New Interpreter Educator”: Becoming and Mentoring the Educators that will Lead the Field to New Heights

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Abstract

This paper corresponds with a panel discussion of new interpreter educators who compared their personal narratives and elaborated on “what I wish I would have known as a new interpreter educator.” This panel discussion aimed to provide a forum for discussion and raise awareness of how interpreter educators, from new to seasoned, can collaborate to form effective approaches of teaching interpreting students. The workshop participants, with all levels of experience, were invited to join the dialog through comments and small group discussions. This paper attempted to encapsulate those discussions including summaries of discussions as well as and exact comments shared. Panelists and participants shared what they each had to learn on the job as well as the helpful advice they could pass on from others. The panel expanded on various topics including leadership traits (Daskal, 2017), research about student-reported experiences with instructors (Adamiak, 2018), available resources for interpreter educators and hundreds of discussion comments that occured in a diverse crowd of participants. Interpreter educators are encouraged continue to collaboratively discuss becoming and mentoring the educators that will lead the field to new heights.

Keywords: interpreter educators, mentorship, education, leadership

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"What I Wish I Would Have Known as a New Interpreter Educator": Becoming and Mentoring the Educators that will Lead the Field to New Heights

Interpreter educators each have a different story but a unique thread is that many lessons come from experience. Interpreter educators each have a different journey but a common thread is that wisdom comes from experience. This forum allowed interpreter educators to share the things they wish they had known at the beginning of their journey in hopes that their insights can benefit others. Built on the history of Deaf Americans, the interpreting field, communication access, legislation, professional organizations, and higher education, interpreter educators are given the task of preparing students for work in the field of interpreting. Faculty and students work together with the hope that "students who are accepted into interpreter education programs should graduate with the skills that they need to be effective in their work" (Ball, 2013, p. 162). The instructors in these programs need to recognize their profound influence on the student. Faculty make a difference in student learning, development, and motivation (Astin, 1993; Umbach & Wawrzynski, 2005; Wlodkowski & Ginsberg, 1995). Instructors and practitioners can honor the past by working together to identify ways to optimize interpreter education for the future, including the topics discussed in this paper. Most significantly, to collaboratively discuss becoming and mentoring the educators that will lead the field to new heights.

This paper introduces areas of focus from the panel discussion of challenges faced by interpreter educators. There were several different perspectives represented during this panel. The perspective of being assigned the task of teaching with little direction or support (Adamiak), of identifying leadership characteristics that best match your teaching style (Fisher), of maintaining a student centered focus while finding balance among program responsibilities, college role, and advising (O'Bleness), and of co-teaching and mentorship (Puhlman).

The goal of this panel discussion was to raise awareness of how interpreter educators, from new to seasoned, can collaborate to form effective approaches of teaching interpreting students and to share advice and resources. The panel discussion expanded on the top-ten positive experiences and the top-ten negative experiences that students had with their instructors (Adamiak, 2018) and encouraged attendees to examine how their own characteristics align with specific leadership traits (Daskal, 2017).

Literature Review

Adults learn differently than children, it is important to take into account the age, social role, and self-perception of the students in the classroom and how that would change they way the student process the lesson differently (Merriam & Brockett, 2007). Adults frequently rely on previous experiences to contribute to their learning. Knowles (1980) explains that "an adult accumulates a growing reservoir of experience, which is a rich resource for learning" (p. 47). Adults with more life experience tend to relate their experiences to their learning, "basically,

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most adults are motivated to learn in order to deal with an issue or problem of immediate concern. Often these issues are related to their social roles which are intertwined with their life experiences." (Merriam & Bierema, 2014, p. 53). When working with adults, educators should take into account the students past experiences, if known, as well as the different types of learning that can occur.

A majority of adults learn through various types of informal learning: self-directed, incidental, tacit, and integrative (Merriam & Bierema, 2014, p. 19). Self-directed learning is a intentionally sought out by the individual. They are responsible for the planning and the outcome (Merriam & Bierema, 2014, p. 61). Incidental learning occurs as an unintended secondary result of doing something (Marsick & Watkins, 1990). Tacit learning is explicit, it occurs at a subconscious level (Merriam & Bierema, 2014, p. 19). Integrative learning is used to bridge the gap of knowledge between subjects or ideas, it is an application of tacit knowledge (Bennett, 2012). Being aware of these various types of learning will aid adult interpreting students.

Interpreter educators need to be experienced practitioners as well as trained educators. Sainz (1994) states "the most adequate and competent teachers at university are those who, apart from their teaching positions, are also practicing professionals in the subject they are teaching" (as cited in Gabr, 2001). Furthermore, Roy (2000) reminds us that there is "knowledge of how to teach interpreting that comes from both theory and practice" (p. 12). Nord (2005) shares about transitioning into education, "At first I tried to imitate the teachers I had liked best in my own training, but then I felt this was not enough... I presume that most novice translator trainers are still working along these lines today" (p. 209). When we collaborate with others with the goal of improving our teaching and the outcomes for the students, we can reach new heights. Kiraly (2000) stated "Instead of doing to our students what was done to us, we need to develop a true educational culture of our own, a culture of permanent innovation" (p. 195). As interpreter educators, discussions in formal forums such as this, as well as other settings, build personal development and self-awareness.

As we learn more about who we are, we can learn techniques that reveal, rather than conceal, the personhood from which good teaching comes (Palmer, 2007). Daskal (2017) stated "If you are committed to growing and succeeding as a leader, it is critical that you recognize when there are gaps in who you are and what you know." Because "leadership gaps are invisible and insidious" (Daskal 2017), it is imperative to self-analyze to attempt to identify areas for improvement.

Daskal (2017) provides seven areas of positive leadership skills, "our greatness," and seven areas that leaders lack skills in, or in other words "our gap." The greatness category consists of the following:

- The Rebel: driven by confidence
- The Explorer: fueled by intuition
- The Truth Teller: embrace candor
- The Hero: embodies courage
- The Inventor: brimming with integrity
- The Navigator: trusts others and is trusted by others
- The Knight: loyalty is everything

Though there are seven areas in which leaders find their greatness, there are also seven categories that tend to lead to a gap in leadership skills. Daskal (2017) provided the following:

- The Imposter: plagued by self-doubt
- The Exploiter: master of manipulation
- The Deceiver: creates suspicion
- The Bystander: a coward
- The Destroyer: morally corrupt
- The Fixer: endlessly arrogant
- The Mercenary: perpetually self-serving

The fourteen areas outline traits that leaders possess that have positive and negative influences on groups of individuals. Acknowledging strengths and weaknesses can provide a better understanding of how educators influence the students in the classroom setting.

Adamiak (2018) provides new research detailing the top strengths and weaknesses of interpreting instructors, based on data gathered from over 500 student respondents from 40 states in 126 distinct interpreter education programs. In this study, the data-driven themes have been limited to two top 10 lists for the most prevalent categories of positive and negative experiences with instructors. The findings show that the top 10 negative

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categories of student-reported experiences with faculty are: Personality; Feedback/Grading; Classroom Management; Intolerance for Others; Lack of Current Knowledge and Skills; Unclear or Unreasonable Expectations; Turnover or Institution Incompatibility; "Told Me I Couldn't Do It"; Playing Favorites; and Too Busy Elsewhere. The top 10 positive categories of student-reported experiences with faculty are: Supportive and Encouraging; Teaching Techniques; Kind, Caring, "Wonderful"; Sharing Real Work Experiences; One-on-One Time; Community Connections and Resources; Content of Class/Curriculum; Desirable Outcome of Education; Passionate and Invested; and Available and Willing to Answer Questions. With the emergent themes from the data, ASL and interpreting instructors are given the opportunity to consider the national perspective and use it to improve their individual and systemic practice to work with and motivate adult learners with the goal of formalizing and optimizing interpreter education.

The review of the literature provides a foundation for further discussion among interpreter educators about ultimately preparing students for work in the field of interpreting. Knowledge of adult learning, approaches to education, examination of leadership strengths and gaps, and student-reported experiences with instructions are tools for more effective educators. Also, as instructors recognize the synergy of collaborating with other instructors, their influence on students with grow.

Framework

Palmer (2007) states, "good teaching cannot be reduced to technique; good teaching comes froms the identity and integrity of the teacher" (p. 10). In this section, each of the panel participants will briefly describe the framework used when working as a new interpreter educator.

Adamiak's Framework

In my first semester as a new interpreter educator, I did not have a framework for teaching and engaging with students. I noticed a void and ever since then, I have borrowed Arao and Clemens (2013) social justice framework of a "brave space." Instead of aiming to cultivate a "safe space" of learning, where people tip-toe around each other, I aim to build a "brave space" where we can freely learn, discuss, volunteer, and be vulnerable with mutual respect (Arao & Clemens, 2013). The students have responded exceptionally well to this framework.

Fisher's Framework

While researching information and collecting data for my graduate work, I began to recognize goals set within the profession of interpreting. Goals that were set with specific desires, but many times those desires were not met allowing for a less-desirable level of acceptance. Past and current leaders in our field today have taken the reins and through their work, research, and outcomes have found ways to improve the field of interpreting for the interpreters and those working with interpreters. It is those leaders' drive to find ways to improve skills and knowledge to achieve those said desired goals. These are the leaders that we see sift to the top of our profession and eventually become pioneers in the profession. My framework focuses around the Performance Improvement Theory by Watkins, Meiers, & Visser, (2012). Watkins et al. clarified that "*improving* refers to the measured progress from a less-than-desirable state to a desirable state, whereas *performance* refers to the results" (p. 6) of a desired action.

O'Bleness' Framework

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My first year of formal instruction was a mixture of figuring out the curriculum and navigating a new system online and the on ground structure requirements. My second year of instruction was also my first year of graduate study where I began to recognize I was teaching without a formal framework. My first attempt incorporating a framework was with Arao and Clemens (2013) social justice approach of a "brave space" versus "safe space". I then conducted an action research process of documented student's response related to student orientation and centered learning recognizing a need to incorporate a more student-centered learning approach and focus on motivational factors of students (Merriam & Bierema, 2014). This process aided my understanding of my own strengths in my teaching and support student growth and learning.

Puhlman's Framework

As a new interpreter educator, my framework for how I conducted my class was based on Bain's (2004) words, in which he says, the best professors "often display openness with students and may, from time to time, talk about their own intellectual journey, its ambitions, triumphs, frustrations, and failures, and encourage their students to be similarly reflective and candid… above all, they tend to treat students with what can only be called simple decency" (p.18). I shared my own experiences with the students; I was honest when I didn't have an answer right away, and got back to the students after seeking advice from colleagues. This approach seemed to be effective for the classes I have taught so far. It has built trust and understanding between myself and the students.

Methodology

In this workshop, a panel of new interpreter educators compared their personal narratives and elaborated on "what I wish I would have known as a new interpreter educator." This workshop encouraged participants, with all levels of experience, to join the dialog through comments, small group discussions, and activities. The presenters shared their revelations and realizations with a range of experiences from working in institutions, co-teaching, to being on their own. Participants were invited to join the discussion on many topics including ideas of how experienced interpreter educators can partner with new interpreter educators to establish mentorships. New research detailing the top strengths and weaknesses of interpreting instructors, based on data gathered from over 500 student respondents from 40 states in 126 distinct interpreter education programs was expanded upon and discussed by participants (Adamiak, 2018). Applicable leadership traits for new educators and their mentors were discussed (Daskal, 2017). The panel shared what they each had to learn on the job as well as the helpful advice they received from others and asked for more ideas from participants. The panel expanded on various topics including motivating students, looking for support, leadership traits, the reality of working in an institution, part-time and full-time teaching, and offering mentorships. Before the session, we solicited the service of three individuals who documented comments throughout the workshop and shared them with the presenters. After the presentation, the presenters further documented comments and engaged in many discussions in preparation of this paper. The goal of this workshop was to collaboratively discuss becoming and mentoring the educators that will lead the field to new heights.

Panel Discussion

During the conference workshop participants were asked to work in groups to discuss various topics. Most of the time, the discussions took place in small groups and their comments were shared with the larger groups. Additionally, the presenters weighed-in on the discussion questions. The following discussion questions were projected in twos or threes on each presentation slide:

- Are you an interpreter educator? Where? How did your teaching journey start?

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- What were some of the challenges faced as a new interpreter educator?
- How did you seek out support? How was support provided?
- What advice did you receive from others before becoming an interpreting educator/while training to
- become an interpreter educator?
- What gaps did you recognize in your own personal leaderships traits?
- What can we learn from our students that will help us help us reach new heights as educators?
- What do students appreciate about their teachers? And not?
- What resources are available to interpreter educators?
- What advice would you give to new interpreter educators?
- What is one thing you can commit to do...

In this section we will attempted to encapsulate those discussions. The following was prepared from combinations of notes and summarization of the discussion that occured.

Audience Background

The audience consisted of a variety of backgrounds. There were approximately 50 people in attendance. Educators worked in locations such as the University of Arizona, Baltimore Community College, American River College, Mt. San Antonio College, Mt. San Jacinto College, Cal State Long Beach, Columbus State Community College, Western Oregon University, Arizona Western College, Tulsa Community College, and many more. Additionally, there were approximately seven interpreter educators from Japan in attendance. There were JSL interpreters as well as DIs working with DeafBlind participants and copy-signing for the audience when needed. Other participants were interpreters, mentors, or aspiring educators. The audience was fairly evenly split between newer interpreter educators and more experienced ones. We asked the audience to explain their journey from interpreter to educator. Many explained that their role went from being a skilled interpreter to an educator. Others wanted to share their experiences with future interpreters. One participant described how they worked full time in a K-12 position and gathered ideas for impacting change that inspired them to become an interpreter educator. Another participant explained that they had worked for a long time as a mentor, especially to black interpreters. They recounted never having a teacher of color during their education and decided it was time for a change for the future of interpreting students. The audience was diverse in various ways and brought lively discussion to the workshop.

Challenges of Educating

Some of the discussions were based on challenges that interpreter educators face. A majority of the discussion regarding challenges revolved around curriculum. Participants discussed challenges in grading, outdated curriculum, lack of development, time, and material. A participant explained that their curriculum, written ten years ago, is not a match for what students need in the classroom today, but they are in the process of making adjustments to it. Some other challenges that were faced revolved around lack of support and/or education. Some of the audience members explained their lack of formal education in teaching, and being encouraged to take a teaching position based on their years of experience. One participant explained that they felt stuck teaching the same way that they were taught while in school. It wasn't until they got a degree in teaching that they learned and incorporated other styles. Other participants discussed the soft skills related to interpreting and the challenge of teaching them to students. One conversation in particular dealt with the challenge of teaching confidence to their interpreting students.

Support and Advice

The audience shared the different ways that they seek support and shared some of the advice that has been provided to them. Participants received support through co-teaching, relationships with their former teachers,

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furthering their own education, working with other interpreters, and contacting Deaf faculty. Some educators reported feeling that they had not been provided support or that the support being provided was not beneficial to them.

We also collected other advice that was given to educators when they began their role, or while training to become an educator. It ranged from the personal anecdotes of increasing confidence, to the more broad advice of having a plan. Other educators faced challenges of not being accepted or being discriminated against. The following is a list of some of the other pieces of advice:

- Learn to self-reflect before teaching others
- Be yourself and always have a plan
- Be strict
- Know how adults learn
- Ask the right questions
- "You'll be fine! Go! Teach!"
- Be two lesson plans ahead of the students

Interesting to note, roughly a third of the participants had actually planned on becoming educators. The other two-thirds of the audience had be encouraged, or forced, to take on the role.

Leadership

During the workshop, we provided the audience with a list of leadership traits (Daskal, 2017). We asked the audience to reflect on those traits and to recognize gaps in their own personal leadership traits. In response to the question "What gaps did you recognize in your own personal leaderships traits?" some of the audience members reported:

- Didn't understand students who weren't overachievers like me
- Didn't know how to work with many students with different learning styles at the same time
- Struggled with empathy for students and their perspective. Their path is different than mine and I sometimes struggle to connect with them
- My metric was very personal - would I trust you interpreting for my friends or family? Very subjective
- Too strict. My expectations come across as too high so I scare people. Really I started young, so I felt I had to prove myself so I was being aggressive
- I've heard that two year college teachers are more social with their students and four year teachers are more strict and have higher expectations
- Too critical - I ruin people's confidence. I've realized I don't have to point out all of their mistakes, just communicate the salient points
- I notice that I tell too many stories in class. I am not sure how to self-analyze that problem about my teaching style. Which stories do I keep? I take up too much time with my stories and need to let my students talk
- Ability to have a critical eye for improvement, never satisfied
- Students do not necessarily have the same value for school as I did as a student; I can't expect them to be the same as I was.
- Needed to develop empathy for students
- Even after teaching for 8 years I still feel like I am not good enough. I still feel like I am an imposter.

Although there were many more comments that were made and sentiments shared about gaps in the participants' leaderships traits, the list above encapsulates the essence that many educators experience the same struggles. Nevertheless, there are ways to reach for new heights with continued development.

Learning from Students

Participants recalled what they had learned from their students throughout their experience teaching. Participants discussed that students do their own self-reflection and analyzing. As educators, we are a part of the process;

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however, a lot of the learning for students comes from self-reflection. Most participants agreed that students appreciate honesty, passion, and vulnerability in their teachers. Students appreciate being challenged. One participant pointed out that sometimes struggles from students can mean that educators are successful because learning needs to be challenging in order to encourage the students to grow. Another skill that was pointed out was that students appreciate being able to ask the teacher questions and know they are being listened to by the educator. It also seemed that many students appreciated the honesty of conversations, even if the topic is hard. Additional audience members' comments are listed below:

- Sometimes students complaining means you're doing the right thing as a teacher. Learning is hard work.
- Diversity of students requires us to be more flexible
- Students appreciate honest conversations, even if they're tough (like you don't have good language skills)
- Cues from students help you know when to push, when to support, and when to back off and let them figure it out
- Students appreciate when we are willing to listen to them. Tough conversations are hard, but most of the time students appreciate them. Honesty with them is a way to avoid setting them up for failure. Timing is important- need to give them time to improve before something like internship.
- Tough conversations: you can talk to them about making sacrifices and explain that that's what they will need to do to succeed
- We require students to meet with teachers twice each semester. Great opportunity and students appreciate it. A lot of honest deep convos happen during that time. It shows we care and allows us to give one-on-one attention.
- Your response when they share personal info with you will determine whether they are comfortable continuing to share with you
- Document directions and requirements for homework assignments - we both have something to look back at
- Use rubrics and share them with students
- If I do my job right those students will become my coworkers
- Sometimes life happens- sometimes we need to discuss what's going on in their personal lives before we can focus on schoolwork
- Students coming from ASL classes where they were applauded for their signing, didn't appreciate my honesty until after they have graduated
- Students didn't appreciate too many rules in class, and I used it as an opportunity to explain the high standards we have to uphold in the profession of interpreting
- Students appreciate feeling like their teachers are open and supportive of them
- Students appreciate open door support for whatever is going on with them
- Credibility is important- if students perceive a lack of skills they won't trust you
- I learned I need to clearly type out instructions, even if I already explained it in class
- I document and type out everything.
- Different perspective

Student Perspective

The presenters posed the question of "What do students appreciate about their teachers?" Many responses were shared. The list below is but a sampling:

- My students do not appreciate me because I am strict. The ASL teachers babied them, but that doesn't help. They need work with their skills.
- They want honesty
- They want support from teachers at Deaf events and out in the community
- Vulnerability and sharing real life examples
- Teachers willingness to interpret in front of them

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- Appreciative of time
- Introduction to other interpreters
- Students want feedback
- Teachers must have passion and a open-door policy
- Like humor
- Personal stories, REAL life examples
- They want their grades updated timely manner (really means quickly because they don't know how long it takes)
- Grading with a rubric so it is not subjective

Resources for Educators

Participants were given the opportunity to brainstorm resources available to interpreter educators. The most prominent suggestion was to bring Deaf people to the class for real life exposure and practice. Additionally, The National Consortium of Interpreter Education Centers (NCIEC) website and videos were strongly recommended in many of the groups. Several publications that have been discussed in this paper and referenced below were also shared. In addition to the advice shared throughout the workshop, the groups continued to emphasized the importance of teaching students to self-analyze and self-reflect, follow a rubric, make a plan, but most importantly be flexible. The presenters challenged each participant to commit to at least one action item. The most common resolve was to connect more with others in formal and informal mentorships among educators. Participants spontaneously gathered each other's contact information for further collaboration.

Conclusion & Recommendations

Interpreter educators have the unique task of preparing students for work in the field of interpreting. Instructors and practitioners can honor the past by working together to identify ways to optimize interpreter education for the future, including the topics discussed in this paper. Most significantly, to collaboratively discuss becoming and mentoring the educators that will lead the field to new heights.

This panel aimed to provide a forum for discussion and raise awareness of how interpreter educators, from new to seasoned, can collaborate to form effective approaches for teaching interpreting students. In this workshop, a panel of new interpreter educators compared their personal narratives and elaborated on "what I wish I would have known as a new interpreter educator." Furthermore, the workshop participants, having all levels of experience, were invited to join the dialog through their comments and small group discussions. This paper attempted to encapsulate those discussions including summaries as well as the exact comments shared. Panelists and participants shared what they each had to learn on the job as well as the helpful advice from others they could pass on. The panel expanded on various topics including leadership traits (Daskal, 2017), research about student-reported experiences with instructors (Adamiak, 2018), available resources for interpreter educators and also expanced on hundreds of discussion comments that occured in a diverse crowd of participants. The recommendation of this workshop is for interpreter educators on their various and unique journeys to begin and continue to collaboratively discuss becoming and mentoring the educators that will lead the field to new heights

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The Next Generation of Research in Interpreter Education

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Abstract

A new generation of researchers is examining teaching practices and learner experiences integrating evidence-based research practices into education. Paul Harrelson, Annie Marks and Chan Yi-Hin provide a meta-review of evidence-based practices that support role-play activities in interpreter education. Jeremy Rogers, Kimberly Bates, and Kimberly Boeh guide us through explorations of learner experiences: Deaf student interpreters' experiences in existing interpreting programs; 2) hearing students' experiences dealing with and managing anxiety and success; and 3) mentees experiences with and valuing of mentoring. Stephen Fitzmaurice shares the success of infusing self-assessment throughout an interpreting program. These presentations share a common theme-the experiences and learning environments of students as they progress toward entry into our field. Each of the authors represents a new group of educators who represent a growing mastery of the set of standards for interpreter educators, including a knowledge of adult education, interpreter education, and research practices.

Keywords: interpreting education, role plays, Deaf interpreter education, critical thinking, self-efficacy, mentoring

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The Next Generation of Research in Interpreter Education

Introduction

This volume builds on two traditions in education and research-long standing traditions in general, and traditions that have taken root and continue to spread through our field of interpreter preparation. These are the traditions of integrating evidence-based research practices into education, and of mentoring new teachers and researchers into the field. The tradition of infusing evidence-based practices into sign language interpreter education, while not new, has taken a long while to take root, spread and grow. In 2013, the volume *Evolving Paradigms in Interpreter Education* (Winston and Monikowski, 2013) reviewed many interpreter education practices, both those based in some type of evidence, and those based in "that's how I was taught" superstition and myth. Now, some five years later, we see the continuing evolution of education with ever-growing foundations based in research, evidence, and practice. This evolving "shift has the potential to move us beyond teaching based on what we have always done or on the latest commercial product that may have little or no research underpinnings." (Russell 2013, p. 188).

As Angelelli reminds us, "Interpreter education (like interpreting itself) cannot be discussed in terms of an art or a craft. It has a foundation. It is a field of inquiry based on research and principles. It is this foundation that makes for a sound practice and allows teachers to justify their choices." (Angelelli 2013, p 195). And it is research such as is represented in this volume, *The Next Generation of Research in Interpreter Education*, that builds and strengthens that foundation. We see the nascent efforts of mixed methods research in a field long dominated, at least in the US, by quantitative dogma, where numbers and statistics rule, while human interaction has long been downgraded to secondary relevance, if not total irrelevance. The move to mixed methods is a welcome shift, and the glimpses of true action research, research that contextualizes teaching and learning, assessment with applied practices, are refreshing insights into potentially effective strategies, especially in contrast to the many long-standing "practices" ("because that's how I was taught"), myths founded in out-moded philosophies (I, the teacher, will tell you what is correct) and rote repetition of prior classroom and apprenticeship experiences (I was humiliated, so you need to experience that too).

To move forward, it is essential to first understand the terms and types of evidence we might explore. Three terms that need consideration are:

1. (*Standard practices*—practices which exist, with no evidence or theoretical foundation serving as a basis for predicting their success;
2. *Best practices*—practices which are research-verified, research-based, or followed by exemplary institutions;
3. *Effective practices*—practices that are verified by research as yielding target outcomes. ("Effective Practices," 2010). These labels help interpreter educators assess and determine which approaches they might adopt, and how best to infuse evidence-based practices into every moment of interpreter education.

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Questions to be asked about every practice include:

- Is it theory-based in any way, and if so, on which theory or theories (those from a related field, from interpreter education, from sign language interpreter education)?
- Is a practice used by respected institutions or individuals (which individuals and how credible are they? which institutions and how many? how many graduates have successfully completed the interpreter preparation program and become certified? how long is the period between graduation and credentialing)?
- Has the practice been evaluated in research studies (has the practice been evaluated/researched? what is the credibility of the methodology? extent of audience? number of replications by whom and with whom)?

In addition, we must consider not only the level of evidence that supports a teaching strategy, but also its practicality. Questions about practicality include:

- Is it easy of use (how much training does an educator need to use the practice? does it require equipment, resources, personnel, and how many and how much)?
- Can it be applied in a range of educational environments (can it be used for diverse audiences, across a range of settings? face-to-face, online, and blended venues)?
- Are there methods of ensuring fidelity (if it is used, will it always be done appropriately? will educators "use" it ineffectively)?
- Are there associated materials for implementation (do teaching support tools like manuals, stimulus materials, rubrics exist)?
- Is implementing the practice feasible (how much will it cost? are there adequate resources? relevant value to cost/time)? (Winston 2013, p. 175)

Applying Adult Learning Theory to Role Plays

Researchers Paul Harrelson, Annie Marks, & Chan Yi Hin explore role play strategies, their place in our interpreter preparation classrooms, and notions of authenticity when using role-plays. Role plays have long been a part of some interpreter education courses, and these authors demonstrate how and why these can be so effective for developing real-world interpreting skills. They analyze and apply three theories of adult education to the practice of role-playing scenarios in our classrooms: Situated Learning Theory, Social Learning Theory, and Experiential Learning. Their discussion of students observing each other in order to learn from each other, complements the self-assessment strategies implemented with such success in the Fitzmaurice chapter. Indeed, the descriptions of video review are practices that lead to effective self-assessment by students, as discussed by Schön (1987). He discusses an approach to reflection in learning in which students move through stages in a *ladder of reflection.* They participate in an activity, reflect on the activity, and then reflect on the reflection, thus climbing the ladder of reflection. Later they act on the basis of previous reflection, which Schön describes as climbing down the ladder. In interpreting classes, students receive feedback from their peers and teachers, reflect on role-play activities, and then integrate discoveries into subsequent practice activities. The researchers share with us a rich meta-exploration of the theories and research. The chapter offers compelling evidence that strongly supports the wide-spread incorporation of role-play activities into sign language interpreter education.

As educators, we would do well to learn from this chapter, and incorporate effective role-play strategies into our work. Further, extending the foundation, it would behoove us to extend the research into our own classrooms, and share the results of our further analysis about the effectiveness and practicality of employing them in successful interpreter education.

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Exploring Deaf Interpreter Education: Narratives From Students and Practitioners

Jeremy Rogers begins his investigation into teaching practices with deaf student interpreters by offering a broad literature review that provides a clear discussion of existing research. The purpose of this research study was to identify existing practices in interpreter preparation as it relates to Deaf interpreting students and working Deaf interpreters. In an effort to identify patterns in curricula, instructional approach, and formative experiences, Rogers aimed to distinguish effective instructional approaches for Deaf interpreting students. Working Deaf interpreters were interviewed to offer their perspective on existing preparation practices, both in formal academic settings and formative training. Secondly, Deaf interpreting students currently enrolled in Interpreter Preparation Programs (IPPs) were asked to reflect on their academic experiences and identify the most effective practices employed in their training programs, as well as the least effective practices. It was discovered that there are several inconsistencies in IPPs across the nation related to modifying skill development exercises for Deaf students, including but not limited to: lack of Deaf presence in the classroom, limited access to Certified Deaf Interpreters (CDIs) for mentoring partnerships, lack of appropriate resources for students, and instructors' unpreparedness for effectively training Deaf interpreters. It was concluded that existing IPP curricula need revisions to incorporate a stronger presence of Deaf professionals as interpreter educators in the classroom and that programs need to work toward increasing the numbers of enrolled Deaf interpreting students. Additionally, Rogers found that it might be more effective for Deaf interpreting students' development if certain courses and skill development exercises were completed independently of hearing classmates.

Interpreter education for Deaf students and working interpreters needs to take heed of the insights shared through this research based in an exploration of the experiences and needs of Deaf learners. It reflects the theories and research of our field around the world, and provides the strong argument many institutions require documenting the need for and needs of interpreting education focused on Deaf students' needs as Deaf interpreters. The author also shares practical approaches to the revision and expansion of existing curricula, which may often be more practical for institutions to implement, and for communities to support in terms of teachers and students.

Anxiety and Self-efficacy in Novice Interpreters

Kimberly Bates provides an extensive review of the concepts of stress that many educators have noted but not yet defined or successfully managed in their own classrooms, and that many students experience daily. Literature on foreign language anxiety and interpretation anxiety suggests such anxieties negatively impact student and practitioner performance in language and interpreting classrooms and in the field. Self-efficacy has recently been identified as a potential anxiety-mitigating factor. However, there is little research on techniques aimed at increasing self-efficacy in an interpretation context. The purpose of this pilot study was to examine what impact a combination of SMART goal-setting and Mastery Rehearsal script writing may have on novice American Sign Language-English interpreters' levels of self-efficacy and anxiety in relation to interpreting tasks. There are three participants, two receiving the specified intervention and one engaged in mentorship, who completed the study. For the one participant who completed the entire research period, results suggest setting SMART goals and writing Mastery Rehearsal scripts were as effective as mentorship in increasing self-efficacy and self-confidence, as well as reducing overall interpreting anxiety. Further research with a larger sample size is needed to support these findings.

Looking to the table above, it is clear that this chapter is based on theory and research across the fields of education, interpreting, sign language interpreting and interpreter education, and is international in scope. In addition, it extends our understanding using student experiences and input, revealing insightful understandings and potentially practical approaches that can help students in our programs achieve their goals.

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Practitioners' Perspectives on Mentoring

Kimberly Boeh reports on findings that further support the acknowledged need for mentoring and provides additional evidence based on the group of participants surveyed. Signed language interpreters who begin work soon after graduating from interpreter education programs are vulnerable to challenges for which they may be inadequately prepared (Walker & Shaw, 2011). A *lack of interpreter competence upon graduation has created a gap in college to work readiness (Maroney & Smith, 2010; Resnick 1990; Winston, 2006; Witter-Merithew, Johnson, & Taylor, 2004)* and mentoring may be a method to decrease this gap (Smith, Cancel, & Maroney, 2012; Winston, 2006). This study investigated what working interpreters thought about the perceived benefits of mentoring.

A total of 443 interpreters (and four students) responded to survey questions via email and social media. The respondents vary in age, sex, ethnic backgrounds, work experience, and certification levels from the United States and Canada. They responded to various questions regarding feelings of preparedness to enter the field, the perceived benefits for entry-level interpreters, and the overall benefits of mentoring.

As with the previous chapters, the results here come from the experiences of learners themselves, and is founded on wide-spread theory and research about the potential impact of effective mentoring practices. The findings indicate that a vast majority did not feel prepared and qualified to work in most settings upon entry into the field of interpreting; that mentoring would be beneficial for entry-level interpreters; and the majority of the respondents, including experienced interpreters, acknowledged that they would take advantage of having mentoring services if available. Mentoring can provide guidance, build individual confidence, and build rapport within any profession; and it can do the same for future of signed language interpreters. A question that is often raised rests on the practicality of such wide-spread mentoring options. Questions of finding qualified mentors in large enough numbers, of supporting both mentors and mentees as they pursue their continued learning, and the professional rewards of mentoring all require resources that are often difficult to find in our field.

Teaching to Self-assess: Developing Critical Thinking for Student Interpreters

Stephen Fitzmaurice addresses a sea-change in the way educators can improve critical thinking skills and why they should. He discusses the importance of critical thinking, self-assessment and how shifting or focus from direct "other" input to self-directed input impacts interpreting skill development. He also addressed, albeit indirectly, the shift in interpreter education from "miscue analysis" of early evaluation strategies to broader, balanced assessment of the big picture. To teach critical thinking skills for interpreting students, Fitzmaurice worked with faculty of the educational interpreting program to change their teaching by no longer providing direct feedback on interpreted student work. With an operational understanding that as independent practitioners, interpreters need to be skilled at self-assessment rather than relying on external ratings of their performance, the faculty taught students to self-assess. For the final two years of their program, students were graded on the efficacy of their own assessment of their work. To see if the students were learning and progressing, the study analyzed the mid- and final EIPA ratings of students who were provided direct feedback versus students who were taught to self-assess. Findings indicate while both groups of students essentially started at the same baseline level, the students who were taught to self-assess yielded statistically significant higher final EIPA ratings. These findings suggest that a shift in how interpreter educators teach and assess student work can significantly improve their actual interpreting performance and potentially better prepare them as life-long learners.

The documented results of infusing a curriculum and program with learning-centered, self-assessment principles is exciting for our field, and is imminently practical, if seriously challenging. It requires simple acceptance of the need; it also requires a deep understanding of learning-centered assessment, and the extensive, persistent application of it across every course, every activity, and from every faculty member and each learner.

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Summary

The field of sign language interpreter education in the US has a long way to go! But the chapters in this volume demonstrate that it is on the move, with fresh minds willing to acknowledge past learning, build on it, expand it, and most importantly move forward from it, to infuse interpreter education with exciting and innovative approaches so needed by consumers and stakeholders. Each chapter brings a new and different perspective that takes us further along the journey to effective, evidence-based teaching and learning strategies. Each explores evidence and practices and each advances our emerging understanding of teaching and learning interpreting; moreover, each is within, the realm of the potentially practical, while highlighting the on-going need for more teacher education and teaching materials that support the pursuit of effective teaching and learning.

What is missing? Deaf educators of interpreters. This reflects longstanding misconceptions that Deaf people cannot be viable partners in interpreter education, misconceptions held equally by both deaf and hearing people. Deaf people have actively participated in teaching ASL, but rarely interpreting. Why? Because they do not hear part of the discourse? Yet they must understand ALL of it, and as invested stakeholders, their input is fundamental. Interpreter education must begin to include ASL instruction as part of interpreter education, instead of separate from it!

Ironically, while Deaf ASL teachers are not considered part of "interpreting education" they are held to higher standards than interpreter educators hold themselves to. ASL teachers are expected to hold ASLTA certification. And interpreting programs even have standards (CCIE Accreditation Standards 2014). Even their "offspring," the graduates of their programs are held to acknowledged standards of interpreting certification. Yet, in 2017, although a set of interpreter educator standards exists, interpreter educators require no certification nor demonstration of them. As a field, we espouse no standards of quality for ourselves (Winston 2017). The chapters in this volume, and the ideals of evidence-based interpreter education that they espouse, represent the future potential for effective, quality interpreter preparation in the US. The authors represent the knowledge and skills that interpreter educators must demonstrate as educators, and that the field of interpreter education must embrace if we wish to serve our stakeholders effectively.

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Deaf Translation: Socio-Cultural Perspective

Eileen Forestal

Janis Cole

Abstract

Since antiquity, translation has been an area of inquiry for scholars and is generally regarded as being foundational to Interpreting Studies (Pöchhacker, 2004). Goethe (1827) wrote "Whatever one may say about the inadequacies of translating, it is and continues to be one of the most important and honorable occupations in the world." Kiraly (2000) stated that after more than 50 years of translating studies at universities in Europe, education focused on teaching translation was moving away from a "'conduit' view of learning (Kiraly, 2005, p. 1098), due to the rapid expansion of technology which provided a gamut of research and pedagogy on methods and theories related to teaching translation as well as demands for more translation.

Keywords: deaf translation, socio-cultural perspective

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Deaf Translation: Socio-Cultural Perspective

Before proceeding on the discussion on translation, it is important to be on the same page on the difference between translation and interpretation. Cole (2016) offered a brief description on the difference: "Translation typically involves written text [wherein] the translator has a period of time in which to analyze the text, consider its meaning, conduct background research, discuss their work with others, and make revisions before producing the final [draft of the translation set for the audience]" (p. 7). On interpretation, Cole explained, based on Gile (2009), that it "is characterized by working in a situation of immediate transmission that is either spoken or signed" (p.7). Furthermore, it is necessary to clarify the difference between translation and sight translation which is seemingly now being labeled as an 'hybrid' of interpretation and translation. "An individual renders a frozen [or a written] source message into a live re-expression in the target language [for a specific audience in its immediate setting]" (Cole, 2016, 8). These two terms, translation and sight translation, are not to be considered as interchangeable.

Up to approximately 2005, there had been very little research or empirical documentation of those who had actually lived the experience of doing this type of translation work, nor had there been any explicit discussion of the influence on their practice of translation of from written English to American Sign Language (ASL) or ASL to spoken language or both. Sign Language (SL) translation is nowadays a field of growing interest to major groups and individuals in translation. The past 18 years have seen a burst of interest on Deaf Translation; in other words, translation from written English to American Sign Language (ASL) by Deaf persons. Stone's (2005) research on Deaf translators seemingly was ground-breaking, followed by (Boudreault (2005), Adam (2008), Adam, Carty, & Stone (2011), and others. Stone (2005), in his pioneering work related to Deaf translation, declared that the "Deaf translator norm" (p. 127) was a means to assure that Deaf people would receive the translation that was "a parallel understanding of the information … through a clear mental picture" (p. 129) that was a Deaf culturally form of translation (p. 122), in other words, "a Deaf way of thinking" (p. 125). The interviewees who were Deaf interpreters in Stone's (2005) research stressed that the translation was "culturally sensitive and appropriate for the audience" (p. 57), namely Deaf people.

Furthermore, with growing interest in translation by Deaf persons as the profession of Deaf interpreters had been expanding through those years , as exhibited in the publications by (Langholtz, (2004); Boudreault (2005); Forestal (2005), Adam, R., Carty, B., & Stone, C. (2011), the first volume on *Deaf interpreters at work: International perspectives* (Metzger, Stone, & Adams, 2014).etc. An exemplary example of this mounting interest was with Gallaudet University in Washington, D.C. and its Department of Interpretation and Translation hosting the first three-day International Research Deaf Translation Summit in March, 2017. A limited number of Deaf translators and Deaf interpreter educators were invited to be part of the summit and explore Deaf translation and research. This was the first of its kind ever to "exchange and revisit the roots of translation, discuss critical topics related to signed language translation in both practice and research" (Cole & Collins, 2017).

Additionally, the interest in Deaf translation sparked the planners of the Graduate to Certification (GTC) Program Roundtable held on December 1-2, 2017, sponsored by CATIE Center at St. Catherine University, to include a panel discussion on Translation with Deaf interpreters who also function as translators as part of the GTC Roundtable's program. The primary reason to include the panel were: to the stakeholders of GTC program, "it became abundantly clear that the GTC curriculum needed to include approaches and materials to support deaf novice interpreters working toward certification, not just hearing novice interpreters. This panel was one way to

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open this conversation about the need for translation as an area of study and practice. Not only does this have pedagogical purposes but for deaf interpreters, there is growing demand for English texts to be translated into ASL. For this, and other reasons, translation was identified as an important area of focus in preparing deaf novice interpreters for certification and for multiple career paths (Bowen-Bailey & Swabey, personal comments, July, 2018).

To date, limited research has been done on Deaf translators.' approaches to their processes, in other words, steps in their translating work as well as to the pedagogy of translation studies, specifically designed for Deaf persons (De Meulder & Hererick, in press). Whereas Deaf Interpreter Competencies (NCIEC, 2010) does not explicitly mention translation as a competency, there is strong indication that Deaf interpreters must have competencies as listed in the 6 domains of competencies to be effective all around (NCIEC, 2010). The Deaf Interpreter Curriculum (2015, revised 2016) has a unit on Translation as part of a module on Interpreting Theory and Practice. The unit seemingly provides definitions and preliminary information on translation and types of translation such as sight translation, text/video translation, and steps for translation. However, there is no information on theories focused on Deaf translators, other than the current interpreter models used in most interpreter education programs, primarily for ASL-English interpreting by hearing students or approaches for translation such as using a socio-cultural perspective (Cole, 2018) or socio-cognitive theory (Forestal, 2014).

Moreover, there is a brief mention of competencies that Deaf interpreters should have: elicitation strategies, production strategies, contextual information strategies. However, there is no discussion or mention on application of the competencies into translation work. There are no samples of translated work in ASL to compare with written texts for critical analysis. Samples of Deaf translators' work and written texts would provide substantial materials for training of Deaf translators as well as to enable hearing interpreters/translators or coaches to work with Deaf translators. Comments on Deaf translators about their work and processes would guide curriculum development for a larger module focused on translation. Keep in mind that the Deaf Interpreter Curriculum, published in 2015 and edited 2016 prior to end to the federal funding, was one of the most exciting breakthroughs for Deaf interpreters and training. Having published the Deaf Interpreter competencies (NCIEC, 2010) and curriculum (NCIEC, 2015), NCIEC, in turn, published a curriculum for effective teaming of Deaf-hearing interpreters in legal settings as well as curriculum for Deaf interpreters to become legal interpreter trainers.

Since then, there has been more exploration with the teaching and learning related to Deaf interpreters and their work. Thus, the interest on translation and teaching approaches for Deaf interpreters has cropped up as more Deaf interpreters are taking on tasks for translation work. Deaf interpreters in Europe and UK have taken on key roles in translation such as government policies, healthcare information, emergency announcements, etc. Some Deaf interpreters involved in translation education or actively involved in translation projects are looking into translation studies at universities such as Heriot-Watt University in Edinburgh, Scotland, especially in Europe and UK (Adam, 2017).

With the advent of European and Canadian translation education's movement towards socio-cultural perspective in translation (Rosas, 2004; Kiraly, 2005; Whitfield, 2005), this is an opportune time to explore how the sociocultural perspective pertains to Deaf interpreters who also work on translation and sight translation. Bourdieu, stated by Hanna (2016), augmented that translation is a socio-cultural activity. Kiraly (2005) provided a substantive argument that the translation theories utilized in translation studies over several decades were primarily focused on the "conduit" view of translation (p. 1100), in which "correct solutions" were given for translation exercises. He argued that translation is an "activity as a social, inter-cultural and interpretative process" (p. 1101) with the instructor as a facilitator of learning. Whitfield (2005) stressed the need to 'create space for a socio-cultural turn" (p. 2) in translation teaching approaches. Through the Deaf interpreter education and curriculum as well as our own empirical experiences and observations as certified interpreters, interpreter educators, and translators, quite several Deaf persons undergoing Deaf interpreter training and several Deaf interpreters, both certified and non-certified, seemingly struggle on whether their work should be 'conduit' where it is deemed that there are "correct solutions to [the] translation" (Kiraly, 2005, p. 1100) such as maintaining the form of the written text or be socially and culturally based in ASL, in other words, as Nida (1964) put it, be dynamic equivalent for the those receiving the message.

One specific example highlights the need for further research into this essential area. Forestal (pc, 2017) stated that in 2016 while working as a consultant for a translation project with a Deaf interpreter (DI), even after applying discourse analysis of the text and discussing the worldview of Deaf consumers in that particular legal

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situation and how it would best understood, the DI felt pressure from the state official to be "as accurate as possible" as it was a legal document. The DI made the decision to do a translation, line by line, based on the "form of the message [rather than] the impact on the person receiving the message" (Nida, 1969, p. 22). Kiraly, views this as a conduit view in which the translation is conducted, mainly, line by line by maintaining the source's structure and words or phrases of each sentence, rather than using a sociocultural framework to develop a dynamic equivalent message for the target audience in ASL, as suggested by the two consultants on several occasions and for feedback on his work in the videos by taking the entire text and setting it into two parts so that the entire text would be based on how Deaf persons understand. To expound further on translating into a dynamic equivalence, Nida (1969) explained how a person not being familiar with a specific culture or religion would misunderstand the meaning of a "Biblical phrase, *heap coals of fire on his* head (Rom. 12:20) as a brutal torture, rather than meaning [to] *make a person ashamed of his behavior* (p.2). This example is used to illustrate how sticking with the form of the message can be misconstrued if there is no socio-cultural perspective as part of the translation. There was no discourse frame (Tannen, 1993) to introduce the objective of the text as well as the setting that required an understanding of the text to comply with the law as mandated by the police; discourse structure based on American Sign Language, such as transitions and pauses as normally used by Deaf persons; minimal use of expansion and contextualization (Lawrence, 2004) to provide a greater amount of detail or information to clarify a point, expand an idea, or illustrate a point through a means of different techniques which is a critical feature of ASL discourse. ASL discourse is based on how Deaf persons use their language and employ their socio-cultural rhetoric in their own language. Also, ASL is a visual-spatial language (Cokely & Baker-Shenk, 1980); thus, there is a requirement that the information be presented visually in greater detail (Lawrence, 2004).

It was primarily a text translation - line by line as there were 10 lines as numbered in the text. The target audience, who was a defendant in a trial, was not satisfied as the text material was not understood in light of the purpose of the text; thus, the lawyer for the target audience found out that Forestal was one of the two consultants and contacted both of them. Both consultants had to explain that they were hired only as consultants and were not involved in the final product as well as had no input afterwards. The state agency did not follow up with the consultants. Afterwards, Forestal made connections with the respective DI and asked for the rationale for sticking with line by line of the nine items in the text. The DI explained that it was expected of him to follow the order and form of the text and use a 'correct' means of a traditional translation approach (Nida, 1969) by focusing on words and phrases within the text, making that a literal translation (Larson, 1998) as it was the source text. After some discussion, it was discovered that he had never learned the theories and approaches of discourse analysis and translating. He admitted that he was unsure about taking the liberty to translate into ASL, making it dynamic equivalent. He mentioned that there seemed to be no formal training materials or a curriculum on translation for Deaf interpreters. That seemed to have been his primary rationale for sticking with the traditional expectations of a translation. This brings to light a critical need for pedagogical approach for teaching translation to Deaf interpreters.

Based on Deaf Interpreter Competencies', (2010) foundational competencies and language and culture competencies, one would think that Deaf interpreters would already have an innate ability to do translations, utilizing a socio-cultural perspective as well as skills for elicitation, production, and contextual strategies. It is apparent that today's exposure that Deaf people, depending on their age and experience with interpreters, are exposed to different service models, some of which are "mainstream translation norms" (Stone, 2005, p.236 as found in Forestal, 2014, p. 27). This has a significant consequence on the work, decision making processes, and effectiveness of Deaf interpreters in their translation work (Forestal, 2014).

"It is also important to consider that it took a long time to convince people that being a skilled signer (or language user in any language) does not make anyone a skilled interpreter; [thus] … it is not surprising that this also applies to Deaf interpreters. Furthermore, [it has been shown through research] that many people with years of "training" still think of interpreting as a "conduit" rather than as constructed meaning that cannot be "conveyed, transferred, or relayed. [Thus] … interpreters and translators, both hearing and Deaf, continue to face this struggle" (Winston, personal comment, August, 2018). This is substantiated by Janzen (2005) and Wilcox & Shafer (2005).

In reiteration, little is known on whether current practices in interpreter education are applicable and effective for teaching Deaf persons as interpreters (DeMeudler & Heverick, In press), Adam (2017), Boudreault, 2005;

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Cokely, 2005; Winston, 2005). There is a need for exploration on views from Deaf translators about their experiences on translating and translation education, which led us to do a survey as a pilot study.

Research method

As mentioned earlier, this appears timely to explore on at how some Deaf translators perceive their work and whether there is a need for a curriculum for Deaf translators through a means of a survey. Due to very little research on pedagogy on translation to Deaf persons aside from those mentioned above, it was decided to begin with this critical point of looking into the experiences, work, and views of Deaf translators/interpreters by means of use of survey of a small sample of selected Deaf interpreters who also work as translators as a preliminary research. Based on the time line available for this research, we started with seven Deaf interpreters and were able to procure 4 responses.

The Deaf interpreters were selected, based on their immediate availability; thus, contributing towards a potential "backyard research [as it] involves studying [within our profession] … friends, or immediate work setting" (Glesne & Pshkin, 1992 in Creswell, 2003, p. 184). Precautions were made with the small selected sample to assure confidentially and respect to their opinions. The questions in the survey were open-ended to allow a free rein on their thoughts and reflections related to their experiences and views on translation. Survey questions were divided into several categories: demographics; certification and college degrees; education, if any, on translation; experiences as translator; views about translation and on education on translation for Deaf persons.

Survey Results

Demographics

The demographics of the four respondents were: three certified Deaf interpreters who also do translation work, one Deaf who works primarily as a translator; three being female and one male; one African-American and three Caucasians with ages between 33 and 65 years. All four live along the East coast while one of them is temporarily a doctoral student in Europe and maintains a home base in the east coast. Inquired about having family members who were Deaf, one has a Deaf sibling, the second one had a Deaf foster sister for a short time, the third respondent has Deaf parents and a Deaf grandparent, and the last one indicated that there were family members who were Deaf with no specification as to which family member. Responses to their schooling indicated that all of them had been mainstreamed for a length of time as they were placed in a regular school that may have offered support program for Deaf students whereas three of them had attended a school for the Deaf and one had been mainstreamed the entire school years (K-12). Respondent One's majority of school years were in a Deaf program, the last two years were spent being mainstreamed in a high school in a major metropolis, and attended college that had a Deaf focus with Deaf students. Respondent Two was mainstreamed for seven years, attended a school for the Deaf for seven years, and graduated from a hearing college with interpreters in the classroom. The third respondent had attended both a school for the Deaf and a mainstream program. Both Respondent Three and Four earned a BA degree from a Deaf university.

The respondents were questioned about their education, in other words, training, on translation and how much of the training in interpreter education was focused on translation. all the respondents had minimal

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education, ranging from being intuitive and informal; while a member of the National Technical Institute of the Deaf's theater troupe, the translation process was used for working with scripts for the plays; very little with exposure to some translation theories as part of a Master's degree and through a metropolitan interpreter education program; "only one formal translation course which was designed for hearing interpreters [while] I had informal training when working on a play with an experienced translator as a coach.

Experiences as a translator

Their experiences doing translation work ranged between approximately 12 to 30 years, based on their ages. Respondent one replied that "being immersed in the Deaf community and informally assisting anyone who needed a translation; thus it is pretty much a lifetime of translating". Respondent Four stated that having Deaf parents and a Deaf grandparent meant that since the age of 10, translating as well as interpreting was done for them.

Another question asked about the respondents' first recollection of functioning in the role of "translator". One of them reiterated about having Deaf parents and grandparent and often had to do translating and interpreting. Respondent Three stated that the "sister and her friends were always asking me to translate the English text from their homework assignments into ASL." Respondent One stressed that being involved with the Deaf theater cast at National Technical Institute of the Deaf's was the first exposure to translation for a play, "Taming of the Shrew" and then numerous theatre productions; the first few experiences were time-consuming, and my knowledge and understanding of the nuances of ASL was not as broad and deep back then as it is now. The same respondent added that the cast "had to really work with Shakespeare language to capture the essence of each passage [and it] was a real mental workout". Respondent Two shared the experience of possibly doing translation as being natural and innate, but perhaps did not explicitly label it as a "translation" job" and the experience of learning to translate on the job for a state office and later on doing a filmed translation work as a volunteer for an advocacy office for a major metropolitan city.

Respondents were asked about their first role model of a Deaf translator. One replied that there was really none; others replied affirmatively and provided names such as Robert Panara, Patrick Graybill, Bernard Bragg, Patricia Yates, and Janis Cole.

The next question, based on their experiences as a translator, was on what motivated or inspired them to work as a translator. Respondent One stated that "I enjoy languages. I like reading, and I like watching good ASL presentations. I'm able to recognize good literature forms, and appreciate them". The second one replied, "I enjoy the work and love analyzing the English text and trying to figure out and create an equivalent ASL text. It doesn't happen often, since interpretation is a fleeting process and you do not have the opportunity to review the interpretation. With translation, you can take the time, consider all the elements within the text and then produce the translation". Respondent Three commented that "I have always been a language person and have always been a natural translator". The fourth one emphasized that using the talent and knowledge to ensure that the consumers understood what the text is conveying.

Views on translation and translation education

A critical question was asked of their views on whether there was a difference between Deaf interpreting and Deaf translating. The responses are in a table below. As one can observe, Respondents One and Three went into depth of explaining their views where as the other two were brief, even though all four were similar in their comments. Respondent Three elucidated that "translation is the task of creating equal meanings between languages. Interpreting includes translation but also includes logistical considerations, power dynamics, in-the-moment decisions about how and what to interpret, consideration of the specific clients involved in the interaction, and consider the impact of my decisions on the consumers involved and their relationships to one another. As an interpreter, we have to think about our presence, appearance, word choices, tone, expressions, and overall role-

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space then we have to manage all those factors. Those demands are not present in a translation that does not involve interpreting" whereas Respondent One made a comparison between the similarity and difference by stating the similarity between translating and interpreting was "knowing that the end product has to be accessible to the consumer. That's the ultimate goal for either work. [As for the difference,] interpreting is more within the 'moment' and usually 'live.' Translating (for me anyway) is more self-reflective work, taking more contemplative time. The end product has different scrutiny for accuracy. With Interpreting, if working with a team, the work can be revised midstream (through team feedback,or backchanneling from a consumer), whereas with translating ,there may be more time for processing the way the information can be presented, and can be revisited over time [as] the end product usually has a 'permanent record' – written or filmed'.

The following question asked the respondents to go to another level of reflection by asking whether they considered that there was a difference in translation done by Deaf interpreters and by hearing interpreters and what, if any, were the differences. All the respondents gave an affirmation on the difference with an explanation. Respondent One asserted with the following comments:

> "Definitely. I think hearing interpreters would translate the same way they interpret without intuitive exploring of native fluency in the L2 (for hearing). A Deaf interpreter will probably intuitively try several different ASL approaches for the same concept, and select the most authentic one.
>
> I think a hearing mindset is predisposed to thinking and producing in an auditory form, even if the person is highly skilled in ASL".

An affirmation from Respondent Two was,

> "Yes, I believe there's a difference, especially when hearing interpreters decide to add voice over and work from the voice, rather than do a full textual translation."

Respondent Three expounded affirmatively with this comment,

> "There is a universal truth in the translation world about best practices amongst translators. Translations should be done by those whose target language is their mother tongue. I want to take this a bit further to clarify that not all Deaf interpreters had exposure to ASL at birth, but a qualified Deaf interpreter should have the formative experience with ASL required for successful work in this field. Their primary language of communication should be ASL".

Respondent four gave similar comments as the other three by stating that that Deaf translators would be using their native language whereas hearing interpreters would be working through their ASL that is actually their second language.

The respondents were then asked if that there is a need for a curriculum focused specifically on translation for Deaf persons. All four respondents replied in an assertive manner. All of them stated that there was a "huge need" for one and that it would make a powerful impact on Deaf persons to become translators. Respondent One remarked, "I believe Deaf people need to be empowered by knowledge of what they ALREADY do, and have that fleshed out by more targeted training. It will require capturing what is intuitive and spreading it in a petri dish and examining it for components. I would hesitate at looking at current interpreter education and hoping to draw knowledge/inspiration from their approach and modifying for Deaf. Again, it will be skewed. Let it be organically developed intuitively. I guess that will drive "research-based education" proponents batty. So be it!".

Based on if the respondents replied affirmatively that there was need for a curriculum for Deaf translators, this question was posed about what model, materials, and videos would be used for teaching translation to Deaf interpreters. Related to a question about videos that would be useful for demonstrating translation by Deaf interpreters for instructional purposes, all the four respondents did not know of any.

Respondent One emphasized that the model should be whatever is 'Deaf-developed' and that this respondent "would not look to other professions/hearing approaches" for such a model and "would use my own experience in the theatre with lots of script translating. I would also structure the materials used by genre, and purpose of communication … and I would make sure material has a lot of culturally embedded content that would require analysis and breakdown". Respondent Two replied with much depth by stating that Leneham's research on translation, even though it is not a model per se would be useful as he focused how the translation should be

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reviewed few times. “I also like Mona Baker’s translation steps and structure. … There are some translation theories that could work for teaching [such as] Vermeer’s Skopos theory and Toury’s postulates”. Respondent Two added that “we can incorporate more translation theories, moving away from the interpreting process models. I currently cannot think of a specific translation model that would be perfectly suitable for translation, because most of the interpreting model focuses on adapting to a singular person or situation, whereas translation is more about making sure its suitable for a large percentage of the population who will access the translation, and recognizing that it does mean that we may have to sacrifice some individuals’ understandability of the text”.

Continuing with the same question above, Respondent Three responded emphatically by use of exclamation points that the model and training materials are what Deaf interpreters created by ourselves! “Every other model was created by hearing people all over the world. We have to consider visual rules, technology requirements, etc. in our translation work that they never thought about; therefore, we can benefit from some parts of their models but our model will look very different. Hearing models are fine for them, but [we] require a level of complexity that hearing translators cannot grasp”.

The respondents were questioned if translation work should be considered as a “Deaf job” (DeMeulder & Heverick, In press, p. 1) and explain whether it is or not. All asserted that translation is a Deaf job with provisions that “translation work into ASL should default to Deaf interpreters” (Respondent Three), substantiated by Respondent One, stating that “the Deaf person has an excellent command of both languages, and knows how to work between the two. [Also,] translation is intuitive”. Respondent Two affirmed that translation is a Deaf job.. it’s important [to always keep in mind] that the Deaf individual is the face of the translation, the final product. However, I’ve seen some poor translations due to ideology of translation or not fully understanding the English text”. Respondent Four declared that historically Deaf people had been translating for each other wherever Deaf communities existed.

Conclusion

Based on the comments of the respondents to the survey, the views confirm significantly that translation is “socially constructed activity, which is influenced by its social, cultural, and historical context as well as the translator’s knowledge base (Wofram, 1994, as found in Cole, 2016, p. 5). “Boudreault and Stone (2005) stressed that interpreting [and translation] processes are complex, requiring numerous ethical decisions … Formal education should include theoretical knowledge of interpreting, linguistics and discourse, studies in mass culture and Deaf culture, mechanisms of oppression and audism, ethical reasoning, communication skills and such (Boudreault, 2005; Cokely, 2005; Gertz, G., 2004)” (Forestal, 2014, pp. 32). It was stressed throughout the comments related to translation and translation education that Deaf persons are enabled to reach into their own “instincts”, as one participant stated, to draw out socio-cultural perspectives into their translations and to work within the frame of ASL discourse and Deaf-centric approaches (Forestal, 2014, p. 36), derived from their foundational and formative experiences as Deaf persons (NCIEC, 2010).

What is more critically noted is that there is an emphasis on the need of a translation curriculum and a ‘new’ model of translation for Deaf person as well as development of instructional materials and videos. Regarding a model for Deaf persons, it was stressed by Respondent Two, as mentioned in the survey results, that more translation theories should be incorporated, moving away from interpreting process models. The curriculum should be broad enough to include the theories on translation and research on how minorities “produce [translation] work for their own communities, so the same could be defined here, whereas a [socio-cultural] framework implies that the translation is produced for and by individuals”.

Seleskovitch (1978; 1986) called attention that one of the best practices for interpretation [and translation] was to out that the best practice was to have interpreters [and translators] to work from the source text towards their native language for the audiences who share the same native language. Those who would interpret into their

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native language; thus the native language of Deaf translators is ASL and should be working from English towards ASL for a more Deaf-centric translation, using socio-cultural perspective as denoted by DeMeulder & Heverick (In press), Bourdieu (Hanna, 2016), Stone, (2009), Bienvenu (1991). In this case, the native language of Deaf audiences is American Sign Language. Thus, translation from English to ASL should be defaulted to Deaf translators, provided that they have requisite skills and foundational competencies (NCIEC, 2010) for working between the two languages.

To reiterate, "as long as Deaf people have existed, they have been translating and interpreting within the Deaf community" (Forestal, 2014, p. 30), wherein language brokering Adam, Carty & Stone (2011) and socio-cultural perspectives are incorporated as part of the translation and interpreting. Boudreault (2005), Stone (2009) and Adam, Carty & Stone (2011). discerned that within the Deaf community, ghost writing, reporting, translating, and interpreting was a natural event and a form of reciprocity, rather than a paid service. Cokely (2005) surmised after several meetings with a focus group of Deaf interpreters discussing their work that it was "clear that the linguistic and communicative strategies that [they] commonly employ are markedly different from what has become expected, conventional practice among non-Deaf interpreters" (p. 20).

Recommendations

In the beginning of this research, it was hoped through the research design that a larger number of Deaf respondents, including diverse Deaf persons, would be collected from different parts of United States. As indicated above, it turned out that there were a smaller number of respondents available from the East coast, due to time limitations. It is recommended that a survey similar to this be sent out to a larger number and that the survey be made available in both a video with ASL translations and written English questions, which would make the survey more accessible to Deaf respondents.

Moreover, the next step after the survey would be interviews with the respondents who were willing to be interviewed and recorded on a video. The interview would entail asking them to 'walk through their steps on their translation process'. Those who do professional work as translators and teach interpreter education as well will then be inquired on how they would proceed to teach translation process to Deaf persons, making the translation work 'Deaf-centric' by incorporating socio-cultural frame into their work. There should be questions to guide them to explore how their foundational experiences as a Deaf person influenced their work and decisions on their translations. Also, the table would be turned on them as they would be asked how they would have liked the process for translating taught to them.

To go a step further, a comparative analysis should be conducted between Deaf translators who had Deaf parents or family members and those who do not; a comparison would be to look how their processes as well as inclusion of socio-cultural perspectives in the translation. The same should be done for diverse Deaf translators to explore what they bring into their translation such as their socio-cultural framework.

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Inter-institutional Collaboration: Our Process

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Abstract

As one of the early (1980's), and leading, programs in interpreter education, Johnson County Community College (JCCC) in Overland Park, KS, once again is taking a bold, innovative step in collaborating with The University of Kansas-Edwards Campus (KU-Edwards) to re-envision interpreter education for this next generation. In 2016, JCCC announced their decision to transition from housing a two-year ASL-English interpreter preparation program to a American Sign Language Studies program. Simultaneously, JCCC faculty began collaborative discussions with The University of Kansas-Edwards campus administration, and the Director of KU's School of Languages, Literatures, and Cultures. This is an ongoing collaboration which includes curriculum and outreach committees along with administrative support from both institutions. Program proposals are making their way through the appropriate University and Board of Regents channels for approval during the Fall 2018 semester. This paper describes the process of establishing this inter-institutional collaboration and developing undergraduate and graduate level programs which adhere to a language to interpretation model.

Keywords: American Sign Language, Interpreter Education, Curricula, Collaboration

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Inter-institutional Collaboration: Our Process

"Why am I still teaching interpreting students at the associate-level when I know a two-year interpreter education program is not adequate for them to gain sufficient language and interpreting skills?" For some of you, this might resonate. The 2005 RID mandate requiring a Bachelor's degree for candidate certification eligibility prompted the need for examination of degree programs. According to the National Consortium of Interpreter Education Centers (NCIEC)'s AA-BA workgroup report, "approximately 75% of the 145 identified interpreter education programs are offered at the associate degree level and housed in two-year institutions" (NCIEC, 2018). "So, how do I make this happen? What is the process of shifting interpreter education from associates-level to bachelors-level? Is that really the answer? What about graduate-level education?" You may have found yourself asking similar questions. The authors of this paper have continued to ponder these questions and more while shifting what future interpreter education in the state of Kansas will look like. Stacey Storme, one of the authors, and Betti Bonni were discussing Stacey's sabbatical project investigating future program models and the possibility of a 2+2+1 program being established in Kansas. Betti captured it well and affirmed the work already in motion when she said "the writing has been on the wall for a long time, yet not much has changed" (S. Storme, Personal Communication, January 10, 2017). As Stacey also engaged in conversation with leading interpreter educators at national and international interpreting related conferences, they also responded favorably to our tentative plan of moving toward a language to interpretation model that a 2+2+1 program affords.

This paper discusses the process of shifting Johnson County Community College's (JCCC) ASL-English Interpreting Preparation (AEIP) Program to the University of Kansas. It is the authors' wish to share this information as other programs might be facing similar circumstances in their states.

History of Interpreting Education at Johnson County Community College and the Decision to Shift to ASL Instruction Only

Johnson County Community College (JCCC) was among the first colleges, along with Ohlone College and Madonna College to receive federal funding for the purpose of training interpreters. Jan Humphrey and Bob Alcorn were among the first faculty in the early 1980s. In 1998, Dr. Kim Kurz became the Program Chair of the Interpreter Education Program (IEP) at JCCC. Dr. Bern Jones and Darryl Luton were faculty at the time, and Stacey Storme joined the faculty in the fall of 2002.. There were preliminary discussions about turning our associate program at JCCC into a 2 + 2 program at the University of Kansas. However, those discussions were tabled due to disagreement about where to house the program within KU's structure. Both Drs. Kurz and Jones left JCCC and moved out of state to pursue new opportunities within the interpreting field. Darryl Luton took over the role of Program Chair at JCCC. In 2007, Stacey Storme attended the AA Directors Meeting-National Summit on AA-BA Partnership in Denver, Colorado hosted by the NCIEC. Stacey left the summit inspired to pursue the University Centered model (Annarino 2010, p.51-66) During that same year, a formal statewide task force on interpreter education was established in order to bring together critical stakeholders to discuss options for

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establishing a BA program in ASL-English Interpreting in Kansas. The taskforce met for a little over a year, yet was unable to reach consensus about the most effective approach. Stacey drafted a white paper (2009) stating the following recommendation by the faculty:

> "We believe the most effective approach is to provide a full-fledged BA degree in interpreting. While we are open to a variety of approaches to accomplish this in the state of Kansas, we believe it would be most effective and efficient for JCCC to provide a Bachelor of Arts in Interpretation (BAI)."

In order for the proposed BAI at Johnson County Community College to have proceeded, the Kansas Legislature would have had to act. This was untenable. Therefore, JCCC applied for and was granted accreditation by the Commission on Collegiate Interpreter Education (CCIE) in 2010. This process enabled the faculty to maintain their focus on providing quality interpreting education, while continuing to explore possible collaborations. Between 2010 and 2016, it became clear that the values of the JCCC AEIP more closely aligned with the language to interpretation model (Aborn 2010, p. 67-76) rather than the University Centered model. Crucial conversation among the faculty, and in conjunction with their advisory board, led to the difficult decision to close their interpreting education program and devote their energies and expertise on American Sign Language and Deaf Studies. The AEIP faculty at JCCC believed that refocusing their program would not only better meet the needs of their students and greater community, it would also create more opportunities for transfer students wanting to pursue other degrees for working with the Deaf community.

A Sabbatical Project and Establishing the Relationship with KU

Stacey was granted a year-long sabbatical leave during the 2016-2017 academic year to focus on the following three objectives: 1) to investigate and determine viable options for re-focusing JCCC's AEIP to maximize the rich resources that they offer at JCCC by building pre-professional course programming (including interpreting, social work, early childhood education, etc.) that could be transferred to universities for completion of BA degrees; and, 2) to research options for effective articulation agreements and/or possible for BA opportunities onsite at JCCC or nearby satellite campus of other institutions; and, 3) determine the feasibility of JCCC offering endorsements and Continuing Education opportunities for professional interpreters to be recognized by the Kansas Commission for the Deaf and Hard of Hearing.

The University of Kansas was one of the possible universities on the list for consideration. The university opened a new School of Languages, Literatures, and Cultures (SLLC) in September 2014, and hosted its first annual Convocation in September 2015. Kim Bates, in her role as Interpreter Coordinator at the University of Kansas, attended the convocation and was struck by the school's mission of providing culturally-centered language instruction. Kim was a member of the 2007 statewide taskforce, and has also been a long-time practicum site supervisor and mentor for students from JCCC's AEIP. Stacey and Kim had had informal conversations during the Spring 2015 semester where Stacey shared that she would soon be applying for a sabbatical for the 2016-2017 academic year. Believing that a golden opportunity was presenting itself, Kim requested a meeting with Dr. Marc Greenberg, Director of the SLLC. During their January 21, 2016 meeting, Kim described a bit of the history of ASL-English interpreter education in the state, including JCCC's ongoing search for the right collaborative partner. Dr. Greenberg, agreed that this was worth further conversation with Dave Cook, Vice-Chancellor and Dr. Marilu Goodyear, Associate Vice-Chancellor at the KU-Edwards campus in Overland Park, KS. The second meeting with these administrators took place on February 18, 2016. At the conclusion of this meeting the Dr. Goodyear was given the go ahead to have an initial exploratory conversation with Stacey Storme and Darryl Luton, Dr. Greenberg, and Kim Bates. Once the connection between JCCC faculty and KU administrators was made on March 22, 2016, Kim Bates returned to a supporting role as needed, while

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Stacey continued her work of ensuring proper fit between institutional partners and pulling together individuals to participate on outreach and curriculum committees.

While Stacey was still exploring options, the KU-Edwards campus hired Dr. Ruthann Atchley as an Assistant Vice-Chancellor for Undergraduate Programs, and was immediately tasked with working with Stacey to assess program feasibility. At the conclusion of their first meeting, Dr. Atchley turned to Stacey and said, "It's clear that this has to be a 2+2+1 type model" (S. Storme, Personal Communication, July 6, 2016). It was at that moment Stacey knew KU-Edwards was the right partner. The administrators at KU turned out to be our allies and champions throughout the process. Dr. Ruthann Atchley and Stacey continued to meet on a several occasions, and in March 2017, they, along with Kim Bates, all attended the International Interpretation and Translation Research Symposium held at Gallaudet University in Washington, DC. Stacey and Dr. Atchley met with several stakeholders in the interpreter education field including Dr. Kim Kurz who was the Department Chair at the Rochester Institute of Technology's National Technical Institute for the Deaf (RIT/NTID) at that time. During their meeting, Dr. Atchley invited Dr. Kurz to become their consultant regarding this project and to come to the University of Kansas to help them develop their curriculum.

The Curriculum Development Process

The first curriculum committee meeting was held September 13, 2017, at Johnson County Community College. Dr. Kurz attended via video-conferencing technology, and other new curriculum committee members, Dr. Petra Horn-Marsh, Bonnie Goben, Dr. Caroline Jewers, Interim Director of the SLLC, met with Stacey, Kim Bates, and Dr. Atchley in person. During this first meeting, Dr. Atchley summarized the work she and Stacey had completed and explained the university processes for new program development. The committee decided that the most efficient way to proceed with developing the curriculum would be a dedicated working retreat. Thus the first curriculum planning retreat was held December 3-4, 2017, for which Dr. Kurz flew to Kansas in order to participate.

For two, chilly, December days, Dr. Atchley facilitated group discussions using a model-process based on *Collaborative Leadership in Action: A Field Guide for Creating Meetings That Make a Difference* by Patrick Sanaghan and Paulette Gabriel. Using the theory of collaborative leadership whereby, "Collaboration involves a transparent and trusted communication process where all parties feel informed and can provide feedback and ideas to others with whom they work. Most importantly, collaboration involves shared decision making, where the decision rules are understood by everyone and all involved parties can inform or influence important decisions that can potentially impact them, especially resource allocation decisions." (Sanaghan and Lohndorf, 2015, p. 6), the committee completed course sequences for the bachelor-level ASL & Deaf Studies program and the master-level Interpreting programs.

Part of the process included utilizing post-it notes to brainstorm what courses we thought should be offered in the programs. We were to write one course name and brief description of content per post-it note, and continue doing so until we had exhausted all of our possible ideas. Then we were asked to place these notes on a specific larger piece of poster paper. There were larger posters for each year of the program (years 1-4 for the bachelor's level, and years 1-2 for the master's level), divided into thirds--required courses, elective courses, and special course that would be nice to offer (see Figure 1). Committee members then took some time to review all the ideas posted. Next, Dr. Atchley provided a limited number of star-shaped stickers to each committee member to place on the most essential courses. This approach allowed us to generate many ideas, yet efficiently and effectively whittle them down to the most salient while building consensus on what courses the programs should include.

In March 2018, Dr. Atchley took a new position at the University of Southern Florida, and Dr. Shannon Portillo became the new Assistant Vice-Chancellor for Undergraduate Programs at the KU-Edwards campus. Dr. Portillo and Stacey met several times to get up to speed on the status of the program and continue to make progress.

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Figure 1: The Collaborative Leadership Model used in process at the University of Kansas

The Current Status

During the 2018 summer months the curriculum committee began further re-envisioning these programs at the impetus of a substantial budget cut at KU. Dr. Portillo continued the role of program ally and champion by defending the need for this program to remain under development. Sometimes some of the most creative ideas are born from adversity—this is true in this case. After receiving the budget news, the curriculum committee convened for another working retreat; due to summer schedules Drs. Kurz and Jewers were unable to attend.

A Model for Consideration: More Dialogue and Research Needed

Inter-institutional collaborations are not limited to the institutes of higher education (JCCC/KU) but also includes collaborations with cultural institutions such as the Kansas School for the Deaf, and Museum of Deaf Arts, History, and Culture. We look forward to potentially partnering with these entities and others through future service learning opportunities for our students. This journey has been a rich learning experience for the authors of this paper. More dialogue and research are needed related to best practices for making these kinds of curricular changes, especially with some associate-level programs in interpreting that still in existence in our country. It is the authors' hope to continue this kind of dialogue with other programs and educators in the field of interpreting and to update others regarding our process in the near future.

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- External Consultant: Kim Kurz
- Johnson County Community College's ASL-English Interpreting Preparation (AEIP) Program faculty Ronald Symansky, Kimberly Kuhns, Darryl Luton, Bonnie Goben, Petra Horn-Marsh and Tamera Gwynn.
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Emotional Intelligence and the Next Generation of Interpreters

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Abstract

For so long, interpreters operated for years under a language transfer model, which was largely associated with monological interpreting work. For so long the interpreting field has utilized pedagogical models which focus on on interpreting language and culture, and in some ways this model has been insufficient because of new research that has come out on emotional intelligence (EI). This commentary paper addresses the current and addresses the changing generational landscape of the interpreting profession by incorporating emotional intelligence while working with colleagues, interpreting teams, the Deaf community, and other professionals. This commentary paper examines how interpreters can make more effective decisions with a greater understanding of the underpinnings of social interactions and human emotions.

Keywords: emotional intelligence, interpreting, interpreting studies, generations, interpreting pedagogy

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Emotional Intelligence and the Next Generation of Interpreters

What was once an effective process to ensure survival has carried over to modern society: using emotions to regulate action. Humans are still led by an emotional mind that is associative, taking elements that symbolize a reality or trigger a memory of it and making it the same as that reality (Goleman, 2006). Emotions are what guide us to act, and can create an action that is reactionary, impulsive, and automatic. Goleman (2006) discusses how there are two minds, rational and emotional ones; the brain cannot work at full capacity without emotional intelligence (EI). Emotions act as a way to inform us how things are based on our previous understandings of given situations. According to Ekman and Friesen (2003), humans are not able to choose their emotions; however, there are ways that understanding emotional intelligence and reflective practice can change the way emotions are understood and managed. He described how moods differ from emotions is that the moods last for a longer period. (Ekman & Friesen, 2003) Emotions are a complex pattern of changes that impact cognition and behaviors that are made in response to a signification situation. Ekman (1992) discusses the process in which emotions are felt and utilized in his article, "An Argument for Basic Emotions":

> Emotions are viewed as having evolved through their adaptive value in dealing with fundamental life-tasks. Each emotion has unique features: signal, psychology, and antecedent events. Each emotion also has characteristics in common with other emotions: rapid onset, short duration, unbidden occurrence, automatic appraisal, and coherence among responses. These shared and unique characteristics are the product of our evolution and distinguish emotions from other affective phenomena.

Psychologist Robert Plutchik studied the state of emotions developed by Ekman and proposed a classification system for basic emotional responses which he titled the wheel of emotions. Within this classification system he suggested there were eight emotions primary emotions: joy, trust, fear, surprise, sadness, anticipation, anger, and disgust. (Plutchik, 1991) Finding a way to describe emotional states are the foundation for future research in emotional intelligence. Correctly labeling and understanding emotional states within the self provides a foundation for an individual to engage in self-regulation, unearth new sources of motivation, strengthen their potential for empathy, and increasing social skills.

The term, *emotional intelligence*, first surfaced in a 1964 paper by Joel Davitz and Michael Beldoch. However, the term didn't start to gain traction with mainstream society until the book, "Emotional Intelligence" by Daniel Goleman, was published caught on like wildfire (Davitz & Beldoch, 1964; Goleman, 1995). Prior to the cognitive revolution which took place in 1983, researchers could observe what happened to an organism through a stimulus and behavior, bringing the ability to observe the processes between people's perceptions and actions (Xiong & Proctor, 2018). It was during the cognitive revolution in 1983 that psychologist Howard Gardner introduced his theory of multiple intelligences (MI) in which he suggested the existence of seven intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal sense of self, and interpersonal. Since then, Gardner has merged intrapersonal and interpersonal intelligences, adding four new intelligence categories:

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naturalistic, existential, mental searchlight, and laser intelligence (Waterhouse, 2006). This idea of MI broadened the way that society defined intelligence, which previously had been defined primarily by IQ.

Adding to this body of work, Peter Salovey and John Mayer conducted their own research on EI in 1990. (Salovey, Brackett, & Mayer, 2004) They defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). The idea of social and emotional intelligences was relatively new at the time, and Salovey and Mayer published a groundbreaking article that proposed four levels of EI: perceiving emotions, reasoning with emotions, understanding emotions, and managing emotions (Salovey & Mayer, 1990). While this was effective, in 2016, the authors revisited their ability model of EI and outlined seven principles: 1) emotional intelligence is a mental ability; 2) emotional intelligence is best measured as an ability; 3) intelligent problem-solving does not correspond neatly to intelligent behavior; 4) a test's content—the problem solving area involved—must be clearly specified as a precondition for the measurement of human mental abilities; 5) valid tests have well-defined subject matter that draws out relevant human mental abilities emotion; 6) emotional intelligence is a broad intelligence; and 7) emotional intelligence is a member of the class of broad intelligences focused on hot (interpersonal, and/or dispositional) information processing (Mayer, Caruso, & Salovey, 2016).

Introduction

There are many ways that the current EI model can be applied to the interpreting field, specifically the four branches of managing emotions, understanding emotions, facilitating thought using emotion, and perceiving emotion (Salovey & Mayer, 1990). Furthermore, Salovey and Mayer (2016) separated types of hot intelligences into three categories: emotional, personal, and social problem-solving areas and aims of reasoning.

The EI models become much more prevalent within academic and business circles after Daniel Goleman published "Emotional Intelligence: Why It Can Matter More Than IQ" in 1995. He utilized previous research to develop an additional emotional intelligence model that outlined five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills (Chakrabarti & Chatterjea, 2018). There is one more model widely used in the field, the Bar-On model, which emphasizes an interrelated emotional and social competency as measured by self-report (Bar-On & Parker, 2000). The self-report consists of five scales: intrapersonal, interpersonal, adaptability, stress management, and general mood (Bar-On & Parker, 2000; Chakrabarti & Chatterjea, 2018).

Emotion research sustained growth during the 2000s, where an increasing number of academic programs included emotion research in their curricula. In 2017, Severine Hubscher-Davidson bridged the emotional sciences and translation studies in her book *Translation and emotion: a psychological perspective*. In "Translation and Emotion: A Psychological Perspective," Severine Hubscher-Davidson (2017) discussed the influence of translators' emotions on decision-making and problem-solving processes. She observed that humans base their decisions on how they are feeling, which allows for "shortcuts" to complex decisions that an individual makes each day. If a person realizes that something doesn't feel "right," s/he should not do it even if they don't know exactly how to describe the reason for that decision (Hubscher-Davidson, 2017). EI provides people with a way to describe emotions they experience, and because they know the various models, they are able to utilize this knowledge to pause and process the emotions to understand how they will make their next behavioral choices.

Generational Shifts in the Workforce

The field of interpreting is witnessing generational shifts within society at large as well as within interpreter education programs and the interpreting workforce. As each generation enters the workforce, its members bring different skill sets and worldviews that impact the way they work and engage with professionals and consumers in the field. It is not unusual to find four or five generations, along with multiple languages, ethnicities, and races and differences in gender, religion, personalities, and values, in today's workforce (Akduman, Hatipoğlu, &

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Yüksekbilgili, 2014; Gardenswartz, Cherbosque, & Rowe, 2010). Understanding a variety of cultures and backgrounds is particularly valuable to the interpreting workforce for many reasons, including how to get along with colleagues, consumers, and other professionals.

If the interpreting field acknowledged the generational shift which is currently happening, this could lead to a greater awareness for the need for interpreters to have multicultural competencies to understand specific terminology, nuances, and meanings specific to individual cultures while interpreting or engaging within an interpreted transaction. For instance, during the 1980s, there were many changes, including a shift in the way that hearing and Deaf people perceived what it means to be Deaf. This shift navigated from a pathological approach to a cultural viewpoint, which manifested itself during the "Deaf President Now" uprising at Gallaudet College (now University) (Kent, 2014; National Geographic Society, 2013).

The Deaf community is made up of people who adopt different dimensions of identity, including race, sexual orientation, gender, class, religion, and disability. Awareness, then, provides interpreter training programs a foundation in which to discuss the different constructs that can be found under the dimensions of identity or oppression (Gorski & Goodman, 2011). Research has discovered that although there may be some disconnections between different cultures in understanding and communicating emotion, those barriers can be broken down with training and constructive feedback through cross-cultural interactions (Elfenbein, 2013).

This is where the emotional skill of empathy becomes imperative for interpreters to develop, which can have an impact on effective message transfer. One way this skill can be developed is through coaching and mentoring within the field (Harvard Business Review, Goleman, Langer, Congleton, & McKee, 2017). If we are to examine differences in work values across generations, we can see that there may be different expectations of how work is structured. According to Lancaster & Stillman (2003), the American business scene is being impacted by a series of generational collisions of up to four separate generations, which can have ramifications such as poor customer service, derailed careers, and wasted human potential. Furthermore, many organizational practices, including the interpreting field, are adapting to work values of differing generations (Alsop, 2008; Leiter, Price, & Spence Laschinger, 2010; Pankl, 2010).–Each generation consists of a group of individuals born within the same historical and sociocultural context who experience the same formative experiences and develop unifying commonalities as a result (Davis, 2016; Pilcher, 1994). Consequently, work values and emotional intelligence values serve as useful indicators of an individual's decisions and actions (Rokeach, 1973).

Interpreters and interpreting students are expected to perform at high levels of cognitive ability, and the training and working as an interpreter are inherently quick-paced, complex, and challenging (Timarová & Salaets, 2014). This then creates an environment where an interpreter needs to possess the emotional intelligence trait of motivation in which they have a strong desire to achieve, possess organizational commitment, and have optimism even in the face of adversity (Goleman, 2017). Workforces of mixed generations may have different approaches to the way they value extrinsic and intrinsic rewards. There are suggestions that today's generations are more motivated by interesting work and less motivated by money, while previous generations are focused on careers and material motivations (Lancaster & Stillman, 2003). Regardless of the generation that a person was born in, humans are biologically programmed to have emotional responses for survival as well as to connect and understand one another.

The primary core emotions that humans experience are anger, sadness, fear, enjoyment, love, surprise, disgust, and shame; they serve as a foundation for all our emotional experiences, which expand to more profound and more complex emotions (O'Neil, 1996). While this does not change from generation to generation, the most primitive part of our brain produces our emotional reaction(s), which then regulates and represents body states. Emotions warn us if there is a possible threat to our lives, create pleasurable experiences for situations that may lead to procreation or survivability, and form social bonds by allowing us to understand other people's emotional reactions. Understanding this can lend us to better understand how the generations are connecting to the work that they are doing, and how to reward the Generation Y in other ways instead of money. Each subjective experience a person has will give rise to an emotional reaction, which is then processed through the peripheral/autonomic nervous system, which then leads to behaviors (Mauss & Robinson, 2009). Bringing EI to the forefront of understanding will then lead interpreters to a clearer understanding of their own motivations and rewards, and lends itself to being able to connect and understand the other people and communities whom interpreters work with which include the Deaf community, interpreter colleagues, professionals in the workforce, family, friends, etc.

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Interpreting & Emotional Intelligence

Finding opportunities for learning and socialization with the Deaf community to develop linguistic, interpretation, and cultural competence skills are highly desired and necessary for modern-day interpreters to maintain their skill sets within the profession. Dennis Cokely (1992) discussed how interpretation is a complex process, and cultural influences increase complexity. If students are taught emotional intelligence process throughout interpreter training programs, they can begin to check in when they are feeling emotions that are hindering them from action or development, process emotions that create an atmosphere of stress or understand emotions that allow them as interpreters to feel supported within the profession. With any of these emotions that the interpreter is feeling, the most important aspect is that they can understand and process the emotion they are having it and then apply self-management skills to determine what steps they will take next to further their skill development.

The interpreting field has seen tremendous changes with the advances in technology from video relay services (VRS) and video remote interpreting (VRI) where interpreters are removed from the physical space of the interpreting interaction and interacting via an interrupted situation through video conference technology. Interpreters reported higher job demands and distress working in VRS call centers and school (K-12 education) settings compared to interpreters in freelance interpreting settings (Dean & Pollard, 2013; Schwenke, 2015).

Another factor is that technology has led to greater community interactions on social media, which can shape the norms of social interactions. We observe how our peers react to posts immediately, skipping the steps of EI where we self-regulate our emotions by empathizing with the other person while considering their emotional state and viewpoints, and applying social skills to connect with them. While this lack of EI is not specifically tied to a generation, Generation X and Millennials were raised on technology, and are generally considered most technology-savvy of all the generations. With this in mind, the question is if the interpreting field across a variety of generations is ready to take on the new workforce that values connectivity, speed, openness, and innovation (Rai, 2012) More research on the effects that technology has on the current workplace and EI may benefit interpersonal and professional relationships among professionals within the field as well as consumers who utilize interpreting services both directly and indirectly.

The impacts of technology on social connectedness can be positive and/or negative, depending on how it is carried out. Some of the positive aspects are backed by data asserting that social media helps relationships with friends and provides an option to have meaningful conversations with people who don't live in the same geographic area (James et al., 2017). The ability to form new connections with people who are not in the local social circle or the ability to find others with shared interests allows individuals to develop a sense of connection. While these may be positive, a negative aspect is the disconnection between online and offline interactions. Another area for concern is the fact that online communications are asynchronous and screen-based, which allows people to behave in a way they would not normally behave in face-to-face interactions, which is sometimes referred to as the online disinhibition effect (Suler, 2004; Terry & Cain, 2016). This allows a person to display different personalities online because of their feelings are expressed without the emotional cues of the other people who are communicating with each other. Another reason is that people can think about what they want to say with the time that they have between the original message and response, without having the added information that would come from a person's facial expression, eye gaze, or body language (Terry & Cain, 2016). The anonymity of a computer screen without seeing a person face-to-face may lead to a sense of disconnection with the conversations online and more superficial conversations offline (Gardner & Davis, 2013; Zimmerman, 2012).

Perhaps one way to connect the purpose of the work is to find opportunities for learning and socialization with the Deaf community to develop linguistic, interpretation, and cultural competence skills are highly desired and necessary for modern-day interpreters to maintain their skill sets within the profession. Dennis Cokely (1992) discussed how interpretation is a complex process, and cultural influences increase this complexity. If students in interpreter training programs are taught about the EI process, they will be able to learn to check in when they have emotions that hinder them from action or development, process emotions that create an atmosphere of stress, and/or understand emotions that allow them to feel supported within the profession. A crucial skill for interpreters

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is to understand and process the emotions they are experiencing, and ten apply self-management skills to determine what steps to take.

Technology

Technology and social media also may have an impact on an individual's ability towards self-regulation and staying focused and alert. This type of check-in with another person is much easier to do when we are in face-to-face interactions, but the utilization of technology has removed a lot of these aspects. The process of interpreting requires long periods of mental stamina in which the interpreter is engaged in all aspects of the interpreted process, including knowledge of a discourse system that includes grammar, language use, organization, participant relationships, contextual knowledge, and sociocultural knowledge (Roy, 2000). The idea of grit is measured by the persistence a person has to complete his or her goals, even when barriers are present (Duckworth, Peterson, Matthews, & Kelly, 2007; McCartney, 2016). The underlying question then becomes: how can interpreters navigate this landscape and still be able to slow down enough to think about the emotions that they are feeling, and process the rationale for the actions that they are doing? The opposite of this is the rapid-fire emotional reaction that takes over situations with the urgency of primal survival reactions.

Integrating Emotional Intelligence in Interpreting and Translation Studies

Interpreter education programs have seen major shifts over the years since the first sign language interpreter education program in the United States beginning in 1948 (Ball, 2013). It was only in the 1960s that interpreter education began to become available in various regions with curriculum guidelines and resources; to date, there have been more than 100 programs in the United States and Canada offering interpreter education. Understanding how various generations work together and approach work can provide the interpreting field an opportunity to strengthen relationships with practitioners, and in turn, create a healthy and stable work environment. Adding another layer is the importance of understanding how EI components play a part in the interpretation process in which the interpreter's role is governed by role-space (Llewellyn-Jones & Lee, 2014). The model used to define role space during an interaction features three axes : 1) the interpreter's alignment with the interloctors; 2) the interpreter's management of the interaction; and 3) the interpreter's "presentation of self", meaning how much presence the interpreter has within the interaction (Llewellyn-Jones & Lee, 2014; Mikkelson, 2015). Llewellyn-Jones & Lee (2014) further discuss how essential it is that interpreters "appropriately manage interactions in order to facilitate successful communication between and among participants" (p.148).

In addition to incorporating the idea of role-space in to the pedagogical models of interpreting, the profession has experienced a shift from the conduit/machine model, which was monological, to a dialogical model in which everyone is involved in creating meaning within the communication transaction (Mikkelson, 2015; Wadensjo, 2014). This also means the interpreter has greater accountability to be present and acknowledge "the self" within interpreted situations, creating opportunities for EI to be practiced. Interpreters also need to be aware of themselves and their actions and impact on others.

Roles of interlocutors change during the interaction to more effectively co-construct a linguistically and culturally similar interpretation interpreters need to be "well-rounded" human beings with well-honed social skills, sensitivities, and awareness, as well as having excellent linguistic skills (Hu, 2017). Possessing EI skills allows interpreters to recognize the impact they have on any interpreted transaction by understanding their own feelings, relations, and behaviors in relations to all participants in the room. EI can enhance employee productivity, employee happiness, job satisfaction, and leadership proficiency, and can also create mutual employee-employer relationships, increasing increase an employee's commitment to an organization (Uchil & Yazdanifard, 2014). Left unrealized, EI skills, including self-awareness, self-management, social awareness, and relationship management, may become underdeveloped or stunted because of the lack of opportunities for meaningful social interactions in which an individual can learn emotional intelligence skills.

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The interpreting field could also study how EI relates to the framework of the Demand-Control Schema (DC-S) as developed by Dean and Pollard (2001), which expanded on work done during the cognitive revolution by Robert Karasek in 1979. The DC-S provides interpreters with a way to identify a variety of demands within the work environment that impact the worker, and then provides a list of categories in which the interpreter can categorize demands and then determine decisions or controls that can be made by the worker to respond to job demand within the DC-S Model. The controls are delineated into four categories: environmental, interpersonal, paralinguistic, and interpersonal (Dean & Pollard, 2013). Each of these controls is dependent on how much experience the interpreter has, knowledge of a specific domain, personality traits, and skills. The influences of the cognitive revolution, particularly of emotional intelligence, can be found within three of the four demand categories: interpersonal, intrapersonal, and interlinguistic. It is because of the field's ever-shifting landscape and the autonomous nature of the profession that it is imperative for the interpreter to possess a level of self-awareness and self-regulation.

In addition to the aforementioned skills, there are also personality characteristics commonplace among sign language interpreters that may influence their EI capacity. In 2014, a research paper came out with an international study of sign language interpreter disposition. What they had done was researched the personality traits among interpreters using a questionnaire with 2,103 respondents across 38 countries. What she found was that competent sign language interpreters reported having higher self-esteem, were more emotionally stable, and were more open to new experiences (Bontempo, Napier, Hayes, & Brashear, 2014). Research has also identified "soft skills" or personality traits that are helpful in developing interpreting skills; for example, conscientiousness, which includes striving for achievement, efficiency, hard work, and perfectionist traits, was identified as a significant predictor of occupational performance (Bontempo & Napier, 2011; Schwenke, 2015).

With a higher aptitude for emotional intelligence skills, an interpreter can be better able to inhabit the "space" of the interpreted interaction, including three axes of participant/conversational alignment, interaction management, "presentation of self" in which interpreters must make decisions and strategies to ensure equivalent communication outcomes (Llewellyn-Jones & Lee, 2014). There are parallels between the three main axes where interpreters must make decisions and the five components of emotional intelligence as shown in figure 1.

Figure 7: Interaction between the axes

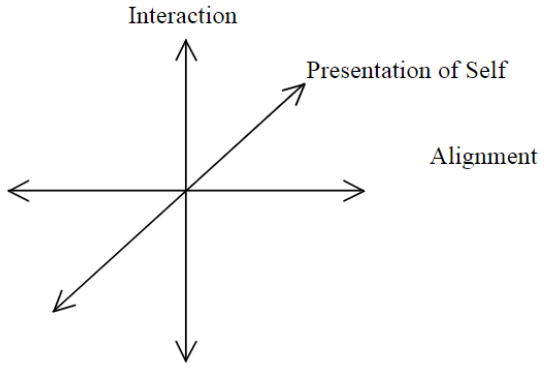

Figure 1: Interaction between the axes. Reprinted from "Getting to the Core of Role: Defining Interpreters' Role Space," by P. Llewellyn-Jones & R. G. Lee, 2013. *International Journal of Interpreter Education, 5*(2), p. 63.

Further research is needed to examine if interpreters with greater EI skills are able to present themselves and make decisions that produce the most optimal outcomes for all parties. Taking a holistic look at the process of interpreting is a transactional activity in which a situation-related or function-oriented complex series of acts to

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produce the target text will allow interpreters to maintain the skill and language components as well as incorporate the must needed humanistic side of interpreting (Salevsky, 1993).

As history has demonstrated, the interpreting profession constantly changes to keep up with technological advances, current cognitive studies research, and social changes. With increased use of VRI and VRS, the ability to recognize emotions provide interpreters more context and understanding regarding the human experience, which then impacts the ability to understand and relate to the other person in an interaction (Mead & Mind, 1934). Such skills also impact the ability to recognize effectively interpret the affect, emotions, and implicit meanings between two languages. Emotional intelligence in the field of translation and interpreting studies is currently under-researched, although more researchers are interested in investigating emotional intelligence as both necessary and desirable to gain a deeper understanding of translation and interpreting processes (Hubscher-Davidson, 2013).

Through social awareness, an interpreter can become more empathetic to others by recognizing emotions and differing perspectives of whom they are working with professionally and collegially. Furthermore, this interpreter can recognize emotions in others while interpreting, positively impacting the accuracy of the interpreted target message and understanding how to modulate their behaviors within various interpreted interactions to ensure that they are contributing to the successful interaction between people who are communicating through an interpreter. This aspect of emotional intelligence also allows interpreters to gain an appreciation of the organization they work within, empathetically understanding decisions. They don't have to agree with the decisions but can hold multiple opinions of the situation without immediately reacting and/or shutting down any further opportunities for dialogue and resolution. Finally, and most possibly the piece that has the greatest impact is the social skill or the interpersonal skill that an interpreter must possess. This includes communication skills, being able to resolve conflicts, building relationships with other interpreters and people in the Deaf community, and promoting cooperation and building interprofessional teams to move the field forward.

Conclusion

It is through individual and collective emotional intelligence awareness that social harmony can be achieved between interpreters, Deaf individuals, and other stakeholders. Learning and understanding the capabilities of emotional intelligence can provide a foundation for interpreters to authentically discuss their interpreting work with peers, including accurately assessing strengths and limitations with a strong foundation of self-confidence. Emotional intelligence can also underpin impulse management, conscious action, adaptability, and initiative to a point where interpreters are aware of the actions they take and act deliberately instead of reactively. Interpreters often work alone, and having the ability to maintain professionalism and make ethical decisions is a necessary skill. The potential for more research in emotion recognition in the self and others could have on the interpreting process, perhaps impacting the accuracy of the interpreted target message and allowing interpreters to recognize how to modulate their behaviors within various interpreted interactions to ensure that they are contributing to the successful interaction between people who are communicating through an interpreter.

Creating more opportunities for research about EI within interpreting and translation studies will allow interpreters across all generations to understand their emotions during specific situations, manage the emotions, and then work effectively with other professionals and consumers. The opportunities ahead to grow as a profession and utilize the assets of the next generation to develop a collaborative and diverse field of interpreters can happen now. We have the tools of the intellect and can begin to build human capital to strengthen the emotional intelligence among interpreters. Without focusing on emotional intelligence traits in the interpreting field, the cycle of emotional illiteracy will only continue. We can then see possibilities of seeing meaningful growth in skill development, relationships between Deaf and hearing communities, multicultural collaboration and information sharing, and leadership and professional practices. Rethinking how emotional intelligence is framed and taught within interpreter education programs is a viable opportunity for even greater quality work and outcomes, as well as focusing on developing educational materials for working interpreters to create positive changes.

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Research Studies in Interpreting Studies and Communication Equity from MAISCE Graduates

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St. Catherine University

Abstract

This paper aims to share the methods used to support research endeavours undertaken by the first cohort of graduate students in the Master of Arts and Interpreting Studies and Communication Equity (MAISCE) at St. Catherine University. Additionally, the results of five studies are offered as examples of the work produced by MAISCE students exploring interpreting, social justice, leadership, and communication equity in the field of ASL-English interpreting. In the first study, Cheryl Gallon explores microaggressions experienced by Deaf People of Color (DPOC) in their work with interpreters. Next, Carly Fischbeck investigates strategies used by educational interpreters when working with deaf students who are immigrants or refugees. In this same vein, Karen Brimm shares the ways in which educational interpreters and educational professionals collaborate in order to foster the success of deaf students. Then, Nancy Sullivan offers a discourse analysis of a homily given by a deaf priest in a catholic church. Finally, Amanda David explores training for interpreters in conference settings. Collectively, these studies offer a glimpse into the different ways that the field of interpreting can be explored using a social justice lens.

Keywords: ASL-English interpreting research, communication equity, research methods, collaboration, microaggression

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Teaching Graduate Research Coursework

Students in the Master of Arts in Interpreting Studies and Communication Equity (MAISCE), an online graduate program at St. Catherine University, are taught that research grounded in communication equity is best conducted when we engage the community, build on the knowledge that currently exists in our field, and utilize new lenses to explore phenomenon. Utilizing this framework, students pursue either a thesis or action research project, composed in either English or ASL, as a final capstone for their studies. Additionally, they are required to incorporate an ASL presentation to be published online.

The research process is broken down into a sequence of three courses (see appendix 1) for course descriptions) and each course is then broken down into a series of research benchmarks (e.g., IRB proposal, literature review development). Throughout the first course researchers in the field of interpreting share videos discussing why they chose and how they use their methodology to address their research question. In the second course, students are paired with a research advisor who has expertise in their area of interest and, finally, an additional subject matter expert (SME) during their final research defense. The research advisor and SME are in addition to the faculty member for the course who works closely with each student. Students are provided with resources (e.g., research technology, examples of studies) and submit a minimum of three drafts for each component of their work for review and feedback. By breaking down the process into steps, students achieve smaller and more frequent goals (e.g., e-portfolio, annotated bibliography). Most notably, all students are required to complete a publication plan for their work. During this process they investigate academic journals in line with their topic and explore the criteria for publication. Success of this assignment can be seen as several of the students highlighted in this article have already been accepted for chapters in upcoming volumes.

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Using Transformative Pedagogy to Address Interpreter Committed Racial Microaggressions

Cheryl Gallon

Introduction

Common texts used in deaf cultural studies often compare a general conception of a deaf epistemology, with non-deaf people and systems from majority culture's epistemology. Race, as a factor of identity, is generally overlooked in commonly used deaf culture textbooks, which frames the foundational cultural knowledge of interpreter education (Holcomb, 2013; Bauman, 2008; Ladd, 2003; Lane, Hoffmeister, & Bahan, 1996; Padden & Humphries, 1988). Unfortunately, we see more of the same praxis in common interpreter education textbooks, in that they typically center the cultural conversation on a deaf–hearing binary and ignore the lived experience of racial minorities (Humphrey & Alcorn, 2007; Mindess, 2006; Dean & Pollard, 2013).

This narrow binary comparison between the lived experiences of White deaf and White hearing people as the norm is based on theories of audism (Fernandes & Meyers, 2010), and flattens our understanding of the richness of the deaf identity. Endeavoring to act as a bridge between deaf and hearing cultures, ASL-English interpreters can hamper that connection by their own lack of cultural competency (West Oyedele, 2015). Many White ASL–English interpreters, who have not been trained in issues of race, oppression and privilege have committed acts of oppression and discrimination against Deaf People of Color (DPOC) (West Oyedele, 2015). While this lack of training may be a leading factor in the unintentional oppressive acts, the detrimental effects from their lack of training must be addressed.

Literature Review

When ASL–English interpreters lack cultural competency, they are at risk of being the perpetrator of any number of microaggressions. Microaggressions are defined as subtle forms of discrimination, oppression, or marginalization that are often committed unconsciously by people with socially constructed privileges (Sue et al.,

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2007). The praxis of the White identity being normed and established as a standard frame of reference in academic literature is a common phenomenon to many major fields of study (Kendall, 2001; McIntosh, 2015, 2016).

Failure to recognize the presence and impacts of race in interpreter education inhibits a critical inquiry of culture, identity and the practice of interpreting. This is not to say that commonly used texts do not offer a great deal of insight and content to the field; in fact, they do. The failure to name the races of people involved, whether they are People of Color or White, in literature and research on inter-cultural dynamics and competency is an example of the microinvalidation, which Sue defines as *neglect of representation* (Sue et al., 2007). This is not to blame or find fault with authors and researchers. It has been asserted by those who study privilege and power that the system teaches those who have privilege that they have the average and normalized experience (Kivel, 2017; McIntosh, 2016; Wildman & Davis, 2016; DiAngelo, 2011; Kendall, 2001). This belief of one's White normalcy is so strong, that some researchers do not even inquire about race in their demographics collected regarding participants in social justice research. When the literature or research is based on White experiences or beliefs as the norm, the experiences of People of Color are effectively erased from the research.

The course of study mentioned above becomes problematic in that many ASL–English interpreters are often ill prepared for the multiple, rich, cultural identities of the American deaf community. Scholars must invest in studies of the diverse experiences of deaf lives such as studies of Asian American deaf lives, Black deaf families, homes that use Spanish and ASL, and others, as opposed to centering White deaf family norms (Fernandes & Meyers, 2010). ASL–English interpreters may be adequate with deaf–hearing cultural exchanges, yet there is a serious deficiency in their cultural competency with DPOC (West Oyedele, 2015). Understanding that roughly 88% of ASL-English interpreters self-identify as White (*RID Annual Report*, 2017), the field of interpreter education has an opportunity to interrupt that praxis by infusing transformative pedagogy into curricula and trainings.

Methodology & Results

A phenomenological case study explored the racial microaggressions ASL–English interpreters commit against DPOC. This exploratory research represents a snapshot of two peoples lived experiences. These case studies do not represent, nor intend to represent, a general or common experience of deaf people, nor People of Color. The phenomenological case study methodology is taking an in-depth look at two people's experiences (Hale & Napier, 2013) with interpreters in the hopes of illuminating issues that warrant deeper inquiry. Data regarding racial microaggression events were collected by documenting the lived experiences of DPOC through two one-on-one semi-structured interviews (Hale &Napier, 2013).

From the two interviews, a total of seventeen individual microaggression events were identified (see Figure 1). Most fell into Sue's categories of microinsults, which convey "rudeness, insensitivity and demeans a person's racial heritage or identity" (Sue et al., 2007, p. 274), and microinvalidations, which disregard a Person of Color's "thoughts, feelings or experiential reality" (Sue et al., 2007, p. 274). Finally, there were some events shared that did not particularly fit with the microaggressions as described in the literature. These unique categories acknowledge their intersectional identity with the overlapping identities of deaf, race, and gender.

Along with the personal impacts they experienced, the participants of this study offered several desired behaviors ASL–English interpreters can undertake to promote equity, which aligned with the recommendations and perspectives from researchers and authors working to dismantle racism (Kivel, 2017, DiAngelo, 2011). Many researchers agree that there may be questions left unanswered as to the long-term effects, but there is overwhelming consensus that racial microaggressions have long lasting negative effects on People of Color (Solórzano et al., 2000; Sue et al., 2007; Yosso et al., 2009; Wong et al., 2014). Participant #1 shared that at times, she internalized the racial microaggressions. Participant #2 shared that she had feelings of shock, frustration and isolation from the racial microaggressions. To mitigate the reoccurrence of ASL–English interpreter committed microaggressions the participants offered actionable steps practitioners can take. Most notably, they encouraged ASL–English interpreters to approach DPOC with humility, to listen and learn, and to view DPOC as equals.

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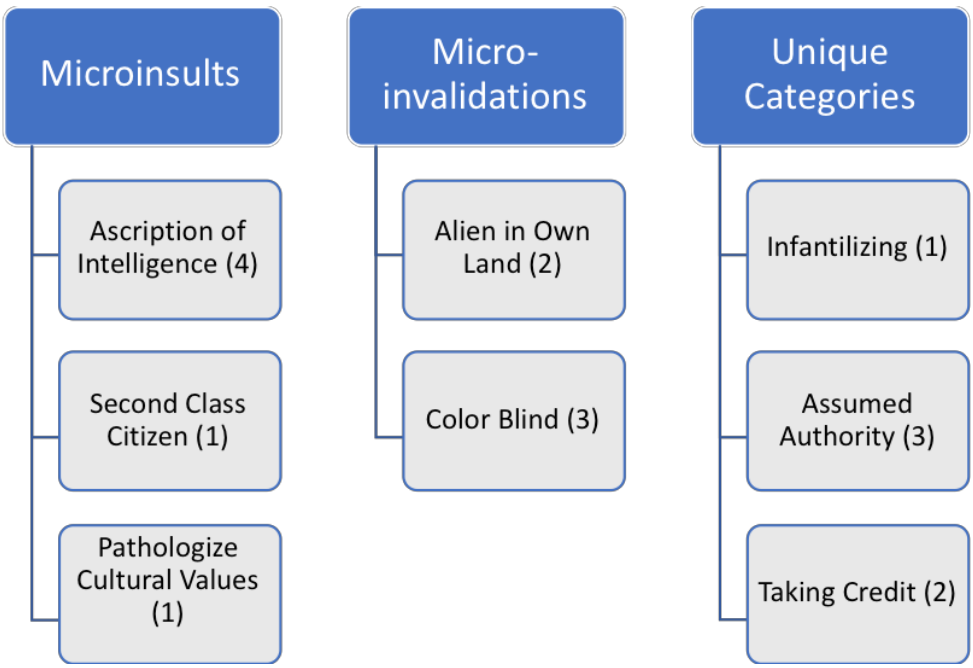
Total Microaggressions Identified



Conclusions

The theories and approaches used in transformative pedagogy can help to conceptualize the ASL–English interpreter's role as an agent of social justice. Transformative pedagogy offers strategies to frame the teachers' focus, curriculum design and content through the lens of social justice, equity, and liberation (Brown, 2004; Nieto, L., Boyer, Goodwin, Johnson, & Smith, 2010; Nieto, S., 2000). Transformative pedagogy also addresses the learners' and practitioners' outlook on their practice (Freire, 2000; hooks, 1994). It informs the shift from a paternalistic helping model (Humphrey & Alcorn, 2007), to the provision of ASL–English interpreting services as an act of social justice.

Enhancing ASL–English interpreter education by adopting the transformative pedagogy framework could advance the equity training of ASL–English interpreters. Understanding the overwhelming majority of ASL–English interpreters identify as White, they may not readily have authentic lived experiences with other races. Brown (2004) and S. Nieto (2000) highlight the need for curriculum and educators to critically challenge racism and oppressive systems. It is my hope that this research is the beginning of an authentic dialogue with DPOC to seek out avenues that increase cultural competency for ASL–English interpreters.

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Deaf Immigrant and Refugee Students and Educational Teams: Interpreters as Members

Carly Fischbeck

Introduction

Interpreting in K-12 educational settings may appeal to interpreting students for a variety of reasons. They may be intrigued by the opportunity to work with young signers or the prospect of working in an environment focused on learning. One unique aspect of the K-12 educational environment which may appeal to interpreting students is the educational team: a team of individuals who are focused on the educational success of the deaf student which may include teachers of the deaf, general education teachers, administrators, other interpreters, and the student's parents. Each of these reasons may contribute to a novice interpreter's draw toward educational interpreting.

Regardless of the initial draw, the interpreter who enters an educational environment will soon realize that the needs of students vary drastically. For example, a student who is an immigrant or refugee first entering the United States may need a different approach from the interpreter than a student born in the United States. In these cases, the interpreter may benefit from communication with the student's educational team to discuss appropriate ways to support the student. This study examines the experiences shared by four interpreters of their communication with educational teams of deaf students who are refugees or immigrants, finding patterns amongst the communication goals of these interpreters. This submission extends research regarding interpreters' strategies and decision-making processes when working with deaf refugee and immigrant students in K-12 settings (in preparation) as a demonstrated application of those findings.

Literature Review

Research on signed language interpreting indicates that interpreters do more than interpret messages in an interaction. Dean and Pollard (2013), in their work on interpreting and occupational stress, assert that interpreters may experience demands in an interpreting interaction, and that they have controls which they can employ in response to these demands. These controls include those related to how the interpreter interprets information, as well as how the interpreter may communicate with participants during or outside of the interpreting situation (Dean & Pollard, 2013). Llewellyn-Jones and Lee (2013) propose that interpreters are participants in interpreted interactions and suggest that interpreters create and work within a "role-space." Within this space, interpreters can

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conversationally align with participants, manage the interaction, and make themselves more or less apparent as a participant (Llewellyn-Jones & Lee, 2013).

Research suggests that interpreters in K-12 educational settings also engage in actions outside of the linguistic aspect of interpreting. Antia and Kreimeyer (2001), in a case study of a school district, found that interpreters had some level of autonomy, taking on responsibilities in addition to interpreting such as keeping teachers informed of student progress and assisting students in the classroom. While several studies have also found that interpreters take on additional non-interpreting responsibilities, (see Hayes, 1991; Jones, Clark, & Soltz, 1997; Seal, 2004; Smith, 2013; Winston, 2015) few have focused on the communication amongst educational team members and interpreters. Knowledge of current practices may inform the decisions of interpreters working in K-12 educational settings and of interpreting students who aspire to work in these settings.

Emerging research indicates that deaf refugee and immigrant students have unique linguistic and educational experiences. These experiences may include inconsistent or no formal education, a lack of family awareness regarding deafness and special education services, and language deprivation stemming from a lack of access or exposure to signed or spoken language (Akamatsu & Cole, 2000). Interpreters working in K-12 settings with these students may benefit from discussion with the educational team to determine how to support these students.

Methodology and Results

Participants in this study were interpreters who worked full-time in K-12 educational settings with deaf students who were refugees or immigrants, having moved to the United States within the last five years at the time of the interview. Participant interviews occurred online via the video communication platform appear.in, and were recorded. All interviews began in English, although participants sometimes used specific signs while speaking. Each interview was transcribed and analysed to find patterns in what interpreters report doing as part of their work with deaf refugee and immigrant students, including how they communicate with educational team members regarding these students.

Responses to interview questions often offered examples of times when the interpreter communicated with another member of the educational team regarding the deaf refugee or immigrant student. For example, one participant noted that she communicated with administrators to explain the use of technology as a tool with a deaf refugee student. She stated, “immediately the administration realized that, for someone in that particular situation, it's a learning tool and we're not using it in a way that's negative.” Throughout these examples, a pattern emerged, showing that participants had three goals when communicating with educational team members: a) seeking collaboration and problem-solving, b) discussing the student’s individual education plan (IEP), and c) fostering student-teacher relationships (see Table 1).

Table 1: Goals of Interpreters When Communicating with the Educational Team

Goal	Participants (n = 4)	Number of Instances Mentioned
Problem-Solving and Collaborating	4	47
Discussing IEP	3	7
Fostering Student-Teacher Relationships	1	1

All four participants in this study communicated with educational team members with the goal of collaboration or problem-solving. One participant provided an example of collaborating with the teacher of the deaf, stating, “she's in the building at any time, so I can shoot her a text message or if I see her in the hallway, ‘Hey we're doing this, do you care if I…?’’ By collaborating and problem solving, interpreters can work with other team members who have different ideas, resources, and areas of expertise.

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Three of four participants in this study communicated with educational team members with the goal of discussing the IEP document to either ensure that it was being followed or to consider changes. For example, one participant stated that she asks the team what the deaf refugee or immigrant student's goals are, "so that hopefully we can have new goals and reach higher objectives." In this way, the interpreter ensures she knows the IEP goals and adjusts her practice to suit these goals.

One participant in this study communicated with members of the educational team with the goal of fostering student-teacher relationships. The interpreter reported teaching signs such as "LUNCH ROOM" and "BATHROOM" to the teacher. They did so to ensure that the teacher and student could have simple interactions directly rather than through an interpreter, attempting to foster a direct relationship.

Conclusions

The results of this pilot study indicate that interpreters working with deaf refugee and immigrant students in K-12 educational environments seek out other members of the educational team with goals in mind. These goals shed light on the current practices of interpreters in these settings, further indicating that interpreters do more than interpret linguistic messages and that they see educational team members as important to helping determine how to support these students and their unique linguistic and educational needs.

Interpreting students who are interested in educational settings will benefit from understanding how the interpreters in these interviews understood other educational team members as resources and communicated with them bearing specific goals in mind. Knowledge of current practices in interpreters' communication with other educational team members will allow future interpreters to make informed decisions in their own practice.

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Collaboration between Interpreters and Other Educational Professionals in K-12 Education

Karen Brimm

Introduction

Many interpreter training program (ITP) graduates begin their professional careers in the K-12 educational setting (Cogen & Cokely, 2015; Stuckless, Avery, & Hurwitz, 1989). Educational interpreters use their linguistic competence, message management skills, and cultural competence (Smith, 2013; Stuckless, Avery & Hurwitz, 1989) within an environment populated by other educational professionals (OEPs) who impact interpreters' practice and ability to collaborate (Witter-Merithew, Johnson & Nicodemus, 2010). Resources for best practices in educational interpreting recommend collaboration between the interpreter and the rest of the members of Individualized Education Program (IEP) team, but strategies for engaging in collaboration are not clearly defined.

This submission continues research regarding collaboration among professionals in the K-12 setting and the patterns of collaborative practice used in the field. This paper results in suggestions for the inclusion of collaboration as a topic to be explicitly taught in ITPs in order for graduates to be more effective as entry-level interpreters in educational environments.

Literature Review

The nature of collaboration is dependent on the context in which it occurs. Additionally, there is a common misconception that collaboration happens *whenever* people work together (Elliott, 2001). Collaboration does occur when people work together, but one of its foundational characteristics is the pursuit of a common goal (Giangreco, Prelock, Reid, Dennis, & Edelman, 2000; Hoza, 2010). Rather than being construed as an end product that results from collegiality, it should perhaps be conceptualized as a process. For the purposes of framing this study, collaboration in K-12 interpreting will be defined in line with Elliott (2001), Hoza (2010), and Monteil-

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Overall (2005) as a process where willing professionals work together through cooperation and the combining of expertise to provide educational and social access to the student(s) with whom they work.

Collaboration is recommended in prominent "best practice" resources for interpreting in education, such as those written by Seal (2004), and Schick (2007) of the Educational Interpreter Proficiency Assessment (EIPA). Research in the field of education characterizes successful collaborative efforts in educational settings, including: (a) rapport building, (b) democratic establishment of project goals, (c) commitment, (d) cultural and institutional awareness, and (e) acknowledgement of individual areas of expertise (Elliott, 2001). The NAD-RID Code of Professional Conduct from the Registry of Interpreters for the Deaf (2015) states that "interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services" (Tenet 5.0) and recommends that interpreters should "request support" from others who can provide additional expertise in the work environment (Tenet 2.4). Sharing specialized knowledge through collaboration with colleagues can prevent the "silo effect" where professionals function in isolation (Linton, 2009). Professionals can support one another by creating a whole that is more than the sum of its parts and improving each other's work quality (Elliott, 2001). Hsieh (2010) recommended that interpreters must include other professionals' expert perspectives when communicating the interpreted message to the deaf person, while still being free to inform the professional of their own expert opinion on the clarity or effectiveness of the communication. This aligns with assertions by Tribe and Sanders (2003), who pointed out that interpreters must know enough information to do a good job while not attempting to simultaneously be a member of another profession.

Methodology and Results

A two-phase study examined collaboration in the K-12 school setting between educational interpreters and other educational professionals (OEPs) (i.e., general education teachers, teachers of the deaf and hard of hearing, special education teachers, and speech-language pathologists) in order to identify the patterns of collaborative practices. The researcher distributed a national survey instrument via Qualtrics, an online survey platform. Participants were required to be adults 18 years of age or older, describing their jobs as educational interpreters, or other qualified educational professionals who had prior experience working on an educational team with a signed language interpreter. Participating interpreters worked an average of at least three days per week in the K-12 educational setting for three years or more and described themselves as having satisfied their state's requirements as "qualified" in accordance with the Individuals with Disabilities Education Act (IDEA). The final survey garnered responses from 80 interpreters and 41 OEPs which were coded and analysed. The interview phase involved interviews with one participant from each job category, resulting in five one-on-one video-recorded interviews via the Zoom.com online videoconferencing platform. Interviews were transcribed, coded, and analysed.

This study indicated that professional introductions are often omitted at the start of interpreter-OEP relationships. Introductions appeared to be a critical piece of socialization that established feelings of respect and professionalism, and was a tool mentioned specifically by several study participants which can support effective collaboration. The interpreter interviewed labelled it her 30-second "elevator speech" allowing her to "describe to an outsider what our work is." One general education teacher survey respondent offered a simple standard procedure for self-introduction:

1. Describe his/her professional role to me.
2. Describe his/her expectations of my role with him/her.
3. Explain what is needed of me as a Gen-ed teacher to ensure the best environment for the interpreter to be effective for the needs of the student who is deaf or hard of hearing (DHH).
4. Establish a friendly rapport that contributes to the efficacy of the professional relationship.

Taking the time and effort to make formal introductions would establish positive rapport among educational team members. Interpreting students would benefit from developing a professional introduction script during their training which could aid in effective collaboration on the job.

This study also indicated that professionalism was an important component in establishing and maintaining professional respect in the workplace. Many study participants noted OEPs' awareness of dress code norms for

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interpreters, and violations of that dress code were construed as unprofessional regardless of length of service at a particular school. Educational interpreters were also expected to maintain confidentiality regardless of how often other staff engaged in "gossip," which as one teacher noted seems to be part of the teaching profession culture and were expected to understand that they "aren't teachers."

This study also indicated that OEPs prior education lacked DHH and interpreter related content. To mitigate this challenge, ITPs should engage in interdisciplinary cross-training. For example, interpreter trainers and/or deaf education instructors could guest lecture for education courses. Similarly, secondary education instructors should guest lecture in interpreter training courses. In this way, the seeds of collaboration would be planted early in a professional's training experience and would be more likely to grow during their real-world practice.

Conclusion

This study indicated that collaboration is a critical element of the work done by educational interpreters and OEPs in service of DHH children in K-12 education. Since many ITP graduates begin their careers as entry-level interpreters in educational environments, ITPs could strengthen their curriculum by including explicit instruction in collaboration as a process, and by encouraging graduates to consider themselves members of an ongoing collaborative team. Doing so would better prepare graduates for future practice in the K-12 environment.

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Discourse Analysis of an ASL Homily: Pausing, Listing, and English Mouthing

Nancy DeKorte Sullivan

Introduction

This study is an initial exploration of how deaf people convey sacred texts in American Sign Language. Specifically, the homily, or sermon, which is included in each Roman Catholic mass is composed by individual priests. Its goal is to provide insight to the biblical readings of the week. In *A Handbook for Catholic Preaching,* Foley (2016) defines a homily as:

> [A] ritual conversation between God and the liturgical assembly that announces God's reign as revealed in Jesus Christ through the mediation of a preacher who offers a credible and imaginative interpretation for Christian living, in dialogue with the lives of the faithful, that draws upon the whole of the liturgy—especially the lectionary texts—in the context of a particular community at a prescribed moment of their shared life (p. 161).

According to the United States Conference of Catholic Bishops (USCCB) (2013), "An increasingly important objective of the Sunday homily in our day is to stir the hearts of our people, to deepen their knowledge of the faith, and to renew their living the faith in the world and participation in the Church and her sacraments" (p. 4). Therefore, the priest or deacon prepares the homily in the language of the community that he or she serves. Since homilies are original, naturally occurring texts, it benefits interpreters to investigate how these texts are presented in ASL by Deaf priests and analyze those homilies for discourse features that "stir the hearts," "deepen their knowledge," and "renew living in the faith."

Review of the literature

Examining speech events within specific contexts is the purview of sociolinguistics, a sub-discipline of the field of linguistics (Tannen, 1989). Discourse analysis grew out of sociolinguistics, and has as its cornerstone, the description and analysis of language as it occurs within a context; language as it is "actually expressed and understood by people engaged in a social action to accomplish a goal" (Roy, 2011, p. xvi). Discourse analysis approaches naturally occurring language samples to first examine how these texts are cohesive, and second, to examine how they inspire reactions in their audiences.

Few studies of any religious texts presented in ASL have been conducted to date. Rayman (2007) investigated the use of space as it conveyed the concept of power in a sermon presented in American Sign Language at the dedication of a Deaf church in Los Angeles, California. Rayman also found other features such

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as maintaining part of a sign with one hand while adding a predicate with the other hand, something which can only happen in a signed language (Winston 1991).

Because the research on homilies is so limited, I turned to discussions of monologic ASL discourse in other contexts. Roy (1989) analyzed a short lecture on the mating habits of the stickleback fish. Then Winston (1991, 1992, 1996, 1999, and 2000) presented discussions on spatial mapping, cohesion, rhyme, rhythm, and prosody as presented in ASL. In these studies, Winston analyzed the patterns of the use of space and how that contributes to the coherence of ASL texts. It was expected that the study of an ASL homily would share many of the same features found in these studies.

Methodology and Results

Fr. M was selected as the homilist for this study as he comes from a deaf family that uses ASL in the home. Both parents and three older sibling identify as deaf. He also has 20 years of experience as a priest. The homily was recorded during a regular Sunday mass for a congregation of ASL users. No interpretation into English occurred during this mass. The 8.5 minute recording was uploaded to ELAN transcription software for the purposes of analysis. An inductive approach was used for analysis (i.e. – glosses, non-manual markers, sign duration, pauses) to see what patterns emerged.

The following linguistic features were found: a) body shifts and leans, b) eye gaze and blinks, c) head nods, d) clear and consistent spatial mapping, e) increase in pace, size of signing, and frequency of body leans as the homily progresses, f) pausing, g) listing, and h) proliferation of mouthing English words. All of these are consistent with a formal register of ASL (Zimmer, 1989). This paper briefly discusses the last three: pausing, listing, and the mouthing of English words.

Pausing

There were 117 pauses which took three different forms: 34 open hands, 34 hands resting on torso, and staying on the final hold of a sign 49 times.

Listing

There were 10 lists in the homily. What is notable is that none of them use the passive hand to count off the items in the list. The devices observed were: a) brief open hand pause, b) rhythm of signs and body, c) use of horizontal plane and space, d) utterance was bound by pauses.

Mouthing English words

An unexpected finding was that there was a high prevalence of English mouthing co-occurring with a majority of the signs used during the homily. In fact, there were only 47 instances of either no mouthing at all or use of ASL non-manual markers. Since Fr. M came from an ASL using deaf family this was a surprise. Upon further investigation, it was discovered that Fr. M's educational instruction (during the 1970's and 1980's) was almost exclusively oral or via simultaneous communication. This creates something of a dilemma as to what to label this form of signing. Is it code-switching? Contact sign? A variant of academic ASL? What was noticed is that the instances of ASL mouthing were marked and seemed to be used for emphasis.

Conclusion

This study looked at a naturally occurring text within a specific context, a Roman Catholic mass where non-ASL users do not often have access. In analysing ASL texts in this way, and sharing discourse features found, interpreting instructors can have a model for what the target language texts should include when interpreters are working from English into ASL. Seeing how pausing occurs can help interpreters incorporate them into their work. Finding alternate ways to express lists may help to make the interpreted message clearer. Use of English

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mouthing may require a different analysis. Perhaps that is a regional style or accent. But it should be noted that in this context from this priest, English mouthing seemed to be expected.

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Training for Sign Language Interpreters in Conference Settings

Amanda M. David

Introduction

Interpreters are frequently being called to interpret in conference environments, even to the extent that some interpreters claim a specialization in this type of work. An exploration of professional literature has found few publications regarding the topic of conference interpreting for sign language interpreters. (See Stone and Russell, 2014; Gajewski Mickelson and Gordon 2015; Sheneman and Collins, 2016; Supalla et. al., 2016). In response to the dearth of research, this study aimed to explore the ways in which sign language interpreters conceive of and define conference interpreting. Findings regarding the teaching of conference interpreting in interpreter training programs will be discussed in this paper.

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Literature Review

Training and Education – Spoken Language Interpreters

Multiple authors (see Seleskovitch, 1989; Gile, 2005; Baigorri-Jalon, 2014; Setton and Dawrant, 2016) discuss training and education in conference interpreting. These discussions range from the first training programs established for conference interpreters (Baigorri-Jalon, 2014), to chapters outlining the content and process of training (Gile, 2005), to entire texts putting forth a curriculum for training (Setton and Dawrant, 2016). Seleskovitch's (1989) chapter offers a recommended order of teaching for interpreting skills, beginning with consecutive interpreting and moving through to simultaneous interpreting.

Baigorri-Jalon (2014) discusses the first courses in simultaneous interpreting occurring in 1928, and notes that this was the first instance of interpreters being taught to function in a role rather than being placed there as a result of their knowledge of languages and willingness to interpret. In Gile's (2005) chapter on this subject, he details proposed content for interpreter training and outlines the stages of learning through which students progress. He gives suggestions about selecting source materials, using theory to guide practice, and adapting the curriculum to non-standard environments (Gile 2005). Setton and Dawrant's (2016) volume offers discussion of the interpreter's job, the skills and proficiencies that are necessary, and outlines a full course of training with chapters on consecutive interpreting, sight translation, simultaneous interpreting, and professionalism.

Researchers have discussed the requisite skills and competencies for conference interpreters, in the context of methods by which these can be taught. Gile (2005) notes the various linguistic and cognitive skills that conference interpreters must possess, such as "mastery of speech comprehension" and "familiarity with accents and intonation patterns" (p.129). Much of the other research related to skills deals with the differences between the modes of simultaneous and consecutive interpreting (Moser-Mercer, Lambert, Darò, & Williams, 1997; Gile, 2005; Setton and Dawrant, 2016), and the skills and competencies required for those types of interpreting specifically.

Training and Education – Sign Language Interpreters

Neumann Solow's (1981) resource book lists platform interpreting as a discreet setting. Nelson's (2016) work on interpreter preparedness indicated that conference interpreting is a specialty area, and even used experience in conference interpreting as inclusion criteria for participants. In contrast, Walker and Shaw's (2011) article on preparedness for specialized settings did not name conference interpreting as one of their specialized settings. This indicates that there may not be consensus about the status of conference interpreting as a specialized setting within the interpreting community.

Neumann Solow's (1981) resource book, written to assist in the training of sign language interpreters, is one of the first to mention the work of sign language interpreters in large event settings. She names this "platform interpreting" and describes the different types of events and venues where this type of work may occur. Neumann Solow (1981) provides information about visual access of participants when the interpreter is situated on a stage or platform, the importance of lighting, the adjusting of signing space for these venues, and working with team interpreters. Her recommendations for successful interpretation in these settings include increased preparation time and effort and solid backgrounds to improve visibility. As this work was written at a very early time in the history of sign language interpreting research, there is no empirical data influencing the work, nor is there any mention of requisite skills for interpreters engaging in this work. This gap in the literature points to a need for curricula which directly address the skills necessary for sign language interpreters engaged in conference interpreting work.

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Methodology and Results

The research design included quantitative data collected via a survey instrument, and qualitative data collected via interviews. These methods were connected (Creswell, 2009), meaning that analysis of the quantitative data from the first phase of the research (the survey) informed the data collection of the qualitative data in the second phase of the research (the interviews).

Quantitative data asking about interpreters' experiences with interpreting in conference settings were gathered via a Qualtrics survey instrument. Participants were recruited using network sampling (Hale and Napier, 2013); any interpreter currently working as an ASL-English interpreter was invited to participate in the survey. The survey instrument collected information using what Hale and Napier (2013) describe as behavioral questions, which attempt to understand what interpreters are doing in conference settings.

Survey participants were asked about their experiences with conference interpreting content in interpreter training programs. Of the 204 responses gathered, 62 participants (30.39%) attended training programs that included education about work in conference settings, 75 participants (36.76%) attended programs that did not address this field, and 67 participants (32.84%) indicated that they did not attend formal training programs (see Figure 1).

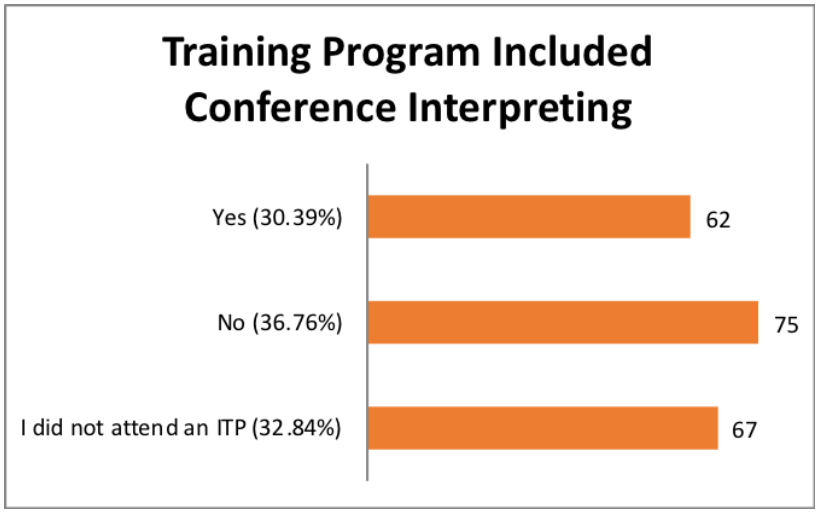

Figure 1 (n=204). Formal training program's inclusion of conference interpreting content

Participants who indicated that their training programs included education about interpreting in conference settings were asked about the format of the education they received. Those participants were presented with five formats and a "not applicable" option in the case that they had experienced a format not listed (see Figure 2), and asked to select all that they had experienced.

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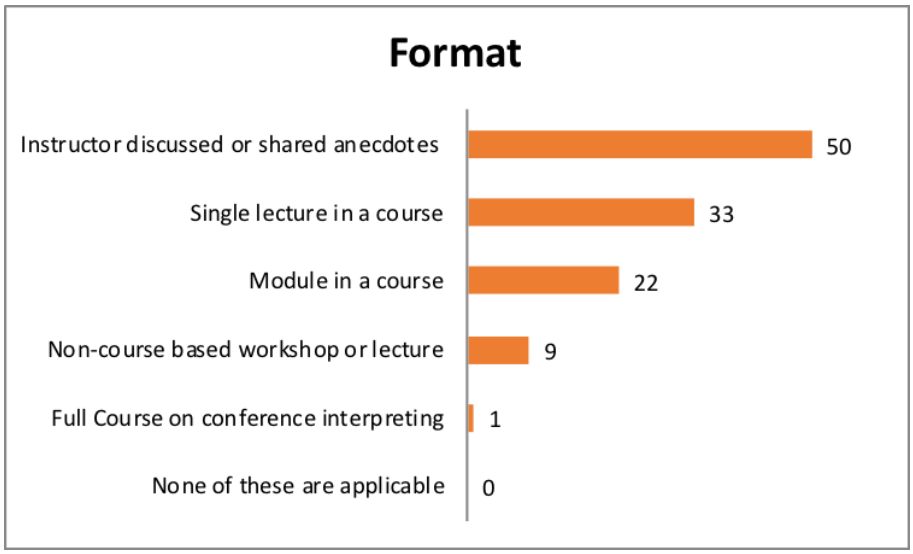

Figure 2 (n=63). Format of training on conference interpreting in formal interpreter training program

Of the 63 respondents, 21 indicated that they only experienced one of the five types of instruction in their program; 42 participants indicated multiple types of instruction. The most frequently experienced type of instruction on conference interpreting was delivered via instructor anecdotes, followed by single lectures and modules within a larger course. Nine participants received instruction during non-course based workshops or lectures, and only one participant indicated that their program included a full course on conference interpreting.

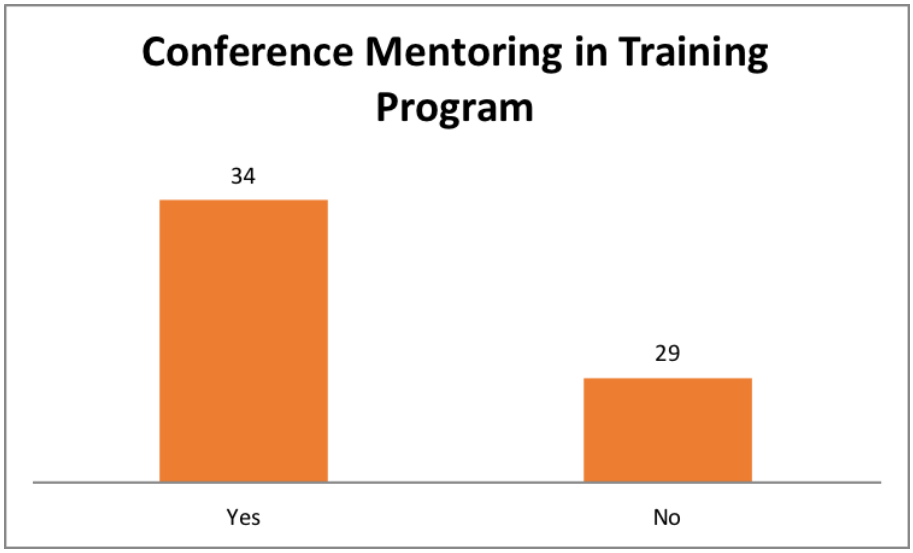

Figure 3 (n=63). Participation in mentoring in conference environments in formal training programs

When asked if their training programs provided an opportunity for observation or participation in conference interpreting during their practicum and/or internship experiences, 53.97% of respondents indicated that they did have these opportunities (see Figure 3).

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Conclusion

Findings of this exploratory study indicate that the majority of interpreter training programs do not include information about work in conference settings. It is likely that the scarcity of literature about the work interpreters do in these settings contributes to the lack of curriculum in this area. Further research into the requisite skills and competencies for interpreters working in this environment is necessary in order to develop training for interpreters wishing to practice in this setting.

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Appendix 1

INTP 6100: Research Methods in Interpretation (3) Online only

Objective: Graduates demonstrate knowledge of various research methods used to investigate the field of interpreting and can determine when to use each method.

Students will be introduced to characteristics of qualitative, quantitative, and action research. They will learn how to design and evaluate research in interpreting. Finally, students will have the opportunity to explore their own research questions and the effects of using differing research methods on their topic and question.

INTP 6200: Critical Inquiry: Action Project Development (3) Online only

Objective: Graduates effectively design and carry out all phases of an original research project.

Students are introduced to types of research methods and the possible effects of research on social change. Topics will include the six stages of action research; analysis, fact-finding, conceptualization, planning, implementation of action, and evaluation. The focus of this course is on the first five stages. Through each of the stages, student work will be critiqued before moving to the next step. Students will be given the opportunity to revise and improve on each of the previous stages before moving on. Research proposal writing is an integral part of this course. Phase six will occur in Seminar: Action Project. Students will apply quantitative and qualitative research methods encompassing scholarly writing as related to leadership or other areas of interest chosen from the curriculum. The resulting research will be submitted to a scholarly publication related to the field of interpretation for possible publication.

INT 6300: Seminar: Action Project Evaluation (3) Online only

Objective: Graduates effectively design and carry out all phases of an original action research project.

This course focuses on the implementation of the research study and evaluation of the findings. Students will discuss ways in which research findings may be applied to socially relevant issues as discussed in the MAISCE. During this course, students will present their findings in formal presentations and provide peer critique and analysis of the following: data are used appropriately, presented clearly to substantiate the issue, and will identify the existence and scope of the issue, the issue as defined has a significant and direct relationship to the interpreting profession and is appropriate for implementation. The resulting research will be submitted to a scholarly publication related to the field of interpretation for possible publication.

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A Case Study of a Deaf Interpreter Teaching Interpreting Process Courses

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Abstract

In the United States, interpreter education programs have taken on the responsibility as gatekeepers for the interpreting and Deaf community (Cokely, 2005, Hunt & Nicodemus, 2014, Webb, 2017). Further, the educational setting, k-12 and post-secondary education, is one of the most common area of work for sign language interpreters (Marschark et al, 2005). Schick et al (1999)'s research shown that more than half of their interpreters in the study did not perform at the minimum expected in educational setting (cited in Marschark et al, 2005). Part of our responsibility as educator is to ensure that our interpreting students are prepared to work after they graduate and actually represent a cross section of Deaf individuals. One part of a possible solution is to have Deaf interpreters teach interpreting process courses.

We will explore the impact of having a Deaf interpreter as instructor for interpreting process courses within an Interpreter Education Program. This seminar will present a small case study based on City University of NY-LaGuardia's Bachelor level ASL-English Interpreter education program, where there is 1 Deaf interpreter teaching interpreting process courses along with 3 other adjunct faculty members who can hear. This case study will include current students and recent graduates who had a Deaf interpreter as one of their interpreting process course instructors. The case study will show that the students had a positive experience and benefited from having a Deaf interpreter instructor.

Keywords: Deaf Interpreter Educator, Interpreter education, Learning through ASL.

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A Case Study of a Deaf Interpreter Teaching Interpreting Process Courses

In the United States, interpreter education programs have taken on the responsibility as gatekeepers for the interpreting and Deaf community (Cokely, 2005, Hunt & Nicodemus, 2014, Webb, 2017). Hunt & Nicodemus (2014) define gatekeeping as a "process of assessing students to determine their fitness to practice in a profession" within the context of higher education (pp. 2). For human service industry, it is increasingly becoming a part of the role of the program and institution to condition and educate the students to be successful professional practitioners. However, it is not sufficient to simply teach and foster communities of practice, but to also have specific protocols and standardized ways to measure the students' successes (Hunt & Nicodemus, 2014). To become a successful interpreter and a successful program graduate, the student must possess a wide range of knowledge and skills not limited to language fluency, knowledge and sensitivity to the diverse Deaf community, being able to successfully interpret between two languages in immediate successions (see for example Shaw & Huges, 2006; Bontempo, Napier, Hayes & Brashear, 2014; Gómez, Molina, Benitez, & de Torres, 2007 cited in Hunt & Nicodemus, 2014).

Interpreting students are tasked to become skilled sign language interpreters when they graduate, as well as be reflective of their work, in both languages, English and American Sign Language. In addition, they must be able to take into consideration different stakeholder's perspectives. Part of the student's learning experience are through a Deaf interpreter instructor. The Deaf interpreter instructor focuses on training, analyzing and discussing the interpreting process itself and analyzing the impact of interpretation within the ASL and English perspectives. This case study is an attempt to show that having a Deaf interpreter has a positive impact on the interpreting students and does not hinder the student's ability to learn in the program.

Interpreters as Educators

Hunt & Nicodemus (2014) argue that gatekeeping in the interpreter education program is very important; and conducting student assessments is a means to identify issues and to protect the welfare of the public since interpreters have a tremendous impact on the lives of Deaf people. Further, by fostering critical thinking and the emotional intelligence of students, Hunt & Nicodemus (2014) argue that the students will be less inclined to identify strongly with interpreting as a business practice, and enhance their understanding of their relationship with the Deaf community, social justice and how to continue to foster alliances with the members of the Deaf community (pp. 7).

While aspects of critical thinking and emotional intelligence are important, for the scope of this case study, interpersonal intelligence is the primary focus. We can teach individuals how to interact with the members of the Deaf community as interpreters, and how different individuals may respond based on the decisions that were made during the interpretation. However, it is the authors' belief, that interpersonal intelligence and interaction

with the Deaf community can be further enhanced by having a Deaf interpreter, who is both a consumer and a provider of interpreting services, as an interpreting process course educator.

One part of the issue with the academization of American Sign Language and interpreter education is insufficient number of Deaf individuals who have the qualifications to work in a university setting (Cokely, 2005). Furthermore, students are less likely to have ties to the Deaf community, whether through family members, friends or work, where they learned sign language (Cokely, 2005: 14). While this may be true, there are more Deaf individuals with graduate degrees in interpreting out there with the increase in the number of grad level programs being offered who also possess interpreter qualifications (personal communication). This becomes a viable route for Deaf interpreters to become a part of the vetting process and to work with hearing interpreting students, which will hopefully turn into a stronger partnership between students and the educator. The educator who is Deaf and also an interpreter is a part of both communities, the Deaf community and the interpreting community. Interpreter educators are not only affiliated with the university, but they also are a member of the community and further may become recipients of the student's interpreting services in the future. So, this powerful relationship and overlap serves as a reminder for both educators and students that their decisions have greater implications, especially when we discuss hypothetical scenarios.

Turner (2005) argues that each person needs to achieve shared meaning which permits communication, however, each individual has their own personal experience of learning through the language(s) which they use. The process of learning will lend itself to developing appropriate context in which one can communicate with other individuals (pp. 35). By also having Deaf interpreters as interpreting process course educators, we are fostering the student's perception that we are working together, and that highly detailed theories can be learned through ASL and analyzed in depth. Further, both Deaf and hearing interpreters, while their tasks may differ, can create a mutual understanding and shared experience, which could then lead to a more positive shared interpreter's space.

However, there has not been much research on the impact of Deaf interpreter educators on students and programs, especially where the Deaf interpreter's primary role is focused on training students on various interpreting process skills in both ASL and English. This case study is an attempt to uncover the potential contributions and impacts of having a Deaf interpreter as an interpreting process educator within a program.

Case Study at LaGuardia's ASL-English Interpreter Education Program

Contextualising the case study

City University of NY-LaGuardia's ASL-English Interpretation Program is based in New York City. Here is a brief description of the program.

> Funded by the U.S. Department of Education-Office of Special Education Program (USDE-OSEP), the **American Sign Language (ASL)-English Interpretation Program (AEIP)** is unique, highly selective and offered at the Bachelor's level in collaboration with State University of NY-Empire State College - a senior institution. All students must demonstrate strong fluency in ASL and English, involvement in the Deaf community, completion of at least an Associate's degree (or two years of college credits), and go through a lengthy application and screening process prior to being admitted. Students must also attain a letter grade of 'B' or above in each course to continue in the sequence and pass the NAD-RID National Interpreter Certification (NIC) Knowledge exam and the Educational Interpreter Performance Assessment (EIPA) as exit requirements (LAGCC: AEIP handbook).

The program has two tracks. Track one focuses on interpreter processing courses, which is simply labelled as interpreting 1-VI. The other track focuses on theoretical courses covering different topics ranging from introduction to the interpreting profession to linguistics to Deaf people in society and ethics. This program is designed with a cohort approach, where the students are required to undertake all the courses in order and there are no electives. The program has 9 Deaf and hearing adjunct instructors covering all of these courses.

For the purpose of this case study, I am focusing on the interpreting process courses which has a pool of 4 instructors. The interpreter process courses include a wide range of theoretical frameworks including but not

limited to: Demand Control Schema; translation theories; interpreting theories including Integrated Model of Interpreting; and consecutive-simultaneous interpreting continuum, consecutive and simultaneous interpreting. Within the pool of 4 instructors, 1 is a Deaf interpreter, 1 is a Deaf parented interpreter, 2 are interpreters who learned ASL as a second language. Of the 4 instructors, 3 are female and 1 is male.

The Deaf interpreter has been an instructor of this program since 2013. He has taught Interpreting III for two years, redesigned Interpreting V and taught that course for four years and Interpreting I for two years (fall of 2018 is not included in the study). In all he has taught at least 6 cohorts, both graduates and current students.

Methodology

A combined quantitative-qualitative approach was adapted to conduct this case study using a questionnaire instrument. Purposive sampling were utilized for participant recruitment. Purposive sampling, also known as convenience or opportunity sampling, is a research method whereby one isolates specific criteria for assembling a sample group (Hale & Napier, 2014:72). For this study, the baseline requirements to take the questionnaire were that the interpreting student has taken an interpreting process course taught by Christopher Tester at any point of their education at LaGuardia from 2013 through present. There were 53 possible participants total. The goal of the research is to uncover current and former students' perspectives and experiences having a Deaf interpreter interpreting process instructor. The results will be divided into two parts: demographics of students; and students' experience and reflection of having a Deaf instructor for the interpreting process courses.

Results of the survey

The survey had a total of 14 questions and the students were asked whether they could be contacted after the survey. The results are divided into two parts. Demographics and the main study.

Demographics

The students were asked a total of 5 questions as a part of creating the overall demographic understanding of their relationship with the program.

A total of 22 students out of 53 students responded to the survey. Not all 53 did complete the program, however they were invited to respond to the survey. As shown in Table 1, each year is represented, with most students reporting from year 2015, 2017 and 2018. Further, as shown in Table 3, the students were fairly evenly spread through the three courses, Interpreting I, III, and V. Many students may have had the experience of two courses under the Deaf instructor, either Interpreting III and V, or Interpreting I and V. Majority of the respondents are female, with 16 out of 22 respondents as shown in Table 2.

Table 1
Q1: Year of completion

2014	1	4.55%
2015	6	27.27%
2016	2	9.09%

2017	7	31.82%
2018	5	23.73%
2019	1	4.55%
TOTAL	22	100%

Table 2
Q2: Sex

Male	7	31.82%
Female	16	72.73%
Non-binary	0	0
Prefer not to answer	0	0

Table 3
Q5 Which interpreting course did you have with the Deaf instructor

Interpreting I	9	40.91%
Interpreting III	5	22.73%
Interpreting V	8	36.36%

Only three out of 22 students have a Deaf family member as shown in Table 4 and all are hearing participants (refer to table 5). This program did have at least 3 Deaf interpreting students, but none responded to the survey.

Table 4
Q3: Do you have Deaf family members?

Yes	3	13.64%
No	19	86.36%

Table 5
Q4: Are you Deaf or hearing

Deaf	0	0%
Hearing	22	100%

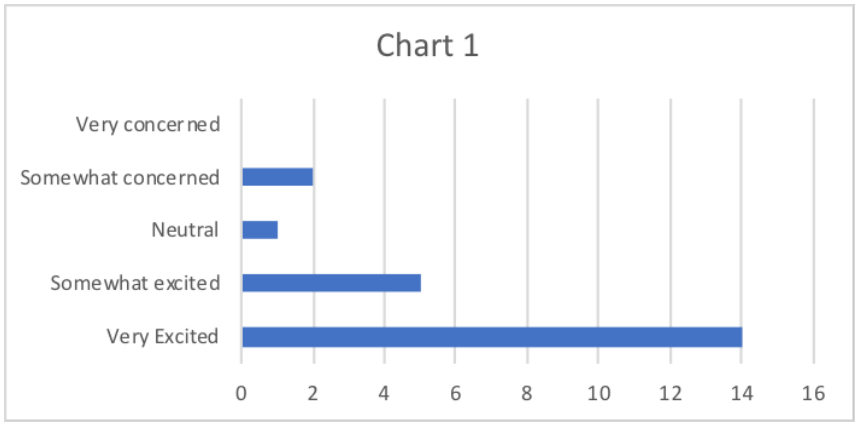
The Main Study

In the main study, the focus is on the student's reaction and experience of having a Deaf instructor in their interpreting process course. The 6 questions cover three themes. Theme 1: student's anticipation and expectation of having a Deaf interpreter instructor. Theme 2: student's perception on interpretation assessment in both ASL and English; Theme 3: student's perception on learning and discussing theories in ASL. A total of 6 questions will be presented here within the three themes. Then the study concludes with three open-ended questions where the students were invited to write comments in response to the questions.

Theme 1: Student's anticipation and expectation of having a Deaf interpreter instructor

The students were asked "Q6: Prior to taking the interpreting process courses I, II, and/or V, how did you feel about having a Deaf instructor?"

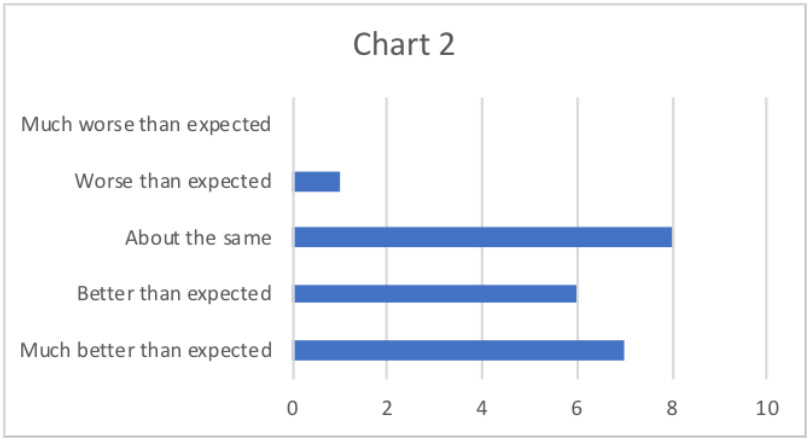
Chart 1 shows the results of the question, and as shown below, 14 students were very excited and 5 students somewhat excited. Two students expressed some concern. No one expressed that they were very concerned prior to taking the course with a Deaf instructor.



Two students commented on their response to this question.

> Participant 1 responded, "Not about them, only at my ability to comprehend."
>
> Participant 2 responded, "I was concerned that my receptive skills would not be up to par for the pace of the course and that I would miss much content. But I actually was able to build more mental and receptive endurance at the same time as building my active academic language"

The students were then asked Q7: "After taking the interpreting process course (interpreting I, III, and/or V), how did your perception change from having a Deaf interpreter instructor?" The results are shown in chart 2. Eight (8) students responded that their reaction did not change. And a total of 13 students' perception did improve. One student reported "worse than expected."



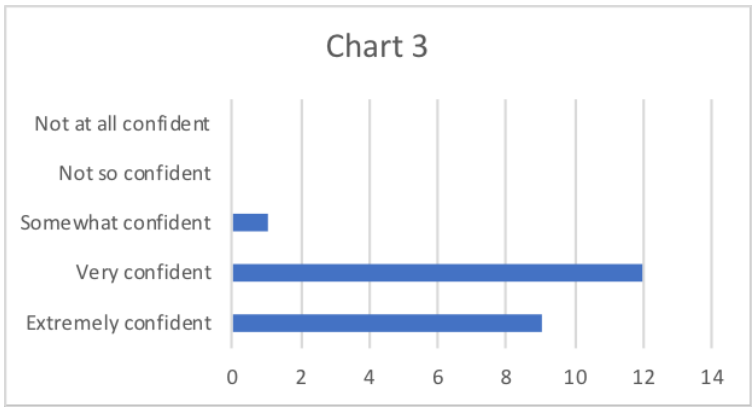
A few of the students wrote a comment about their choices, and this quote reflects similar responses among 4 respondents.

> Participant 1: "I had good expectations and those expectations were met; so there was no change, because my assumptions were affirmed positively"
>
> Participant 2: "I was privileged enough to have a Deaf instructor who was so knowledgeable about the course content and who was and still is active in the interpreting community. This gave me a unique insight into how they approach modern day interpreting scenarios. Having a Deaf instructor was very beneficial for my ASL language development because they are language models who's (sic) primary language is ASL."

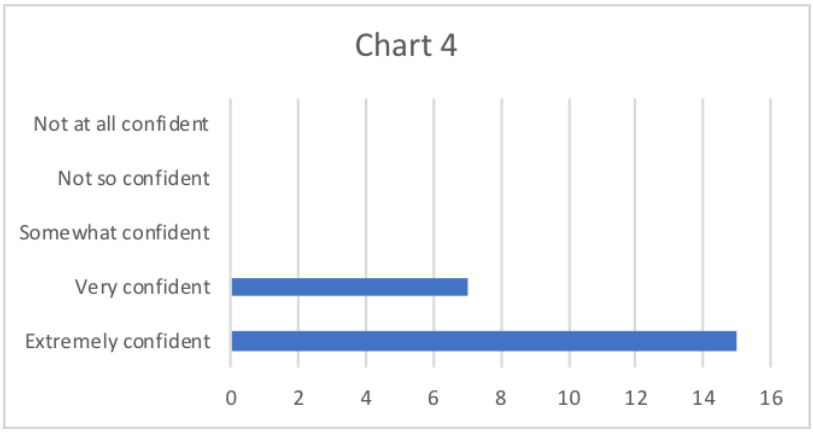
Theme 2: student's perception on interpretation assessment in both ASL and English

The students were asked about their perception of and experience with their grading in both languages, English and American Sign Language.

The first question: *Q8: How confident did you feel about the Deaf instructor's assessment of your ASL to English interpretation?* The results are shown in chart 3, and as you can see, 21 students expressed a strong feeling of confidence, with 12 stating very confident and 9 stating extremely confident. One student expressed some confidence. These results show that the students on average are confident with the instructor's assessment of the student's English skills.



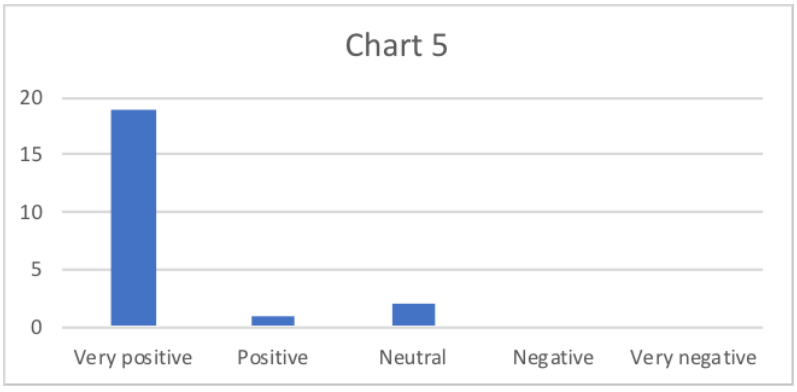
The students then were asked about their perception on ASL assessment. *Q9: How confident did you feel about the Deaf instructor's assessment of your English to ASL interpretation?* The results are shown in chart 4. The responses here are a bit stronger than the English assessment, where 15 individuals responded extremely confident and the remaining 7 expressed very confident with the instructor's ASL assessment of their work.



Theme 3: student's perception on learning and discussing theories in ASL

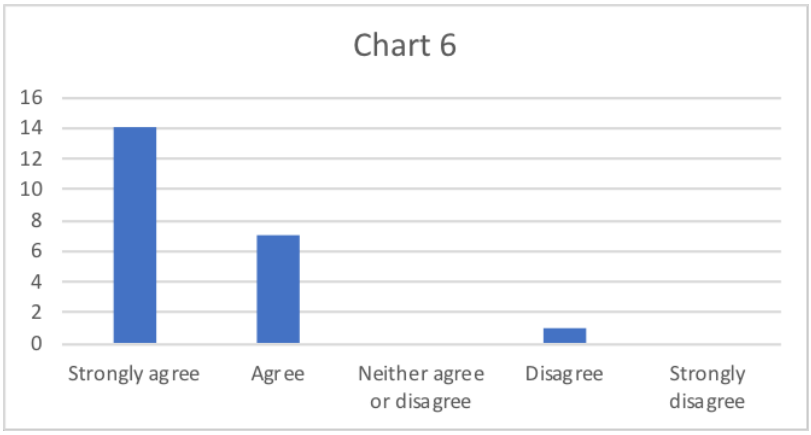
The students were asked two questions in regard to their experience of learning and discussing interpreting theories in both ASL and English with the Deaf interpreter instructor.

The students were asked about their experience and perception of learning theory through American Sign Language. *Q10: How was your experience learning interpreting theories with a Deaf instructor?* The results are shared in Chart 5. 19 students responded to have a very positive experience learning interpreting theories through ASL. Two students responded that they felt neutral about learning the theories through ASL.



The students then were asked whether they feel they are able to discuss interpreting theories in both languages, English and ASL with the Deaf instructor. This was intentionally left a bit broad as it could include essays, journals, ASL videos, and ASL discussions within the classroom. They were specifically asked, *Q11 I feel equally*

comfortable discussing interpreting theories in ASL and English with a Deaf instructor (either through discussions or assignments). As shown in Chart 6, 14 students responded that they strongly agree that they were equally comfortable discussing in ASL and English. Seven (7) students responded that they agreed they were equally comfortable. One (1) student responded that she/he disagreed and that the individual did not feel she/he was able to discuss the theories in both languages.



Three (3) open ended questions and the student's responses.

The students were then asked three open ended questions, where they were free to type in responses. Not all responses will be included in here, due to the space constraints, however the author attempted to choose quotes that shows varying perspectives and these that do not overlap one another.

Q12: *What were the benefits of having a Deaf interpreter instructor?* (11 out of 22 responses shared and all are direct quotation, including typos, from the survey)

1. Really appreciated his perspectives as both a regular practitioner and consumer of interpreting. Both social/political perspective and linguistic perspective.
2. Working with a Deaf interpreter as an instructor brings a unique insight into the interpreting process, as they have experienced both sides of the interpreting world in a way that hearing interpreter instructors have not.
3. Our language development gets better, we have insider knowledge about both the interpreting field and Deaf culture, having a CDI as a professor could inspire more Deaf to want to pursue this career (we need more Deaf interpreters out there), and its (sic) just so important to have Deaf people involved in interpreting programs since we will be working with them.
4. Having a Deaf, native user of ASL critique our work. Having the perspective of someone who uses and relies on interpreters daily was valuable and crucial to my development as an interpreter, both for my interpreting skills, and morally/ethically. It forced us to always communicate in ASL and improve our skills.
5. To me, the benefits were invaluable - absolutely essential. Our field is ASL-English Interpretation, and it seems to me a no-brainer that there would be one course - at the bare minimum - taught by a Deaf interpreter instructor. To have the cultural perspective, the native language model, and the interpreting expertise of one half of all the communication events we deal with feels like a necessity.

6. Having an instructor who is intimately familiar with the interpreting process, and can speak to both the interpreter and consumer perspective. The instructor also very often worked with other hearing interpreters, and so could speak to what he observed (both positive and negative) as helpful feedback for the class. Also, I liked having a class fully led in ASL, so also got to continue to improve my fluency.
7. Having a language model during the courses allowed me to increase my receptive and production skills substantially. Also having a Deaf perspective on different scenarios and topics lends to a deeper understanding of the course material through various lenses.
8. He spoke from his experience as a professional and as a consumer
9. Exposure to a Deaf perspective in all facets of interpretation. From fellow terp to consumer perspectives. Also ASL academic language exposure.
10. We could get the perspectives of a Deaf client and a working interpreter all in one professor
11. Many...exposure to ASL from an instructor who was also an experienced, skilled interpreter. I was learning interpreting theory and interpreting, but I was also having a model of how to communicate clearly in ASL. I also thought it was extremely valuable to get a Deaf perspective on the whole interpreting process.
12. A CDI perspective was very beneficial

Q13: What issues came up for you while having a Deaf Interpreter as your instructor? (Received all 22 responses. 10 are shared here).

1. None; N/A; No issues (this was the common response, 8 out of 22 had similar responses)
2. The complicated process of captioning your work or writing transcripts for our English interpretations, but again these are minor issues to deal with in exchange for all the great benefits
3. We captioned our video assignments, but it wasn't a bother.
4. Probably just not understanding something (signing too fast, fingerspelling, or a sign I've never seen) at first; but all of the professors always let us know that it's okay to ask them to repeat themselves.
5. The perspective of one Deaf instructor may not be the perspective of all Deaf/HOH people who use interpreters to communicate.
6. One difficulty was feeling intimidated by my instructor's native ASL skills - and insecure about my own. Sometimes it was hard for me to relax and do my best with my English to ASL interpretations.
7. A lot of internal questioning and doubting as to if I am understanding everything correctly and keeping up with the dialogue.
8. My initial issue with having a Deaf instructor was how to manage taking notes while receptively taking in the lecture. I was able to create a system where I would write short notes in between the lecturing. As a hearing person who went through the school system with hearing teachers it was an initial shock.
9. I do not think we should discuss the work in our second language and this is the case when working with a Deaf instructor.
10. At times I would feel uncomfortable voicing and not providing access when interpreting from ASL to English.

Q14: Anything else you would like to comment on or add about having a Deaf interpreter as instructor for your interpreting process course(s).

1. I didn't have expectations about how it would "go," but I'd consider Deaf interpreter instructors important in an interpreting program, especially because part of our learning has been about how the field is growing into itself (the role of an interpreter, who is doing the interpreting, and how those interpreters are trained).
2. I feel like working with a Deaf interpreter as an instructor should be mandatory for all interpreting programs.
3. It was an amazing experience because they know both sides of the process, as interpreters and as consumers.

4. It just makes perfect sense! Interpreting and Deaf go hand-in-hand.
5. I feel grateful that I was able to have at least one Deaf interpreter as an instructor for my interpreting courses. I think ideally, it would be great to have a Deaf interpreter instructor for more than one course. Since as interpreters, we are working with two languages and two cultures, it seems logical that the faculty for any interpreting program should be compromised of both Deaf and hearing. I also had two other instructors who are CDIs that taught other classes in the program. I am working in the field as a free lance interpreter, and all of the classes taught by CDIs I have found applicable to my work.
6. We need more Deaf instructors sharing their expertise and points of view.
7. It also brought the concept of DIs front and center (Ie you couldn't leave the class without a basic understanding of DIs). It also ensured at least one Deaf presence/perspective in all interpreting conversations, which felt important.
8. I truly like that the professors are currently in the field and can present fresh and up-to-date perspectives on real life interpreting scenarios. I also think having that language model and Deaf perspective is also important.
9. Also good resource for learning what attributes CDI's are looking for in their hearing interpreter co-workers (2 similar responses)

Discussion

In summary, we had 22 students out of 53 students respond to the survey. The majority of the participants were female (n=16) and have completed the two-year program. Only 3 out of 22 respondents have Deaf members in their family, and all are hearing students.

As shown through the data, the majority of ~~the~~ students who responded found the experience to be positive. It is worth noting that in Theme 1, the students did have a positive view from the onset of the program. This in turn may have led to a more positive result of the case study overall. The students were allowed to self-report their experience, and none of the students were asked of their opinion or thoughts prior to starting the program, which may have also skewed the data. Further, most of the students showed that their expectation either stayed the same or improved. A few of the student's comments in Theme 1 supports this observation. This may also be in part due to our application and screening process in selecting the students to enroll the program[4], where the students have to meet a mixed panel of hearing and Deaf individuals as a part of the interview process.

As shown in Theme 2, the students expressed confidence with the Deaf interpreter instructor's ability to assess the students work in both English and ASL, with greater confidence in ASL. Two students did express concern with the technical process of creating transcript of their English work, which is required part of their project in Interpreting V course as it focuses on simultaneous interpreting from English to ASL within the classroom. Refer to Q13, response 2 and 3 for the quotes on creating transcript. Again, as shown in the data, the students did find the experience and the process beneficial.

Theme 3 questioned the student's perception on their ability to learn and discuss theories in ASL and in English. Again, the results have shown to be very positive. One student expressed negatively, explaining that s/he feels s/he should not have to discuss their own interpretation in his/her second language. Further, as noted in some of the comments in Theme 1 and in Theme 3, a few of the students expressed concern about learning through ASL and feeling insecure about their ASL skills. However, it does seem that despite of these concerns, the students do see and appreciate the value of having a Deaf interpreter instructor. As shown in the responses section of question 12-14, many of the students shared that they appreciated and wanted more Deaf interpreter instructors. It seems that by having a Deaf interpreter instructor, it brought some additional benefits such as: addressing issues of working/teaming with Certified Deaf Interpreters into the forefront and better awareness of the value of CDIs work as a part of the field; gaining the perspective of a Deaf consumer discussing interpreting process; and a Deaf

[4] For further information on LaGuardia's application process, please contact Rob Hills.

interpreter instructor who is currently working as an interpreter in the field and can bring in authentic case scenarios to the classroom.

It is worth noting that one student did struggle with the issue of taking notes while learning in ASL. This is an example that is similar to how Deaf students in mainstream struggle to take notes too, and it is important to highlight and address this issues; and it can be an opportunity to bring in learning strategies that Deaf people employ into the interpreting program classroom. As shown through the student's comments, many of the students felt that having a Deaf interpreter instructor made perfect sense and that it was an important and necessary part of their education in becoming an interpreter.

Conclusions

In conclusion, from this study, having a Deaf interpreter teach interpreting process courses provides a very positive impact. Further, here at LaGuardia, the language of instruction is not divided between Deaf and hearing instructors, as different instructors conduct classes in ASL, depending on if there are Deaf interpreting students in the class, or if the topic of discussion is better suited to using ASL. Additionally, as a program on the whole, we are mindful that the students do very much process information in English through required reading, online discussion, and through writing papers and journals. This again correlates to how a Deaf student often learns, read outside of class, then learn through ASL either through an interpreter or directly from a signing instructor. Based on the study and the experience of the program at LaGuardia, we clearly see the value of having Deaf interpreter instructor(s) teach interpreting process courses and hope that other programs may as well.

Further considerations. In our current climate within the interpreting profession, where we have some concerns of creating a Deaf space within interpreting and academic conferences for sign language interpreters, one can't help but to wonder, whether this space should be considered a Deaf space or an interpreter space. Through some on-going discussions with Jemina Napier and Andy Carmichael, we raised some questions: what is an interpreter space, and how does that differ from hearing space and Deaf space? (Gulliver, 2009). These ongoing discussions have been primarily focused on international settings, with multiple languages and modalities, but it is fairly relevant to the US context, especially with the emergence of communication policies at different interpreting conferences. Part of the issue, that the authors have observed, has to do with the comfort of discussing and learning academic issues and research through sign language, which many argue is not ideal due to the fact that ASL is not the first language for many interpreting students. The authors believe that having a strong presence of Deaf interpreters, and using ASL to discuss wide ranging issues, fosters an environment where the students become accustomed to and more adept at learning and having discussions in ASL. We hope this behavior could then be transferred to wider interpreting spaces such as RID or CIT conferences. However further study is needed to confirm this possibility.

Acknowledgments

We want to acknowledge the entire adjunct faculty (current and former instructors) from LaGuardia for their support and resources in fostering a diverse education program for our interpreting students. Special thanks to Bethany Weiner, our administrative assistance for her help with the distribution of the survey and to our 22 former and current students who responded to this survey.

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Appendix 1

Online Survey questions

1. Year of Completion
    a. 2014;2015;2016;2017;2018;2019
2. Sex
    a. Male; Female; non-binary; prefer not to answer
3. Do you have Deaf family members?
    a. Yes; no
4. Deaf or Hearing
    a. Deaf; Hearing;
5. Which Interpreting course did you have with Deaf Instructor
    a. Interpreting 1; Interpreting III; Interpreting IV
6. Prior to taking the interpreting process courses I,III, and/or V, how did you feel about having a Deaf instructor?
    a. Very excited; Somewhat excited; Neutral; Somewhat concerned; Very concerned.
7. After taking the interpreting process course (interpreting I,III, and/or V), how did your perception change from having a Deaf interpreter instructor?
    a. Much better than expected; better than expected; About the same; worse than expected; much worse than expected
8. How confident did you feel about the Deaf instructor's assessment of your ASL to English Interpretation?
    a. Extremely confident; Very confident; Somewhat confident; Not so confident; Not confident at all
9. How confident did you feel about the Deaf instructor's assessment of your English to ASL interpretation?
    a. Extremely confident; Very confident; Somewhat confident; Not so confident; Not confident at all
10. How was your experience learning interpreting theories with a Deaf instructor?
    a. Very positive; Positive; Neutral; Negative; Very Negative
11. I feel equally comfortable discussing interpreting theories in ASL and English with a Deaf instructor (either through discussions or assignments).
    a. Strongly agree; Agree; Neither agree or disagree; Disagree, Strongly disagree
12. What were the benefits of having a Deaf interpreter instructor?
13. What issues came up for you while having a Deaf Interpreter as your instructor?
14. Anything else you would like to comment on or add about having a Deaf interpreter as instructor for your interpreting process course(s).

Evidence-based training for legal interpreters to work with deaf jurors

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Abstract

At present the United States is the only country in the world that systematically allows deaf sign language users to perform their civic duty as jurors, but little is known about how interpreters work in this setting. This paper provides an overview of key findings of studies that have explored ethnographic observations of an interpreted jury empanelment process in the US (Napier & Russell, in preparation-a), interviews with court judges and deaf people that have served on juries in the US (Hale et al, 2017; Napier & Russell, in preparation-b; Spencer et al, 2017), examination of deaf juror participation in jury deliberations in a mock-trial (Hale et al, 2017; Napier, et al, in preparation); and discussions with key legal and deaf community stakeholders in evaluating whether deaf people should be able to serve as jurors (Napier, et al, in press). These interdisciplinary studies conducted by signed and spoken language interpreter researchers with law academics, also pave the way for interdisciplinary curriculum development. Recommendations are made for evidence-based best practice in the training of legal interpreters to work with deaf jurors.

Keywords: deaf jurors, legal interpreting, interdisciplinarity, evidence-based training

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Evidence-based training for legal interpreters to work with deaf jurors

At present the United States is the only country in the world that systematically allows deaf sign language users to perform their civic duty as jurors, but little is known about how interpreters work in this setting. This paper provides an overview of key findings of studies that have explored ethnographic observations of an interpreted jury empanelment process in the US (Napier & Russell, in preparation-a, in preparation-b), interviews with court judges and deaf people that have served on juries in the US (Hale et al, 2017; Spencer et al, 2017; Napier, et al, in press), and examination of deaf juror participation in jury deliberations in a mock-trial (Hale et al, 2017; Napier, et al, in preparation). These interdisciplinary studies conducted by signed and spoken language interpreter researchers with law academics, also pave the way for interdisciplinary curriculum development and evidence-based interpreting education. Professional development training recommendations are given for how training can be delivered to interpreters for working with deaf jurors based on the evidence acquired through the research studies. Although there is a long history of interpreters working with deaf jurors in the US, there has never been any empirical evidence of how they work, and thus a framework for evidence-based, interdisciplinary training for interpreters in this context is much needed. In addition to providing training recommendations for interpreters in the US who are already working with deaf jurors, the suggestions can also be used to train interpreters that may find themselves working in this context for the first time as new countries begin to change their legislation to allow deaf people to serve as jurors. In sum, this paper will: (i) explore effective strategies used by an interpreter in working with a deaf juror; (ii) consider the perspectives of stakeholders on interpreters working with deaf jurors, and (iii) explain how to apply theory into practice in the training of interpreters to work with deaf jurors.

Legal interpreting: An evidence base

There is an increasing amount of research on legal interpreting in spoken and signed languages, which serves as a solid evidence base for the training of legal interpreters. The first two decades of systematic research starting from the early 1990s predominantly focussed on courtroom interpreting, and investigated several linguistic issues, including:

- the interpreter's role and linguistic, ethical and moral challenges for court interpreters (see for example Angelelli, 2004; Angermeyer, 2005, 2008, 2009; Brennan, 1999; Brennan & Brown, 1997; Carroll, 1995; Edwards, 1995; Fenton, 1997; Fowler, 1997; Gonzalez, et al, 1992; Hale, 2008; Mikkelson, 1998, 2000; Morris, 1995; Schweda Nicholson, 1994; Turner, 1995; Turner & Brown, 2001; Wilcox, 1995);

- the challenges of interpreting for people with limited access to conventional spoken and signed languages, either because they have limited fluency or use a rare language (Cooke, 2002; Eades, 2003; Goldflam, 1995; McCay & Miller, 2001, 2005; Miller, 2003; Miller & McCay, 2001);

- whether interpreters should work in simultaneous or consecutive mode (Russell, 2002);

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- linguistic and cultural analyses of simulated and authentic courtroom interpreting data (Martinson & Dubslaff, 2010; Gallez & Maryns, 2014; Gallez & Reynders, 2015; Lee, 2013, 2015; Liu & Hale, 2017);

- linguistic analyses of interpreters' decision-making in court (Berk-Seligson, 1999, 2002; Hale, 1996, 1997, 1999, 2002, 2004; Jakobsen, 2003, 2008; Leung & Gibbons, 2008).

Since then, explorations of legal interpreting have begun to explore a wider range of issues, including:

- the examination of stakeholder perspectives of legal interpreting (Hale, 2011; Hale & Napier, 2016; Lee 2009; Napier, 2012; Napier & Banna, in press; Roberson, Russell & Shaw, 2012);

- the challenges of remote interpreting of criminal proceedings (Braun & Taylor, 2012; Braun 2013, 2016; Braun, Davitti, & Dicerto, 2018; Devaux, 2017, Licoppe & Veyrier, 2017; Licoppe, Verdier, & Veyrier, 2018; Napier, 2013a, Napier & Leneham, 2011; Salets & Balogh, 2018);

- interpreting in war crimes tribunals (Elias-Bursac, 2015; Nicholson, 2010; Takeda, 2008);

- interpreting in refugee settings (Crezee, Jülich & Hayward, 2011; Gibb & Good, 2014); and

- interpreter-mediated interactions in police-suspect interviews (Böser, 2013; Gallai, 2013; Määttä, 2015; Monteoliva, 2017; Mulayim, Lai & Norma, 2014; Nakane, 2014; Napier, Skinner & Böser, in preparation). .

It could be said, therefore, that considerations of legal interpreting have achieved a 'turning point' (Blasco Mayer & del Pozo Trevino, 2015) in that legal settings outside of the courtroom which were typically considered as a 'grey zone' (Bancroft, Bruggeman & Feuerle, 2013) have also begun to receive more attention.

With this advent of more legal interpreting research, interpreter educators are therefore now in a position to develop evidence-based training for legal interpreting students.

Training legal interpreters

We have seen increasing scholarship in interpreter education and training, with more evidence-based pedagogy whereby research is "taking place in the classroom or in the educational context that provides us with the evidence for effectively making change in education. This growth is evidenced in all disciplines, not only interpreter education" (Napier, 2013b, p.1). Furthermore, we are also witnessing a growth in interdisciplinary approaches to interpreter education, so that interpreter educators collaborate with experts in other disciplines to provide content-specific education and training opportunities, as evidenced for example by the volume on educating healthcare interpreters (Swabey & Malcolm, 2012) featuring articles by interpreter educators and medical professionals together.

When we consider the training of legal interpreters, research with legal interpreters about the training they have received or desire shows that interpreters struggle to obtain the standard of interpreting skills needed to interpret in court, and often fail specialised certification tests (Wallace, 2015), and students often make typical errors in interpreting courtroom discourse (Burn & Crezee, 2017), so training needs to be of the highest quality to ensure that legal interpreters are not set up to fail (Wallace, 2015). There is not a significant amount of evidence-based pedagogy for the training of legal interpreters, but when we review the evidence base of legal interpreting research, we can consider the implications for legal interpreter training (Ng, 2016) and ensure that trainers, as well as curricula, are updated to reflect that evidence base, as well as changes in society (Monzo, 2015). In legal sign

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language interpreting, there have been calls for training for legal specialisation (Roberson, Russell, & Shaw, 2013; Walker 2011, Witter-Merithew & Nicodemus, 2010), and to date legal interpreter training often focuses on working in the courtroom. Inevitably, this training concentrates on interpreting for actors in the courtroom who are participating in a trial (predominantly accuser, defendant and witness). However, for legal sign language interpreters, especially in the US context, there is another 'grey zone' that receives little attention.

A 'grey zone' for legal sign language interpreters

For deaf people encountering the justice system, the provision of sign language interpreters is a legal accommodation requirement (Brunson, 2008), which has led to increasing numbers of deaf interpreters working in court (Tester, 2018). One of the 'grey zones' in legal sign language interpreting is the work with deaf people who are called for jury service. This type of work is well established in the US, as deaf people have been permitted to serve as jurors since 1979 (Napier & McEwin, 2015), but in other countries with adversarial court systems deaf sign language users are typically excluded from jury duty. In Australia, for example, the relevant legislation in different states generally exempts deaf people from serving as jurors if they are unable, because of sickness, infirmity or disability, to discharge the duties of juror[2]. Another argument that has been used is due to concerns about having an interpreter as a 13th person in the jury deliberation room because of confidentiality issues or because they may impact on the flow of the deliberation process[3] (Napier, 2013c; Hale, et al, 2017). Some time ago, Mather and Mather (2003) asserted that the role of interpreters for deaf jurors is different than interpreting for defendants and witnesses in court, because jurors need to have access to key points of information in order to make informed decisions as jurors. However, their assertions were based on experience and general observations, rather than empirical data.

As you can imagine, getting access to a jury deliberation room to empirically evaluate how the interpreting happens is not possible. Yet in order to address the concerns of the justice system about whether deaf people can serve as jurors and have interpreters in the deliberation room, an evidence base was needed.

Interpreting for deaf jurors: An evidence base

A series of linked interdisciplinary research studies over a ten-year period in Australia were conducted by sign language interpreting, spoken language interpreting and law academics[4], in order to examine the feasibility of deaf people serving as jurors, and the impact of having interpreters present in the deliberation room. The various studies revealed that: deaf people can comprehend jury instructions through interpreters as well as those who access the information directly (i.e. 'hearing' people) (Napier & Spencer 2007, 2008, 2017); and legal professionals and sign language interpreters feel that there is no impediment to deaf people serving as jurors (Napier 2013a, Napier & McEwin 2015). All of these studies were based on experimental tests, surveys or interviews, but there was still no evidence for what *actually happens* when interpreting for deaf jurors, and specifically in the deliberation room.

The next stage was to conduct a mock-trial to simulate a court case involving eleven hearing jurors, a deaf juror and two sign language interpreters (Hale, et al, 2017; Napier, et al, in preparation). The trial took place in Sydney in July 2014 and replicated a real court case and involved barristers, solicitors, and a retired judge. The

[2] One deaf man served as a juror in New Zealand in 2005 shortly after the enactment of the NZSL Act; and as a consequence of the research outlined in this study, a deaf woman was permitted to participate in the jury selection process in Western Australia in 2014, and a deaf man served on a jury in Ireland in 2017.

[3] The standard jury is made up of 12 people, except for Scotland where it involves 15 people.

[4] Napier and Russell are sign language interpreting researchers, Hale is a spoken language interpreting researcher who specializes in legal interpreting, and Spencer and San Roque are law academics.

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case was carried out over 1.5 days, and the jury deliberated for half a day before delivering their verdict. The whole proceedings and deliberations were filmed and the deliberations were analysed for participant turn-taking, and the jurors were interviewed on completion of their trial about their perceptions of the presence of a deaf juror and potential impact of interpreters on the deliberation process. The analysis of turn-taking (Hale, et al, 2017) revealed that the deaf juror was able to participate in jury deliberations to the same degree as hearing jurors and that the interpreters were not active participants in the jury deliberations. The hearing jurors confirmed that they felt no negative impact from having interpreters in the room, and quickly became accustomed to mediated communication with the deaf juror (see Hale, et al, 2017 for more detail). The data is still being analysed in relation to the interpreting strategies and interpretation accuracy.

Subsequent to the mock-trial, focus groups were conducted with two stakeholder groups: a range of legal professionals and Deaf community representatives, to discuss the outcomes of the mock-trial findings and the implications for the provision of sign language interpreters for deaf jurors in Australia (Napier, et al, in press). After much discussion in both groups, there was agreement that the evidence confirmed that there is no question as to whether deaf people can participate as jurors by working with interpreters, and in principle deaf people should be permitted to do jury service in Australia. There were still some reservations from both stakeholder groups, however, on the logistics of providing adequate interpreting services to ensure that deaf jurors are not disadvantaged in carrying out the juror role.

We know that interpreting services for deaf jurors are provided regularly in various states throughout the United States. One study conducted as part of this deaf juror research involved non-participant observations of a jury empanelment process involving a deaf juror, and interviews with legal personnel in the same courthouse in Rochester, NY. This paper provides an overview of our, as yet unreported, findings from this observational study, and then draws together this new evidence base with that from the previous studies, to reflect on the implications for training sign language interpreters to work with deaf jurors.

Doing a case study of the Monroe County Courts

For this project, we conducted a case study (Yin, 2003) of one court system: the Monroe County Courts in Rochester, New York in the US. Given that the city of Rochester in the state of New York has the National Technical Institute for the Deaf (NTID) situated within the Rochester Institute of Technology, there is a large population of deaf American Sign Language (ASL) users living in that city who stay on after they graduate. There is estimated to be 90,000 deaf ASL users in a population of 700,000 living in Rochester[5]. As a consequence, the Monroe County Courts have a well-established system to provide interpreters as an accommodation to allow deaf ASL users to serve as jurors, and approximately 6 deaf ASL users are empanelled to serve on a jury every year. For these reasons this city and court system was purposively selected for this case study.

The data was collected by Napier and Russell. Drawing upon their positions as sign language interpreters and researchers, we were able to utilise their professional networks with ASL interpreters in Rochester, and contact was made with the Jury Commissioner at the Monroe County Courts responsible for managing the process of recruiting jurors. We were invited to attend the Monroe County Courts as non-participant observers to observe and talk to as many people as possible at the courts that are involved in the justice system and in relation to deaf people serving as jurors, in order to gain an in-depth overview of how deaf people are included as jurors. The Jury Commissioner set up meetings with a range of judges, lawyers and administrators for the purpose of semi-structured interviews, and as we walked around the court buildings he also introduced them to other key people, where we would engage in impromptu unstructured conversations about our research. The Jury Commissioner also identified deaf people in Rochester who had previously served as jurors and contacted them to ask if we were willing to be interviewed and arranged for them to meet. The observations and interviews were conducted in either spoken English or ASL over a 5-day period in the spring of 2014.

We observed three Settings: (1) the Central Jury Room, (2) the Waiting Area outside the Courtroom, and (3) the Courtroom. We took extemporaneous field notes of anything we observed of interest during the observations,

[5] See http://www.nytimes.com/2006/12/25/nyregion/25deaf.html?_r=1&adxnnl=1&oref=slogin&adxnnlx=1193285123-Ewd7wx9A2T6Bl0hdYCOPKg

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as per ethnographic principles. The goal was to observe the processes, the interactions, and the communication between the deaf people, sign language interpreters and any court personnel. It was recognised that it was not possible to observe any actual jury deliberations in the Monroe County Courts, only the process leading up to jury empanelment and any trial that a deaf juror was selected for.

The Data

The participants in this study represent multiple stakeholders in the legal process. The age range of the participants is between thirty and sixty years old and those who were employed as lawyers and judges had between ten and fifteen years of experience. The ASL interpreter was certified by the Registry of Interpreters for the Deaf and had nearly 40 years of experience, with almost 20 years of legal and court related experience (including regular experience interpreting with deaf jurors).

In addition to field notes from observations of the jury selection process, data also includes semi-structured interviews, and unstructured conversations. The total data set includes of 390 minutes (6.5 hours) of observations, 305 minutes (5.08 hours) of semi-structured interviews, and 300 minutes (5 hours) of unstructured conversations. Field notes were taken during interviews, and after unstructured impromptu conversations.

We were able to observe the jury panel induction and waiting period and the jury selection (empanelment) process that included one deaf person and an ASL interpreter, for the period of one full day. The remaining four days were taken up with interviews and conversations. While the deaf person was not, in the end, selected for the jury, the observations presented us with insight into how a deaf juror might participate in a trial process, what information they receive, and the strategies that an interpreter uses when working with a deaf juror.

Analysis

We analysed the strategies used by the interpreter using Wadensjö's (1998) taxonomy of interpreter renditions (as outlined in Table 1). As we were not permitted to record the interpreter or interactions, our analysis is restricted to what was captured in the field notes, rather than a fine-grained discourse analysis. The interpreting excerpts are presented using horizontal transcription (Gallez, 2010). The interview field notes were analysed and coded using content and thematic analysis (Krippendorf, 2004), examining the content and emergent themes.

Table 1: Wadensjö's rendition sub-categories

Rendition type	Definition
Close	Propositional content of original explicitly expressed in the rendition, style approximately the same.
Expanded	More explicitly expressed information in the rendition than the original.
Reduced	Less explicitly expressed information in the rendition than the original.
Summarised	Text that corresponds to two or more prior originals.
Non	Interpreter-initiated (e.g. to seek clarification, or address a participant directly)

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Zero	Original not translated

Interpreting strategies

In all three settings there is evidence that the interpreter used close, expanded, reduced, summarised non and zero renditions, as seen in Table 2; and as observed by spoken and signed language interpreters in other contexts (cf. Wadensjö, 1998; Major & Napier, 2012). Here our discussion predominantly focuses on the interpreter renditions during question-answer sequences in the courtroom during the empanelment process, and summarise the pattern of renditions across all three settings (Setting 1: Central Jury Room, Setting 2: Waiting Area, Setting 3: Courtroom).

Table 2: Summary of interpreter renditions

Close	Expanded	Reduced	Summarised	Non	Zero
19	5	5	3	5	3

For this interpreter, the typical pattern was to produce close renditions, but there was evidence of several expanded renditions when she gave examples to elucidate concepts such as 'perspective on the witness' where she signed "VIEW ON PERSON MISERABLE, FRIENDLY, WHATEVER… DOESN'T MATTER"[6]. Another example was when a juror was asked the question as to why family members might make up accusations, and the panellist response was that it might be due to "bitterness". The interpreter began to produce a close rendition by fingerspelling the term, but the deaf juror offered her a sign for the term. She then adopted this sign and thanked the deaf for his input. During this question-answer sequence, the interpreter produced frequent expanded renditions for terms such as 'reliance' and 'trust', and for phrases such as those illustrated in Table 3.

Table 3: Examples of expanded renditions

Original utterance	Interpreter rendition
How people interact with each other…	*How do people interact? Two people meet, say hello and hug. Two people meet and shake hands. Then they talk.*
You're in the jury deliberation room…	*You all are in the jury deliberation room over there (behind you), 12 people…*

[6] When our focus is on the specific items that were signed by the interpreter, we using sign GLOSSING to represent a translation of the exact signs that were used. In other tables, we present a translation of the meaning of the signed renditions of the interpreter in order to illustrate how information was expanded or reduced or sumamrised.

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Non-renditions were typically produced when panel members were asked to approach the bench to disclose information in a whispered conversation with the judge. At these times the interpreter would break eye contact with the deaf juror and get something out of her bag, drink water, or just look away.

At times the interpreter would combine more than one rendition type into a sequence. For example, at one point in the courtroom, the Judge explained that panel members in the box would be asked questions about their education, work, etc. but that the questionnaire form that they had previously been given would not be referred to. The interpreter interpreted this instruction as a close rendition, but then produced a non-rendition as a consequence of an intervention by the deaf juror, as seen in Table 4. Another example was when a juror was asked about the difference between the words 'burglary' and 'robbery'. Initially the Interpreter produced close renditions but then produced a non-rendition to explain that someone breaking into your house is legally called burglary not robbery.

Table 4: Example of close followed by non-rendition

Int: *...so you don't need the form*	
	DJ: (points to form) Don't need?
Int: *No, you can put away, take home, tear up, whatever…*	

In another question-answer sequence, the interpreter produced non-renditions and initiated a brief conversation with the deaf juror in relation to the content of a panellist response, as shown in Table 5. During this conversation, there were zero renditions of the continued interaction between the panellist and attorney.

Table 5: Non-renditions in conversation

Juror	Interpreter	Deaf juror
My hobby is fencing…	*My hobby is fencing (fingerspelled)*	
	Fencing (fingerspelled). Do you know what that is?	
		Yes I know. Fencing (offers sign).
	Yes, fencing (uses sign).	

Occasionally there were also examples of the interpreter making decisions to produce reduced or summarised renditions during the questioning of an individual prospective juror, where she focused on the key points of a narrative answer. An example can be seen in Table 5.

Table 5: Summarised rendition of question-answer sequence

Judge	Juror	Interpreter rendition
Where do you live?		
	South West Rochester	
How long have you lived there?		
	27 years	
		I have lived in SW Rochester for 27 years.

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Discussion of strategies

The interpreter provided extremely close renditions, typically for fingerspelling of names, key terms, also read-aloud text (e.g. the oath in Setting 1), but also when it was obvious that she was tiring (as she was rubbing her eyes and rotating her wrists). The interpreter was obviously comfortable with the language of the court and offered close renditions throughout. However, examples of expanded renditions were observed for specific legal phrases that may have been unfamiliar to the deaf client in Setting 1 and 3. This strategy has been identified as typical in courtroom interpreting when dealing with legal discourse (Hale, 2004; Brennan & Brown, 1997), although it can be a risky strategy if the interpreter inadvertently misinterprets the term, which can lead to evidence being challenged, regardless of whether it is a legal term (see example from Lee, 2009 in Korean-English interpreting).

There was evidence of the interpreter using reduced and summarised renditions, which has been observed as a strategy used by interpreters when they judge that there is no impact on the integrity of the message (see for example, Napier, 2002; Major & Napier, 2012). In Setting 1 for example, the interpreter decided that it was more important for the deaf person to know when his own name was called rather than all the names of jurors being read out. It may also have been a strategy used to conserve energy.

There was limited interaction between the deaf juror and interpreter in the Setting 2 (Waiting Area). Although other hearing jurors engaged in casual conversation during the recess periods with each other, there was no attempt by either the deaf juror or other hearing jurors to interact with one another at any time, so there was no interpretation required (zero renditions). We did not perceive any negative impact from her decisions as the communication flowed smoothly, and the deaf juror was engaged in the process throughout.

In Setting 3, as with Setting 1**,** the interpreter engaged in more informal conversation with the deaf juror, likely because they were together for a longer period of time, with occasional opinions. But at times she also made a conscious effort not to engage with the deaf juror by breaking eye contact. If the deaf juror initiated conversation, the interpreter always responded politely but did not prolong the conversation (non-renditions).

In Setting 3 in particular, the interpreter demonstrated a typical sign language interpreting strategy: source attribution, for example, pointing behind her to the judge to stress that he was talking, and pausing to look at parties as they spoke, supporting the deaf person's ability to follow the multiple parties in the courtroom. This strategy has been found in previous research (see Marks, 2012, 2015; Metzger, 1999; Napier, Skinner & Böser, in preparation) when the interpreter is relaying the talk and making it clear who is speaking, often to distance themselves from the generator of the utterance or to facilitate rapport building directly between the deaf and hearing interlocutors.

In sum, it can be seen that the interpreter engaged in a variety of strategies to ensure that the deaf juror was able to access the proceedings of the empanelment process, and did not overly assert her presence. The fact that she had a long track record of working in legal settings and with deaf jurors has obviously lent itself to working effectively in this setting. By conducting this type of analysis, we are able to demonstrate an evidence base for the typical rendition patterns and strategies used across the different settings when working with deaf jurors.

Stakeholder perspectives

The interviews and conversations with the legal and deaf stakeholders were analysed for key themes, and here we provide a brief summary (more detail will be provided in Napier & Russell, in preparation-b). Three of the themes that we address here include: (a) interpreters as gatekeepers; (b) interpreters as distraction; (c) interpreters as prima donnas; (d) and training. The reason we have chosen to highlight these themes is because they contrast with the evidence from our observations, which highlight the positive strategies used by the interpreter; where as the stakeholders tended to focus on negative aspects. There was one theme however: (e) isolation, which tallied with our observations.

Interpreters as gatekeepers

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Court administrators and judges stated that they believe there are interpreter politics that lead to *gatekeeping* of the work with deaf jurors. For example, some interpreters who do work for the courts may put off other interpreters by telling them the work is challenging and the interpreters are not treated well, thus ensuring the pool of interpreters doing the work is small. Other ways of perceived? subtle gatekeeping are that interpreters may complain to their colleagues about the working conditions, in hopes of dissuading the interpreter from accepting work within the court system.

From our observations it could be seen that the working conditions were not ideal, as the interpreter worked all day by herself. This meant that the zero renditions produced often seemed to be on occasions when she could briefly rest (for example, when other jurors were being questioned, or a long list of names was read out). The interpreter we observed frequently works with deaf jurors and told us that if the juror had been selected, a second interpreter would have been booked to work through the trial, so the working conditions would have improved. The interpreter told us that only a small number of interpreters in the area are willing to work with deaf jurors, as they find the context intimidating and would be nervous of making mistakes, which contrasts with the legal personnel's perspectives on why there are limited numbers of interpreters available.

Interpreters as distraction

Some judges believed that there may be an overarching lack of appreciation for what an interpreter really does, which can feed misconceptions of interpreters as a *distraction*, as highlighted in the comments of this Judge:

> *A lot of people are nervous about having a deaf juror because it might be distracting. Or if an interpreter brings bias we don't really know. Some people are reluctant or have more concerns but I don't have a concern as we see regular interpreters, we trust that they are doing their job. People think it's going to be distracting for other jurors but it's not.*

One judge went further saying this:

> *I worry about having the attention taken away from me and I wonder if it might undermine the process, based on a misconception that the interpreter can bring a bias into the trial.*

Other lawyers and judges who had previous positive experiences did not report that it was distracting to have an interpreter at all, and especially when the interpreter is well trained as an interpreter and in the protocol of the courtroom. The lawyers expressed trust in the interpreters to do their job, and reported that the legal processes have not been altered by the presence of the interpreting team, which we see in this quote:

> *So many people have initially been distracted by an interpreter, but soon they become so absorbed in the case information that they pay no attention to the interpreter. People in Rochester are used to seeing deaf people with interpreters…*

From our observations, we do not believe that the interpreter was perceived as a distraction. She was treated professionally by the jury commissioner, the court clerk, and the judge. The hearing jurors did not attempt to interact with the interpreter at all, and did not watch her during the empanelment process.

Interpreters as prima donnas

> The judges suggested that it is not generally the deaf juror that is the problem, rather it is the interpreters not respecting the judicial space and the jurisdiction of the judge and behaving like *prima donnas*. Judges reflected on their past experiences with interpreters, raising the point some interpreters can be very difficult to work with. In the words of one judge
> *Deaf people are not the problem, it's the interpreters who can be "prima donnas", with interpreters who think that the centre of my attention should be on the deaf person, but it is not and that is a complication. They need to be unobtrusive but they seem to want to be the centre of attention.*

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Several judges emphasised that they had witnessed interpreters who were acting as advocates for the deaf juror and behaving in ways that brought undue attention to their work and needs. As one judge stated:

> *My concern is for the defendant – the deaf person may be upset for a day or two (by the trial content), but a defendant may be going to jail for the rest of their life. The focus has to be on the person who is charged with the crime.*
>
> *The interpreters need to be unobtrusive and let the court handle any issues that arise.*
>
> *Interpreters are used to being advocates for the deaf person and start by telling me where they need to sit. I don't care about the deaf person, my concern is for the defendant.*

The interpreter in our observation did not advocate for the deaf juror, but through the use of expanded renditions and non-renditions did provide information to the deaf juror to ensure that he understood what was going on, or what key terms meant. It could be argued that this is a form of advocacy, but instead we see this as a form of 'emancipatory interpreting' (Mole, 2018), whereby the interpreter is recognising the power imbalance in this context and empowering the deaf juror with information that may not be generally accessible due to life experiences or literacy levels.

Training

The importance of specialised *training* was a theme that spanned judges, lawyers, court administrators, and deaf consumers in our interview data. Across all stakeholders there is a perception that the interpreters may not be as well trained as compared to other cities, which then leads to problems. The deaf participants described the kinds of training opportunities that they believe would be useful, including an existing program in the US that prepares interpreters for legal specialisation work after an interpreter has completed a bachelor's degree in interpreting, holds national certification, and has a minimum number of years of experience. The training takes two years of part-time study and then interpreters sit for a specialized skills and knowledge exam that leads to national RID certification as a legal interpreter (known as the SC:L)[7]. It is interesting to note that not all states in the US require the SC:L and there are courts that employ interpreters who therefore could potentially lack the specialised skills and knowledge needed for successful practice in legal settings.

The deaf participants reported that there is noticeable difference in quality of interpretation offered by interpreters that have RID Legal Interpreter Certification, and not all of the local interpreters who provide service possess the national certification. The lack of training may also contribute to the issue raised by judges and administrators about difficulty recruiting interpreters for the court. It may be that interpreters fear the work, based on having no schema for the work because of the lack of specialised training in legal settings and with legal discourse.

From a deaf participant lens there was also a desire to see greater training for the courts about what it means to be deaf and access proceedings via an interpreter. The need for judicial training about the nature of interpreting is apparent in the following remark from a judge, who sees interpreters as machines:

> *Interpreters don't need to understand anything - they should be like court stenographers and should just record what is said.*

[7] Note: This specialized certification was placed on a moratorium in January 2016 and is not currently available.

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The court administrators expressed a desire to work with local post-secondary institutions to develop a Legal Interpreting Certificate and provide a systemic approach to increasing the capacity of the courts and the interpreting community to respond to the work opportunities at the court.

> *I think it would be helpful to collaborate with interpreter training programs to provide internship experiences within the court system.*

Isolation

One theme that corresponded with our observations was that of *isolation*. The interviews with deaf jurors revealed a key issue in relation to *isolation*, as illustrated by the following quote:

> *As a deaf juror it was a huge positive to have an interpreter, but the huge negative was the behaviour of interpreters (e.g. refusing to go into the deliberation room on breaks so deaf juror couldn't get to know other jurors). The interpreter established their role boundaries that were too extreme.*

The court administrator also acknowledged the challenges for deaf jurors not having access to interpreters during breaks:

> *It could be socially isolating if interpreters don't interpret during break times, such as lunch. Maybe this is a function of not managing a team well or when there is only one interpreter then they also need a break.*

This is something we observed in our case study, as the interpreter asserted that she needed the time to rest during the breaks as she was working on her own all day. This meant that the deaf juror did not interact with the other jurors at all. If the juror had been selected, this could have become an issue if the trial lasted some time. Nonetheless, we also recognise that the interpreter may have made that decision in order to publicly confirm her lack of direct involvement in the jury panel – maintaining distance in order to ensure that her role solely as mediator of communication is recognised and understood. This strategy has been confirmed by other interpreters, who were interviewed about their experiences of working with deaf jurors (Napier, 2013; Napier & Russell, in preparation-b).

To conclude: Using an evidence base to train legal sign language interpreters

By conducting this type of analysis based on a case study of an interpreter working with a potential deaf juror, we are able to demonstrate the typical rendition patterns across the different legal settings when interpreters work with deaf jurors. Combining these results with the findings from a previous study that articulates turn-taking patterns in jury deliberations, means that we have an evidence base to discuss with legal interpreters what strategies they can use when interpreting with deaf jurors. Furthermore, highlighting key issues raised by legal and deaf stakeholders based on their experiences of working with interpreters when deaf people are jurors is valuable for interpreters to reflect on the different perspectives, which could influence their decision-making when working in that context.

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Although we were able to observe an interpreter who behaved professionally and had minimal impact on the proceedings[8], it is interesting to contrast with the perceptions of stakeholders about the perceived inconsistencies across interpreter provision for deaf jurors, the behaviour of interpreters in that context and how it impacts on other interlocutors. Turner and Best (2017) would argue that interpreters who behave as the stakeholders report, are engaging in 'defensive' interpreting – making 'self-preservation' decisions to suit their own needs rather than that of the people they are interpreting for. They suggest that in order to demonstrate professional practice, interpreters should engage in 'expository interpreting' and be:

> *willing to be "self-revealing, on display, open to critique" and, above all, open to collaboration with interlocutors… The main guiding principles of expository interpreting are transparency and cooperation, grounded in the selfless de-prioritisation of the interpreter's immediate interests with an orientation not towards self-preservation, but to a broader and fundamentally more inclusive frame of reference.*

We would suggest that the interpreter in this case study was engaged in a mix of expository and defensive interpreting. At times she made decisions for the best interests of the deaf juror, and at other times for herself, both of which were justifiable. We believe that in training legal interpreters to be best prepared to work with deaf jurors, they need to be made aware of the types of renditions produced across different settings and why; the self-preservation strategies that are sometimes needed in order to contend with the working conditions; as well as awareness of the role of the juror, others' perceptions of their role and behaviour as interpreters, and how to engage in expository interpreting so that deaf jurors can be effectively included in the jury empanelment and deliberation processes. Training for legal personnel and deaf people would also be useful in ensuring that they understand the role and responsibilities of interpreters generally in court (see Napier & Banna, in press) and in contrast when working with deaf jurors. The ideal would be for the training to be interdisciplinary – involving interpreting and law educators – in order to draw not only on the evidence base, but also the personal and professional practitioner experiences of those with relevant expertise.

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[8] We acknowledge that the interpreter may have been on her 'best behavior' because we were observing her, which is the nature of the researcher's 'observer's paradox'.

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Reaching Ghanaian Interpreters through Ongoing Short-Term Training

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Abstract

In this paper, the authors will describe a project that explores collaboration between and among interpreters and interpreter educators from Ghana, the United States, and the United Kingdom. They will describe the context, address the learning objectives of a short-term professional development program, expand on how a western teaching approach is co-constructed and modified to align with Ghanaian cultural expectations and norms. In addition, they will share their stories of working and playing together.

Keywords: Professional development, Ghana, constructivism

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Reaching Ghanaian Interpreters through Ongoing Short-Term Training

In the spring of 2013, a series of events occurred that were the catalyst for a collaboration between members of the Western Oregon University (WOU) interpreting community and the interpreting community of the University of Education in Winneba (UEW), Ghana. What began with chance meetings has resulted in meaningful professional development and deeply rooted friendships established between American Sign Language (ASL) and Ghanaian Sign Language (GhSL) interpreters and educators. A series of professional development trainings and research studies are yielding information about the fields of signed language interpreting and deaf education in Ghana, cross-cultural collaboration for interpreters, and the use of technology to support interpreters in resource-constrained countries.

In this paper, the authors will describe the context, list the learning objectives of a short-term training, and expand on how a western approach to teaching continues to be adapted to align with the Ghanaian context. In addition, they will share their stories and mention ongoing research projects.

A little about Ghana

Ghana, a small country in West Africa, is comprised of approximately 92,000 square miles. The population is approximately 28 million (Data Productions Unit, Ghana Statistical Service, 2016). About 211,700 Ghanaians have speech and hearing "impairments" (Ghana Census, 2010, as cited by Hadjah, 2016, p. 3). Numerous indigenous languages are spoken in Ghana, along with, at least, three signed languages, Ghanaian Sign Language (GhSL), Adamorobe Sign Language, and Nanabin Sign Language (Hadjah, 2016). Historically, GhSL is related to American Sign Language (ASL). According to Hairston and Smith (1983), in 1957, Andrew Jackson Foster, the first Black student to graduate from Gallaudet College, travelled to West Africa on a mission trip. He established the first school for the deaf in West Africa in Osu, Ghana where he lived for about one year, teaching at the school he established. He presumably used American Sign Language, which then permeated Ghanaian deaf education (see Ilabor, 2010). GhSL has developed and spread, becoming the most commonly used form of signed language in Ghana.

Ghana has approximately 15 schools for the deaf, and inclusive education was implemented officially in 2015 (Oppong & Fobi, in press). There are seven public tertiary institutions. UEW, with about 45,600 students, has the largest population of D/deaf students at about 50. The university has employed up to three full-time interpreters and five part-time interpreters, and has had between two and 11 interns during any given semester. They also have one to two recent graduates fulfilling their National Service duty as a signed language interpreter. Little to no organized interpreting services are available in inclusive schools and no tertiary level interpreter education is available (Oppong & Fobi, in press).

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Developing Collaboration

Developing relationship may only be accomplished by demonstrating a long-term commitment. We intend to continue to demonstrate commitment by visiting as often as possible and by collaborating with interpreters, faculty, administration, and the Deaf Community on training and scholarship.

A timeline of the collaboration begins with Maroney's initial contact with Oppong, Senior Lecturer at UEW, in August 2013. This led to a 2014 visit to Ghana. Maroney met with UEW colleagues, gathered information, and collected survey data about the professional context of interpreting and deaf education in Ghana. In 2015, Maroney, Kudesey, and Aggro, presented research on signed language interpreting and interpreter education in Ghana at the World Association of Sign Language Interpreters (WASLI). During her 2015-2016 sabbatical year teaching at UEW, Maroney collaborated to develop a community of practice with GhSL interpreters beginning in fall 2015 continuing through summer of 2016. In March 2016, two WOU colleagues led a service-learning group of undergraduate and graduate students from WOU to Ghana where they met Maroney and UEW interpreters and signed language students. The WOU contingency toured several schools serving deaf children in Accra, Winneba, and Cape Coast. In spring of 2016, Darden and Maroney (2018) conducted an international online training with GhSL and ASL interpreters, to explore the benefits of digital approaches to interpreter education in developed and developing countries. In August 2016, at the end of Maroney's sabbatical year, colleagues and interpreting graduates from WOU joined her in Ghana for the first short term, two-week training at UEW. In August 2017 and July/August 2018, training continued with a deaf education component added. A research monograph on signed languages, interpreting, and the Deaf Community in Ghana, co-edited by Maroney from WOU and Offei from UEW, is in progress consisting of the research of colleagues, students, and interpreters from Ghana, Nigeria, and the United States (U.S.).

Research projects

The research projects build on and contribute to the long-term research and collaboration we have been doing in Ghana since 2014. To date, we have collected data through surveys, observation/supervision, and interviews. WOU and UEW faculty colleagues, students, and interpreters are co-presenting and co-authoring at events including WASLI, Critical Link International, Gallaudet University Interpretation and Translation Research Symposium, Conference of Interpreter Trainers, and Pan African Conference on Working with Language in Local Communities. The overall goals of these projects are to contribute to the development of a sustainable interpreter education program in Ghana that may be adapted in other developing countries, and to continue building a foundation for presentations and publications in partnership with Ghanaian colleagues, students, and interpreters.

Short-term Professional Development

The goal of the short-term interpreter-training is for Ghanaian interpreters to gain knowledge about interpretation theory and the cognitive processing requisite for conducting effective interpretations, and explore and practice meaning transfer and decision-making. The hope is to also generate interest by Ghanaian interpreters in leadership positions to assume the role of facilitators in future trainings.

The training is designed to address issues and ease some of the stress and anxiety related to professionalism, meaning transfer, and physical, emotional, and mental self-care currently being experienced by individuals performing interpretation work (i.e., staff, volunteer, and student interpreters). The first year, participants included

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approximately 25 GhSL interpreters, signers, and National Service Volunteers[2]. The following year, 2017, another two-week training was conducted for approximately 65 participants, encompassing both interpreting and deaf education. The team from WOU doubled in the second training. In 2018, another two-week training for GhSL interpreters and educators of deaf children as well as continued research on the professional context of signed language interpreting in Ghana took place. The team consisted of four ASL/English interpreters (two are interpreter educators), one Spanish native who is a British Sign Language (BSL)/English interpreter, four educators of deaf and hard of hearing children, three of whom are Deaf, of whom one is also a Certified Deaf Interpreter.

Activities for the short-term training are loosely organized ahead of time and modified during the training. Activities are generated to develop decision-making and interpreting skills such as exploring demands and possible controls for different interpreting scenarios, practicing team interpreting (spoken and signed as target languages), and exploring ways to prevent burnout in a community where the demand of interpreting services is greater than the supply. After each training session, facilitator and participant evaluations and reflections are collected and subsequent trainings are planned accordingly.

Stories from Ghana

The collaboration between Ghanaian and U.S. interpreters is a story of personal growth and professional development. Our hope is that by sharing our stories, other interpreters and educators will be moved to travel outside of their comfort zone, both figuratively and literally, to stretch their practice and their perspectives. In this section, facilitators and participants will share their stories.

"There is no time in Ghana," Maroney

I spent my 2015-2016 Sabbatical Leave in Ghana, which, not surprisingly, went differently than I expected. In the west we have a dependence upon time that I did not experience in Ghana. I thought that I would be able to collaborate with UEW colleagues to establish a sustainable interpreter education program during the one year I lived there. After all, we had begun the process in March 2014 during my first visit. However, I quickly learned that "there is no time in Ghana."

One day, while waiting for a Metro Mass Transit bus (very large, inexpensive public transportation, similar to our city buses) at Winneba's Central Market trotro (public transport) station, we asked a shopkeeper what the bus schedule was. She said, "The bus comes, you get on. When it is full, the bus goes. There is no time in Ghana," which became our mantra. Even though the interpreter education program had not launched before I left, I initiated partnerships, collaborative projects, and set the program on track for approval by UEW administration.

My work in Ghana has supported my personal goal of broadening and enhancing my vision of interpreting to be inclusive of the unique work that is done outside of the ethnocentric boundaries of the U.S. interpreting community where we believe that we know the "right" way. There are *different* ways and I believe that the stories from Ghana demonstrate these differences. I will continue to support the Ghanaian interpreting community in sharing their stories and in providing professional development opportunities for interpreters.

[2] National Service is a one-year mandatory civic service for recent graduates of tertiary institutions in Ghana. This opportunity provides graduates with practical exposure on the job, both in public and private sectors. They are paid a token, non-taxable allowance each month (e.g., in 2017, they received 559.04 Ghana Cedis, or $125.91 USD, per month).

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Benefits of training, Fobi

I enrolled in an Education for the Hearing Impaired (EHI) in the Department of Special Education, UEW in 2008. As part of the university's response to the inclusive education call, they had started admitting deaf students to learn in the same classroom with their hearing colleagues. In my class, I was fortunate to have a colleague who was deaf. In most cases, I realized that his interpreters were absent. My colleague found himself wanting in most of our classes. Though Sign Language was part of the courses for the EHI students, his situation motivated me to speed up the rate at which I learned Ghanaian Sign Language (GhSL). During long summer vacations, I visited schools for the deaf to improve my signed language skills.

In 2009, I started work as an unqualified interpreter, stepping in to help my colleague anytime his interpreters were absent. This helped me to improve my signing skills. The department retained me in 2011 to serve as an interpreter for UEW deaf students during my internship. At the time, UEW had a mandatory one year training policy for all of its students to teach or interpret as part of the requirement for the award of a bachelor's degree. I had the opportunity to serve as the coordinator for the interpreters at UEW from 2011 to 2017. A major challenge was that, since there was no interpreting program aimed at training interpreters to be professional, the interpreters did not often know whether or not their services were meeting the deaf students' needs. Another issue had to do with the limited number of interpreters at the time and the growing number of deaf students in the university (the ratio was about 1 interpreter to 7 deaf students). Even more difficult was that most deaf students were not in the same course so interpreters could work continuously for over nine hours without breaks or teams.

In spite of these challenges, the university was fortunate to have a godsend professor (Maroney) from Western Oregon University, in the U.S. She came to Ghana in 2014 and got to know about the situation about interpreting at UEW. She served her one-year Sabbatical leave at UEW and did her best to support the interpreters in the university and in Ghana at large. She did the best she could getting a team of trained signed language interpreters to come from the U.S. to Ghana 2016, 2017, and 2018 to support by providing professional training free of charge for UEW and community interpreters. These interventions by her and her team helped in uplifting the image of interpreting at the university to a very appreciable level. Now, the interpreters are familiar with key issues in interpreting such as demands and control options (Dean & Pollard, 2013), meaning transfer, self-care, team interpreting, post-interpreting discussions, and the use of non-evaluative language in assessing interpreting work.

Personally, I have benefitted from this training with too little space to enumerate here. Through the training and the support of Maroney and her team, I was able to secure admission into a doctoral program in Deaf Education at the School of Education, University of Leeds, UK. I have seen whilst in the program that most of the discussion we had in the trainings are guiding my thoughts as a researcher and aiding me to add criticality to my study since it is aimed at analysing how signed language interpreting mediates learning and teaching at UEW.

Teaching teachers of deaf children, Graham

As a teacher of the deaf, I know the importance of professional development for both interpreters and teachers. As a Deaf person, I've experienced the benefits of working with both interpreters and teachers, especially as they are honing their craft. Nothing could have prepared me for the experiences I had in Ghana. When I first arrived in Ghana, I came armed and ready with a plethora of teacher strategies and the motivation to change the world. I quickly became humbled when one of my students during the training asked me what it was like to be deaf and have opportunities available to me in the U.S. I became aware of my own privilege and aware that the needs of the Ghanaian community were different than I expected.

I had to start at the very beginning, discussing the needs of Basic Interpersonal Communication Systems (BICS) and how BICS influences Cognitive Academic Language Proficiency (CALP). My educational team and I worked closely with the interpreting team to bring a deep and analytic experience for the Ghanaian participants, all enjoying each day tremendously. As a team, we explained the need of multiple perspectives, and endeavoured to modify our training and approaches to align with the Ghanaian way of life and their culture. We avoided

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bringing typical American values and perspectives; instead we explained each technique directly, and invited the participants to share their stories and frustrations related to Deaf Education. Many of our participants lamented at the lack of resources, asking multiple questions about different strategies we take for granted. For example, one of our participants asked me about specific ways of reading to a deaf child. A mundane activity that I do on a daily basis caused me to stop and retrace my steps to consider the systematic process I use in reading.

I arrived in Ghana with a mission that I was going to help support Deaf Education there and work with the interpreters in developing professional training. Little did I know that I would return from Ghana as a changed person, someone who is humbled by how much people can achieve with few resources, and how much passion there is about deaf education all over the world.

This year, I returned to Ghana with three of my graduate students. I believe that U.S. teachers and interpreters need to see how people can do so much with few resources and how we can return to and reconsider our foundations as we explain the process thoroughly. It is through examination of our foundations that we can create new "buildings."

This trip would not be my last, Puhlman

I first arrived in Ghana in March of 2016 after 18 months of planning to lead a group of nine students and two faculty members on a service learning trip. The focus of this trip was to volunteer in two different schools, Cape Coast School for the Deaf and Blind and the University of Practice Inclusive School in Winneba, as well as learn more about Ghanaian culture. After meeting with people, including headmasters, teachers, students, interpreters, and aides, and discussing different viewpoints, I knew this trip would not be my last to Ghana.

After my first 10-day trip to Ghana, Dr. Elisa Maroney (or Prof, as she is referred to by her students in Ghana) invited me and several others to join her in a two-week professional development training for interpreters at UEW in August of 2016. Ghanaian interpreters with various amounts of experience attended. Though I had met with many interpreters on my first trip to Ghana, during this training I began to learn what their working experiences were like. Many Ghanaian interpreters work alone for many long hours, most of them without getting breaks. Though the facilitators would never want to change the culture and work habits of the Ghanaian interpreters, we hope to teach them strategies to improve their interpreting techniques, including teaching them how to work with teams, how to take care of themselves when they are working for long hours, and how to discuss their work for areas of improvement.

The third time I visited Ghana was in August of 2017. With each visit I grow more aware of the culture and the conditions within which we will be working. This visit was for the second annual two-week professional development training for interpreters and, this time, the training was expanded to work with deaf educators as well. Our facilitation team grew from five to 11, and our topics expanded immensely. We realized that Ghanaians who work as interpreters for deaf consumers, also work as educators of deaf children. Upon this realization, what began as two separate tracks for the training merged into one. Because we both had two weeks worth of information to share, this collaboration was challenging, yet the end result was a wonderfully conducted training.

Vicki's story: Intersections of interpreting, technology, and culture, Darden

In the fall of 2015, my good friend, colleague, and mentor, Elisa Maroney, began a sabbatical year at UEW. I followed her blog faithfully, with fascination and a bit of envy over the experiences she shared. She invited me to join her at the end of her year to provide a short-term training for the GhSL interpreters. Impatient for the training, which was months off, and looking for a way to collaborate with Elisa while she was in Ghana, I designed a web-based training for Ghanaian and U.S. signed language interpreters.

This training was designed and conducted as action research in the spring of 2016 (Darden & Maroney, 2018). With my doctoral research in educational technology and my undergraduate minor in anthropology, I have long been pulled toward international research and collaboration. Maroney's adventure provided a perfect opportunity to explore the intersections of interpreting, technology, and culture, the focus of my research agenda for several

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years. I was curious to know if the technological context of Ghana would support online education for interpreters. A look at the presentations of the most recent Critical Link conference indicates that, internationally, technology is increasingly utilized for short-term interpreter-trainings, particularly for areas of urgent need such as an influx of refugees. Our online training offered the opportunity to explore what types of technology might be successfully used.

Mindful of potential barriers such as cultural differences, inadequate access to technology and electricity, and the lack of a shared professional context, participants were carefully recruited. Ultimately, 15 interpreters (7 Ghanaian and 8 U.S.) took part in the online course. Findings from an action research project conducted in 2016 (Darden & Maroney, 2018) showed that although learning did take place for all participants, technical barriers are still significant for both, more so for the Ghanaians. Collegial rapport also developed between interpreters inter- and intra-country. Our complete findings will be published in a special volume of Translation and Interpreting Studies focused on technology in interpreting.

My subsequent visit to Ghana further validated what our online research found. Our colleagues face many challenges with little support. The onsite training included about 25 interpreters from the university and other areas, and one Deaf participant who had completed his EHI degree at UEW. To hear their stories was heartbreaking, the long hours of work with no breaks and no team, the inner uncertainty that they are doing the job "right" when they have never gotten formal guidance or training, the insufficient remuneration for even the most high-profile assignments, the lack of codified ethical standards to guide their decisions. Sharing the Demand Control Schema (Dean & Pollard, 2013) with them, validating their achievements in the face of such obstacles, introducing and practicing the concept of teaming, witnessing their palpable relief that others understood their working conditions and experiences was heartwarming. It was a delight beyond the realm of possibilities imagined when, in August 2016, we were able to arrange for what we believe to be the first Deaf interpreter working an official event in Ghana.

Our second training in the summer of 2017 was even more well-attended, with 65 interpreters and educators from all over the country and two Peace Corps volunteers. We expanded to include a Deaf education track at the request of the University. The 2018 training attracted a comparable number of participants, including seven Deaf participants. Our colleagues are more than eager for what we share with them. Their professional context appears to be similar to that experienced by Deaf and interpreting communities in developed countries prior to legally mandated communication access. The GhSL interpreting community is slowly organizing and professionalizing, which they will do in their own way and according to their own cultural norms. In the meantime, they are eager to learn from our experiences and grateful for resources shared.

Sharing what I realize are riches of knowledge and experience with new friends is both an honor and a humbling experience. After decades spent interpreting and teaching in the U.S., aspects of the dynamics between the interpreting and Deaf communities can feel discouraging. We seem to revisit the same battles without resolution. Looking at ones' advantages from the perspective of those without many has a calibrating effect. Progress comes into clearer focus. Acknowledging and appreciating what one has is easier when one shares it with those who have less. I recommend it.

A new life (not an academic) experience, Dzeani

When I had the invitation to attend an interpreter-training program for persons who work with the deaf community in Ghana, I initially wondered what sort of content went into an interpreter-training program. I was trained by my religious group to learn signed language and to interpret to the deaf and their families. Beyond that I felt no 'other world of interpreting' existed. Gosh! I was utterly wrong. I am a curious learner who finds extreme pleasure in finding new knowledge. This perception to life ignited my curiosity to attend the interpreter-training program for the first time-and Oh my God!! What a new world of interpreting possibilities I came across, and not only that; it was a total 'new life experience.'

In one vein, I think all the objectives for running this program have been duly achieved in me. Let me explain briefly; I have really come to gain a lot of 'new knowledge.' I didn't even know there was a profession for interpreting practice. I have gained relevant knowledge about interpreting theory (my favorite), my cognitive

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process, especially during the interpreting duration, meaning transfer (the ultimate goal of any interpreter), and decision-making (largely affected by demands and resulting demands).

I have equally gained prerequisite knowledge about how to be professional and the need to consistently practice self-care. This knowledge has urged me on to search further about the work. I have thus become very interested in the works of Cokely, Russell, Doyle, Maroney, Gish, Mindess, and others. The program has opened a new door of curiosity into the interpreting world for me. I was particularly awed at finding an abundance of research conducted into the work of interpreting practice, including study into gender and interpreting, cultural nuances of interpreting, and the effects of handedness on interpreting. These and others have opened up such a door for me.

Let me move on to the second and equally profound effect of the training program on me, "THE TEAM OF TRAINERS!" I can only illuminate their distinctiveness in the following words:

- Ability to plan lectures and training sessions, even under very frustrating and pressurized conditions, is absolutely remarkable.
- Ability to modify western-styled instructional methodology/pedagogy to suit local Ghanaian cultural expectations is profoundly awesome.
- The team works with a unity of purpose.
- THEY PLAY!!! Individuals in the team are able to soak in whatever moment they are in and enjoy the moments with whoever is available. And they are not discriminatory for who they choose to 'play' with. It's amazing. This quality I realized drew many to them.
- The team of interpreter trainers also respected each person's perspective. I learned from them not to be unnecessarily opinionated.
- The team has a special fondness for people. Each member displays a unique affection for trainees. They are always ready to support, assist, reassure, motivate and make sure 'things work.' It's outstandingly amazing!

These experiences have urged me on to devote my resources to assist the Deaf community in whatever form I am capable. I am currently concluding two books (one on general knowledge about the Deaf community with 10 chapters focused on the Ghanaian consumer; the second is a signed language learning activity book for persons desiring to learn the language and especially as teaching material for staff to use in the Diamond Kids School Complex). The series of training programs have helped me to design a business module to provide deaf education and interpreting literature to the general populace, to provide fundamental training on Deaf culture and interpreting practice. I am encouraged by the trainings to begin conducting interpreter and deaf-related research, which may pave the way for certification. In sum, I will say that the series of interpreter/deaf education trainings organized by WOU faculty and their associates have really been a "new life experience" and not just an academic exercise for me.

Ghana: A time capsule experience, Carpenter

Before going to Winneba, Ghana I knew signed language education and the interpreting profession were not developed to the extent of the U.S. I had discussion strategies for working with the Ghanaian students and thoughts of what I could contribute to the Ghanaian interpreters and educators. Plans are usually optimal for success, but I found myself in a mental predicament where I felt I had opened a time capsule. I found myself wanting to answer questions by referencing the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct and was quickly reminded by one of my colleagues that the Ghanaians had no frame of reference because they had no active formal interpreting body in Ghana to advocate for basic issues, such as placement of the interpreter in classrooms, reminding instructors who have Deaf students in their classes that the students can answer for themselves, and that the interpreters do not do the homework for the Deaf students. There seems to be a lack of acknowledgment that Deaf people are equal citizens and that interpreting is a real profession. Many of

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the hearing people in Ghana think Deaf people are inferior and, thus, leading to their assumptions about the profession.

My experience in Ghana was humbling to say the least. I had to start explaining skill information, interpreting theories, and teaching techniques from a lens of new beginnings. My experience with Ghanaian interpreters challenged me to acknowledge and understand new perspectives. The precursors in the interpreting field in the U.S. had paved the way by providing techniques, theories, and historical data to aid my journey. Our disability laws are also an aid for us in comparison to the limited legislation relevant to the Deaf community in Ghana.

I vividly recall one particular time when the Ghanaian participants were divided into small groups discussing several topics. A student was sharing how they would interpret an eight hour or more work day alone. The student asked how they could share with the hiring entity how strenuous that was for all involved. I wanted to refer to RID's best practices, fair working conditions, and optimal arrangements for the consumers being served. I struggled to uncover ways to teach without using my own narrow frame of reference. Every idea I had initially conceived was not supported by their laws or their cultural outlook on Deaf individuals. The interpreting profession in Ghana is just emerging; thus, my ideas were not feasible. I had to think about what I know and have researched related to the interpreting profession's humble beginnings in the U.S. and approach working with the Ghanaians from that perspective. I also took into consideration what I had learned about Ghana's laws, policies, and culture. When I reflected more broadly, I was able to utilize a new lens, not to give solutions to all struggles, but give ideas within the confines of the situation at hand. Giving small nuggets of information seemed to inspire their own new ideas, which was a better match for their cultural perspective. Controls that were possible, even if not probable, could possibly be employed to cultivate and expand interpreting practice in Ghana.

There is nothing that could have fully prepared me for that experience. There was no greater blessing than to be able to open that time capsule and be reminded, humbled, and inspired to keep learning, giving back, and reaching forward to what lies ahead!

Ghana: My story of intention, Hamilton

My first experience in Ghana was in 2017. I went because I was curious. This was the second time this short-term training was being held, and the first time that the training would feature instruction on both Interpreting and deaf Education. When I went to Ghana, I learned that it had no educational pathways for becoming an interpreter, no codes of professional conduct, no professional organizations, and limited recognition as a profession. Despite these challenges, there are individuals deeply ingrained in the Deaf community who are setting up schools for the deaf, providing interpreting services in both educational and community settings, and actively searching for pathways to learn more.

The second time I went to Ghana was this past July. I went because Ghana had gotten under my skin. While my first experience in Ghana was by no means perfect, after a year of being away I was itching to be back and to be able to increase my involvement in the training. In August of 2017, I was a new interpreter just out of an Interpreter Education Program, and had limited real world interpreting experience. Because of this, I was often timid, taking a back seat to planning and leading the workshop. Going into this past year I set the intention to be heard. I wanted to share my ideas for the training without having feelings of the imposter syndrome preventing me from speaking. I wanted to take on an active role when it came to presenting and leading discussions. I was able to maintain this intention throughout my time in Ghana. As a result I felt that I had connected with my colleagues and the Ghanaian interpreters more than I had previously. Instead of sitting back and observing the experience, I immersed myself into the experience. Because I was more willing to open up, get involved, and get vulnerable, participants were more willing to do the same with me.

With Ghana's limited resources anything can happen. One day you have access to a projector and the Internet, and the next, you are crawling through an open window to get access to the university classroom. Being able to improvise and adjust lessons on the fly is critical. I went to Ghana to teach and ended up learning so much about myself as a practitioner as well as gaining first-hand experience working with a group of dedicated interpreters from a culture and walk of life so different from my own.

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My story: Opportunity, Dugo-Marmalejo

I was born in Andalusia, south of Spain. I used to spend my holidays on the coast where you could see Africa in the horizon on the other side. I have always dreamt to go there, to immerse myself in a culture whose experience appeared so different from my own.

Two years ago when I had recently finished my Interpreting and Translation Honours Degree at Herriot Watt University, I met members of the team at the Critical Link Conference in Edinburgh. I had the conference program and when I read about the presentation from Western Oregon University, I knew I could not miss it. I made myself available to volunteer at the conference. I had to meet the team and let them know that I wanted to be part of the project in the future. They invited me to go that summer but, at the time, I did not have money to go to Ghana and I felt that I did not have enough experience to contribute. It took me two years to feel secure enough and get back to them.

This summer was my first experience in Ghana and, overall, the experience was amazing in every way. I feel so fortunate for being able to work with such a passionate, dedicated, flexible, well-organized team and being involved in a wonderful, non-intrusive project. It has been an incredible learning experience. I learned enormously from my Deaf and hearing colleagues, as well as from Ghanaian participants. Having grown up in Spain where most of the population has access to education, one takes for granted the fact that in countries like Ghana education is a privilege. Working with such enthusiastic students, with an incredible willingness and eagerness to learn, has been inspiring.

I feel I am the luckiest person to know that I will come back again next year and that I will have the opportunity to work with this amazing team in the future.

Conclusion

We are working together as global colleagues to develop synchronous and asynchronous online and face-to-face opportunities where interpreters and interpreting students share their experiences, learn, teach, and work together, as well as collaborate on research and publications. Our hope is to create spaces where interpreters and future interpreters will share their experiences in validating ways, free of judgment or prejudice, having the chance to discuss their field and provide insights that will enhance not only the educational programs in their respective communities, but the profession of interpreting globally. We believe that the interpreting profession as a whole will benefit by having access to stories about the profession from all over the world. These stories and experiences will provide the global profession with information necessary for determining how best to support and enhance the education of interpreters in countries worldwide.

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Reaching New Heights in Textbooks

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Abstract

As BA and MA interpreting programs have proliferated, educators continually bemoan the lack of academic textbooks. In university degree programs, it is common for students to have an introductory textbook which introduces them to the academic study of a particular field, in our case, Interpreting Studies. To call our field Interpreting Studies then begs several questions: What is Interpreting Studies? What disciplines are foundational to IS? How do these disciplines contribute to the study of interpreting? These questions, and their answers, are significant as the education of interpreters takes hold in academia. Academic disciplines are recognized as such because of their grounding in theoretical principles and research.

Our new book: *The Academic Foundations of Interpreting Studies: An Introduction to Its Theories*, ideally for undergraduates at the junior or senior level, or first year graduate students, familiarizes students with six academic disciplines that inform our understanding of the interpreting process and form a foundation for the emerging discipline, Interpreting Studies. We discuss these as different lenses. They are: history, translation, linguistics, sociology, social psychology, and cognitive psychology, along with their major ideas, major scholars, and ways of viewing human interaction. We argue that IS necessarily brings together different disciplines and these disciplines contribute, in different ways, to the exploration of interpreting as a practice. In this paper we are following the outline of our book to develop a understanding of how the practical, everyday concerns in interpreting work are also the concerns of research and scholarship.

In the sections below, we provide excerpts of the disciplines to give the reader a taste of what is included in our text. Key terms are italicized.

Keywords: Interpreting Studies, interpreting education, interpreting theory, academic disciplines, undergraduates

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Reaching New Heights in Textbooks

What Is a Discipline?

In our first chapter, we discuss what constitutes an academic discipline, some of the crucial concepts about a scientific disciplinary field, and provide an overview of this new field of study that is the focus of the book: Interpreting Studies (IS). Most readers are probably familiar with the idea of disciplines, for example, psychology, English, mathematics, and others. However, it has been our experience that being familiar with the idea of a discipline and understanding the design of a discipline are different. That is why we take the time and space here to layout the design of a discipline, then go on to consider our new discipline, IS, and present the disciplines that we suggest represent both the past, the present, and the future of IS. We have assembled the disciplines that produced studies of interpreting and discuss their theoretical and methodological lenses to see how they have addressed the questions and concerns of IS.

Every discipline strives to develop scientific *theories* about the ways in which either the world works or the ways in which we can understand human beings and their actions. Theories provide general principles for how something works or an explanation of the relationship between two or more concepts (Merton 1967; Schneider 2006). As Chafetz (1988) says: "The central task of any science and its theories is to aid in our understanding or explanation of some class of empirical phenomena" (p. 5).

Empirical phenomena are facts or events that are observed, or that can be verified through approaches that include experiments, or observations, or interviews, or recordings, etc. Gathering facts, observing and recording events, interviewing people, counting occurrences, detecting patterns, are all different approaches to collecting *data* for research. *Analysis* then either confirms a theory about the way the world works, or allows scientists to develop a new theory. We use theory as a way to explain how persons, places, or events, we meet or visit or experience are connected and related to one another.

To test a theory one must design a study. A study collects specific data (language examples, interpreting examples, survey responses, responses to experiments, etc.) and these can either be used to test a hypothesis, or to explore the categories and themes that emerge from the data, or to describe specific phenomena within the data. Our own research work has put forth different, although not contradictory, theories about interpreting. For example, Cynthia Roy's (2000) position that interpreting is a discourse process; or Jeremy Brunson's (2011) position that access is a matrix of various apparatuses that organize video relay service interpreters' labor; or Christopher Stone's (2009) position that Deaf translators adhere to norms that create an effective interpretation/translation.

What is Interpreting Studies?

Becoming an academic discipline moves our profession away from simplistic discussions of interpreting towards substantive questions that encourage research and apply theoretical analyses. For example, in the late 1980s, we conceptualized the work of sign language interpreters as metaphors of practice (although they are erroneously referred to as a models). These metaphors (i.e., Helper, Conduit, Communication Facilitator, and Bi-Bi) provided a label for one part of the work of interpreting (Roy 1993). They focused solely on our interaction with the consumers. What we explore is that interpreting can and should be examined as a *social phenomenon*, an event

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with people and practitioners all embedded in a particular history and influenced by the societies they all inhabit. These disciplines illustrate that people involved in interpreted events are experiencing the moment not only physically but socially, linguistically, and psychologically. Understanding this larger picture informs the work of translators and interpreters.

To our minds, IS is the encompassing term for studies of interpreting between any language pair, and sign language interpreting is an area of study within IS. Whether a scholar is working in the field of literature, geography, or mathematics, if they are examining interpreting, they are doing IS. Our aim is to label IS for what it is, *transdisciplinary*. That is, IS examines interpreting at the nexus of multiple disciplines. This exploration then benefits from multiple disciplinary perspectives simultaneously rather than examining interpreting solely through sociology, linguistics, or cognitive psychology, for example. This approach can potentially move us closer to more holistic analyses of interpreting which would become both the form and the theory of the discipline of IS and Sign Language Interpreting Studies (SLIS).

As a new discipline, IS strives to bring together different ideas of what interpreting is—an historical process, a translation process, a linguistic process, a sociological process, a social/psychological process and a cognitive process, among others. A unified theory of IS would describe how interpreting happens as an event created by relationships among people. Constructing a theory is and will be difficult as, not only does it have to account for three primary people (or more) and their interaction, but it also must account for layers of social and psychological forces and norms. There are so many concepts at play that it is like putting together a puzzle the size of a shopping mall/centre!

Conducting research on the interpreting process seeks to explain how all the parts move and come together. Determining how we conduct research is where other disciplines have assisted. IS has borrowed methodological practices of other disciplines to investigate interpreting. For example, the cognitive process has been examined in experimental ways by psychologists (Gerver 1975), the linguistic process has been examined through video recordings by linguists (Van Herreweghe 2002), social forces have been examined through ethnographic observations (Angelelli 2004) and interviews by sociologists (Inghilleri 2003), and norms and identity have been examined through collaboration with practitioners (McKee & Awheto 2010). There are many different paths to understanding the process, and the future of IS is to combine these theories to present a more holistic picture. This is what we mean by transdisciplinary.

Through the Lens of History

History as a discipline brings together *primary* and *secondar*y sources (interviews, diaries, newspapers, documents) to explain and track events that have happened, within the context they happen. In doing so, the historian is able to provide plausible explanations for events in the present. History falls within the humanities, which includes disciplines such as Philosophy, Religion, Geography, Art, Literature, and Musicology.

Some scholars examine history and try to understand the multiple convergences of factors that bring about events. Looking at historical events is not merely about learning about events of the past but it is about learning about who we are in the present by examining events of the past. Some scholars who examine historical events aim to unpack the grand narratives, which often only offer a single view point, in order to understand events within broader and wider discourses (see Foucault, 1972; 1979; 1991). As:

> Foucault was far more interested in, and receptive to, work which, instead of trying to understand the 'one and only' truth of things, tried to 'historicise' the different kinds of truth, knowledge, rationality and reason that had developed in cultures(Danaher, Schirato, and Webb 2002:6).

This means for us that history should be more than a list of dates when events have happened; cross-referencing, or triangulation, needs to occur and comparisons made with co-occurring and preceding events to enable us to better understand how and why events may have happened. We also need to be mindful of what information may be difficult to find and how this might shed light on different aspects of 'received wisdom', such as the work of Deaf interpreters, or individuals, groups and communities that are discriminated against, be they women, people of 'ethnicity', minority or low status language users, etc.

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History is written by the victors, as the old adage goes, "the history we read, though based on facts, is, strictly speaking, not factual at all, but a series of accepted judgments" (Barraclough 1955: 14). A historian not only documents the history but is also a part of the interpretation of that history. Therefore, the historian (indeed all scholars) brings with him a particular worldview that will inevitably shape how he understands the facts he finds. Collingwood, a historian, suggested that history is both the past and the historian's thoughts about the past, with Carr (1961) then surmising that History is "a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past" (p. 35).

The history of interpreting either spoken or signed is often assumed to have started much more recently than it did. This is because histories are reported as if interactions were amongst monolinguals (e.g. see Palmer, 2003 for an account of interpreting in 16th century Ireland), and do not recount the multilingual nature of different peoples meeting. When empires encountered each other, or different peoples wished to trade, or people were forcibly moved or otherwise due to natural disaster or enslavement, multi-linguals have often been present enabling different language groups to talk to each other.

In our book, we examine the historic evidence we have of interpreters working from different periods around the world and explore some of the earliest references we have of spoken and sign language interpreters. This enables us to better understand the communities, and language practices that have occurred for different peoples historically, and how these resemble and differ from the current day.

Early historical references to sign language translation and interpreting

Miles is a disability studies scholar who was interested in finding references to difference. In exploring the presence of visibly different people in royal courts, such jesters and dwarves, he came across references to deaf mutes [*sic*] and this was something he explored in greater depth. For us this led to the earliest reference we have been able to find to date, which relates to a sign language interpreting with a reference to a 'sign translator' in 1625 within the Ottoman Empire (Miles 2000).

The first institutional use of signing comes from a parish records of a church in England, Leicestershire, on 15 February 1576, which records a marriage of a man who was deaf and that he made his vows in sign instead of works. In the 17th century we also have records of the first teamwork performed between a deaf man translating and two hearing women interpreting in North America (although at that time an English colony) again within a religious context. Carty, MacReady and Sawyers (2009) found an essay by Increase Mather (1639–1723), the father of Cotton Mather, asserting that deaf people were able to engage in spiritual matters using signs and should be admitted in the full communion of the church, amongst other points discussed. In discussion is the example of Sarah Pratt neé Hunt (1640-1729), of Weymouth, Massachusetts and deaf from aged three (Mather, 1684). She was married to Matthew Pratt (1628–1713) who became deaf aged twelve from an illness and subsequently learned signs.

In the 18th century we appear to have the first record of a request for an interpreter in the courts, in London, England, (see Stone & Woll, 2008; Woll & Stone, 2013) found in the Old Bailey (the central criminal court of England and Wales in London) found in proceedings, 7th April 1725 in the trial of George Armstrong (t17250407-70) indicted for stealing a Silver Watch value 5 shillings l pence. Firstly, the court needed to establish if George was deaf 'by Act of God' or whether he just refused to speak and so 'stood mute by his own Will'. This issue was important because at that time there was no right to remain silent.

Through the Lens of Translation

Translation Studies (TS) is the scientific study, typically conducted within an academic environment, of the many aspects of translation including the activity of translating. James Holmes, a Dutch born U.S. scholar, delivered a paper in 1972 in which he coined the term 'Translation Studies' and suggested that its concerns are the complex of problems around translating as a process, i.e. what are the multiplicity of decisions translators must make? And, translation as a product, i.e. is the translation an accurate representation of the original message?

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Interpreting is also both a skill and a science focused on the transferring of meaning between people who do not share a common language. Interpreting typically focuses on the live and immediate rendering of a message in one spoken or signed language into another spoken or signed language (Pöchhaker 2004), while also concerned with accuracy. Even though the activity of translation and interpreting has been done since humans began interacting using language, studies of translation also have a long history as scholars from ancient times have been writing about translation processes and products for centuries.

Thus, the discipline of Translation Studies forms the bedrock from which Interpreting Studies emerges. As Pöchhacker (2004) notes, "the basic insights and ideas about Translation may now be feeding more directly into interpreting studies and enriching its theoretical foundations" (p. 48). Moreover, many of the central issues and concerns in Translation Studies are also the issues and concerns of Interpreting Studies and much of the terminology used in Translation Studies has been, subsequently, borrowed into Interpreting Studies.

Sign language translation

Deaf bilinguals have always worked voluntarily as translators and interpreters (T/Is) within their communities, by interpreting the wider society to other Deaf people, and by translating English documents, such as letters, newspapers, and more recently subtitled television shows (Stone, 2005b). Nowadays Deaf interpreters interpret in conference settings, and translate stories, TV news broadcasts, websites, museum displays and audioguides, classroom lectures, and more. In the UK, Deaf T/Is are employed to translate news and current affairs programs by the British Broadcasting Corporation (BBC), while in Europe Deaf T/Is run their own businesses translating official documents, airport and train station instructions, websites, and the German parliament (Bundestag). As of this writing, Deaf T/Is have begun creating their own professional organization in the US.

In 1995, Gideon Toury wrote his best-known essay, "The Nature and Role of Norms in Translation," in which he proposed that Translation Studies should describe the norms that govern translation by observing translation processes and procedures. Norms are generally accepted practices or processes agreed upon by a community, and in this sense, the community of translators. Norms range from seeming like rules, to other more flexible practices. individual preferences. Defining a norm includes describing behaviors and processes that translators use to create a translation.

Christopher Stone (2005a, 2009) completed the first major study of sign language translation in which he examined "how Deaf and hearing T/Is render English broadcast television news into British Sign Language[4] and whether Deaf T/Is in particular employ certain strategies to present British Sign Language to audiences who, like them, are culturally Deaf and identify as members of the British Sign Language -using community." (p ix). In other words, Stone set out to examine how Deaf T/Is and hearing interpreters produced interpretations of television news and, if finding that the strategies of Deaf T/Is are different, to explicate the norms, which are general values or ideas shared by a community, that are motivating their different process.

Through the Lens of Linguistics

The primary material of translation and interpreting is language. Knowing how to use one or more languages makes us able to see the world in more than one way. Through languages we have built civilizations, developed science and medicine, literature and philosophy. Language carries the stories of the past into the present and molds stories of personal experience into morality tales.

The definition of interpreter assumes fluency in at least two languages; however, interpreters should know more than just how to speak or sign a language fluently. They must understand language as a dynamic activity in which participants think of themselves as *doing* things with language, such as persuading, narrating, entertaining, or explaining. Understanding linguistic forms and strategies that people use to convey meaning allows interpreters

[4] British Sign Language is a sign language used in the United Kingdom, including England, Scotland, Wales and Northern Ireland.

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to infer the intent of a speaker or signer. Talk is an activity in which participants determine minute-by-minute the meaning of something that is said or signed. Knowing and recognizing ways of using language to convey and construct meaning is an essential skill for interpreters.

Discourse and discourse analysis

Talk is one way of referring to a broader term, *discourse*, which is a both the constant linguistic activity between people and the constant process of the creation of meaning. Discourse surrounds us, describing scenes, telling stories, making us laugh and making us cry. Whatever people are doing, they are always both creating and interpreting discourse, creating and interpreting meaning.

What is meant in an academic sense by discourse can be a complicated and lengthy explanation. For such explanations, we refer readers to Teun A. van Dijk (1997), Schiffrin (1994), Schiffrin, Tannen, & Hamilton (2001), and Johnstone (2002). Some linguists recommend an all-encompassing definition as in discourse "simply describes the object of study: language beyond the sentence" (Tannen 1989: 6). Others, such as van Dijk, note, "Discourse is a concept and a term that stands for complex phenomena and thus requires entire chapters, if not volumes, to define and describe." (1997, p. 1).

We will define discourse as language as it is actually expressed and understood by people engaged in a social interaction to accomplish a goal. This definition, developed in linguistics, has as a central goal to discover and describe how participants in a conversation make sense of what is going on within the social and cultural context of face-to-face interaction. And it is this type of discourse, *face-to-face interaction*, that interpreters are principally involved in.

Discourse analysis, then, is a term often used interchangeably with discourse. It is, primarily, as Johnstone (2002) and Schiffrin (1994) suggest, a variety of methodological approaches that can answer many kinds of questions about human interaction. Many contemporary linguists take as an object of study, sounds or signs (phonology), words or signs (lexicon or morphology), or sentences (syntax); discourse analysts, on the other hand, focus on connected language, such as conversations where people talk back-and-forth, or speeches given to an audience. Discourse analysts also seek to understand how people accomplish actions or goals as they talk. This type of analysis requires ideas and concepts from disciplines like sociology that are borrowed into linguistics.

Discourse analysis is a useful approach to discovering what actually happens when an interpreter is working. Interpreters make discourse decisions about whose turn is next in conversation, when to pause to ask for clarification, and when to answer direct questions. Interpreting, then, is a discourse process that requires practitioners to make intentional and informed decisions about a range of possibilities. This suggests that what is important about learning to interpret is understanding the nature of social situations and discourse processes, and recognizing the different ways language can be used.

Discourse analysis in signed language interpreting

Napier's (2002) dissertation proceeds from a discourse-based interactional perspective, which categorized omissions (in a university lecture) based on the interpreters' level of awareness of them and the extent to which they were regarded as intentional. She found that interpreters make intentional omissions (in addition to other types of omissions) that are strategically designed to support the quality of their target productions. Moreover, Napier demonstrated that various sociolinguistic factors — such as situational context, familiarity with the discourse environment, knowledge of the topic, and familiarity with the deaf and non-deaf participants —each affected the rate and types of omission occurrences.

Through the Lens of Sociology and Anthropology

Sociology and anthropology are both expansive disciplines with a number of a sub-disciplines. In this chapter, we explore some of the characteristics of these disciplines and some of the sub-disciplines, or related disciplines and discuss some of the ways Figure that these disciplines have and can contribute to Interpreting Studies (IS).

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Until recently, the two areas of Interpreting Studies that have received the least attention are sociology and anthropology (other than vicariously through sociolinguistics). As Pöchhacker (2004) suggests that anthropology and sociology have "played a relatively modest role in interpreting studies to date" (p. 50). This might be in part because both disciplines focus on intangible, but highly influential, aspects of human life and partly because of our roots in translation which has only more recently had a cultural turn.

Anthropology and sociology are disciplines that start with what they see people doing in their everyday lives; however, the person is not the object of analysis. Rather, the anthropologist and sociologist focus on the various interactions that people find themselves in throughout their lives, which these disciplines refer to as the social. These disciplines attempt to understand how people, in their everyday lives, are situated within the social world that is, to some degree, directing and impacting their actions. Because of their similar focus – the human condition—both disciplines have been influenced by many of the same scholars. Their similar roots and focus should not be confused with a lack of distinction, sociology and anthropology are distinct in what they aim to understand from their observations. These two fields, when combined, make up what Pöchhaker (2004) refers to as *socio/cultural approaches*.

The sociocultural approaches of interpreting are those components of the interpreting process that influence the ways in which people in the interpreted event behave (e.g., think, talk, move, stand, dress, etc.). Interpreting Studies scholars who use anthropology and sociology want to situate interpreting and the interpreted event within a larger context. This requires an examination of what is outside of, but still influencing, the interpreter and her process. In specific situations, the interpreter is producing an interpretation and the interpretation itself—the decisions an interpreter makes—are being driven by the social forces around these situations.

One of the sub-disciplines in socio-cultural approaches is cultural studies. Developed by Stuart Hall and his colleagues at The Birmingham School, cultural studies examines various media as they move in and out of people's lives. In this way, these media are conceptualized as texts, i.e. something that is reproducible and can be disseminated in whatever form. A text is produced, taken up, replicated and connects people in various locations. "The media do not exist 'out there', but are immersed in the everyday" (Lewis 2008: 4). They are representations of the world we live in. They make sense and resonate with us because we can identify with them. To bring this point home, let us take two polar examples. The first example is the coverage of 2012 super storm Sandy that had the attention of the residents of New York City and the writers of Saturday Night Live, alike. This was not because Mayor Bloomberg's talking points were found to be interesting, but rather the way in which deaf New Yorkers accessed the information through the sign language interpreter, Lydia Callis.

The facial grammar used by Ms. Callis captured the interest of people from all over. Anna Witter Merithew, a certified interpreter, was asked to speak on National Public Radio about the grammatical features of American Sign Language. In particular, she was asked to explain the role of facial expressions (the focus of many non-signing viewers) of Ms. Callis. In her interview, Anna Witter Merithew (2012) explained that Ms. Callis' facial features were appropriate for what she was interpreting. Most likely it was unintentional, but Ms. Callis' interpretation became a text. It was broadcast over a particular kind of media – the television. This interpretation brought a lot of attention to American Sign Language in the United States. People began to discuss it. Anna Witter Merithew's actions were far more intentional. Her media was the radio and it was intended to educate people within the broadcasting range about the role of facial grammar in American Sign Language and communicating meaning. This example shows us that media and the texts that shared through them are important means of shaping people's understanding of a wide range of topics.

Sociology and signed language interpreting

When someone interacts with social institutions (whether legal, educational, or otherwise), they become connected to a host of other institutions and peoples. For example, in his examination of video relay service (VRS), Brunson (2011) demonstrated how interpreters who work in this venue, are connected to a web of social relations that extend beyond the immediate event into other institutions and with other people.

According to Brunson, the institution of access is the web of social relations that include the law, policies, and interpreting governing bodies, which are each connected through written policies or rules moving between and among various sites to influence people on a broad scale. That is to say, "access" by providing an interpreter is a process that connects individuals in different locations.

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Through the Lens of Social Psychology

The field of social psychology is focused on how individuals interpret and assign meaning to the world around them. This body of work is found at the nexus of sociology and psychology. Through social psychology's micro-level analysis, we can explore how an individual experiences everyday events and interactions. There are three central, interdependent concepts that we get from social psychology: self, identify and role.

Erving Goffman: identity and role

Identity has always had significance in society. It has also been the focus of both sociology and anthropology. One sociologist whose work often appears in Interpreting Studies because of his appeal to sociolinguistics is Erving Goffman. His work focused on the interaction between people. How do people typically interact? We interact through language, and, of course, there are other ways in which we interact. That is, we also interact through body movement, our clothing, where we stand, and more. All of these are areas that Goffman wrote about extensively. Goffman uses the analogy of a theatre to explain human interaction. What is referred to as the *dramaturgical* analysis of the everyday.

In his book, *The Presentation of Self in Everyday Life*, Goffman (1961) suggests that every day we are participating in a performance. During the performance, we take advantage of our clothes, props, demeanor, and the environment to make our performance believable. That necessarily suggests that our performance is influenced, at least in part, by the audience. Consider the standup comedian who changes her comedy routine to include local events. While the goal and some of the comedic material is the same, the comedian who includes local information is able to draw in the audience more. Now think about sign language interpreters. Our performances as professionals often employs all of these factors. Our clothes (costumes) are usually solid and appropriate for the institutions we find ourselves working in. Most interpreters learn early on that a deaf person who must watch an interpreter wearing polka dots will experience eye fatigue quickly. Often interpreters, in some countries, are told by teachers to wear contrasting solid colors. People we interact with then come to expect that we will wear contrasing colors. When we do not do this, we are questioned by consumers.

We also carry props with us. Interpreters may carry tools (e.g., a pencil and drawing paper) they might use to communicate clearly to someone who is foreign born. Interpreters also carry professional association membership cards. In states where there is a licensure requirement, interpreters are ever ready to present this prop to prove they are a member of the field and endorsed by the state to provide interpreting services.

Social psychology allows for a closer examination of interaction between people and how those interactions are interpreted by all parties. What does it mean for interpreters (or students) to "interact" with members of Deaf communities? What is the social contract we agree to when we decide to become interpreters? How are those interactions and agreements complicated when those same interpreters (or students) are now in an interpreting situation with someone they were just having drinks with during a social gathering? How do Deaf interpreters interact with deaf consumers if they are part of the same community? Is it different from how they interact when they are from different communities? Furthermore, social psychology could help us understand how these interactions are determined and interpreted by all parties.

Social psychology and sign language interpreting

In his study of VRS providers, Brunson (2011) demonstrated how habitus influences interpreted events. At least two interpreters in his study spoke about how race, identity, self, and previous experiences (without using these terms) influenced their behaviors while interpreting. One (who referred to himself as D. Vahded) explained how a person's visible traits (i.e., race) influences his interpretation:

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> If I have a black caller and he is using (oc: starts to rock body) his urban colloquial, and his counterpart is on the same level, do I want to keep it white bread (signifies a higher level/register)[5]? Or do I want to bring it to that level (bring it down [signed and spoken simultaneously]) (Brunson, 2011, p. 96)

D. Vahded probably does not realize that his behavior could be construed as racist, nor does he recognize that he is bringing in his own belief about black people and through his actions he is reinforcing stereotypes.
Another interpreter, Sarah, recognized (albeit late) that she was also bringing herself into the interpretation when someone who was wearing a "white turban thing" (p. 97). After seeing the caller spell his name as J-A-M-E-S, Sarah attempted to pronounce it as if the caller were from the Middle East. It was not until the non-deaf caller clarified that the caller's name was indeed James, as it is pronounced in American English, that Sarah realized the schema operating in her head and its influence on her interpretation. Given the schemas produced by how identity influence politics throughout the world, it is not surprising that both D. Vahded and Sarah made the decisions they made. They both demonstrate that we are products of our environment.

Through the Lens of Cognitive Psychology

In many ways, cognitive psychology has influenced many of the models of interpreting that we use. Many of the concepts first established in this field, such as *working memory*, *long term memory*, among others have gradually been woven into how we understand the cognitive mechanism that drive the linguistic processing that we do. Some of this has entered our field via cognitive psychology, the psychology of language and psycholinguistics. More recently, with the development of greater experimental techniques and equipment cognitive psychologists have explored more directly the cognitive underpinnings of interpreting work. For us we see this work supporting our preparation, development and practice as interpreters enabling higher and more efficient levels of interpreting performance, including understanding fatigue. As such we feel that the area of cognitive psychology, although new and complex for many of us, is worthy of inclusion in this overview of IS.

From the mid 1990s onwards we have started to see a greater exploration of cognitive issues in interpreting led by Moser-Mercer and others such as Christoffels and colleagues (Christoffels, 2006; Christoffels and De Groot, 2004, 2005; Christoffels, de Groot and Waldrop, 2003). These studies have often explored specific aspects of the interpreting process: working memory, articulatory suppression preventing sub-vocal articulatory rehearsal, long term memory (LTM) , the ever-increasing importance given to *long term working memory* and its interaction in top-down processing and anticipation/prediction/inferencing. In the next section, we will bring your attention to some of the studies which we think are most informative in helping us to understand what we do as interpreters and how expertise is developed.

Cognitive psychology and sign language interpreting

In sign language interpreting, studies have begun to appear that use cognitive psychology to better explore interpreting aptitude and the fundamental cognitive skills required to develop interpreting expertise. First, though, we turn our attention to the interaction of working memory and discourse level processing that expert spoken language interpreters engage in, as do sign language interpreters.

Both Brooke Macnamara and Christopher Stone are interested in sign language interpreter aptitude and cognitive advances of bilingualism and interpreting. Gomez et al. (2007) found that perceptual-motor and cognitive skills were more relevant than personality traits in their study. For Macnamara this was the main focus of her PhD. She is now continuing to explore bilingual complex communication performance including simultaneous interpreting. Both Macnamara and Stone explored domain-general cognitive abilities and how they develop through interpreting training and as interpreters become experts. This included a variety of measures

[5] Comment was signed and spoken simultaneously.

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including processing speed, psychomotor speed, cognitive control and task switching ability, working memory capacity, and mental flexibility (MacNamara et al., 2011: Stone, 2017).

Applying the Lenses

Our aim in this chapter is to demonstrate how these various disciplines might research the event of video relay services (VRS). We propose the kinds of questions the specific disciplines might ask, describe the various ways the discipline would begin to explore a topic, take up various kinds of data, describe analyses, and finally, explain how what was discovered explicates interpreting work. We hope that this will help you, the reader, to understand how interpreting can be analyzed in many different ways, and support you in your own research projects to better hone the type of study you are undertaking and from which disciplinary perspective, and therefore which data type, you shall draw upon.

Research is neither easy nor simple, but rather a considered activity. It requires preparation which means an abundance of reading on and around a topic and about ideas or concepts related to the topic. Many students focus their reading on the specific topic, but, as we have shown interpreting is a multi-layered endeavor, thus reading across disciplines and examining related ideas and concepts is a must in Interpreting Studies. Furthermore, we suggest reading outside of the fields we have discussed here. Seemingly unrelated studies can often shed new light on a potential area of focus. Once a sufficient scope of reading has been done, substantial, meaningful questions can be formulated that, once explored, will add to the knowledge base.

Our final point would be that working in a transdisciplinary framework may mean that we no longer think of methodology as confined to one discipline, rather that there are methods appropriate analysis are the macro (global), meso (community) and micro (individual) level of analysis. Nor should we dwell on a binary division between qualitative versus quantitative approaches. We hope we have shown that different questions can be addressed using different lens and different methodologies and that each of these approaches give us different pieces of the puzzle that is interpreting.

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Questioning Some Answers and Answering Some Questions: Interpreter Education for Students, Novices and Specialists

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Abstract

Are we asking the right questions about interpreter education? Do we continue to use and promote educational practices as effective even in the face of evidence that indicates otherwise? We invite you to consider these questions as you learn about the curriculum and resources developed by the CATIE Center's two new RSA-grant-funded programs. Highlights from the Graduation to Certification program include: preliminary results of a national survey of IEP students and recent graduates, pre/post program assessments, individual development planning, online repository of learning activities, mentor and ASL coach training, supervised interpreting, and development of materials for deaf interpreters seeking certification. Highlights from the Behavioral Health Interpreting program include supporting interpreters toward earning the Qualified Mental Health Interpreter credential, providing introductory webshops, and online modules.

Key words: interpreter education, behavioral health interpreting, ASL-English, work readiness, novice to expert, field induction, mentoring, school to work gap, experiential learning

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In 2015, RID's annual report documented that 890 individuals took the RID National Interpreter Certification (NIC) Performance Test and only 173 (19%) passed. In 2014, only 22% passed. In total, only 158 certifications were awarded in 2015 and 186 in 2014 nationwide.

In a 2014 survey by the National Consortium of Interpreter Education Center, 89% of respondents indicated that it is "somewhat" to "very difficult" to find interpreters who have the skills, knowledge, and training to effectively serve deaf individuals with mental health concerns.

In September 2016, the CATIE Center at St. Catherine University was awarded two federal grants from the U.S. Department of Education, Rehabilitation Services Administration (RSA) to address some the challenges illustrated in the statements above. With this funding, two projects are underway. Briefly, the Graduation to Certification (GTC) program has three purposes: 1) decrease the amount of time from graduation to certification, 2) increase the number of certified interpreters to meet the needs of VR consumers, and 3) increase the average number of hours novice interpreters interact with and learn from the local deaf community. The Behavioral Health Interpreting program's main purpose is to increase the number of interpreters who are trained in the specialization of mental and behavioral health interpreting.

In this article we highlight our approach to each project, our work to date, and future directions. However, this is work in progress. As we move forward we continue to ask questions; build on previous work by colleagues; evaluate our work, constantly learning from our successes and challenges; and think about the power and possibilities of "not yet."

Graduation to Certification (GTC) Project

Foundational Concepts and Approach to Curriculum Development

In developing the Graduation to Certification program, the CATIE Center explored the literature related to experiential learning (Herring & Swabey, 2017) as well as what science suggests about how learning can be most effective and durable (Brown, Roediger, & McDaniel, 2014; Dweck, 2006; Ericsson & Poole, 2018). A primary resource for us, and a book we shared with our Advisory Group, is *Make It Stick: The Science of Successful Learning* (Brown, Roediger & McDaniel, 2014). Peter C. Brown, the principal author, lives within walking

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distance of St. Catherine University, CATIE Center, and thus we engaged with him about our program. In an interview (Gordon & Brown, 2017), Brown highlighted four key ideas about learning that significantly influenced our program development.

1) Learning is about getting it out, not putting it in.

According to Brown et al. (2014), research suggests that the process of encoding learning into long-term memory happens not while being exposed to information but in the process of retrieving the information for application. Thus in the development of our program, we incorporated the use of low-stakes quizzes as well as multiple opportunities for application of content throughout.

2) Some difficulties are desirable.

Brown et al. (2014) reported that research indicates more durable learning occurs in the presence of an appropriate amount of difficulty. This concept fits with Vygotsky's (1978) concept of a *zone of proximal development,* that has been significant for interpreter education (Colonomos, 1989, rev. 2015; Bowen-Bailey, 2012). It also aligns with Ericsson and Poole's (2016) assertion that a key step in developing expertise through deliberate practice is to move outside of one's comfort zone by finding the appropriate level of challenge.

3) There is power in a growth mindset.

Dweck (2016) identified the impact that a growth mindset or fixed mindset has on learners related to tolerance for taking on challenging tasks. Those with a fixed mindset, who believe intelligence is an innate characteristic, are less likely to take on challenges because they see failure as a critique of their natural ability. People with a growth mindset understand that, in the face of challenges, the brain develops and strengthens neural pathways in a way similar to that of muscles responding to exercise. These people are more likely to see challenges as opportunities for growth and, as well, to see failure as a step in the process of success. As part of the GTC program's approach, the CATIE Center sought to foster a growth mindset in our participants as well as in the ASL coaches, interpreting mentors, and supervisors who work with them.

4) Our intuition sometimes leads us astray.

Much of the evidence about learning is counterintuitive. One illustration of this is the technique of interleaving or mixed practice. According to Brown et al. (2014), if learners do one task over and over, they develop a comfort with that specific task which represents "an illusion of mastery." Later, when learners attempt to apply the skill they practiced in isolation in the midst of an actual task that integrates a number of skills, they are less likely to be able to effectively do so than people who practiced a variety of skills mixed together. Those who did mixed practice initially reported feeling less confident in their skills but actually demonstrated more durable learning in long-term application.

Implications for Program Development

In the first year of development of the GTC project, having Peter Brown's participation in our meetings with advisors and stakeholders provided a common language and framework for us to use in productive and sometimes difficult conversations about the field of interpreter education and specific components of the GTC program. Through interviews, short presentations, and conversations, Brown expanded upon many of the evidence-based practices he has written about and that are being incorporated into the CATIE Center's Graduation to Certification program. Briefly, these include but are not limited to spaced practice, mixed practice, deliberate difficulty, the need to make mistakes and learn from them, the messiness and benefits of "failure," creating a culture of trial and error in learning, service learning, and authentic learning in "mock" situations

In developing the curriculum, we worked with deaf and hearing advisors who represented a range of experts from a variety of backgrounds across the U.S., with over 40% from historically underrepresented groups. Advisors had experience as interpreter educators, interpreter mentors, interpreter academics/researchers, and/or with VR. At

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the end of the year of development we held a face-to-face meeting, with support from our partners, at the Sanderson Community Center of the Deaf in Salt Lake City, Utah. At this meeting, which included a diverse group of 57 stakeholders from all over the U.S., each part of the curriculum that had been developed was discussed.

Interpreter Education Program (IEP) Student and Recent Graduate Survey to Inform the GTC Program Development

In 2017, as we reviewed the literature and engaged in conversations with stakeholders from around the nation as described above, we became convinced that current students and recent graduates had first-hand experience and insight that would be extremely relevant and important to our goals. Our aim was to conduct a survey to seek information about the experiences of current students and recent graduates of interpreting degree programs in order to inform the GTC program development activities. Given this, at the end of 2017, we began the process of creating a survey for current IEP students and those who had graduated within the last three years. Our CATIE Center GTC team worked with several advisors to create a 42-item survey that would have the potential to elicit information relevant to developing the program, from students and recent graduates from a variety of backgrounds and experiences. This survey, administered by the CATIE Center in May 2018, was sent out through RID and CIT (for instructors and mentors to share with students) as well as posted on a variety of social media sites used by students and recent graduates.

Preliminary results showed that approximately 425 people who were either currently in an IEP or recently graduated (2015 or later) responded to at least some of the items on the GTC Student Survey. Of these, 9% indicated they were Hispanic or Latina/o/x, 2% American Indian or Alaska Native, 2% Asian, 7% Black or African American, 0.2% Native Hawaiian or Other Pacific Islander, and 87% White. For gender, 87% were female, 9% male, 2% third gender/non-binary, 0.7% preferred to self-describe, and 0.7% preferred not to answer. About 37% indicated they were currently in an interpreting program, and 70% recently graduated from an interpreting program (approximately 30 people indicated they were both currently in a program and recent graduates of a program). Participants were asked the average number of hours per week they had spent interacting with deaf people in the last 6 months. Responses included 6% indicating less than 1 hour per week, 21% 1-5 hours, 15% 6-10 hours, 10% 11-15 hours, and 48% 16 or more hours per week.

About 87% indicated they agreed or strongly agreed that they were confident interpreting is/was the right major for them. Participants selected a variety of reasons for pursuing a degree in ASL interpreting. Some of the more common reasons included: fascinated with the language and/or culture, took language classes during school, had experience with a deaf family member or friend, had a desire to facilitate communication, and suggested/encouraged to continue into interpreting by a teacher. Overall, participants tended to report they were motivated to improve their interpreting skills and obtain RID national certification. Participants were asked to select the places they planned to work (select all) and about 45% planned to work in VRS after graduation, 76% freelance, 50% education (K-12), and 53% education (post-secondary). About 25% indicated that when they began their IEP, they did not realize the time and commitment required on their part to become a credentialed interpreter. About 76% of respondents indicated they thought their local interpreting community was supportive of recent interpreter education program graduates like them while 24% indicated they did not. More detailed results will be presented in future presentations and publications.

Components of the GTC Program

The components of the GTC pilot program include the following: pre-assessments, orientation, working with an interpreting mentor, working with an ASL coach, creating an individual development plan, a week-long on-site intensive program, service learning, community of practice, supervised interpreting experience, NIC test prep online module, and post-assessments. Some of these program components are described in the following sections; others will be described in future presentations and publications.

Figure 1: 2018 Pilot GTC Timeline

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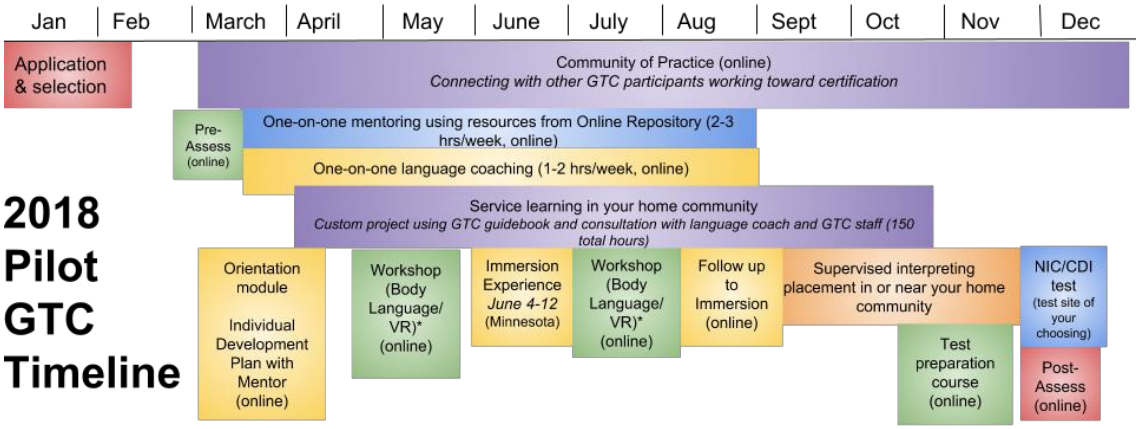

Pre- and Post- Assessments and Their Use

In our grant proposal, we anticipated that participants in the GTC program and participants in a comparison group would take several pre- and post- assessments at the start of the program and nine months later at the end of the program. (Comparison group participants only take the pre- and post-assessments, not the program.) In Year 2 of the project, our pilot program had 14 participants in the GTC program group and 14 participants in the comparison group. In subsequent years (Years 3, 4, and 5), there will be a planned total of 30 participants in the GTC program and 30 participants in the comparison groups. By the end of the five-year grant cycle, we anticipate having pre- and post-assessment data for over 200 participants, with 100 of these participants having completed the GTC program and 100 participating in a comparison group (pre- and post- assessments only, no formal GTC programming.).

For GTC program participants, we are using the results of these assessments, in addition to their work samples, to inform their individualized development plans (IDPs) and to serve as baselines to measure individual growth over the course of the program. Both GTC program participants and those in the comparison group take the post-assessments and the NIC test nine months later, at the end of the program.

For pre- and post-assessments for both the GTC program participants and the comparison group participants, we used the American Sign Language Proficiency Interview (ASLPI), as well as the following instruments and measures: the General Self-Efficacy Scale (Schwarzer, & Jerusalem, 1995), Work Extrinsic and Intrinsic Motivation Scale (Tremblay, Blanchard, Taylor, Pelletier, & Villeneuve, 2009), and Theories of Intelligence Scale (which is a measure of growth mindset) (Dweck, 2000). In addition, we used cognitive reflection activities at the beginning and end of the nine-month period to assess the growth of critical thinking and interpreting skills (Russell & Winston, 2014). These included Think Aloud Protocols (TAPs), directed reflections (DRs), and simulated recall (SR). The NIC performance test was also required of both the GTC program group and comparison group. All assessments were funded by the CATIE Center.

We found that the English language proficiency test we had planned to use from the Texas Health and Human Services Board for Evaluation of Interpreters (BEI) was not readily available for our participants to take at distant locations. Surprisingly, in interviews with our advisory board members and in discussions with our stakeholders, we were unable to identify a standard test of English proficiency for native English speakers that is used by IEPs. Although some IEPs have developed their own test of English, we did not find one with established reliability and validity. Therefore, no assessment of English language proficiency was used in Year 2. However, we continue to investigate possibilities in this area.

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An Overview of the Individual Development Plan and Online Repository of Learning Activities

After completing an online orientation and the pre-assessments, each GTC program participant completes an Individual Development Plan (IDP) based on the major features, key skills, and common interpreting errors as identified by Taylor (2017, 2002). Participants, in conjunction with their mentors and coaches, use this IDP along with an online repository of learning activities to set and achieve specific goals. The Individual Development Planning process is grounded in the foundational concepts of learning described previously. The IDP process includes three distinct steps:

1. Assessment
2. Focused goals
3. Challenging activities

For assessment, the IDP uses Taylor's (2002, 2017) two frameworks, one working from ASL to English and the other from English to ASL. In the frameworks, Taylor identifies major features of interpretations, key skills within those features, and possible interpreting errors. In collaboration with Taylor, the CATIE Center developed a prototype of an online assessment form that allows novice interpreters as well as mentors and coaches to assess key interpreting skills as described by Taylor. Rating scales focus on both skills and errors identified in interpretations.

This assessment provides the data for identifying focused goals, which Ericsson and Poole (2016) described as a key component in developing expertise. Using an online spreadsheet developed by the CATIE Center that is shared between the GTC participant, ASL coach, and mentor, the team identifies the most important major features to address and creates two or three specific goals incorporating key skills, Taylor's rating scales for measurement, and a timeline. This allows for the creation of SMART goals (specific, measurable, achievable, realistic, and time-bound) that could be incorporated into the participant's IDP.

The third step is identifying challenging activities to address these SMART goals. Mentors and coaches, of course, have ideas for activities based on past experience. In addition, the CATIE Center is developing an online repository of learning activities designed to address key skills. Building on Witter-Merithew and Johnson's (2005) idea of a learning object repository to support development of entry-to-practice competencies, this online repository is a searchable database of ready-to-use activities. Interpreters or educators can select what skills they want to address, what level of challenge they want to focus upon, and how much time they want to spend on activities. The search results are filtered to provide a tailored list of activities that fit these specific criteria. Activities can build in scope and sequence, or students can select to do mixed practice by interleaving different skills to provide the desirable difficulty as suggested by Brown, Roediger, and McDaniel (2014).

Eventually, the activities in the repository will be incorporated into the online assessment form so that when certain skills are identified as needing development, recommendations will be included in a report listing specific activities to address these competencies. (See the article by Bowen-Bailey, Gordon, Jones and Taylor in this volume for a more detailed description of these resources.)

Mentoring, Coaching and Service Learning/Community Connections

Mentoring is one type of experiential learning that has been discussed at ASL-English interpreting conferences and in the literature related to ASL-English interpreting for many years (Herring & Swabey, 2017; Winston & Lee, 2013). Based on several factors, including the documentation that many IEP graduates are not "work ready," (Witter-Merithew & Johnson, 2005), the GTC program incorporated a mentoring component. Mentors, as well as ASL coaches, were recruited, trained, and matched with GTC participants. Each GTC participant had up to two hours of mentoring and up to two hours of ASL coaching a week for 20 weeks.

Another experiential learning component of the GTC program, which has been described in the ASL-Interpreting literature by several educators, including Monikowski and Peterson (2005) and Shaw (2013), is service learning. Service learning is an opportunity to work and learn together with members of the deaf/deafblind/hard of hearing community and support building community connections, interaction, collaboration, and reciprocity. As the distance between interpreting students and the Deaf community continues to

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grow (Cokely, 2005; Merithew & Johnson, 2005), service learning is one way to foster meaningful interaction. GTC participants will devote approximately 150 hours to service learning.

Supervised Interpreting Experience (Field Induction)

The last major component of the GTC program described in this paper is a supervised interpreting induction experience to further facilitate the transition from IEP graduation to readiness to work (Godfrey, 2011; Patrie, 1994; Witter-Merithew & Johnson, 2004, 2005). Field induction has been identified as an effective practice for bridging the school to work gap, both in interpreting (spoken language and signed language) as well as in other practice professions (Witter-Merithew & Johnson, 2004, 2005). For signed and spoken language interpreting, evidence indicates that field induction is an effective way to build competence and confidence in interpreters (Dean & Pollard, 2012; Witter-Merithew & Johnson, 2004).

In the GTC program, participants will be paired with skilled community interpreters and interpreter service agencies in their home community. Each GTC participant will complete 240 hours of interpreting work (approximately 20 hours/week for 3 months), supervised by an interpreter who is trained in techniques of effective supervision. The supervisors will have completed a supervising training module that is currently in development. The agency lead will work with their referral/placement team to identify the most appropriate work venues or opportunities for the GTC participant/supervisor pair. The agency will pay the supervisor as they work for any regular job assignment, and the CATIE Center will provide a small stipend to the GTC participant.

At the end of the supervised interpreting experience, GTC participants will take a NIC test prep module and then sit for the performance portion of the NIC. (Participants had to have passed the NIC knowledge test in order to apply for the GTC program.) Participants will also take the other post-assessments, as described earlier.

Planning for the Future: Support for Deaf Interpreters

While the curriculum for the GTC program was initially designed for emerging non-deaf interpreters, at our initial Advisory Group Think Tank in June 2017, deaf and hearing experts strongly emphasized the importance of having curriculum available for deaf as well as non-deaf participants. CATIE's first step was to host a Think Tank on Deaf Interpreting, facilitated by Ritchie Bryant and Naomi Sheneman, who consulted with ten deaf interpreters from diverse backgrounds. The Think Tank on Deaf Interpreting resulted in rich information about how to support deaf interpreters. Feedback emphasized the importance of creating a program for deaf interpreters within this grant project in consideration of the historical marginalization of deaf interpreters in this profession. Deaf interpreters have experienced marginalization in terms of outdated testing as well as limited resources and training opportunities. For example, the current and latest version of the Certified Deaf Interpreter (CDI) Standard Practice Paper was finalized in 1997 (RID, 1997). The knowledge exam did not test on the updated Code of Professional Conduct until 2013 (RID, 2016; RID, 2015; Sheneman, 2016).

Deaf interpreters' exposure to training opportunities is different than that of non-deaf interpreters. Most non-deaf prospects are matriculated in an interpreter education program while deaf interpreters are required to undergo a minimum of 40 hours of training prior to sitting for the certification examination (RID, 2016; RID, 2015; Sheneman, 2016). This creates a unique challenge for this grant as the testing and certification body part of the Registry of Interpreters for the Deaf (RID), Center for the Assessment of Sign Language Interpreters (CASLI) does not presently have a performance examination available for deaf interpreters since the previous Certified Deaf Interpreter (CDI) examination expired in early 2016 and the new assessment is currently under development.

The profession of deaf interpreting is relatively new; however, the need for deaf interpreters in different settings is rapidly increasing (Forestal, 2005) as their value is evident (Adam, Aro, Druetta, Dunne & Klintberg, 2014; Boudreault, 2005; Collins & Walker, 2006). Even though there has been insufficient comparative exploration into the work of deaf and non-deaf interpreters, there is speculation that deaf interpreters enhance the communication accessibility for deaf individuals due to the interpreters' possession of deaf extralinguistic knowledge (DELK) influencing their interpretation/translation work (Beldon, Forestal, Garcia & Peterson, 2009) and their ethical decisions (Sheneman, 2016). DELK is a major part of deaf interpreters' collective lived experiences as deaf individuals--persons of a minoritized group dealing with macroaggressions by non-deaf

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people (Beldon et al., 2009), resulting in the DEAF-SAME[2] understandings such as those related to language, educational background, and experienced barriers (Kusters & Friedner, 2015).

Given this history, it was timely to come up with creative approaches to integrate deaf interpreters into this existing GTC pilot program. Based on the work of the Think Tank on Deaf Interpreting, CATIE contracted with Naomi Sheneman to be the lead for this component of the project. With her direction, the program selected a deaf interpreter, who recently completed a minimum of 40 hours of interpreter training, to become part of the pilot group as a tester. He went through the GTC program components and offered his feedback and insights on a regular basis. During this process, some of the different needs for training of deaf and non-deaf participants have been identified. As mentioned earlier, not many deaf interpreters have been through an interpreter education program beyond the 40-hour training requirement. Hence, they do not have the same familiarity with foundational interpreting theories and models or sign language linguistics as non-deaf interpreters. Language coaching and mentoring were beneficial to the deaf tester but the approach and activities were different for him than for non-deaf interpreter participants in the GTC program. It was determined that rather than developing a new curriculum for deaf interpreters in the GTC program, deaf interpreters would benefit from all components of the GTC program, especially language coaching and mentoring, as well as the expansive GTC repository of materials and resources available in ASL. This approach provides opportunities for filling in knowledge and foundational gaps as well as opportunities for improving translation and interpretation skills.

Behavioral Health Interpreting Project

In this section, we highlight the background and programming for behavioral health interpreting. There are many parallels to the GTC program described above, including the use of evidence-based practices, experiential learning, supervised interpreting, individual development plans, communities of practice, and online and face-to-face programming.

Access to behavioral health services often is not given much attention in interpreter education, and the need for qualified interpreters in behavioral health continues to be unmet (Crump, 2012). The CATIE Center seeks to increase the number of interpreters available to interpret in mental health, addiction and recovery, and domestic violence and sexual assault specialty settings. Through online education and collaboration with community partners, the goal is to improve interpreters' knowledge, skills, and cultural competencies in the specialized areas of behavioral and mental health interpreting.

Background and Need

The National Association of the Deaf (NAD) recommends that deaf individuals receive mental health services directly from someone fluent in their language. Numerous researchers and authors have supported this approach for all types of healthcare services (Keunburg, Fellinger & Fellinger, 2016; Swabey, Nicodemus & Moreland, 2014). Specifically, diagnosis and treatment of mental and behavioral health issues depend almost completely upon communication. Instead of concrete, tangible tools such as x-rays, blood tests, or physical examinations, the mental health provider relies on dialogue and interaction; the use, pattern, and tone of language suddenly becomes a barrier to practice when patient and provider do not share the same culture or language.

The CATIE Center also supports the goal of direct mental and behavioral health services that are fully culturally and linguistically accessible. However, in most cases, mental health services are provided by primary care physicians or mental health therapists who are not fluent signers, nor have knowledge about ASL, the deaf community, or deaf culture (Crump, 2010). These providers are often paired with interpreters who may have no training in behavioral health, adding yet another barrier for deaf people accessing mental health services (Crump,

[2] DEAF-SAME is a dynamic phrase used in the deaf world that encompasses shared experiences among d/Deaf individuals (Kusters & Friedner, 2015).

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2012). Despite NAD's recommendation that non-signing therapists work through a qualified interpreter, they also recognize the paucity of specialized training available for behavioral health interpreting.

The CATIE Center at St. Catherine University has a history of providing innovative and quality education for interpreters in medical settings (Swabey & Craft, 2012) and, with this new RSA-grant-funded project, will continue this work with a focus on behavioral and mental health interpreting. As part of our programing, we are partnering with the Alabama State Department of Mental Health as they are the only known program in the U.S. that provides intensive training, through their Mental Health Interpreter Training (MHIT) program, and credentialing in this specialty, the Qualified Mental Health Interpreter (QMHI) credential. Since its inception in 2003, this nationally recognized program has trained 300 interpreters from around the U.S., with only 76 attaining the QMHI credential by 2016, due in part to a small number of supervised field induction sites. In 2016, these 76 interpreters served a total of 25 states, only two of which have more than three QMHI-credentialed interpreters. This is one indication that the number of interpreters trained in behavioral health interpreting is not adequate to meet the mental health and behavioral health needs of deaf citizens.

The CATIE Center's Behavioral Health Interpreting (BHI) program will significantly boost access to behavioral health interpreter training by: providing online webshops and online modules, supporting reduced cost registration for some participants in the MHIT Institute, expanding the number of MHIT practicum and field induction sites, offering support for more QMHI-credentialed interpreters to earn the Supervisor credential, initiating a community of practice, and engaging in professional development planning. By 2022, at the end of this current five-year grant cycle, the BHI program is expected to more than double the number of interpreters who have earned the QMHI credential.

Building on Existing Knowledge

The Alabama Department of Mental Health has identified knowledge and competencies needed to effectively interpret in the behavioral health field across three domains: Professional Competencies/Knowledge, Cultural Competencies/Knowledge, and Conduct Competencies/Knowledge (Crump, 2012). The RSA-funded Northeastern University Regional Interpreter Education Center (NURIEC) also engaged deaf and hearing experts in 2006 and developed the "Domains and Competencies for Mental Health Interpreters" (NURIEC, 2007). The domains identified by NURIEC include: Mental Healthcare Context, Therapeutic Dynamics, Interpreting Therapeutic Discourse, and The Interpreter as a Professional. Although organized differently, these efforts by the Alabama Department of Mental Health and NURIEC show consistency regarding the needed skills and knowledge for this type of specialized interpreting. These domains provide the foundation for the BHI program curriculum.

There is an emerging body of research on promising and evidence-based practices for training behavioral health interpreters, based on the pedagogical approaches in other practice professions (e.g., social work) as well as in spoken and signed language interpreter education. Demand control schema (Dean & Pollard, 2013) is a framework often used effectively to teach interpreters to analyze the decisions that are a challenging part of their work, particularly in behavioral health settings. In studying the differences in the performance of expert and novice interpreters, deliberate practice has been identified as a promising strategy for novices, including those developing a new specialty (Englund and Dimitrova, 2005; Ericsson, 2000; Hoffman, 1997; Liu, 2009; Moser-Mercer, 2007; Motta, 2011). There is ample evidence for the effectiveness of experiential learning, particularly for adult learners (Kolb, 1984, Lewis & Williams, 1994) and as identified in a review of the literature on experiential learning for interpreting education (Herring & Swabey, 2017). Classroom-based experiential learning takes many forms including role-play, case studies, reflective journaling, and simulations (Angelelli, 2006). Outside the classroom, experiential learning can include internships, service learning, clinical education, and fieldwork (Moore, 2010). In any of these formats, observing or teaming in new and unpredictable situations in a safe environment supports learning, as students reflect on consequences, mistakes, and successes. Reflection is a critical component during and after experiential learning situations, which leads to analysis, critical thinking, and synthesis (Boud, Cohen, & Walker, 1993). Experiential learning has also been shown to be effective for providing learners with the skills needed to transition into the workforce (Cantor, 1995). Additionally, there is evidence supporting the social learning space of a community of practice in improving performance (Wenger-Trayner, 2014), as a place where individuals can take collective responsibility for the knowledge they need, and also create connections across groups or geography boundaries.

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Curriculum and Learning Opportunities Offered in Behavioral Health Interpreting

Based on the available literature and programming as briefly summarized above, as well as the requirements of our grant project, the CATIE Center designed a series of learning opportunities for interpreters that are described below.

Webshops

Six engaging webshops have been developed as a resource for interpreters as well as for IEPs. Including these webshops in IEP curricula is a way to begin conversations early on to help students consider how they might want to plan for specialization as their careers develop. The webshops, unlike webinars, are pre-produced, housed in a classroom management system, and can function as "mini" online courses. This format allows participants to access the content whenever is convenient for them. It is also self-paced so that participants can stop and start as needed. There are quality checkpoints along the way to help ensure transfer of knowledge.

Webshop content was created with deaf and hearing experts and community members, as well as advisors from a variety of backgrounds. The topics for the webshops are listed below. Full descriptions can be found at the healthcareinterpreting.org website (http://healthcareinterpreting.org/bhi/webshops/).

Webshops include:

- Intersectionality in Behavioral Health Interpreting
- Behavioral Health Interpreting: Trauma-Informed Approach
- Specialized Interpreting: Mental Health
- Specialized Interpreting: Addiction and Recovery
- Intro to Deaf/Hearing Teams in Behavioral Health Interpreting
- Specialized Interpreting: Domestic and Sexual Assault

To date, enrollment has far exceeded our expectations and predictions. For example, the first webshop that was offered in 2018, *Intersectionality in Behavioral Health Interpreting*, had 950 registered participants as of March 2018. Participants have until the end of December 2018 to complete the webshops for CEUs. As the webshops are closed at the end of the year, our evaluators will analyze the pre- and post-evaluation surveys and recommend possible changes or refinements that could be made before the modules and webshops are offered again.

Online Modules

For certified interpreters with at least three years of experience and interest in pursuing additional knowledge and competencies in behavioral interpreting, the CATIE Center has developed the following 20-hour modules. Full descriptions may be found at the healthcareinterpreting.com website (http://healthcareinterpreting.org/bhi/bhi-modules/):

- Introduction to Mental Health Interpreting
- Psychopharmacology
- Addiction and Recovery
- Domestic Violence and Sexual Assault

To provide for optimal interaction and learning, these modules are limited to 40 participants. Interpreters are expected to invest at least 20 hours of time over a five-week period for each module. In order to earn CEUs, interpreters must participate in all of the online learning activities. Learning activities include: pre- and post-tests, responding to topics in ASL and or written English, self-reflection, analysis of ASL translation work, quizzes, and flashcard practice. Each module also includes mini-lectures presented in ASL.

Certified QMHI interpreters, with experience teaching adults in an online format, facilitate the modules. One of our goals was to create effective education that is accessible to adult learners from a variety of backgrounds and experiences. As such, a variety of evidence-based pedagogical practices are included, such as spiraling and

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spacing concepts for increased retention, as well as flashcards and quizzes strategically designed for information retrieval (Brown, Roediger, & McDaniel, 2014).

Deaf and hearing experts and consumers were involved in the development of the modules, including the content and filming. Curriculum was developed in ASL so that content would be more accessible for native signers as well as providing more social presence to engage adult learners (Nieto, 2010; Stavredes, 2011). Discourse style, online discussion boards, and facilitator practices were designed in an effort to create more dialogic experiences. The first module, *Introduction to Addiction and Recovery Interpreting,* was launched in February 2018. The module filled to capacity (40 interpreters) within 2 hours of registration opening and had a waiting list of over 200 individuals.

Partnership with the Mental Health Interpreting Training Program (MHIT)

Lastly, the CATIE Center is partnering with the MHIT program supported by the Office of Deaf Services (ODS) in Alabama. The CATIE Center supported 28 participants to take part in the 2018 MHIT Institute in August 2018 and will continue to support these participants in a supervised practicum to follow. The CATIE Center will seek to support similar numbers in 2019-2021. It is acknowledged that specialty settings require supervision in order to develop the most effective work (Dean & Pollard, 2009, 2013), and with grant funds, we are also assisting in the training of more supervisors in order to expand the number of practicum placements. Further, each CATIE-supported MHIT participant engages with our staff on individual development planning as they continue to build expertise and skills in this specialty. For addiction and recovery, and/or domestic violence and sexual assault work, participants are guided to further training in appropriate settings.

Conclusion

The curriculum and resources developed by the CATIE Center's two new RSA-grant-funded programs aim to result in an increase in the number of certified, qualified generalist interpreters as well as doubling the numbers of interpreters with the credential of Qualified Mental Health Interpreter. In addition, over the remaining years of the project, we anticipate that the collection and analysis of data from the GTC project will provide indicators about readiness to attain certification. Further, resources and programming for both projects that are developed, piloted, evaluated, and revised will be shared with educators, programs, and organizations. In this process, we hope to further the difficult conversations and subsequent changes that need to take place in order to improve interpreter education.

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Face to Face vs. Screen to Screen: Re-Envisioning Online Continuing Professional Development for Interpreters

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Abstract

If interpreting and interpreting education are to reach new heights, as the conference theme encourages us to do, we need to thoroughly examine the underlying beliefs that have shaped Continuing Professional Development (CPD) in its current form in the US. This panel, composed of experienced interpreters, educators, and online facilitators, analyzes the approaches to and rhetoric surrounding, current CPD practices. Current rhetoric often frames online learning as inherently passive, less effective and non-interactive, while characterizing face-to-face activities as superior, seemingly equating physical presence with "learning." This mindset values physical presence over intellectual engagement. Shifting the prevailing paradigm of CPD in general requires identifying effective approaches for online CPD. Doing this will inform approaches to not only CPD, but even more importantly, begin to establish best practices to enable educators to instill these values in students of interpreting from their first exposure to our profession.

Keywords: Active learning, Continuing Professional Development, Distance Learning, Online Learning

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Re-Envisioning Online Continuing Professional Development for Interpreters

Conceptualizing CPD (Continued Professional Development)

Continuing Professional Development (CPD) is an umbrella term used to describe knowledge and skills development engaged in by professionals after their initial training. As with other professions, interpreters working between signed and spoken languages must engage in CPD. Tenet number seven of the current National Association of the Deaf/Registry of Interpreters for the Deaf (NAD/RID) Code of Professional Conduct states, "Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills" (RID CPC, ND). For RID's purposes, this professional development is required for interpreters to continue to maintain certification by RID, and the program to monitor this is called the Certification Maintenance Program (CMP).

CPD for RID certified interpreters, although originally defined using language that focused on learning, studying, and developing skills, is currently actually measured via the counting of a specific number of hours in a specified time period. RID requires 80 documented hours in a 4-year period. RID has chosen to measure these in terms a common term in CPD, the Continuing Education Unit (CEU) where 1.0 CEU = 10 hours of professional development (IACET.org, ND). Although this is standard in many professions, the use of the CEU as the de facto unit for measuring CPD is somewhat problematic. Indeed, as professionals whose fundamental tool is language, it behoves us to reflect upon how our use of language impacts our thinking about and valuing of on-going professional growth and development. Holding a dynamic perspective of learning, developing, and growing is much different from holding one that count minutes, hours, number of coffee breaks, and 10-minute late arrivals. Reflecting on the title alone of Kegan and Lahey's well-known volume, *How the Way We Talk Can Change the Way We Work!* should give us all pause! As language and communication professionals, actively pursuing professional development needs to be our goal, rather than the accumulation of time. Bonwell and Eison (1991, p. 2) in one of the earliest works to define active learning, list these characteristics of active learning (emphasis added):

- Students are *involved* in more than listening.
- Less emphasis is placed on transmitting information and more on developing students' skills.
- Students are involved in *higher-order thinking* (analysis, synthesis, evaluation).
- Students are *engaged in activities* (e.g., *reading, discussing, writing*).
- Greater emphasis is placed on *students' exploration* of their own attitudes and values.

It will be demonstrated later that many online activities actually promote these types of activities, in some ways more than face-to-face activities do.

Since CEUs are the proxy for engaging in CPD in the US, much of the rhetoric around CPD is couched in terms of earning CEUs rather than actively engaging in professional development. While RID does make a distinction between Professional Studies (CEUs that direct relate to interpreting) and General Studies (those involving more general knowledge) and the 6 out of the 8 required CEUs must be in Professional Studies, for all intents and purposes, the focus is on the earning of CEU's (which must be approved by RID or an approved RID

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Sponsor). The actual earning of the CEUs is the tacit goal; there is no further requirement of reflection, or evidence of putting into practice what one has learned. Indeed, most recently, RID had explicitly stated this policy for earning CEU "time".

"Complex Independent Studies may include a mix of direct contact hours, and non-contact hours. Using a 1 to 0.1 ratio for direct contact hours (with a definition and examples) is appropriate. Using a 1 to 0.05 ratio may be more appropriate for non-contact hours. The credit applied through CEUs should be clearly identified as a ratio to be awarded according to the work/time invested" (RID Sponsor Connect 2018). To clarify, if a participant submits ten hours of work, the log might segment these ten hours as 2 hours in an online workshop (which would qualify for the traditional 1 hour to 0.1 CEU) and eight hours of independent work such as reading or doing research, which would be calculated as a different ratio, being worth as little as half of the time spent watching an online lecture (e.g. perhaps the 1 hour to 0.05 CEU, depending on the sponsor). Mixed Independent Studies often may include a mix "contact" and "non-contact" hours and those CEU hours must be clearly identified as a ratio to be awarded according to the work and the time invested, not the learning and development achieved.

A different approach to CPD is taken by the registering body for British Sign Language/English Interpreters in the United Kingdom. The National Register of Communication Professionals working with Deaf and Deaf-Blind People (NRCPD) is the voluntary register for BSL/English Interpreters (unlike RID, they do not certify interpreters, there are academic and non-academic routes to become qualified; these routes are mapped to the National Occupational Standards for both spoken and signed language interpreters.). The CPD requirements involve completion of learning activities as well as reflections on how the specific activities contribute to one's professional practice. The details of the NRCPD procedure are outlined below.

It is interesting to note that both RID and NRCPD explicitly mention CPD in their respective codes, and both espouse "active" learning. However, the wording and the meaning they reflect, are quite different. In the next section, we review and compare the two perspectives and approaches.

Registry of Interpreters for the Deaf (RID)-Current and Past

Looking first to the NAD/RID Code of Professional Conduct (CPC), Tenet number seven states:

> 7. 0 Professional Development
>
> **Tenet:** Interpreters engage in Professional development
>
> **Guiding Principle:** Interpreters are *expected* (emphasis added) to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills. (CPC 2018 RID website).

Note that the focus of the terms "foster and maintain" seems to be on active learning, however the wording is 'expected' not 'required'. It is worth noting that the 2 previous iterations of the NAD/RID CPD (or the equivalent) had what appears to be stronger language.

> Tenet 10. Recognizing his need for professional improvement, the interpreter will join with professional colleagues for the purpose of sharing new knowledge and developments, to seek to understand the implications of deafness and the deaf person's particular needs, broaden his education and knowledge of life, and develop both his expressive and his receptive skills in interpreting and translating. (Quigley and Youngs 1965)
>
> Tenet 7. Interpreters/Transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field. (1979 version as included in Frishberg 1986).

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National Register of Communication Professionals working with Deaf and Deaf-Blind People (NRCPD)

NRCPD, like RID, mentions CPD in their Code of Conduct, however in a more directed (notice the use of "you") and specific manner:

> 4. You must maintain and develop your practice in line with the recognised standards of your profession.
>
> 4.1 You must have up-to-date knowledge of practice theory and its application, including any relevant practice guidelines published by professional associations. You must incorporate that knowledge into your practice where appropriate.
>
> 4.2 You should adopt a reflective practice approach to developing your practice and pursue relevant educational opportunities. (NRCPD Code of Conduct).

In order to maintain one's self on the register, an interpreter must document 24 hours of CPD per year; 12 of these must be "structured" hours; also note the focus on requiring learning outcomes:

> Structured activities are usually easy to identify. They are organised by associations, employers, training providers or other organisations, and they have stated learning outcomes. Unstructured activity is anything without a stated learning outcome that helps you achieve your CPD objectives and develop your professional practice. (NRCPD 2016).

In addition to documenting CPD activities, registered interpreters must also provide evidence of how the undertaken activities have influenced their practice. In its CPD Handbook, NRCPD informs interpreters that "you must keep a record and evidence of your CPD activity; [as well as] explain how your CPD activity has helped you develop your professional practice." (NRCPD 2016). Also NRCPD recognises that a simple counting of hours is not adequate. They state, "We understand not everyone agrees with a system based on the number of hours spent doing CPD. That's why we're exploring approaches to CPD that focus only on what has been learned." (NRCPD 2016). This focus on reflection and incorporation of knowledge is closer to the spirit of CPD rather than the mere logging of hours of attendance. Interestingly, NRCPD counts the writing up of reflective notes as unstructured activity, recognizing that reflection on an activity is another form of CPD. Such documented reflection is not required in RID's CMP and is, perhaps, the missing piece – this lack of language that guides interpreters to focus on learning and demonstrate that learning instead of counting the number of minutes they are ostensibly "in contact" with something. The discussion in this paper narrows the CPD discussion to online experiences, distance learning activities, and we hope to demonstrate that many online activities more actively encourage and support and his sort of reflection and integration of new knowledge and skills than many traditional face-to-face activities. Active learning – regardless of the mode of delivery and type of environment – is what we should be expecting from our students and ourselves, whether one is beginning a career in an introductory course or one is a seasoned interpreter or educator participating in a professional development event.

Re-Focusing Our Perspectives: Types of CPD Activities

In the United States, CPD has traditionally involved face-to-face activities; workshops, seminars and specialised training delivered by experienced practitioners/trainers. With advances in technology, many more options have become available. Often, travel and time are barriers to interpreters' access to CPD activities. In the 1980s and 90s a form of distance learning emerged, satellite teleclasses. These were training activities that were broadcast from a location to numerous other locations (often colleges or universities) which had the ability to receive the transmissions. The obvious benefits were local access to training, little or no transportation/accommodation costs and, often the ability to phone in with questions or comments. Because of the technical time and preparation required to make these events successful, participants valued the experiences.

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Face to Face vs. Screen to Screen

Distance learning – now also commonly referred to as online learning – has come a long way since the Educational Interpreter Certificate Program of the mid-1990s when mailing videotapes (and later, CDs) across the country was the norm. Part of the effectiveness for some was the individual's own motivation or proclivity to that style of learning and their engagement in the required activities; participants saw value in the interaction, albeit delayed (Johnson and Winston 1998). And part of the effectiveness was due to those providing the opportunities, in the way they structured the process. Since then evidence of the effectiveness has been shared with the field, demonstrating the effectiveness of a variety of "distance" approaches (e.g. Winston 2006).

However, there have always been some in our field who have resisted advancing technology: "you cannot teach interpreting via distance". Indeed, RID's Motion CM2017.01 proposed limiting the number of Continuing Education Units that a certified member could earn from "online trainings" to 25% of the total required. We see this as an example of outmoded attitudes and perceptions that prioritize the value of face-to-face activities and minimize the value of online CPD activities, rather than addressing the importance of quality offerings that support active learning…regardless of the delivery approach.

The RID Motion CM2017.01 stated: "ASL is a visual language best understood in a face-to-face interaction. The majority of interpreters are second language learners. Given these facts, professional development is most effective in a face-to-face environment". This blanket statement should give us all a reason to pause. The conclusion gleaned from these "facts" seems faulty at best; is there truly a connection between the success of face-to-face interactions in ASL for second language learners? Also, the converse, has there been research on the use of ASL in a distance format being ineffective? With the improvements in technology and the ability to have multiple signers on a screen and/or even a monologic presentation by a person who uses ASL, does anyone really believe that online workshops conducted in ASL are less effective than those conducted in English?[2]

Has this research been conducted by RID or is this the dated thinking of a few members? Given the technological advances available to us (far beyond mailing videotapes across the country), and given the technological savvy of the upcoming generation of interpreters (who have grown up with iPads and YouTube and Video Relay Services) we believe we need to apply what we already know about active learning and critical thinking and challenge ourselves to offer "online opportunities" that capitalize on the myriad ways technology can support the distribution systems and processes. The quality of the offering far outweighs the method of delivery. Questions about the efficacy of distance learning have shifted from "if" to "how." It is not about where or how we teach and learn, but as Winston (2006) reminds us:

> Just as traditional face-to-face approaches can be highly motivating for students or deathly suffocating to active learning, so, too, can every form of distance learning, from old-fashioned correspondence courses, to simple asynchronous online discussions and interactions, to full-blown synchronous computer-animated dog-and-pony shows. It is not the format or delivery method of the lesson or activity that is important; it is the design that teachers use in development and the expectations, goals, and interest of students participating in the learning that result in, or hamper, active learning. The most exciting activities designed to stimulate learning will fail if students are not interested in learning, if they expect simply to be taught "at." The most lifeless bit of fact can open a new world of experience and learning if it sparks a fire in the learner's mind. This is not news. To quote Plutarch, *The mind is not a vessel to be filled but a fire to be kindled.* The fire can be kindled in any environment and educational setting. (pg. 168)

This trend in interpreter education follows that in adult education in general. The focus of our work needs to be "for active learning, rather than passive absorption of information; for reflection rather than memorization." Daniels and Bizar (1998) compare educational practices that are effective for active learning. These are summarized in Table 1.

[2] We are not discussing accessibility here—CPD opportunities need to be accessible through the use of the languages, access modes (be they interpreters, captions, transcripts, etc.) regardless of which language(s) are primary.

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Table 1. Characteristics of Effective Learning Approaches[3]

Less Effective for Active Learning	More Effective for Active Learning
Whole-class-directed instruction, e.g., lecturing	Student responsibility for own learning
Student passivity: sitting, listening, receiving and absorbing information	Active learning through talking, collaboration and experience
Prizing and rewarding silence in the classroom	Participation in the classroom
Class time spent on reading texts	Experiential, inductive learning
Superficial coverage of broad content	Deep coverage of fewer topics
Rote memorizing of facts	Critical focus on thinking skills
Emphasis on competition for grades	Collaboration in learning

Although this presentation will be a panel discussion with input from experienced interpreter educators, and their input and conclusions will be added after that panel occurs, we offer a couple of examples of distance, or "screen to screen" activities that can help re-focus our perspectives about CPD from counting bits and minutes to actively seeking growth and learning.

Example 1: Active learning thru online workshop interactions – the facilitator's perspective

In-Service Training (IST): The Department of Access Services (DAS) at Rochester Institute of Technology/National Technical Institute for the Deaf (DAS) is the largest employer of educational interpreters in the world, with approximately 150 full-time interpreters. Every semester DAS offers approximately 30 professional development events which they call In-Service Training (IST)[4]. In the fall of 2016, the first online IST was offered and 8 interpreters participated in "Role-space: You've Heard the Term But What Does It Mean?". The facilitator knew the interpreters; they all worked on the same campus but because of the variety of schedules, Rico Peterson, the Associate Dean of DAS, wanted to offer an online option. Interpreters committed to two hours a week over a 15-week semester. Some of the interpreters saw each other during the course of the day, but often they did not, due to the large number of interpreters on campus and their varied schedules. So for some, the only contact they had with their Role-space peers was online.

For this IST, interpreters were required to lead a discussion on an assigned chapter in the volume, Role-Space Theory (Llewellyn-Jones and Lee, 2014) submit a specific number of required postings, and complete a project. Their projects required the interpreters to be as "active" as they could be! It was an applied project; interpreters analyzed their role-space in a particular assignment – not their interpreting skills but their presentation of self and the social expectations of the interlocutors. Each interpreter submitted an online poster with an accompanying brief outline of their experience. All the participants then had the opportunity to comment on their own and on each others' projects. Some of their comments about the project:

- *I learned that it is truly the characteristics of the class interaction that decide the nature and dimensions of role-space. I believe that through this analysis I came away with more questions [than answers].*
- *This IST has been very helpful in validating and putting vocabulary to behaviors I already employed and thought were working, but sometimes [I] second-guessed [myself].*
- *My presentation of self became stronger as the semester went on. The first few weeks were group meetings with strict procedure. As the semester continued, groups broke off into small groups. During these times I realized it was more effective for me to have a strong presentation of self and become a*

[3] Table 1 first appeared in the 2006 CIT Proceedings, and is re-printed here

[4] These include one-off events and semester-long workshops.

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> *member of the group. By breaking out of the "interpreter only" role I was able to show the members that they could communicate comfortably and did not have to monitor themselves. It seemed to make all of the interactions more comfortable.*

From an educator's perspective, what more could we hope for? Participation in the IST was completely voluntary; interpreters saw something that interested them and they decided to participate. The delivery system was not an issue for them. Now certainly, the facilitator's availability and support was important. Mid-way through the semester participants were offered "office hours" – via phone, Skype, or email. They were able to "meet" with the facilitator to discuss their projects, and several used the opportunity to great advantage. This was not an independent study where they progressed at their own pace. This was a group experience and they functioned as a learning community, actively engaging with each other online throughout the 15-week semester.

As a result of the success of this first-step, the TIEM Center offered a professional development opportunity for interpreters during the spring of 2018, "Role-space: You've Heard the Term But What Does It Mean?" with several modifications from the event at DAS. Several brief video introductions were made for the event and for each chapter. Given the fact that we hoped interpreters from across the country, and indeed from around the globe, would participate, this allowed for a virtual relationship, if you will. Although video introductions were not required from the interpreters, they at least became familiar with the facilitator's view of the work. The Coursesites course delivery system was used for this 5-week event and the 16 participants had the option to earn up to two CEUs for RID.

It was exciting to have 16 interpreters participate in this whirlwind of activities. Only one person dropped out part way through the experience. We all have busy lives and yet it seems when interpreters have the opportunity to actively engage with their peers, they find the time because they see the value in the engagement. Participants spent an average of 29+ hours per week online, not to mention the time spent outside of the webinar preparing! It is not the hours, it is the active learning that is so impressive and important. The quality of their postings was excellent. Prompts were developed that asked them to *apply* what they read to their real-world experiences. These interpreters had a variety of backgrounds but they were all working interpreters and they all had a fairly strong sense of "presentation of self" – even if they were not familiar with Goffman's terms at the start of the webinar. This experience gave them a reason to step back and look at their work, to share their perspectives with others, and to reflect on their role as professionals, grounded in the role-space approach to interpreting.

Example 2: Mentoring[5]

Another type of ongoing active learning is mentoring, and being mentored. It has long been identified as an essential component for the development of effective interpreters, and indeed, for mentors and educators. Time and again, distance mentoring has been found to be both supportive and effective; active learning occurs and each moment of that learning deserves to be "counted" equally as opportunities for effective learning and growth. One caveat for distance mentoring, and indeed any distance activity is that the activity must be organized and clear – although we must be frank here…what educational activity should NOT be? Here is one example of planning and organization that supports learners in their quest for active learning and true professional development. Note the specific structure provided for timelines, scheduling, and active reflection included throughout, as well as the explicitly defined roles and demonstrations of learning required. Participants are reminded that mentoring is about working with others, rather than dictating to others, and that concern for accessible communication is expected. However, what and how they apply their learning, actively, as they conduct their mentoring, is left for their own reflection and journaling.

[5] A similar version of this example first appeared in the 2006 CIT Proceedings (pg. 180).

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Mentoring Activity: Assessing Interpreting and Mentoring Interpreters

Logistics: This 3-week learning activity was part of a longer course (12 weeks) for aspiring mentors, intended to help them develop interactive questioning and teaching strategies for effective mentoring of student interpreters. It began with reflection about their own skills and led them to reflection about others' skills.

Week 1: Prepare an individual assessment of your own interpreting sample. Post your assessment to the entire class by the final day of Wk. 1, by noon ET.

Week 2:

1. Discuss and comment on the Interpreting Assessments posted by other people in the class. You should look at a minimum of 2.
2. Using the input from the discussions, prepare an assessment of your assigned partner's interpreting sample. Post that assessment to the class by the final day of Week 2, by noon, ET.

Week 3: Hold mentoring appointments with the interpreter whose work you assessed in Week 2. You need to set up 2 appointments with each other.

- In one, you will act as mentor, working with the individual interpreting assessment that your partner posted.
- In the other, you will act as the mentee, using the interpreting assessment you prepared for your own sample.
  NOTE: For this week, you are welcome to set up appointments as you wish. The appointment should last for 45-60 minutes in the course chat room. You can use other means of communicating if you prefer: AOL chat room, videophone, etc. Use of telephone with voice-only communication is not an accepted medium. The only requirement is that the communication be directly accessible for Deaf people (in chat rooms: written English; videophone: signing only). Even if you are both hearing, this is a good time to remember and practice inclusive approaches to communication. It is strongly recommended that you do not conduct them back-to-back! You have all experienced the fatigue of these interactive mentoring sessions.

Your roles:

Mentor Role: Your goal as mentor is to work WITH the mentee to identify strengths and areas needing improvement in her/his assessment assignment (not the interpreting sample) and assessment skills. You should also work with the mentee to determine how she/he might present similar information to a mentee in other settings.

Mentee Role: Your goal as mentee is to actively work with the mentor on understanding your skills in assessing an interpreting sample, to discuss your strengths and areas of discomfort or areas where you want direction or help. You should be prepared to contribute throughout the discussion with your ideas.

Demonstration of your applied learning: Journals. You will keep notes and prepare reflections in a journal, and post it to your small group facilitator within 48 hours of each meeting. The requirements and criteria are the same as before, when you mentored each other about your Language Assessment assignments.

The example above is intended to demonstrate the need for detailed and explicit information in online, and distance, learning activities. It provides timelines, describes specific roles and activities, materials to be included, and the end product, all while encouraging the participants to work together to encourage active learning for both of them.

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Conclusions

Activities that can incorporate and encourage critical thinking and active learning need to be consciously designed to achieve those learning goals. Educators need to approach their own activity design by first explicitly stating these goals, then reflecting about authentic, holistic approaches to achieving them, and only after this should they begin structuring specific activities so that learners are able to build on their own existing knowledge, expand their experiences, explore, and finally, critically analyze options. Learners need to create their own work, making decisions about their work, and finally they need to assess the effectiveness of their own work. Taking this even further, they need to be able to assess the work of others, and guide them in the same reflective and analytical thinking process they have benefited from. Educators need to instil this in interpreting students (Winston, 2006, Pg. 171). We believe that the prevailing paradigm that requires a physical presence eschews the importance of active learning. Innovative learning can happen with a strong online presence from those delivering the activity, and with a foundation of quality and applied learning. It is one thing to sit in an all-day workshop simply to earn CEUs. It is quite another to take the time to apply critical thinking to one's work over a period of time – with support from peers, teachers, and mentors – that results in professional growth and a sense of true learning.

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Model Driven Pedagogy: Teaching and Testing Pragmatics

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Abstract

Various models of the interpreting process have been proposed and it has been argued that education programs adopt one for teaching and assessment purposes (Cokely, 1992). This paper will review a framework for pedagogy designed around a model consisting of two levels of meaning; the literal and dynamically equivalent, where the latter will be further operationally defined as enriched and implicature. Reference will be made to the research from linguistics (Grice, 1975; Sperber & Wilson, 1995) as well as translation and interpretation studies (Blum-Kulka, 2000; Klaudy, 1998; Nida, 1964). Having selected a model, the sequencing of lessons will be examined, as will strategies for assessing student interpreters' work. The concept of "literal" or "dynamically equivalent" target texts and "breaking from form" will be operationally defined.

Keywords: pedagogy, pragmatics, literal, verbatim, formal, dynamic equivalence, interpreting, assessment

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Model Driven Pedagogy: Teaching and testing pragmatics

This paper is about a potential paradigm shift in the teaching and testing of sign language interpreters. It details a model of pedagogy that is evidence-based and that draws upon the literature in pragmatics and spoken language interpreting and translation studies. It first looks at the history of teaching and assessment in the field and the gap that has been described in the abilities of program graduates. It then looks at a model of interpretation that includes a literal or dynamically equivalent target text. Finally, drawing upon a source text in ASL and English, it will outline aspects of a curriculum to teach the process of creating a literal or dynamically equivalent target text and how an assessment protocol can be designed within this framework.

1. Background

Some context is in order to understand the need for a different paradigm in sign language interpreter education. Cokely (1992) wrote a few decades ago that sign language interpreter education programs should consider adopting a model for testing and teaching and a number of models had been proposed. One of the earliest was Ingram's (1974) 3-stage model. This was followed by Isham's (1986) text analysis model, Cokely's (1992) 7-step model, the Colonomos' (1992) 3-stage model, Gish's (1993) Goal-to-Detail/Detail-to-Goal approach, and Humphrey and Alcorn's 7-step model (2001).

Of those models, two focus on trying to understand the various aspects or meanings found in the source text. Isham (1986), for example, details a process for doing a text analysis. Gish (1993) considers aspects of the source text, the details, as well as the speaker or signer's potential goals. The other models, however, may be considered process-oriented or information-processing based. They look at the psychological abilities of interpreters to remember and comprehend a message and to find an equivalent in the target text (Cokely, 1992). They also look at the ability to concentrate and mentally represent a message (Cokely, 1992; Colonomos, 1992).

An examination of many of the assessment processes out there, however, points to a product-based orientation. These include the National Interpreter Certification (NIC) provided by the Registry of Interpreters for the Deaf or the Educational Interpreter Performance Assessment (EIPA). Raters do not, for example, assess the memory abilities of candidates nor do they examine comprehension of a source message or the ability to chunk the incoming source message into discrete units. They instead compare the target text of the interpreter to the source text following the assessor's schema for what a successful text would look like. Cognitive abilities and process management are at best inferred though obviously required.

Cummins (2001) postulated a theory of second language learning that suggests a Common Underlying Proficiency (CUP). His theory of CUP is premised on the belief that a person's ability to learn and use a second language (L2) drew upon many of the same cognitive abilities as their ability to use their first language (L1). This included understanding the function of language and pragmatics (Cummins, 2001). If a student of interpretation, therefore, presents with fluency in English, it suggests they would have the cognitive abilities to learn ASL and to potentially interpret. They may fail to master ASL and interpreting, however, for other reasons such as a lack of opportunity to use the language, motivation or the willingness to take risks and to sign in public or in front of an audience.

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One could argue that interpreting takes different cognitive abilities than second language learning, and hence the need for a cognitive model of the process. This would suggest then that Cummins' CUP theory does not apply to sign language interpreter education. In fact, in a review of the literature, Seal (2004) noted the lack of "definitive findings about the psychological make-up of interpreters" (p. 40) in past studies. Where studies have been done, they did not actually differentiate the abilities needed to learn ASL as a second language from the ability to interpret. In the same study, for example, the author looked at cognitive abilities in interpreters that arguably could also be required for second language learning, such as "problem solving, attending to detail, mental concentration, motor control and accuracy" (Seal, 2004, p. 46).

In her study, Seal (2004) did find that the interpreters may have been more intelligent and more attentive than the norm group used to create the test battery. This norm group, however, may not have consisted of other bilinguals. Differences in cognition, therefore, may have been due to second language learning abilities. When Seal (2004) tried to differentiate the abilities of interpreters who were nationally certified from those with state qualifications, no significant differences were found (Seal, 2004).

After decades of instruction and the proliferation of process-based models, authors believe that what is being encouraged in sign language interpretation is a machine model of interpretation and that the field is failing to consider the act of interpreting as the co-construction of meaning (Wilcox & Shaffer, 2005). A similar phenomenon is believed to exist in spoken language interpreting, especially in legal settings where a conduit model and "literalism" is expected (Pöchhacker, 2004, p. 147).

There is also evidence that current practices may have resulted in a gap between the ability of recent graduates and the expectations of the field (Resnick, 1990; Ross & Criner, 2002). The Registry of Interpreters for the Deaf (2017) reported only 25% of the applicants for the national interpreter certification in 2016 to 2017 passed. Schick, Williams and Kupermintz (2005) looked at the performance of 2091 educational interpreters on the Educational Interpreter Performance Assessment (EIPA) between 2002 and 2004. They found that only 17% scored at a 4.0 rating, and 38% scored at a 3.5. An interpreter with a 3.5 rating had command of only "basic vocabulary" and basic grammatical structures, and while working from ASL into English would probably need to ask a Deaf signer to repeat his or her signing (Schick, Williams & Kupermintz, 2005, p. 18).

Paradigm Shift

To address this gap in abilities, this paper proposes a product-based approach to teaching and assessment, similar to Dam's (2002) model, specifically by comparing source and target texts. To do this, a theoretical framework is needed and this author suggests one premised on the following assumptions:

- ASL and English are not fully isomorphic (they do not correspond in structure and meaning), but instead could be considered anisomorphic in many ways (or lacking in correspondence), such as at the word-to-sign meaning, and implied meanings,
- Signers and speakers communicate through language, but language has multiple levels of meaning including the stated and implied,
- Students must go beyond a literal interpretation to convey the potential meanings or goals of speakers and signers,
- Students must be taught how to think beyond literal meaning and this ability can be operationally defined, taught and assessed.

Anisomorphism

Turning to the first assumption, what evidence is there that ASL and English are anisomorphic? For the purpose of this paper, anisomorphism is a lack of correspondence between two languages, be that at the level of word and sign meanings, grammar, or typical pragmatic assumptions. To begin, differences in modality support this belief in anisomorphism. ASL is produced predominantly on the hands, in space and is a visual language. English is produced through sound. ASL makes use of a system of classifiers, while English does not. Agentless passive

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voice in both English and ASL occurs when the agent is absent but in ASL is shown through the inflection of the verb out of the signing space (Janzen, O'Dea & Shaffer, 2001). Articles such as "a" and "the" are represented in ASL through the use of the sign SOMEONE/SOMETHING or a pre-nominal point (Bahan, Kegl, MacLaughlin & Neidle, 1995). The list of differences goes on.

Multi-dimensionality

What does it mean to say languages convey both stated and implied meanings? Here we turn to work in pragmatics to understand this. Bach (1999) wrote that linguists historically held tight to the belief that each sentence held one and only one proposition, the OSOP (one sentence, one proposition) view. This may be similar to the machine model perspective refuted by Wilcox and Shaffer (2005). Eventually, however, there was agreement about multiple levels of meaning (Bach, 1999).

Grice (1975), the progenitor of a pragmatic turn in linguistics (Mey, 2001) originally focused on two levels, the literal and implicature. But later theorists have found evidence of three. Theorists agree, for example that there is a literal level and the level of implicatures (Bach, 1999; Sperber & Wilson, 1995) and an intermediate level of enriched literal meaning, referred to as Explicatures (Sperber & Wilson, 1995) or Implicitures (Bach, 1999).

An example is in order. Turning to Appendix A, it is a very strict literal interpretation of the ASL story "At the Hotel." (Kemp, Jacobowitz & Silver, 1991).

Example 1 Literal "At the Hotel."

1. One time I drove on a trip, from Washington DC to Williamsburg Virginia.

2. I arrived.

3. I was tired, falling asleep driving.

Here the translator has made minimal additions or changes to the text, for example by clarifying the tense of the verbs (deictic reference) in the second and third line. An enriched version can be seen in Example 2, where the enrichments are in bold.

Example 2 Enriched "At the Hotel."

1. One time I took a trip from Washington DC to Williamsburg Virginia.

2. **By the time** I arrived, I was tired and **practically** falling asleep **at the wheel while** driving.

In this translation, the adverbial phrase "by the time" is included to indicate an extended period of time. Also the adverb "while" as in "while driving" disambiguates the chronology of the two events of "sleeping" and "driving." Both would be an example of enhancing cohesion by filling in potentially elided (omitted) information, an adverbial phrase indicating time. Also the prepositional phrase "at the wheel" has been included to indicate the site of the action. Again the signer did not specific the location this precisely: it was elided. The adverb "practically" as in "practically falling asleep" was implied by the signer's affect and included in the target text to indicate that the action did not in fact happen.

Example 3 Implicature "At the Hotel"

After having been awoken in her hotel room by the manager and a police officer, the storyteller relates the following:

65. Someone said this clock alarm continued all morning.

66. I was disgusted.

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Here, Line 65 and 66 could have been translated as "I was upset **because I did not hear the alarm clock going off all morning**! " This target texts breaks from the logical form of the original utterance, referred to as "breaking from form" to include a potential implicature, a possible reason for why the storyteller signed DISGUSTED. This reason was not signed by the storyteller, but would make sense in context and would represent cultural mediation (a hearing audience would have heard the alarm and so may not have immediately realized why she didn't wake up). It also evidences compression, in that it elides but implies that the storyteller was told about the alarm by someone (perhaps the manager or the police officer).

Example 4 Enrichment "My First Job"

Enrichments can also occur from English into ASL. In the story "My First Job" (Appendix B) Lines 7 and 8, the storyteller says,

7. So we both decided to check the Web and share what we found.

8. A few months later, I was called in and offered a position.

Here the indefinite pronoun "what" as in "what we found" could be clarified with "job posting" to enhance referential cohesion, as defined by Halliday and Hasan (1976). The interpreter could indicate who was doing the calling or the location, by adding in "called in…to a coffee shop" or "by the manager," both examples of information that make sense in context and that was potentially elided by the speaker. The first would enhance lexical cohesion, by indicating the location of the job and the second would enhance referential cohesion, by identifying the agent doing the action, the manager.

Example 5 Implicature "My First Job"

Implicatures may also be added when working from English into ASL. For example, in the story "My First Job" (Appendix B), Lines 2 and 3 read,

2. When I was 16, I talked to my friend Jack and told him I was tired of being broke!

3. He said, "You are not the only one!"

To interpret Line 3 into ASL, the interpreter could sign SAME-AS as in "He said I am the same as you." This target text again breaks from the logical form of the source utterance to include a potentially implied meaning for the truism, "You are not the only one!" Truisms are potential triggers for implicatures, as are metaphors, cultural references, tautologies and a number of other language features (McDermid, 2012).

Recognition of Multi-dimensionality

Researchers and educators in spoken language interpreting and translation have recognized at least two levels of meaning. These include the literal level, also referred to as verbatim or formal (Nida, 1964), form-based (Dam, 2002) or literalism (Pöchhacker, 2004) and a second level, the dynamically equivalent (Nida, 1964). A dynamically equivalent text has also been referred to as meaning-based (Dam, 2002) or idiomatic (Larson, 1998). Within a dynamically equivalent framework, Blum-Kulka (2000) argued for and provided evidence of her "Explicitation Hypothesis," that interpreters typically must clarify some aspects of a source text when creating a target equivalent. Strategies included lexical repetition (Blum-Kulka, 2000). Klaudy (1998) suggested a taxonomy of enrichments or explicitations, including obligatory, optional, pragmatic and translation-inherent. Authors and researchers in sign language interpreting have also recognized multiple dimensions to meaning in source and target texts (McDermid, 2015; Napier, 2002; Stone, 2009).

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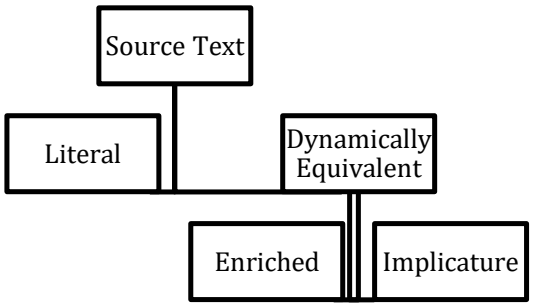
Model

For the purpose of this manuscript, two levels of meaning will be recognized, the literal and dynamically equivalent. Dynamically equivalent will be further subdivided into enriched or implicature and involves looking beyond the sentence or semantic level and instead at the pragmatic level. Figure 1 below outlines the overarching model. The characteristics of each level of meaning will be described following.

Figure 1 Model of Interpreting



Literal

As described by McDermid (2015), when an interpreter works at the literal level of meaning, she will:

- follow the grammar of target language,
- clarify ambiguous references such as pronouns,
- disambiguate words or signs that have multiple meanings ("take a pill," or "take a break") such as polysemes or homonyms,
- specify indexical or deictic references to time or place, and
- complete or fill in ellipsis based on the sentence.

Turning to Appendix A "At the hotel," Line 4 is a literal translation of the ASL source and reads, "(Someone) searched for a/the hotel. Here the interpreter could clarify the pronoun/reference as "I" (the signer), fix the time frame for SEARCH as in "searched" and identify that the hotel is an unknown object to the signer and audience by including the indefinite article "a." These would be considered grammatically mandated by English. A similar, literal translation could be "Search for a hotel," as an imperative sentence, but the non-manual grammar and modifiers (such as lack of direct eye gaze to the audience), plus the context of the story would argue against such an interpretation.

Enriched

On aspect of a dynamically equivalent text is the clarification of some aspect of the target text. To define this process of enrichment or clarification, we will borrow from the work of Halliday and Hasan (1976) on cohesion. They wrote that five elements of a text can act across separate sentences to create ties. Those five elements were

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reference, conjunctive devices, lexical cohesion, substitute words and ellipsis. Clarifying or filling in these devices, in context and beyond the sentence level, can potentially enhance cohesion.

So for example, where a speaker uses agentless passive voice as in Line 8 (Appendix B) "A few months later, I was called in [by someone] and offered a position," an interpreter can create a literal interpretation and only imply the passive voice in ASL by inflecting the verb CALL away from the storyteller. She could also include an agent, "I was called in …by the manager."

In Appendix A (Line 45), the storyteller signs "No, no. Wait!" Here it is not clear if the police officer or manager has made that remark. The interpreter could include or fix the reference as, "…said the police officer."

Another strategy is enhancing lexical cohesion. In sign language interpreting, strategies to enhance lexical cohesion are taught under the rubric or expansions. These range from adding in additional adjectives or adverbs for emphasis (faceting), listing various nouns to indicate a large class or objects or a superordinate group (noun-listing), repeating parts of a sentence (reiteration), or providing antonyms (creating contrast through negation) (Humphrey & Alcorn, 2001; Lawrence, 1994).

In addition to clarifying reference and increasing lexical cohesion, an interpreter could include cohesive devices such as discourse markers and coordinating conjunctions. At least one study has shown how certified interpreters did in fact include in their ASL target texts almost double the number of conjunctive devices found in the English source (McDermid, 2014).

Where information is elided from a sentence, specifically adjuncts or prepositional phrases for locations and time periods, Halliday and Hasan (1976) would argues that these could be included to enhance cohesion. Returning to Appendix A, Line 6the signer stated, "I got a/the room (and) a/the key," and the adjunct "from the front desk" could be added to make the sentence sound more complete in English and to increase cohesion.

If a speaker uses a substitute word such as "do," "so" or "one" (Halliday & Hasan, 1976), this could be replaced with some an example of a verb phrase, noun phrase or object respectively of the discourse previously mentioned. For example, in the exchange below, in Tom's reply, the substitute word "so" could be replaced with "if it rains" as, IF TOMORROW RAIN, I RIDE SUBWAY or literally translated into ASL as HAPPEN, as in IF HAPPEN, I RIDE SUBWAY.

Example 6 Substitute Words

Bob: It may rain tomorrow.

Tom: If so, I will take the subway.

Translation into ASL: IF HAPPEN, I RIDE SUBWAY or IF TOMORROW RAIN, I RIDE SUBWAY

Implicature

The second way of characterizing a dynamically equivalent target text is as an implicature, an implied but unstated meaning. Here the interpreter creates a target text that is unstated and a potential meaning. This could be considered a "free" interpretation and is also "breaking from form." The characteristics of an implicature are the following (McDermid, 2012):

- They must be worked out, as they are not directly stated.
- They can be cancelled or denied by the original speaker.
- They are not an enrichment of a specific aspect of the source text, but are tied to the entire utterance and represent a potential meaning.
- The same words or signs could lead to a different implied meaning in different contexts.
- They do not impact the truth-value of the original source message.

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Example 7 Implicatures

Again, as an example of an implicature, in Appendix B (Line 3), the storyteller says, "You are not the only one."

2. When I was 16, I talked to my friend Jack and told him I was tired of being broke!

3. He said, "You are not the only one!"

Here the interpreter could sign SAME-AS as in "You and I are the same," thus translating six words, the truism "You are not the only one," with one sign. This could be considered a compression strategy. The speaker could deny this if it was back-translated for them, by saying, "Other people are tired of being broke. I didn't say I was tired of being broke." In a different context, where someone says they are starving and their interlocutor responds, "You are not the only one!" the sign SAME-AS could be back-translated as "I am starving too!" a totally different meaning in context.

Assessment

Having outlined a product-based model of interpreting, the next step is to infuse it in pedagogy. Research has been done on the model, using a process of propositional analysis where propositions in the source and target text are compared for equivalency. McDermid (2012) discovered that in an English text of average complexity, 12 certified and novice interpreters enriched about 40 percent of their utterances, included an implicature for about 10 percent of the utterances, and interpreted approximately half of the text at a literal level of meaning.

In a different study, McDermid, Pope and Conrad (in preparation) created an online learning environment with four different lessons. The lessons looked at clarifying ambiguous references, creating figure-ground relationships, incorporating antonyms and including potential verb entailments. Twenty interpreters participated and submitted a baseline translation of an English text into ASL. All enriched their ASL target texts to some degree and 15 of the 20 included implicatures. Eight participants went through the lessons and then submitted a second translation of the same original English text. Their second draft evidenced a significantly higher number of enrichments (*$p<0.05$) and increase the number of implicatures, though not significantly.

The process used in these studies, as in others (Russell, 2002; Stone, 2009) again relies on propositional analysis. Example 8 below demonstrates how a propositional analysis can be achieved that differentiates between a literal or dynamically equivalent target text with the ASL text "At the Hotel" and when working from ASL into English.

Example 8 Assessment Rubric

	Dynamically Equivalent	
Literal	Enriched	Implicature
1. One time I drove on a trip, from Washington DC to Williamsburg Virginia.	Let me tell you about…	Are you ready?
2. I arrived.	By the time I arrived,	
3. I was tired, falling asleep driving.	Because it was far…	
4. (Someone) searched for a hotel.	Practically falling asleep…at the wheel	I didn't make a reservation.

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5. I found a/the hotel. 6. I got a/the room (and) a/the key. 7. Things came together. 8. I signed (it). 9. (Someone) went into (the/a) room. 10. I was tired, burnt out. 11. My mind was burnt out. 12. (Someone) got in (a/the) bed. 13. (Something happened) overnight/all night. 14. It was strange. 15. I slept in one position. 16. (Someone) didn't toss or turn yet.	…key from the front desk …exhausted from driving …slept … like the dead, like a log	There was no GPS back then. I usually toss and turn.
Total:		

Once the assessment is done, a baseline can be determined for each student. This baseline gives a sense of the degree to which they work beyond a literal interpretation. It can also be used to see how aware they are to things like the context of the story and their overall ability to work at the dynamically equivalent level. To examine their ability to look at the needs or preferences of the target language audience, students could be given a hypothetical audience or perform the interpretation in front of various types of audiences. Of course different texts could be used as well, and these different contexts may require or lead the interpreter to do further enrichments or implicatures.

Instruction

In this last section, we will look at designing a pedagogy based on the model. Such a pedagogy could include activities where students create or find examples of target texts at the different levels of meaning. They would then explore the efficacy of working at these levels to gain a better understanding of the limitations of verbatim work and the dangers of enriching a text or breaking from form.

Given many are second language learners of ASL, it would be advisable to have them work with native language users. In dialogue with native signers and other speakers of English, they can begin to understand the implied meanings in ASL and English texts and the inferred meanings audiences take away from literal samples of translation. Working with native signers is paramount, as most students of sign language interpretation are native English speakers, and so they may expect native signers to share the same system of implication and inference drawing.

One step in the instructional process could be to ascertain students truly understand the concept of a literal interpretation/translation. Here they could be given a number of texts to work with in the translation mode first.

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They would then work individually and in pairs to construct truly verbatim work. In this author's experience, students do not realize how much they may already be enriching their target texts in English when working from ASL. They may also not understand how they impoverish their ASL target texts by adhering to the structure and system of implying meaning in the English source.

In addition to creating and examining verbatim work, students should be asked to work at the level of enrichment. Here they could be introduced systematically to triggers for enrichment or explication. As instructors, text can be selected or created that mandate enrichments or students could be asked to find or create these resources. Using Halliday and Hasan's (1976) model, as a framework for example, an instructor could find a text that encouraged the addition of conjunctive devices or create or alter an existing text by omitting conjunctive devices. Students would then be encouraged to figure out appropriate conjunctive devices to include in context. In a similar fashion, texts could be chosen or created that were replete with ambiguous references. Students would then be asked to disambiguate them again in context. Conversely, students could be asked to create or modify existing texts by omitting references, conjunctive devices or parts of speech (prepositions, for example) to create ellipsis. Working with a partner, they would then share these texts and practice fixing or clarifying the various aspects. Working with native signers would help them identify which aspects of texts in various contexts would need to be enriched.

A third focus of instruction should be implicatures and their triggers. These triggers may lead to compressions when working between the languages and so be a strategy for keeping pace with fast speakers. Instructors could find or create texts that include various triggers for implicatures (McDermid, 2012) or ask students to demonstrate their understanding of the concept by doing so themselves. Again, consideration would have to be given to the type of text, the audience and the context before breaking from form. Working with a native signer would also be a great resource for this activity.

Scaffolding

The final area this paper will look at is the concept of scaffolding. This could be achieved in a number of ways, and these are listed below. These strategies may help the students focus on the translation / interpretation process instead of dealing with fast speakers, unknown vocabulary or complex text structures. Once the students evidence mastery of the process of working from a literal to a dynamically equivalent text, then more challenging text types or contexts can be introduced.

- Use or create texts that contain vocabulary the students know (introduce texts with new vocabulary or topics later),
- Work from one language into the same language as a text analysis, to identify strategies for enrichment and implicature
- Use or create texts with moderate speeds or frequent pauses (test for process management later),
- Work in different modalities, from text analysis to translation allowing the students access to the complete text (and then rehearsed sight translation or interpretation and later consecutive or simultaneous work),
- Work with speakers or signers known to the students (introduced new speakers and challenging speaker styles later),
- Work with different rhetorical styles, perhaps beginning with narratives or short information gathering dialogues as they are popular in ASL classes (and then work with procedural or process texts and argumentative texts later),
- Encourage the use of mnemonic devices or tools such as précis notes, dictionaries, a thesaurus or word processing program, the Internet, and maps of the signing space,

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- Work in partners to do text analysis work,
- Use the writing process of brainstorming, creating drafts, getting feedback, making revisions and finally publishing,
- And perhaps of most importance, work with native signers and speakers to understand how to co-construct meaning with the target audience.

These are just a few suggestions that may support students through scaffolding and allows them to focus on the translation/interpretation process. There are potentially many more approaches available.

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Appendix A "At the Hotel"

ASL Storytime Vol 2 "At the Hotel" by Elsa Lorraine Flores (Kemp, Jacobowitz & Silver, 1991)

(With permission from Gallaudet University, Department of ASL and Deaf Studies)

1. One time I drove on a trip, from Washington DC to Williamsburg Virginia.
2. I arrived.
3. I was tired, falling asleep driving.
4. (Someone) searched for a/the hotel.
5. I found a/the hotel.
6. I got a/the room (and) a/the key.
7. Things came together.
8. I signed (it).
9. (Someone) went into the/a room.
10. I was tired, burnt out,

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11. My mind was burnt out.
12. (Someone) got in a/the bed.
13. (Someone) went to bed overnight/all night.
14. It was strange.
15. I slept in one position.
16. (Someone) didn't toss or turn yet.
17. Someone lay there.
18. Obviously I was tired.
19. (Someone) started to wake-up/open his/her eyes in the morning.
20. (Someone) noticed the/a door open.
21. I was puzzled.
22. What is going on / what is up?
23. I know that I closed and locked it.
24. It was open.
25. I didn't understand.
26. (Someone) noticed a man.
27. There was an arm with something black from the shoulder to the wrist.
28. It was poking around the/a door and waving.
29. I was puzzled.
30. I said "What".
31. I went around something.
32. I was scared.
33. Everything in my mind was a/the cop.
34. "Stop it!" someone said.
35. I did nothing.
36. But a/the cop/police always makes me nervous.

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37. I went around something
38. I hunched down.
39. I said “What?”
40. The/a cop was pacing.
41. “Wait, hold on,” someone said.
42. “I did nothing,” I said.
43. “I am innocent,” I said.
44. “Check my room,” I said.
45. “No, no. Wait,” someone said.
46. The/a cop showed his/her id to someone.
47. I took a look.
48. I stepped back.
49. He/she was with the/a hotel manager.
50. It was the two of them.
51. The/a hotel manager approached me.
52. He/she came in the/a room.
53. Quickly, he/she didn’t ask me anything.
54. He/she ran quickly.
55. Someone said “Off.”
56. “Off what?” someone asked.
57. I didn’t understand.
58. Someone fiddled with the tv.
59. It was this size with a clock alarm across the top.
60. I didn’t understand.
61. Someone fiddled with it
62. Several things were off.

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63. Finally it was off.
64. “What?” someone said.
65. Someone said this clock alarm continued all morning.
66. I was disgusted.

Appendix B “My First Job”

(Adapted from McDermid, 2018, pp. 159-160)

1. I want to tell you about my first job.
2. When I was 16, I talked to my friend Jack and told him I was tired of being broke!
3. He said, “You are not the only one!”
4. So we both decided to check the Web and share what we found.
5. A few months later, I was called in and offered a position.
6. The first thing I had to learn was how to make different drinks.
7. Then I had to figure out how to take orders.
8. and so I came up with a system of memorizing what people wanted.
9. “MBC” meant “medium black coffee.”
10. Then after a year, I was given the job of balancing the till at closing time.
11. If there was money missing, you can guess who had to make up the difference.
12. But that only happened to me once in two years.
13. When it did, the staff all agreed to dip into the tip jar to make up the difference.
14. I stayed in that job until it was time to go to college.
15. It was really a great place to work.
16. The staff was friendly and the tips were good!

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Intersectionality, The Latest Buzzword: What It Means to Teach Power and Privilege in ASL and Interpreter Education Programs

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Abstract

Diversity, representation, intersectionality, and justice have become buzzwords in higher education. In the meantime, many recognize the benefits of inclusive pedagogy and the need to evolve to meet the demands of an increasingly diverse landscape of higher education institutions. What does it mean to incorporate such ideas in ASL and interpreter education? How do we navigate issues of power and privilege? Or rather, why should we? This panel explores those terms and discuss what it means to teach power and privilege as interpreter educators. Our panel also explores a variety of tools and strategies in navigating those difficult conversations. Many of our students are taught to interact with deaf people and may work with deaf people as interpreters or service professionals, and work with an increasingly diverse workforce. As such, it is critical we effectively teach our students how to navigate their power, privilege, and positionality in the spaces they inhabit.

Keywords: Intersectionality, social justice, power, privilege, ASL education, interpreter education

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Intersectionality, The Latest Buzzword: What It Means to Teach Power and Privilege in ASL and Interpreter Education Programs

Incorporation of social justice in American Sign Language (ASL) and interpreter education programs is critical as the demographics of higher education diversifies and institutions confront the demands of a multicultural society.[3] Institutions pursue diversity and inclusion initiatives because they recognize the tangible benefits of embracing such initiatives in education (Guirin, Dey, Hurtado & Gurin, 2002). Beyond the benefits of diversity and inclusion for students and institutions, scholars also argue higher education institutions have an important civic and social mission to prepare students for a diverse society (Hurtado, 2007). ASL and interpreter education programs align with this mission by preparing students to interact in a society where one in five people have a disability (Robinson & Henner, in press). Interpreter education programs also have an added explicit mission; to train students to work with a minoritized yet diverse demographic, deaf people with a wide range of intersecting identities who use signed languages for communicative access. Interpreter education programs confront growing demand for diversification among signed language interpreters while grappling with trends surrounding diversity and inclusion in higher education. Interpreter education is evolving as our socio-educational contexts shift and stakeholder communities engage in conversations about equity, inclusion, and the meaning of access for those from minoritized backgrounds and as global deaf communities advocate for linguistic rights as human rights, framing sign language interpreting as a central tenet of those rights.[4] An intentional approach to social justice in ASL and interpreter education offers answers to those challenges.

There are three layers of social justice in ASL and interpreter education: institutional resources, policies, and supports for minoritized faculty and students; inclusive pedagogical practices; and student outcomes. During the panel of veteran ASL and interpreter education faculty on the question of social justice, we asked about social justice issues in interpreter education.

[3] DOE statistics on demographics in higher ed. See references list.

[4] Building on Michael Benitz Jr.'s definition of the term, we use the term minoritized in recognition of the marginalization of people based on socially constructed differences such as race, ethnicity, gender identity, sexuality, and disability as an active process. This resists the inclination to neglect the historical and systemic processes in which differences were constructed and the ways in which those processes continue to be reproduced.

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Intersectionality, The Latest Buzzword

Introduction to the panel

These days, diversity, intersectionality, inclusion, inclusive teaching are buzzwords in higher education. As more institutions embrace diversity and pursue the ideals of inclusive excellence, it's time for us to ask where we are when it comes to interpreter education. Today, we have invited a distinguished panel of interpreter educators who teach a wide range of courses in undergraduate sign language interpreting programs to talk about diversity, inclusion, multiculturalism, and intersectionality in interpreter education. To be clear, when we talk about interpreter education here, we are also including sign language classrooms as they serve as critical components of interpreter education programs. This panel, facilitated by Robinson with expert educators across the country, offers nuanced approaches to inclusive pedagogy and teaching through critical justice frameworks. This panel aims to explore implications, challenges, learned lessons, teaching strategies, and recommendations. The panelists were: Ritchie Bryant, Pamela C. Collins, Tiffany Hill, Risa Shaw, Naomi Sheneman, Jonathan Webb, and Sarah Wheeler.

We both have taught in sign language and interpreter education programs and observed how the institutional climate determines the attitudes towards social justice. For example, at one institution, Sheneman proposed a course called Power and Privilege in Interpreting and that was met with resistance based on claims that audism was already touched upon in beginning ASL courses. Power and privilege issues go beyond just audism. Sign language and interpreter students need guidance in exploring all layers of power and privilege issues and how those impact their interactions with deaf people. Social justice is a required component for accreditation by The Commission on Collegiate Interpreter Education (CCIE). Sheneman observed one program's faculty/staff meeting and individuals state that they have to include social justice and they made it seem like they just had to add a few mentions. Yet, Carllee James' investigation of graduate programs in the United States indicate that many programs just offer a sprinkling of social justice without a full inclusion and exploration, essentially further the marginalization of minoritized students. In a different situation, Sheneman observed a white faculty member telling a Latinx individual that it was the minoritized individuals' responsibility to educate white people about what equity entails. An interpreter student communicated to Sheneman that a faculty member told her that oppression of deaf people does not exist within her interpreter education program; yet, she observes how this program does not admit deaf students who want to be deaf interpreters, nor does it promote a signing environment resulting in negative student evaluations of deaf and non-deaf educators who opt to communicate in ASL in the classrooms. Those are some case examples of what are currently happening in the field. Interpreter educators have a huge responsibility to guide the students through the process of recognizing macroaggressions and microaggressions and becoming allies to deaf people. But first, educators need to take a look at themselves and do some unpacking before they undertake this process with their students.

Given the changing world and its demands upon our profession, it is critical for interpreter education and ASL programs to re-examine our teaching praxis and consider how we can be true to the principles of social justice, disability justice, and equity in educational programming that expects, requires, and poses as social justice programming. Interpreting students need to be more aware of their positionality as sign language users and when serving deaf people of intersectional identities. Many programs only touch upon social justice, believing that they have fulfilled the so-called social justice requirements. Teaching about power and privilege issues requires much more depth than just showing a video or mentioning a concept in class.

This panel, facilitated by Sheneman and Robinson with expert educators across the country, offers nuanced approaches to inclusive pedagogy and teaching through critical justice frameworks. This panel aims to explore implications, challenges, learned lessons, teaching strategies, and recommendations.

The Questions

We are not here to make the case for inclusive pedagogy. There is a compelling record of scholarship explaining why inclusive pedagogy matters.

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We are interested in discourse about what this looks like in interpreter education, how we apply those ideals in our teaching practices, and where we might go as a field.

We have posed the following questions to our panelists in advance of this conference for their preparation. We also asked the participants to treat this as a conversation among peers- creating the sense that you're eavesdropping on colleagues engaged in deep conversation. At the end of our program, we have reserved time for questions and discussion from the audience.

Inclusive Pedagogy

1. Diversity. Multicultural. Intersectionality. Inclusion. What do those terms look like when translated into the interpreter education classroom?
2. Can you share some inclusive education practices or approaches to inclusive education? For example, what do you think about when you develop your syllabi, assignments, or course materials?
3. Can you give us some examples of how you signal your course is inclusive to students on the first day of classes? Before classes begin? As classes proceed?
4. Have you had students who expressed negative experiences with their IEP because of inclusion issues? How might those situations have been mitigated with inclusive pedagogical practices?
5. What would you say are some of the biggest challenges in moving toward more inclusive pedagogical practices in IEP? What directions might we take in the short term and long term?
6. How would you describe an exemplar program in terms of inclusive excellence for interpreter education in terms of practice and product?

Power and Privilege Instruction

1. Can you discuss the strategies you use in teaching about power and privilege in your classroom and how do you drive students to think about power and privilege in intersectional ways?
2. Students may not feel comfortable talking about power and privilege issues. What strategies have you attempted that successfully created a safe learning space for everyone involved?
3. What are your thoughts on programs that reserve questions of power and privilege to a single course rather than infusing that throughout the curriculum?
4. BACKUP: What have been the tangible benefits you've witnessed in the classroom in teaching power and privilege or in using inclusive pedagogical strategies?

Institutional Issues

1. We want to ask in what ways can an institution authentically support inclusive pedagogical practices and teaching power and privilege for minoritized faculty and students? Discuss this along with your thoughts on representation for minoritized students and having a diverse faculty works toward that goal. As a faculty member with minoritized identity(ities), can you talk about departmental and institutional practices that encourages or discourages inclusive pedagogical practices? How can IEPs become more hospitable to diverse faculties and student bodies?
2. BACKUP: In your perspective, is the CCIE requirement for social justice instruction sufficient? Why/ why not?

Final Question

1. What commentary do you have for programs who don't infuse inclusive pedagogy and issues of power, privilege, and intersectionality across their ITP/ASL curricula?

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The Panel Discussion

A description of the panel discussion will be provided after the conference.

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Storytelling: Sharing a Culture, Keeping Traditions, Learning a Language

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Abstract

Storytelling is an integral part of our heritage. For many, storytelling is our first exposure to language and culture. These stories and the act of storytelling help us frame our identity.

The use of storytelling as a teaching tool is a fun way to engage students in ASL language development while sharing a valued piece of Deaf culture. In guiding students and mentees through the components of effective storytelling, we share the application of linguistic components such as meaning, cohesion, language markers and affect. Likewise, through incorporating plot, character development, and emotion, students gain insight to native-like cues and back-channeling techniques required for effective ASL discourse.

Keywords: culture, language development, identity, instruction, storytelling, traditions

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Storytelling: Sharing a Culture, Keeping Traditions, Learning a Language

I am a Heritage Signer or CODA, Child of Deaf Adults. My degree is in social services with a focus in communication and relationships and I have been a professional interpreter since 2000. In 2012 I attended the mentor training offered through GURIEC in Washington, DC, and have presented workshops on topics from self-care for interpreters to cognitive processing across the country, most recently in partnership with the Interpreter Education Project in Florida through a grant with University of North Florida. In 2016, Sorenson Communications launched an education program for Heritage Signers through the VRS Interpreting Institute. This program focuses on bridging the gap between the language brokering skills CODAs learn and the skills needed for success in interpreting. Participants move through a four-phase program taking them from language basics, fundamental interpreting instruction, mentoring, and connection to the interpreting community at large. In 2015, Deaf-parented members of management with Sorenson VRS participated in the creation of this program, a first of its kind, created by CODAs for CODAs. As a member of the core team, I worked in partnership with Carol Patrie, PhD to develop the lessons plans used with the first cohort. Instruction during this phase centred around four concepts: Culture, Communication, Critical Thinking and Competency. My previous experience working with mentees and presenting workshops at various interpreting conferences, as well as my personal experiences as an actor/storyteller and CODA birthed the notion of using the skills involved in the process of storytelling as a vehicle for instruction.

A Beneficial Tool in Interpreter Education

Storytelling is an integral part of our heritage and for most is our first exposure to our language, our culture, and can help us frame our identity. Most of us can remember listening to or watching a story when we were young. If you think back, you may even recall the specific storyteller, the characters, and the adventures those characters went on, and even the sights and sounds associated with the storytelling experience. Through those stories, we all transported into the adventure; we were also learning. In his research, Abrahamson (1998) shares that stories impart lessons on appropriate social behaviour, expectations, and historical facts. They expose the listener to vocabulary and the nuances of communication and engage our senses by taking us through shared emotions. From a young age, we learn to engage and listen, we learn about ourselves and about others, and we practice by sharing those stories or telling stories of our own.

Ideally, interpreting students have a strong command of ASL vocabulary and are comfortable sharing ideas in ASL. Walking through storytelling exercises provides opportunity to enhance this basic understanding through incorporating advanced language features in order for students to engage their audience. Teachers and mentors can introduce the deliberate practice of lexical substitution, help students identify common language markers, highlight the importance of message cohesion, and explore character development through affect and constructed action. As students incorporate each of these features in their work, they move from story*telling* to story *showing,*

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providing them routinization of skills necessary effective ASL discourse. As engaged audience members, students also have the opportunity to observe and apply backchanneling skills that translate into native-like cues for turn taking and effective communication.

Sharing a Culture

Storytelling is a common form of entertainment and information sharing around the globe. Through these stories, elders share traditions, life-skills, historical events, and highlight cultural beliefs and development. For many cultures, storytelling predates other oral traditions and is the main way to share cultural norms and expectations. (Zabel, 1991)

> In the earliest of times, prior to the advent of writing, storytelling was the only tool available by which individuals within their communities could preserve and share their heritage. Stories not only explained life and preserved history, but also ensured the continuity of experiences from one generation to the next. Civilizations survived because of storytelling. (Abrahamson, 1998)

Cultures around the world from the Pacific Rim to the Appalachian communities in the Carolinas share stories in intimate language to preserve the histories of their people. Children and adults alike gather around storytellers to hear adventures of their favourite heroes or heroines, the humorous catastrophes that befall the villains, and dream of a future where their life mirrors the lives of the protagonist. As the story unfolds, the audience travels through life experiences they may not go through personally, gaining greater understanding of social connections and interactions. The traditional practice of a bedtime story in North Carolina communities shows a model for sharing their "ways of thinking, believing, valuing and using various symbols, tools, and objects." (Clark & Hayward, 2013, p. 75)

In Granny Sue's telling of the classic tale of Cinderella, (see Figure 1), Susannah Holstein uses an Appalachian literary device of rearranging consonants to engage her audience and add humour to the fable. Listeners become entranced by the language used and stay focused on the character experiences and the moral of the story, "If you wanna catch yourself a prandsome hince, all you have to do is slop your dripper." (Holstein, 2014) In this example, the "h" sound of handsome and the "pr" sound of prince are transposed for humour. This occurs throughout the storytelling.

Figure 1

https://youtu.be/FBnPwn3l6-s

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Singer/songwriter Amy Carol Webb is a folktale artist from Oklahoma. Webb translates the stories of her Native American heritage into folksongs performed at music festivals across the country. In the song, I Come From Women, (Songweaver, 1998), her lyrics narrate the history of women in her family tree and the musical composition serves as a secondary literary device to convey emotion, mood, and physical experience. Webb uses the syncopation of the guitar and percussion to carry the listener along a long, worn trail walked by her ancestors. (See figure 2) The downbeat of the guitar melody simulates the drums of the Cherokee and Choctaw tribes she learned about from her grandmother. This beat draws the listener in and creates a shared experience between teller and audience allowing for information sharing and deeper understanding of cultural history.

We find these same impacts of storytelling throughout history in the Deaf community. Thanks to archives kept by the National Association of the Deaf (NAD), we can document a history that goes back to the turn of the 201th century with signed performances captured as early as 1910. "As long as Deaf people have congregated in schools, clubs, and homes, they have passed down cultural patterns, values, and beliefs in the DEAF WORLD from one generation to the next in something very much like an oral tradition." (Bahan, 2006, p. 21) My father, now 79 years old, often retells stories he learned during his childhood from older Deaf students at school. As a young boy who lost his hearing at the age of four, he was immediately plunged into a home life where communication was limited. His family spoke no English and had no knowledge of signed languages so communication in the home was limited to gestures. He attended residential schools through High School where he learned English and American Sign Language (ASL). His very first introduction to ASL was during recess around a park bench with five other boys his age paying close attention to an older boy tell the story of what happened to a student who did not follow the rules. My father later learned this was a fictional tale intended to keep the younger boys from snitching on the older boys to the nuns who ran the dorms and admitted he retold the same tale when he was of age with a new group of students starting in the fall. The passing down of stories offers a sense of identity and belonging. Through this rich history, Deaf people develop a stronger command of signing skills and share ways of navigating the hearing world passing on those critical tools to future generations. (Sutton-Spence, 2010)

Much like Granny Sue's use of literary devices to capture her audience's attention, ASL storytellers also incorporate linguistic features into their storytelling styles. Holstein applied constraints of trading starting consonants for nouns, verbs, and adjectives in the tale of Cinderella while keeping all other devices in place. This allowed for cohesion of the story and ease of comprehension once the listener understood the manipulated parameter. ASL stories incorporate similar constraints in handshape stories such as ABC stories and number stories, or stories limited to specified handshapes. Once the audience understands the parameters set by the teller, they are attentive not only to the story, but to the teller's ability to follow those set parameters (e.g. numerical sequence, palm orientation). In their discussion of Language as Art, Valli, Lucas, and Mulrooney share this example of a numerical story. "A clever, short, sharp, slap story, "Got it?!", starts with the sign for "hey you" made with a 1 handshape, followed by LOOK-AT-ME with the 2 handshape, TERRIBLE-LOUSY with the 3 handshape, and continues up to 11 where it ends with GOT-IT?!" (2005, p.185).

Rhythm is another device used by Deaf storytellers to engage their audience. Classifier stories consist entirely, or almost entirely of classifiers. A Classifier is a specific handshape used to represent an object; for example, the 3 handshape can be used to represent a vehicle. By manipulating the location, orientation, and movement of this handshape, a signer can describe a car driving by (Valli, et al., 2005) The teller involves the manipulation of rhythm as the story shifts across various kinds of classifiers. (Bahan, 2006) The young driver driving the car down a winding, bumpy road as passers-by move their heads in time to the bumps and curves evokes the same draw as the percussive beat in Amy Carol Webb's tale of tribal women's suffrage.

Developing Identity

As language learners and potential future interpreters, students learn how to recognize and participate in Deaf culture through exposure to storytellers and practice in storytelling techniques used in the community. Much like Deaf individuals learn the nuances of language and social communication in a way that benefits their experiences in the world, interpreting students can apply these same skills in interpreting and cultural mediation. Through following steps taken by native signers, the exposure and retelling of stories, students may incorporate the same benefits of advanced language comprehension and production, participant engagement, and shared experiences

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with their student cohort. Each of these skills are necessary, in addition to the fundamentals of interpreting between two languages, for effective communication between Deaf and hearing participants in a conversation. Before encouraging students to create their own stories, teachers can expose them to ASL stories by inviting storytellers to the classroom and by referencing material available on the internet. This video clip shares information about the impact of stories in Deaf culture and the classic Deaf Tree story. (See figure 2)

Figure 2

Incorporating Storytelling in the Classroom

The first iteration of Storytelling as a tool for instruction took place with the 2016 cohort of the COMPASS program with the VRSII. Participants applied from across the country and represented Heritage Signers with varying degrees of experience in language brokering and basic interpreting. Instruction revolved around the concepts of Culture, Communication, Critical Thinking and Competency and the Storytelling activities combined themes from Culture and Communication. This group of students also learned identifying characteristics of being a CODA and these ideas showed up in their final stories. Participants were encouraged to explore techniques in both ASL and English and create a final story that best represented their identity. Through the process, students practiced language development skills introduced through The Effective Interpreting Series by Patrie (e.g. visual form, lexical substitution, paraphrasing) in order to routinize those skills and enhance their stories.

The parameters of the assignment included five steps: Finding ideas, Choosing characters, Creating character empathy, Identify the conflict, and Follow the storyline. To construct the storyline, students followed the Story Spine technique developed by Kenn Adams and made popular by Pixar. (See figure 3) In the example, you will note the prompt "because of that…" repeated several times, this technique allows the teller to create interest and create the entranced follow through to the end of the story. As the writer considers the "because of that…" prompt, it opens the opportunity for emotional triggers and memories to be included in the story. The subtle difference between "because of that…," and "after that…" inspire the why behind a story and prevent it from becoming a list of details. In the story The Wizard of Oz, Dorothy hit her head while hiding from a tornado and dreamed she killed the Wicked Witch of the West in the Land of Oz while trying to get back home to Kansas. This list of details does give us the gist of the story, but it is very different from the fantastical adventures she had along

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her way. Because the munchkins told Dorothy to "follow the yellow brick road," she met the Scarecrow, the Tinman, and the Cowardly Lion. The introduction of each of these characters is another way for the reader/audience to become involved in the story. Because Dorothy's dog Toto ran under the curtain, Dorothy was able to see that the Great and Powerful Oz was just a man with noisemakers and smoke screens and "because of that…" Dorothy learned she had the power to get home on her own.

Figure 3

THE STORY SPINE

THE STORY SPINE	STRUCTURE	FUNCTION
Once upon a time...	Beginning	The world of the story is introduced and the main character's routine is established.
Every day...		
But, one day...	The Event	The main character breaks the routine .
Because of that...	Middle	There are dire consequences for having broken the routine. It is unclear if the main character will come out alright in the end.
Because of that...		
Because of that...		
Until finally...	The Climax	The main character embarks upon success or failure
And, ever since then...	End	The main character succeeds or fails, and a new routine is established.

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Finding Ideas: Think of three stories with details vivid enough for you to remember

- Can be Coda stories
- Can be funny stories
- Can be stories with a moral

Choosing Characters: Who is in your story?

- What physical characteristics do they have
- Why are they important to your story
- What is their relationship to one another?

Creating Character Empathy: How do you want the listener to feel about your character?

- What will you do or say to make that connection?
- How do your characters feel about one another?
- How does that influence your story?

Identify the Conflict: What is happening to your characters or main character that drives the story?

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- What is keeping the listener interested
- Why is it important to the story?

Follow the Storyline:

- Once upon a time_____.
- Every day _____.
- One day _____.
- Because of that _____. *
- Until Finally _____.

Due to the time constraints of the program, students in this cohort worked from formulation of ideas to a final story over three days. They shared with the class at the end of the week. In a classroom or mentoring session, each of these steps can be assigned over time, or repeated, in order to focus on the target skill. The video featured in figure 5 is a story from Rose Davis, a member of the support team for the first COMPASS cohort. In her story "The Magical Kitten," you can see evidence of her working through the story spine technique in order to create structure for her story. In addition to recounting the events of her ploy to hide her new pet, she also shares a bit about her devious behaviour and qualities about herself she has embraced because of the experience.

Figure 5

https://youtu.be/IzA2b2ZHwK4

While we did not have the opportunity to do so with our cohort, once stories are completed and recorded, an instructor can use stories as a source for additional lessons in self and peer evaluation are beneficial in identifying character development, transitions, constructed action and dialogue as well as message equivalence, cohesion and sign choice. We focused on the tradition of storytelling, the shared language and culture we have as CODAs and encouraged participants to share in spoken English, signed language, or a combination of the two encouraging them to find ways in which they most strongly identify as CODA in further iterations we could focus on aspects of ASL discourse.

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Conclusions

In conclusion, storytelling is an important way to pass on linguistic and cultural heritage to the next generation (Sutton-Spence, 2010), as we educate the next generation of interpreters it is imperative that we emphasize the traditions and rich cultural history of the Deaf community. "Storytelling promotes expressive language development in both speech and written composition, as well as receptive language development in both reading and listening" (Abrahamson, 1998) The use of storytelling as a pedagogical tool is a fun way to engage students in ASL language development while sharing a valued piece of Deaf culture. In guiding students and mentees through the components of effective storytelling, students routinize the application of linguistic components such as meaning, cohesion, language markers and affect. Likewise, through incorporating plot, character development, and emotion, students gain insight to native-like cues and backchanneling techniques required for effective interpreting.

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Appendix 1

Figure 1 Transcription:

Tonce upon a oime in a coreign fountry there lived a geautiful birl named Rindercella. Rindercella lived with her sticked wep-mother and two sister step-uglies. Poor Rindercella, she had to do all the wirty dork and those two sister step-uglies all they did was hush their brair.

Now, in that same coreign fountry there lived a Prandsome Hince, that Prandsome Hince was so lad and sonely he decided to have a Drancy-fess ball and invite all the geautiful birls. Well, when those two sister step-uglies heard that they said, "Rindercella! Rindercella! Drix our fesses and hush our brair! We want to go to the Drancy-fess ball!"

After they left, Rindercella she just cat down and sried and she was kittin' there sryin' when along came her Gairy Fodmother. Her Gairy Fodmother said, "Rindercella, why are you kittin' there sryin'?" Rindercella said, "(crying) I wanna go to the Drancy-fess ball and all I got to wear are these wirty dags."

That Gairy Fodmother said, "Pro noblem, and she turned those wirty dags into a drancy fess and she turned a cumpkin into a poach and she said, "Now you must remember to return at the moke of stridnight because if you don't all of this will turn back.

Off Rindercella went and when she got to that Drancy-fess ball, the very pirst ferson to see her was that Prandsome Hince and Mmmm, he lell in fove with her. He would not dance with anyone else all night. But then suddenly, the mock cluck stridnight and Rindercella stan down the rairs and when she stan down those rairs, she slopped her dripper. Now when that Prandsome Hince came after her, the only thing he found was that slopped dripper.

Well the next day he went all over that coreign fountry looking for the geautiful birl whose foot would fit into that slopped dripper. Those two sister step-uglies wanted to try to try it on but their fig beet fidn't dit it, Nnn-mm (head-shake "no"). But when Rindercella tried it on, her fittle leet fid dit it!

Well to make a strong story lort, Rindercella and that Prandsome Hince they got married and hived lappily ever after. And the moral of the story is, if you wanna catch yourself a Prandsome Hince, all you have to do is slop your dripper (laughing).

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Educational Interpreting in K-12 Settings: Use the Clerc Center Online Resources!

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Abstract

This paper aims to examine the role of the Laurent Clerc National Deaf Education Center's online resources with addressing outcomes for students graduating from interpreter education programs specializing in K-12 interpreting (Patrie & Taylor, 2007). It looks at the significance of the current percentage of D/deaf students who are educated in general education settings and the rising prevalence of students with cochlear implants. It examines Clerc Center resources through the lens of five areas: contextual knowledge, interpreter role and responsibilities, language considerations, working with students who have cochlear implants, and application to interpreter education programs.

Keywords: interpreted education, K-12, Laurent Clerc National Deaf Education Center, Clerc Center, interpreter ethics, interpreter outcomes, competencies, students with cochlear implants

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Educational Interpreting in K-12 Settings: Use the Clerc Center Online Resources

In the United States, 87.5 percent of D/deaf and hard of hearing children are educated in general education settings (U.S. Department of Education, National Center for Education Statistics, 2016). Many are isolated as the only D/deaf child in the school (Ramsey, 1997). In addition, teachers are often unprepared to have these children in their classrooms (Stinson & Kluwin, 2011). General education teachers may not have the knowledge to educate D/deaf children. Note that the term D/deaf within this paper refers to Deaf children who are members of the Deaf community, audiological deaf children, and hard of hearing children.

Placing an interpreter in this situation for visual access to communication is not enough. The teacher may perceive the presence of the interpreter as satisfying communication needs and, by extension, the education of the D/deaf student, yet quality services that are appropriate for the individual child are not ensured. Use of the online resources produced by the Laurent Clerc National Deaf Education Center aids the interpreter's understanding of working with D/deaf children in the context of the K-12 educational environment.

The Clerc Center is the birth through 12th grade division of Gallaudet University. It serves the nation through its federal mandate, focusing on improvement of the quality of education of D/deaf children across the United States. "The Clerc Center supports professionals and families through the dissemination of resources, training, and evidence-based information in the areas of professional development, family-school partnerships, and national collaborations to meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing" (Gallaudet University, 2015, p. 329).

The Clerc Center online resources focus on D/deaf children birth through 12th grade and are provided free of charge. The resources include web-based information, training, courses, and online communities for interaction and discussion as well as other resources. The individual resources are linked within the

electronic version of this paper. The reader can also access the resources by visiting www.clerccenter.gallaudet.edu.

It is important for interpreter educators to become familiar with the resources and then discuss their application to K-12 educational interpreting. Burch (2005) noted that "an estimated 60 percent of sign language interpreters work with students in general education settings" (p. 25). Given the continued increase of D/deaf students in general education settings, it can be surmised that a greater percentage of interpreters work in these settings as well. The upward trend of local public-school placement for D/deaf children is exemplified by looking at Clare Ramsey's work from 1997 where she noted that 70 percent of D/deaf children were attending local public schools. We can compare this percentage to today's percentage of 87.5 percent of D/deaf children attending general education settings (U.S. Department of Education, National Center for Education Statistics, 2016). This significant increase shows the need for educators to likewise focus on the K-12 setting and the interpreter's role within the educational process.

Patrie and Taylor (2007) discuss critical knowledge, skills, and professional attribute outcomes needed for BA-level interpreter student graduates when specializing in K-12 interpreting. Knowledge outcomes include areas such as interpreter role and responsibility, including understanding the educational environment and the interpreter as part of the Individualized Education Program (IEP) team; knowledge of subject content areas; the

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understanding of preparation and what it entails; the understanding of the need to have access to materials, goals, and objectives for lessons; and an understanding of environmental factors such as distractors and multiple stimuli which cause split-attention. In addition, Patrie and Taylor discuss requisite knowledge of education theory, bilingualism, and child language development, as well as legislation affecting D/deaf children, and technology (e.g., cochlear implants and captioning). They reference interpreting standards as listed in the Educational Interpreter Performance Assessment (Schick, 2007) and the Registry of Interpreters for the Deaf standard practice paper on educational interpreting (RID 2006, 2010). Within this discussion they refer to the interpreter as a member of the education team, and interpreter role as a "related service provider." This long list of knowledge areas for which student interpreters show competency exemplify that K-12 interpreting tasks involve much more than transferring language between ASL and English. The educational context consistently requires the interpreter to have competencies outside of the traditional community interpreting role and requires the student interpreter to have special preparation and learning. The Clerc Center resources can assist with this learning. These resources will be examined through the lens of five areas.

K-12 Education Contextual Knowledge

Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings (2016) is a three-module, self-paced online course that provides information about D/deaf students, instructional considerations, and educational planning (e.g., IEP and Section 504 planning and use). The course has automatically scored pre-tests and post-tests for each module. Learners receive a certificate of completion after achieving a score of 80 percent or better on the post-tests. Self-checks are placed throughout the modules to ensure understanding along the way. While the primary audience for this resource is general education teachers, interpreters can increase their contextual knowledge of the K-12 educational environment with the modules. Given the primary audience, the resource uses spoken English, closed captions, and American Sign Language. A resource list is included for each module for additional learning.

The modules use microlearning through video segments featuring subject matter experts. For example, there is a series of videos featuring Peter Hauser, PhD, a clinical neuropsychologist, explaining what it means to be D/deaf, inclusive of those who use visual language and those who use spoken language to communicate and access information. The videos in the course describe the research evidence that all D/deaf children have a strong visual connection with the world, regardless of their modality for communication (Marschark & Hauser, 2012). This concept of strong visual connection is significant and should be included in baseline competencies for working with D/deaf children in K-12 settings.

Language development was listed as an outcome for graduating student interpreter knowledge (Patrie & Taylor, 2007). The *Introduction to Deaf and Hard of Hearing Students* module of this online course explores use of visual language and use of listening and spoken language. It notes the potential variation of language development and provides a fundamental background in both visual and spoken language areas.

The modules are designed to be used in a variety of ways: The learner can go through the information sequentially, in a selected topical order, or by choosing a few targeted areas. For example, if the student already comprehends information about visual language, he or she can easily skip this section and move on to needed information.

The value of social-emotional aspects of learning is discussed. Gina Oliva, PhD, provides information on the significance of missing out on incidental information not only in the classroom but also with informal aspects of the school day, such as during lunch or while on the school bus. She recommends students having access to the academic curriculum as well as opportunities for peer interaction, identity development, and development of self-advocacy skills. This access leads to positive social-emotional development.

The implication of being exposed to the concept of incidental learning and social-emotional aspects of learning for student interpreters is development of understanding that informal conversations matter. Interpreting in the K-12 setting involves not only the teacher-to-class information but also peer-to-peer information, not only formal talk but also informal talk. The student interpreter understands *why* interpretation of a variety of communication is important and how this enhances the D/deaf child's development.

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The Educational Planning module of this course is in two parts: Individualized Education Program and Section 504/Americans with Disabilities Act. It explains the larger context of the laws in everyday language and shows the significance to the education of D/deaf students in grades K-12. For example, the module takes the learner through the eight components of the IEP in understandable chunks, focusing on information applicable to working with D/deaf children. In discussing component four of the IEP, the module provides examples from varied professionals working in schools across the U.S. This approach aids the learner's understanding of the information and how it might apply to their future educational settings.

The Educational Planning module can be used to support the role and responsibilities of the working interpreter and used to show the meaning of the interpreter as a "related service provider" and member of the educational team. For example, the module discusses the meaning of free appropriate public education (FAPE) and its role as a foundation for the IEP. The interpreter educator can use this information to show the importance of having a qualified interpreter as a component of FAPE.

The Instructional Considerations module discusses how the general education teacher focuses on the D/deaf student's needs in the classroom and how the IEP or 504 plan guides their work. It includes environmental considerations and teaching strategies. It discusses facilitating visual language as well as facilitating spoken language. Again, the modules are designed to provide information when working with a variety of D/deaf students.

Interpreter Role and Responsibilities

As previously discussed, the K-12 setting requires a unique interpreter role and set of responsibilities. The Classroom Interpreting for Students Who Are Deaf or Hard of Hearing series (2014) offers the interpreter and others in the setting detailed information regarding K-12 interpreting. The set includes a guide for interpreters, students, parents, teachers, and administrators. In addition, there is a guide for interpreters working with students who have cochlear implants (2016).

The guide for interpreters provides information about recommended minimum requirements for educational interpreters and explains the significance of the K-12 interpreter as a "related service provider" and a member of the educational team. It discusses the role and responsibilities of the interpreter and details preparation needs and strategies. Lastly, it addresses ethical standards and refers readers to the EIPA Guidelines for Professional Conduct and the NAD-RID Code of Professional Conduct. This resource, like *Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings* (2016), addresses information related to the knowledge outcomes for programs specializing in K-12 interpreting (Patrie & Taylor, 2007). Using this information, programs can create scenarios that highlight making ethical decisions. For example, scenarios can be created that highlight having sufficient language skills in both ASL and English to effectively interpret subject matter. Other scenarios could address the necessity of preparation and what the preparation entails. Additional scenarios could highlight the interpreter's role as a member of the educational team and as a related service provider.

The webcast *An Interpreted Education: What You Need to Know* (2017) features Brenda Schick and Andrea Sonnier. The webcast is described as a discussion of "… the state of K-12 educational interpreting." It "… covers a variety of topics relevant to interpreting, such as the concept of an interpreted education, educational interpreters' IEP roles and responsibilities, legal/educational issues with interpreting, and current research in the field" (Laurent Clerc National Deaf Education Center, 2017). The webcast is accompanied by a thematic reference list.

The webcast emphasizes the interpreter as a member of the educational team and a related service provider. It then discusses the implications of this role. The webcast also emphasizes the importance of interpreters being qualified as defined by state standards. As of the webcast in 2017, "42 states ha[d] standards for educational interpreters. Most of them use the Educational Interpreter Performance Assessment, or EIPA, to determine how qualified an interpreter is" (Schick, 2017). This highlights the need for student interpreters to become acquainted with local state standards, working to meet these standards and going beyond the minimum standards as set by the state.

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Language Considerations

The Clerc Center resources are valuable when considering language acquisition, development, and use. The National Interpreter Education Center needs assessment report entitled *Understanding the Challenges of Interpreters Working with Children in K-12 Settings* reported a consistent theme regarding language: "The range of D/deaf students and the type of communication challenges they present vary widely in mainstream settings" (Schafer & Cokely, 2016).

There is a great diversity of language abilities and use as well as varieties of culture among D/deaf students in K-12 settings. The language use of D/deaf students is influenced by many factors, with an important factor being age at which language was acquired. Humphries et al. (2012) highlight the impact of age of language acquisition and its impact on learning. "Children naturally come to be fluent in whatever accessible language(s) they are surrounded by and exposed to on a regular and frequent basis. … Around five years of age, the plasticity of the brain begins to gradually decrease. A child who has not acquired a language by that time (often called "the critical period") runs the risk of not acquiring native-like fluency in any language. As a result, the child becomes linguistically deprived" (p. 2).

Humphries et al. (2012) focus on students with cochlear implants and describe the impact of inadequate language exposure during the critical period of birth to age five as lifelong (p. 3). The article encourages the use of signed language along with the use of spoken English, not delaying its use until after spoken English effectiveness is determined (p. 5). They note the impact of current policies where spoken English language is exclusively used for communication and instruction and signed language is added only after spoken English is perceived as an ineffective communication method (pp. 2,3). These current issues of language acquisition impacts what the K-12 educational interpreter experiences in terms of D/deaf children's language level and type of language used.

Clerc Center resources can be used to support teaching student interpreters about language features when working in K-12 educational settings. The *Clerc Center Guide for Interpreters* (Schick, 2014) states: "In order to foster language and cognitive development, educational interpreters need to know about the development of these skills in children." The Clerc Center has a series of webcasts that include topics about language development in D/deaf children. Examples of webcast topics include: *Language Learning Through the Eye and Ear*, *Dispelling Myths of Language Acquisition*, *Maximizing Language Acquisition: ASL and Spoken English*, and *What the Eyes Reveal About the Brain: Advances in Human Language Acquisition-Insights from Visual Language and Visual Learning (VL2) and the Brain and Language Laboratory for Neuroimaging (BL2)*. Each of these webcasts provides a different aspect of language acquisition and use. As stated above, the age of language acquisition will later impact the student's language abilities when an interpreter is used.

An *Odyssey* article by Cindy Huff (2010) discusses how to determine when a student is ready to use an interpreter in terms of competencies, including language competencies. *Odyssey* is produced yearly with a different theme used each year. Authors are from around the country and include teachers, related service providers, parents, and others. The current 2018 issue theme is "The Future of Deaf Education: Practices Impacting Positive Change." It is available on the Clerc Center website along with past issues.

Students with Cochlear Implants: Guidelines for Educational Program Planning (Laurent Clerc National Deaf Education Center & Boston Children's Hospital, 2015) is a tool for the educational team to systematically record observational data with students who have cochlear implants, and with all D/deaf students. It has a series of checklists to help the educational team determine the student's expressive, receptive, and pragmatic language. The appendices include information about visual accommodations, educational access, and use of interpreters to provide this access.

A new resource, the *K-12 ASL Content Standards* (2018), mirrors the Common Core State Standards for English Language Arts and provides a developmental view of ASL according to grade level and category. This resource is designed to help ASL teachers with standards for ASL instruction with D/deaf students, ensuring high expectations for those who use ASL as their first language. The Standards are composed of four sections: Introduction, Anchor Standards and Grade-Level Standards, Glossary, and References. It can help determine if the student has age-appropriate language, and if enough language development is seen to provide interpreting service. It can also help to determine whether a language mentor or other professional who focuses on signed language development is needed.

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Working with Students Who Have Cochlear Implants

"If you have met one child with a cochlear implant … you have met ONE child with a cochlear implant" (Nussbaum, 2018). The great misconception for D/deaf students with cochlear implants is that they uniformly hear equivalent to a non-deaf person. Debra Nussbaum, who is the coordinator of the Cochlear Implant Education Center and project manager for language development and communication at the Clerc Center, addresses the continuum of language skills that students with cochlear implants have. Her work focuses on developing an individual plan that considers the student's expressive and receptive language skills along a continuum for both signed language and spoken language and using both formal and informal assessments (Nussbaum, Scott, & Simms, 2012; Nussbaum, & Scott, 2011).

The Clerc Center resource *Classroom Interpreting for Students Who Use Cochlear Implants* (Schick, Beaurivage, & Carotta, 2016) can be used to develop student interpreters' understanding of working with children who have cochlear implants. The guide outlines 12 factors that contribute to a student's ability to understand spoken language and articulates the meaning of differentiated interpreting practices which again focuses on the individual child with the cochlear implant. The differentiated interpreting practices may vary throughout the day, week, month, or year depending on the situation and content.

The student may use a mixed method of communication incorporating signed language with spoken English. He or she may use an English-based sign system or American Sign Language. The interpreter should not make assumptions about students with cochlear implants, rather he or she must view each student as an individual. Be aware that language use may be predetermined by the IEP.

Skills needed may include providing simultaneous interpreting or sequential interpreting. The interpreter will need to be adaptable, providing varying types and levels of interpretation depending on the environmental, content, and personal aspects of the situation. Schick, Beaurivage, & Carotta (2016) state, "If the concepts and vocabulary are new or complex, some students may need visual support even if they do not need support when the language is less academic. Needs for interpreting support can also vary by social or academic context." Thus, interpreting needs vary greatly when working with a student using a cochlear implant.

This adaptable skill set connects with the need to have strong communication skills when working with the educational team, the student, and others. The interpreter will need to effectively respond to questions about his or her role and rationale for decision making. Successful collaboration with the educational team composed of the general education teacher, the teacher of the deaf, the audiologist, and the speech-language pathologist is important to ensure a well-connected and effective education. The Clerc Center webcast *Educational Planning for Students with Cochlear Implants* (2016) reviews the evidence about the need for systematic planning for students with cochlear implants and can be used by "professionals who work with students who use cochlear implants." The webcast focuses on "…factors shown in the evidence as critical to the language, academic, and social-emotional development of students using cochlear implants." It discusses "…considerations in educational planning for students in either general education settings or schools for the deaf. Accompanying this webcast is a comprehensive reference list that supports the information shared" (Clerc Center, 2015).

Application of Clerc Center Resources to Interpreting Education Programs

Oliver Sacks stated, "If communication goes awry, it affects the intellectual growth, social intercourse, language development and emotional attitudes, all at once, simultaneously and inseparably" (as cited by RID, 2009). This quote shows the great responsibility and privilege that educational interpreters have in working with D/deaf students in K-12 educational settings.

Melissa Smith's research (Smith, 2013) identified five primary tasks performed by qualified interpreters: Interpret and transliterate; seek, obtain, and capitalize on available resources; find ways to be useful or helpful as needed; interact with others; and assess and respond to contextual, situational, and human factors.

Interpreter education programs can use Clerc Center resources to become familiar with the knowledge, skills, and personal attributes needed by qualified K-12 signed language interpreters. The discussion of Clerc Center resources and their significance with identified program outcomes also ties in with the five primary tasks that

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qualified interpreters perform (Smith, 2013). Student interpreters can articulate how a particular resource can be used to aid interpretations or they may explore a resource to assist with interactions, or they may find a resource to help with assessments of contextual, situational, or human factors.

The following are potential applications for using Clerc Center resources within interpreting education programs. How might you use the Clerc Center resources within your program?

- Given the volume of content that is needed for the knowledge, skill, and personal attributes outcomes (Patrie & Taylor, 2007), there may not be additional time to address these outcomes. The Clerc Center resources can be used as self-paced instruction or can be woven into existing curricula via scenarios from the start of the program sequence of courses. For example, a K-12 educational scenario can be used to discuss interpreter role or ethics. Another example is to include K-12 interpreting when talking about settings where interpreters work. Yet another idea is for educators to invite K-12 interpreters to talk with the class either live or virtually.
- The Clerc Center resources can be used to help students to understand the great language and cultural diversity seen when working as an interpreter in K-12 settings and the impact on interpreting with D/deaf - hearing interaction. Programs can use the resource *Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals Working in General Education Settings* to familiarize student interpreters with this linguistic diversity and the larger educational context in which interpreters work with these students.
- The Clerc Center resources highlight the increased need for the interpreter to possess critical thinking skills and strong ability to assess language/interpreting needs. Programs can use the resources as background information when developing activities to address critical thinking skills. Students can view webcasts highlighting the issues and context of the K-12 setting, then participate in scenarios or other activities addressing decision making.
- The Clerc Center resources discuss ethical considerations in the K-12 general education setting and highlight use of ethical behavior standards as determined by interpreting bodies and federal and state laws. Students need to understand the seriousness of ethical behavior and what this means in the K-12 school setting. As adults working with children, there are ethical and legal considerations that may differ from that when working with D/deaf adults. The Clerc Center resources can be used to highlight the interpreter role, boundaries of this role, and situations where interpreters may face ethical decision making.
- Working in K-12 settings requires having a collaborative relationship with the educational team, which may include the general education teacher, the teacher of the deaf, speech-language pathologies, audiologist, and others. The interpreter needs to understand what a professional presence looks like in the K-12 setting and maintain this presence throughout their interactions. The resources highlight the professional role of the K-12 interpreter and expound on collaborative approaches. Programs can show related webcasts and use these as a basis of discussion.
- The Clerc Center resources can be used to address working with individuals who have cochlear implants, and specifically about working with children in educational settings who have cochlear implants. They can be used to stress the continued need for not only simultaneous interpreting but the practical use of consecutive interpreting and sequential interpreting when working with students who have a cochlear implant

Anthony J. D'Angelo stated, "Develop a passion for learning. If you do, you will never cease to grow." May our students continuing to grow in their knowledge of working with D/deaf students and in developing skills toward becoming effective interpreters in the K-12 setting.

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Walk on the Wild Side: Training Trauma-informed Interpreters for Signed and Spoken Languages—in the Same Classroom

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Abstract

This paper examines the outcomes of a four-day, trauma-informed interpreter training project for victim services interpreting that was delivered to mixed groups of spoken and signed language interpreters in Washington, DC, including Certified Deaf Interpreters (CDIs), between 2015 and 2018. It describes the program's core elements and examines several challenges faced by trainers of the mixed groups. Because the program focused on interpreting for trauma survivors, this paper explores the potential impact of trauma-related topics on interpreters from many different cultures, value systems and beliefs brought together in a single classroom. It concludes with preliminary recommendations for both trainers of mixed spoken- and signed-language interpreting programs as well as trauma-informed interpreting programs. The observations are those of the authors and are subjective. While no formal research was conducted, they do point to the need for research to guide the education and training of interpreters across spoken and signed languages.

Keywords: trauma-informed interpreting, interpreter training, interpreter education, victim services, victim services interpreting,

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Training Trauma-informed Interpreting for Signed and Spoken Languages--*in the Same Classroom*

Introduction

The "segregation" of interpreter training

It is a simple fact worldwide, though rarely studied, that the vast majority of training programs for interpreters are divided into two fields: training for signed vs. spoken language interpreting.

This paper examines the results of a trauma-informed interpreter training project that included both signed and spoken language interpreters. It describes the challenges experienced and benefits observed during four sessions of the four-day curriculum called *Breaking Silence: Interpreting for Victim Services* (Bancroft, et al, 2016a).

Incorporating trauma-informed best practices into any kind of social or legal service is a relatively new trend. Likewise, trauma-informed interpreting is also a young field. It refers to interpreting that is victim centered, supports victim autonomy and is conducted according to the practices and principles of trauma-informed services.

The *Breaking Silence* Project

The *Breaking Silence* project took place in Washington, DC, and involved mixing interpreters of spoken and signed languages in the same training classroom. Four separate training sessions on victim services interpreting were conducted between 2014 and 2018, each session taking four days to complete. The program's full name is *Breaking Silence: Interpreting for Victim Services*.[i] It uses a curriculum and training manual that were written and designed for spoken language interpreters, then "retrofitted" to meet the needs of interpreters of American Sign Language (ASL).

Whether in universities, colleges or short-course private training programs, rarely do the two groups of interpreters mix and meet as equals. The notable exceptions are outliers. One university program in Australia involved a "blended curriculum" intended for both signed and spoken language interpreters (Napier, 2006).

Yet classes where spoken and signed language (including deaf) interpreters are rarely discussed. A remarkable exception is Sweden, where not only university programs but programs for interpreter trainers bring spoken and signed interpreters and trainers together (Niska, 2010).

"Interpreters are interpreters." So goes the saying. Books about the training of interpreters (such as Gile, 2009) tend to equate the two groups for most pedagogical frameworks. In reality, there is segregation in the education of signed and spoken language interpreters. This segregation might serve practical purposes, but the

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costs to the field, to interpreters and to their educators are not small. This paper addresses both the costs and benefits of mixing spoken and signed groups for training.

The authors were the two trainers for all four sessions. They are spoken language interpreter trainers and do not sign. They are also two of the four *Breaking Silence* curriculum developers. This paper offers an overview of the program itself and why it is being used to train interpreters of both signed and spoken languages in the same audience (referred to henceforth as "mixed groups"). The authors then explore some of the benefits and challenges faced by both the trainers and participants of these mixed groups, how these challenges were addressed and the results. Finally, the authors, while urging that formal research explore these issues, lay out *preliminary* recommendations for trainers of both spoken and signed language interpreters to consider if they choose to train mixed groups. These recommendations address the delivery of training to mixed groups in general and to mixed groups for trauma-informed interpreting programs in particular.

The project: History and background

Victim services and victim services interpreting

Interpreting for victim services is a new field. It involves interpreting for a broad array of nonprofit and public services for victims of crime. Victim services have a common goal: to support victims of crime on their journey to healing, recovery and justice. Such services include:

- legal services (such as the courts, law enforcement, attorneys and nonprofit legal services)
- health care (hospitals, mental health services, clinics)
- government agencies (social services, emergency services and first responders, disaster response, medical examiners)
- nonprofit services (e.g., domestic violence centers, sexual assault services, grief counselors, child advocacy centers) and many others.

Many cities and counties, including Washington, DC, have victim assistance networks. In such networks, services work together to ensure a strong support grid for victims. Due to their vulnerability to crime, both immigrants and persons with disabilities, including deaf individuals, can be well served by a local victim service network.

Interpreting for victim services, however, is often isolated from the larger network of services. Interpreting would ideally be an integrated part of that network. In Washington, DC, the project examined in this paper was created specifically to help assure that victim services interpreting was well integrated into the goals and fabric of the local victim assistance network. The project was funded by the District of Columbia Office of Victim Services and Justice grants through funding awarded to Ayuda. Ayuda is a nonprofit member of the DC Victim Assistance Network that supports vulnerable immigrants who need access to legal and community services.

Trauma-informed interpreter training

Creating trauma-informed services is a new trend in victim services. It recognizes the impact trauma has on victims and provides guidance for how to create victim services that support the autonomy and recovery of victims, while avoiding revictimization. In addition, trauma-informed approaches take into account the impact repeated exposure to the trauma of others can have on providers.

According to the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA), a trauma-informed program, organization, or system "1. *Realizes* the widespread impact of trauma and understands potential paths for recovery; 2. *Recognizes* the signs and symptoms of trauma in clients, families, staff, and others

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involved with the system; 3. *Responds* by fully integrating knowledge about trauma into policies, procedures, and practices; and 4. Seeks to actively resist *re-traumatization*."[ii]

According to Tipton & Furmanek (2016, pp.104-106):

> Across the globe, human service organizations are increasingly recognizing the vulnerability of individuals exposed to the trauma of others. In response, they have developed what is termed **trauma-informed** approaches to organizational life. In simple terms, this is a framework for care work that takes account of the impact of trauma by placing emphasis on the physical and psychological safety of both [victims] and primary service providers…
>
> In addition to managing emotions and empathy, trauma-informed approaches are designed to address issues such as secondary trauma, burnout and compassion fatigue. … Trauma-informed approaches also focus on practices that build resilience, help individuals make sense of their trauma history and current experiences, and plan ahead to achieve good psychosocial balance in occupational life.

Because this field is new, training for trauma-informed interpreters is also new. The need for it, however, is intense (Bambarén-Call et al, 2012). Over the last decade, a few scattered short programs have appeared across the U.S., typically a half day or less in length, most of them focused on vicarious trauma for interpreters. Such workshops can be for spoken or signed language interpreters.

The first in-depth trauma-informed program appears to have been developed by The Voice of Love, a nonprofit U.S.-based project founded by one of this paper's authors (www.voice-of-love.org). The five-day program *Healing Voices: Interpreting for Survivors of Torture, War Trauma and Sexual Violence* debuted in 2009. It has been taught since then in Maryland, San Francisco, Chicago and Toronto by spoken language trainers training side-by side with clinicians who treat torture survivors. The programs are attended by spoken-language interpreters.

Breaking Silence: Interpreting for Victim Services was developed on the heels of *Healing Voices* and has a slightly narrower focus on interpreters working specifically in victim services settings.

Why interpreters need trauma-informed training

Interpreters need trauma-informed training for two main reasons. One, because of the widespread prevalence of trauma, most interpreters, even conference interpreters, will interpret for trauma survivors or for high-stress events involving trauma-related issues, such as refugee crises, natural disasters and the toll that international drug and human trafficking take around the world.

Interpreters need to become mindful of the times when trauma is present. Knowing what to do if trauma affects the proceedings (for example, if one party has a strong emotional reaction triggered by trauma) is a critical skill.

Such skills are often needed by interpreters to manage both the emotions at play and the specialized settings where trauma survivors may be served—from forensic hospital exams to police interrogations, child abuse interviews or disaster response after a bombing attack or hurricane.

Second, if one in three women is abused or sexually assaulted in her lifetime, and perhaps one in six men[iii], then that percentage includes interpreters. Many interpreters have their own history of trauma, which in principle should not affect the session. In reality, even veteran interpreters can be caught off guard and may need professional guidance to manage their reactions to feeling "triggered" or interpreting graphic content.

Acquiring trauma-informed skills requires training, practice and an ongoing awareness that trauma can become a factor to manage in almost any kind of interpreted interaction.

Why Washington, DC?

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Washington, DC, is home to several vibrant communities of immigrant and deaf residents. Historically a hub for immigrants, the city is also home to Gallaudet University, arguably the world's leading institution for higher education of deaf people.[iv] Gallaudet has in turn drawn a number of deaf residents to the area.

In 2004, Washington passed the Language Access Act.[v] While this act mandated the provision of language assistance, including interpreting services, for Limited English Proficient (i.e., foreign-born) residents who seek municipal services, the law probably helped to heighten awareness of other laws that entitle Deaf residents to language assistance in public services, most notably the federal Americans with Disabilities Act of 1990.[vi]

Ayuda's nonprofit interpreter banks and training

As a result of these developments, in 2008 a nonprofit organization called Ayuda received funding to establish a nonprofit legal interpreter service for both spoken and signed languages. Interpreters are widely available in local courts. The goal of this project was to ensure that city residents who spoke limited English and needed legal services *outside* the courtroom could access affordable services through interpreters.

Lacking a specialized program to prepare interpreters for legal interpreting in community settings, Ayuda decided to create its own. Ayuda engaged the interpreter training organization owned by one of the authors, Cross-Cultural Communications, to develop a three-day program called *The Language of Justice: Interpreting for Legal Services* (Framer, Bancroft, Feuerle & Bruggeman, 2009).

This curriculum involved training mostly spoken but also American Sign Language (ASL) interpreters. The three-day training program has since been provided a number of times on occasions where ASL interpreters, including Certified Deaf Interpreters (CDIs), were present. On one occasion, in a group of 25 participants for that program, 8 were ASL, including 2 CDIs who had ASL interpreters to interpret the training program for them. The two interpreters for the CDIs were, themselves, graduates of that program.

The primary reasons for combining spoken and signed language interpreters in one classroom were time, need and cost. Ayuda, as a nonprofit agency with limited resources, needed to train both spoken and signed interpreters within a certain time frame. Having separate sessions for each group would double the cost of each session.

While differences of opinion were noted at times between the CDIs and spoken language interpreters on occasion, discussions largely related to the role of the interpreter. To the surprise of many, no substantive challenges emerged. In fact, the program seemed to work fairly smoothly with both groups. CDI concerns seemed to center on the complex communication issues that arise with many deaf residents, complications that render conduit models impractical or impossible.

In 2014, Ayuda again commissioned CCC to create a training, this time for victim services interpreting. The goal was to prepare interpreters to work for Ayuda's second nonprofit interpreting service, funded by the District of Columbia Office of Victim Servicers and Justice Grants: The Victim Services Interpreter Bank.

Given the apparent success of mixing the two groups in *The Language of Justice* program, it seemed natural to consider including ASL interpreters in the subsequent program, which became a four-day session called *Breaking Silence: Interpreting for Victim Services* (Bancroft, Allen, Green & Feuerle, 2016 a, b and c). However, this time the classroom events would play out differently.

Quite differently.

Research on training "mixed groups"

There appears to be little research literature that examines the impact of mixing spoken and signed interpreters in the same audience. As mentioned earlier, some programs (Napier, 2006) may blend a curriculum used to train both audiences. However, publications about the training of interpreters and/or translators such as Gile (2009),

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Kelly (2005) or volumes that include chapters devoted to the topic of interpreter training and education (e.g., Wadensjö, Dimitrova & Nilsson, 2004, pp. 253-210) do not appear to explore the issue of training mixed groups.

One exception (Niska, 2010), mentioned later, describes a remarkable project in Sweden which brings trainers of both spoken and signed language interpreters together to learn from each other. This project also recognizes the value for interpreters of bridging the signed and spoken divide in training.

Content of the *Breaking Silence* program

The four-day *Breaking Silence* program was the first of its length or kind to address, in depth, how to interpret for victims of crime. The training manual (Bancroft, et al, 2016a) is 310 pages; the program also comes with a workbook of role plays and exercises (Bancroft et al, 2016b) and a victim services glossary (Bancroft et al, 2016c). The curriculum and its training materials provide the resources to teach eight half-day modules.

Module 1 launches with an introduction to victim services and the impact of crime.

Module 2 explores trauma, stress, burnout and compassion fatigue, vicarious trauma, and wellness and self-care for interpreters.

Module 3 tackles mode-switching, for example, when an interpreter is sight translating a text and then must switch to consecutive, or even simultaneous, to interpret questions and answers related to the document that is being sight translated.

Module 4 is an intensive introduction to note-taking that adapts Rozan's (Rozan, 1956/2005). classic model for consecutive interpreting, intended for conference interpreters, to trauma-informed interpreting. The goal is to ensure that interpreters increase their memory load through the use of judicious note-taking in order to avoid interrupting emotionally charged or out-of-control sessions.

Module 5 centers on the particular skills needed to address challenges when interpreting for survivors of sexual assault, domestic violence and child abuse, with a focus on maintaining boundaries and balancing professionalism with compassion while addressing communication barriers.

Module 6 explores intervention skills that avoid re-traumatizing survivors, based on a five-step Strategic Mediation Model (Bancroft, et al, 2015, p. 238).

Module 7 examines how to perform cultural mediation without offering (possibly inaccurate) interpreter explanations, intruding, or triggering a survivor's trauma while also averting communication breakdowns caused by cultural misunderstandings.

Module 8 concludes the program with a focus on common terminology used, and terminology challenges faced, by interpreters in victim services. It makes use of the victim services glossary (Bancroft et al, 2016c).

While some of the eight modules cover ground that is common to other interpreting syllabi, such as consecutive note-taking or ethics, the primary focus of *Breaking Silence* is learning how to use the various interpreting skills appropriately in victim service settings. An overarching pedagogical goal is to help interpreters to learn how/identify strategies to:

- avoid inadvertently re-traumatizing victims
- maintain role boundaries while conveying compassion
- support victim service and trauma-informed goals
- facilitate communication in victim services
- engage in self-care activities to minimize the effects of vicarious trauma in their own lives.

The audiences served and credentials of the trainer-authors

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The breakdown of *Breaking Silence* participants for the four sessions is provided in the table below. All four sessions were led by the two authors of this paper, who are spoken language interpreter trainers. One founded and directs the only national training agency for community interpreting (www.cultureandlanguage.net) and has spearheaded many developments in that field. The other co-founded and is co-President of a U.S.-based national and international forum that unites interpreting specializations with the goal of raising the profile of the profession itself (www.interpretamerica.com). Both are recognized master-trainers who have authored several textbooks and training manuals as well as articles and papers. Together, they have collectively trained thousands of interpreters and hundreds of licensed trainers and taught in a variety of educational venues, including universities.

The following table breaks down the number and kind of interpreters who attended each of the four iterations of the *Breaking Silence* program. The first column shows the date of each session, followed by the total number of interpreters in each session, and then breaks down how many spoken language, ASL and ASL (deaf/CDI) interpreters were present during each training.

Table 1

Participants in *Breaking Silence* Project Sessions				
Session	**# of interpreters**	**Spoken interpreters**	**ASL interpreters (hearing)**	**ASL interpreters (deaf/CDI)**
1 Oct 2014	24	21	3	0
2 May 2015	31	20	8	3
3 May 2016	26	11	10	5
4 May 2018	26	13	9	4
Languages spoken or signed: several signed languages (including ASL, Nepali sign language, Hindi sign language, International Sign Language), Amharic, Arabic, French, German, Goun, Korean Italian, Portuguese, Quechua, Russian, Spanish, Taiwanese, Thai, Tigrinya.				

Please note, the observations that follow are those of the authors and are subjective. No formal research was conducted.

Overview of the training sessions

This overview provides a brief description of each training session and the central issue or issues that arose in each session.

The "lessons learned" section that follows provides integrated observations derived from the sum of all four training sessions.

Session 1

This session had three ASL interpreters and no ASL/CDI interpreters. Based on the resumes each participant shared prior to the training, they were highly qualified "veterans" of the field. However, while some of the spoken-language interpreters in the audience were of a similar caliber, many were refugee interpreters or interpreters for languages of limited diffusion (LLDs, or "less commonly spoken" languages) who struggled somewhat with English. A certain number also lacked equivalent levels of education, training, interpreter qualifications and interpreting experience.

This imbalance—perhaps not helped by an intensely dark training room—created an unfortunate dynamic. It is important for interpreters to feel they are among peers. While, according to the training evaluations, the training experience as a whole was perceived positively by most of the spoken language interpreters, the ASL interpreters

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articulated some concerns. Those concerns included content that was deemed too elementary for their level of training and exercises that did not readily adapt to signed language interpreting (such as the mode-switching exercise). It was unclear at that point, to the trainers, to what degree the program itself—designed for spoken language interpreters—or the class imbalance among participants created a less satisfactory experience for the ASL interpreters. It was, however, clear that a curriculum of this kind, created for spoken language interpreters, involved serious challenges for teaching ASL interpreters.

Sessions 2, 3 and 4

Based on feedback from the participants of Session 1, as well as debriefing sessions with the trainers and Ayuda staff members, the next three sessions sought to adapt the curriculum ahead of each session to better accommodate the mixed group of spoken language and signed language interpreters. Sessions 2-4 included substantial numbers of ASL interpreters, among them several CDIs. The changes introduced included:

- With the addition of CDIs, each class was now interpreted by a team of two ASL interpreters to ensure full inclusion for the CDI participants.
- The fourth session included hiring a third ASL interpreter for the CDIs for one of the training days to accommodate mixed-group learning activities.
- Accommodations to the content of the curriculum included modifying the teaching of mode-switching and note-taking, to include the way each of these skills are employed differently by ASL interpreters, substantially changing the pedagogical approach and certain group activities related to those topics.
- Where possible, training videos were switched to include those with closed-captioning. However, not all videos were available with closed-captioning, placing a continuing burden on both the CDIs and their ASL interpreters.
- The trainers reduced the numbers of activities and concepts taught to accommodate the longer time each module required to teach, given the increased amount of time needed to address the different professional realities of both ASL/CDI and spoken language interpreters, as well as the often rich but lengthy interaction between the interpreter groups, who were curious to learn about each other.

Lessons learned for trauma-informed training

The lessons learned included those related to teaching about trauma, to the need for trainer adaptability in real time and to adapting pedagogical approaches for the mixed interpreter audience.

One of the biggest concerns in teaching a trauma-informed curriculum without the presence of a licensed therapist is the prevalence of trauma and its impact on some participants, a few of whom:

- Found early role plays with traumatic content disturbing.
- Declined to participate in one or two activities.
- Had difficulty performing certain role plays with participants of the opposite gender.
- Cried or showed distressed body language.
- Giggled in some exercises involving terminology for body parts or acts of violence.
- Evinced disproportionate reactions of anger to small incidents (such as when the trainers rearranged participants for same-language role play groups without asking permission—not typically a problem in prior interpreter training) that suggested a trauma response (this reaction came from a spoken-language interpreter).

A second area of lessons learned involved trainer adaptability to unexpected challenges or issues during the training itself. Despite the deliberate steps taken by the trainers to adapt their training approaches to the mixed interpreter audience, both experienced the need to constantly adjust and accommodate to new challenges in real time in each of the four sessions.

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The trainers worked diligently to be mindful of their own limitations with respect to their combined knowledge regarding the needs and prior education of ASL and ASL/CDI interpreters. Before each session, the trainers consulted with ASL curriculum developers[2], reviewed the teaching activities and timelines and adjusted the curriculum to better meet the needs of both spoken and signed language interpreters. The trainers also sent out pre-training questionnaires to the participants to gauge their level of experience with trauma-related interpreting. They also reviewed the resumes of each participant.

Even with those pre-training efforts, the trainers still had to constantly juggle participant needs and create "on the fly" adapted best practices for training mixed groups, which affected the pacing, tone, content and delivery of the sessions. Interestingly, the challenges that presented themselves varied across the sessions.

The lessons related to the third area of lessons learned, pedagogy, are discussed in the next section.

Retooling the curriculum

After the second session in 2015, the author-trainers approached Ayuda about proposed revisions to the curriculum. With these revisions agreed on, CCC engaged the services of an ASL interpreter, interpreter trainer and a trauma-informed licensed therapist[vii] for deaf survivors of trauma to review the curriculum training materials and make recommendations for revisions.

The reviewer expressed a strong endorsement of the content and made helpful suggestions for reframing certain sections, such as those on positioning and note-taking. She was firm that the curriculum as a whole should stand as it was and that it served both groups well. The training manual and workbook were revised according to her specific recommendations. The two modules on mode-switching and note-taking remained largely intact. The revisions were largely ones of nuance, phrasing and orientation to address signed language interpreters.

In addition, based on session evaluations completed by the participants, the following adaptations and additional or expanded content appeared to prove helpful for the majority of interpreters over the course of retooling the curriculum during the pilot project phase. These include the topics and concerns that appeared to interest and/or benefit interpreters most:

- Strategies for identifying one's own bias and strengthening self-awareness (in part to help the interpreter manage the emotional responses to trauma).
- Practice exercises, including role plays, that *progressively* introduce participants to traumatic content and emotionally-charged situations.
- Activities that help interpreters monitor their responses and minimize them.
- Techniques to adapt and adjust the use of modes, protocols and decision-making processes to reduce potential interpreter re-traumatization of the victim or interfering with providers' trauma-informed care and services.
- Building a self-care plan with practical hands-on strategies to reduce or prevent vicarious trauma for interpreters before, during and/or after encounters.

The curriculum areas that proved most difficult to adapt across spoken and sign language interpreters were those targeting interpreting modes. The sections on note-taking and mode-switching included highly-relevant content for spoken-language interpreters that provide concrete strategies for improving their use of consecutive, sight translation and simultaneous to improve accuracy and transparency while interpreting and help minimize re-traumatization of the victim. Because sign language interpreters employ interpreting modes differently, we received consistent feedback that the material was interesting but not fully adapted to their training needs.

Benefits and costs of training mixed groups

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With the revisions made, the curriculum was given a third and final pilot session prior to publication. By this point, the two authors clearly noted gradual changes and refinement both in their own teaching and their perspectives—and also in the field.

The benefits and costs offered below are drawn from trainer observations, the observations of Ayuda staff, who were present for all four sessions (three during the pilot and one after formal publication) of the program, direct interactions with the training participants and written participant evaluations.

Benefits

- The interpreters were delighted and often astonished to learn from each other across the "spoken-signed" divide.
- The experience was richer for the diverse experience of participants.
- Interpreters on both sides gained respect and understanding for their colleagues and the populations they serve.
- The slower pace necessitated by exchanges of shared different/same experiences across the "divide" seemed to benefit the trauma dimension of the training because less time on content meant more time to absorb the often-difficult content.
- The trainers learned a great deal that will benefit future participants of all their programs, not only this one.
- There seems to be general consensus about the role of the interpreter (facilitating communication accurately and faithfully while addressing communication barriers by identifying them—rather than explaining them—and allowing the provider and victim to address them).

Costs

General costs

- The authors found that much less content could be covered in mixed groups—perhaps 20 – 30 percent less.
- Mixed groups can put a "stress" on the curriculum and certain aspects of content, pedagogy and general approach may be altered or sacrificed when adapting to the mixed nature of the groups.
- While the exchanges can be rich, and beneficial for the broader profession, the primary purpose of conveying content that targets the program's learning objectives may get confused or watered down during such exchanges.
- The lack of a clinician's presence can derail parts of trauma-informed training, even more in mixed groups, perhaps due to having to blend three highly diverse groups (spoken, signed, deaf) of interpreters. Also, the complex ways in which traumatic content affects or triggers participants differently can challenge non-clinician trainers, who may lack the expertise to de-escalate or manage the complex emotional situations that can arise.
- The presence of both signed and spoken interpreters slowed the pace down due to the necessity or desire of interpreters explaining "how it works" for them (across the spoken-signed) divide.
- A CDI in Session 4 requested an accommodation that a period of silence be observed with the introduction of each new PowerPoint slide so that the CDIs could read the slides without being distracted by their interpreters interpreting the spoken-language trainer's teaching. This accommodation added time. The spoken language trainers were told that this is a common practice in some signed language teaching settings, and some of the ASL/CDI interpreters were surprised it wasn't a common practice for spoken language interpreter training. It is interesting to note that this request did not occur until the fourth session.
- The presence of ASL interpreters for the CDI participants greatly increases the costs of delivering the training for the group as a whole.

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- A third ASL interpreter was needed for the CDIs but not provided except for one day of the fourth session (despite a strong recommendation for a third interpreter after the third session) which would have increased the cost even more.
- CDIs may request to both be treated as "just interpreters" and also given accommodations that are ADA-required and routine for them. Such requests can create situations that are difficult for spoken language interpreter trainers unfamiliar with deaf culture and the requirements of ADA to manage tactfully and professionally. Situations like these increase the risk for misunderstandings or offense.

Finally, having so many diverse backgrounds, professional and life experience, knowledge base, cultures and worldviews in one room proved in many ways a blessing and in some ways a challenge, due to the time sacrificed and tensions that arose.

Recommendations

Broad conclusions

The most important conclusion of the authors is difficult to demonstrate or prove but deeply felt by both: training trauma-informed interpreting without a clinician present is a risky maneuver (for training either spoken and signed interpreters). Trauma in general is endemic to being human. Almost no one in a training room of interpreters—including the trainers—is exempt from these statistics.

Having trauma present among participants—whether raw and fresh or ancient trauma, trauma that was processed deeply in therapy or never discussed, trauma that is still vivid in a participant's mind or triggered by a statement or image during the training—yet not addressed in a personal way by the person reliving it or by the trainer or the participants—can lead to intense experiences for both participants and trainers in trauma-informed interpreting.

Healing Voices, the five-day program on how to interpret for survivors of torture and war trauma referenced at the beginning of this paper, is thus always co-trained with a trauma-informed clinician (a licensed therapist) or even two—but the clinicians are not always present for all five days. One of the authors can attest to observing, on two occasions, emotionally risky situations for both individuals and the group that were triggered by survivor trauma among interpreters: the situations were "saved" in both cases by the presence among the interpreters of a clinician who was able to step in and refocus the session and/or address the traumatized individual(s). Such a skill set is one that clinician trainers would possess, but that a majority of interpreter trainers probably do not have.

For financial reasons, a clinician has never been present for any session of the *Breaking Silence* program that is the subject of this paper except the first day of Session 1.

Such difficulties not observed in *The Language of Justice: Interpreting for Legal Services* (the first program created by Ayuda to train its interpreter bank). Why? In part, no doubt, because "legal interpreting is legal interpreting," and its strictures apply equally to spoken and signed interpreting. It is perceived (though inaccurately, in the authors' opinion) as a more "cut-and-dry" specialization of interpreting than community interpreting in general.

In addition, *The Language of Justice* is a curriculum only for legal interpreting. Legal interpreting in the U.S. is governed by law: for example, federal law, state law, case law, statutes, rules and requirements. Community interpreting is not regulated by laws (the *requirement* to provide it may be regulated by law, but the *practice* of community interpreting—unlike legal interpreting—is not regulated.) Instead, the profession of community interpreting is shaped by professional practice, such as national ethics and standards of practice and accepted best practices. The field of community interpreting includes medical, mental health, social services, refugee and other areas of interpreting that come under the rubric of both trauma-informed and victim services interpreting. Therefore, those who research and train in the community interpreting profession must continuously evaluate

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training programs to eliminate outdated or ineffectual content and update curriculum to represent the most effective pedagogical practices.

Preliminary recommendations

Before the training

1. If possible, finalize the list of participants several weeks before the session.
2. Groups of mixed signed and spoken language interpreters will ideally include a training team with expertise in spoken and signed interpreting, whether through additional co-trainers and/or engaging a trainer with expertise in both.
3. If multiple CDI participants are included in the audience, three or four (not two) ASL interpreters are needed to interpret for them, to assure adequate coverage for breakout activities. Otherwise, the hired ASL interpreters do not have sufficient time to take needed breaks and have to work solo outside of their team for extended periods.
4. Trauma-informed interpreter training that exceeds a day or two in length should ideally include a trauma-informed clinician (licensed therapist) who has extensive experience working with interpreters as part of the training team.
5. Trainers of mixed groups should plan for the additional time needed to cover equivalent content when working with a group of only signed language or only spoken language interpreters.
6. Participants of a session should have roughly equivalent levels of prior interpreter training, general education and language proficiency in their working languages.
7. Decisions about accommodations for the taking of the final, written test on the last day should be made. For example, will CDIs request the test to be signed? Will offering them interpreters give them an advantage over spoken interpreters, especially of less common languages, who might struggle with written English but have no interpreter for the test?
8. The host agency should work closely with the training team to ensure:
    a. limiting the number of total participants to a reasonable ceiling (for example, 25 participants for in-person sessions)
    b. communicating to all participants the nature of a mixed group and how participating in it might affect their training experience
    c. surveying the participants about their needs and course expectations, then advising trainers of any and all relevant feedback, such as the need for accommodations, the presence of service animals, lighting needs)
    d. notifying participants that accommodation requests to standard training delivery methods will ideally, where feasible, be made prior to training or during breaks in training, rather while trainers are teaching
    e. allowing adequate notification time for trainers to submit relevant materials to the interpreters engaged for deaf participants and to allow trainers to confer with the interpreters prior to training regarding how small-group activities will work (and how to assign interpreters to groups with deaf participants), positioning, use of any non-captioned videos, etc.
    f. post-captioning, where possible, of instructional videos to be used in the training, and planning for any videos that cannot be captioned; also, unless the interpreters are graduates of a trauma-informed program, consider preparing the interpreters for interpreting traumatic content
    g. decreasing, by the trainers, of the amount of planned content by 20-30 percent (or add more time to the training schedule) because mixed classes take longer to teach, as discussed above.
9. Trainers should adjust all practical exercises for mixed audiences, for example:
    a. Interpreting skills (modal) exercises: some of these might need little to no adaptation, while others, such as exercises on mode-switching and note-taking, might be interesting for signed

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language interpreters but not necessarily the best use of limited training time: a signed language trainer will make decisions accordingly.

b. For other exercises--such as ethical decision-making, intervention skills, exercises on bias, self-examination or cultural mediation—plan carefully on how to divide the participants into groups and to what degree the groups will be mixed.
c. When including CDIs with spoken language interpreters who do not sign, it is important to consider how many interpreters are present for the deaf interpreters (two? three?) and make decisions that honor the needs of those working interpreters.

10. The host, in consultation with the trainers, should design an evaluation form that captures what will be most helpful in adapting the curriculum for subsequent trainings.

During the training

1. The training host should have a representative present at all times to handle any concerns that arise.
2. The host and trainers should assure ongoing communication between each other, the participants and interpreters for the deaf regarding needs, accommodations and emerging issues.
3. The hosts should respectfully request that participants, as asked prior to the session, make their requests for additional accommodations during break times rather than during the training itself (if feasible).
4. The trainers should assure that their slides have many visuals and relatively few words to minimize delays if trainers are requested to pause for deaf participants to read slides when each new slide is shown.
5. Trainers and hosts should take detailed notes about the session.

After the training

General considerations for hosts and trainers

1. Evaluate the session by analyzing participant evaluations both in writing and in oral debriefing.
2. Update training materials to reflect results.
3. Decide which activities did not work well for mixed audiences and adapt or eliminate them as needed.
4. Make conscious decisions about whether the spoken language trainer(s) are adequately equipped to train signed language participants in general and CDIs in particular.

Considerations when training CDIs

It is the observation of the authors that spoken language interpreter trainers in general, including themselves, are remarkably ignorant about the work of deaf interpreters. The work of most hearing signed language interpreters is, in many or most respects, comparable to the work of spoken language interpreters. Deaf interpreters often must negotiate meaning with individuals who:

- do not sign in standard American (or any formal) sign language
- who sign in a foreign sign language and are unfamiliar with International Sign Language
- who may be blind as well las deaf
- who will need communication in a variety of specialized forms

As a result, much of any standard content for spoken language interpreter training will adapt much more easily for use with the training of hearing signed language interpreters than of CDI interpreters.

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What can we learn from each other

The two authors over the last four years have become exquisitely aware of the need for the two fields to learn from each other. An atmosphere, or training culture, of "we are here together: let's learn from each other and this rich opportunity" should be established at the outset, with honesty and respect—or the session may suffer.

Many dynamics in mixed groups seem to play out differently from session to session, including sessions with CDIs. In other words, no sooner did these two trainers decide, "Well, lessons learned, we know what to do next time!" than they were proved mistaken. Again. And again.

In addition, the timing and pace of delivery needs to change in mixed groups. Teaching mixed groups is rather like adding a new skill such as note-taking during consecutive interpreting: simply relying on past expertise and hoping the session will go smoothly will not work. For training mixed groups, the trainer might have to change his or her teaching style, pace of speech, idioms used, positioning, movement and much more.

Participants also need to understand that a trainer of the "other persuasion" will make mistakes—for example, say things that do not apply to one group, over-explain, speak at times more to one audience than the other, single out a group (even with good intentions) too often, cause offense and more.

It will be helpful if everyone, including the trainer, can keep the awareness in mind that the trainer is learning too—on the job.

Conclusion

This paper reports on a project. No overarching theories should be elaborated based on its results. The views reported here are idiosyncratic, but valuable. They point to the need for research to guide the education and training of interpreters across "the grand divide" of spoken and signed languages.

Researchers over the years have duly noted the parallel evolution of discussions on the role of the interpreter in spoken and signed interpreting (Gile, 2009). However, in training, lessons learned about both the limitations of the conduit role and the tragic excesses of throwing the baby of impartiality out with the bathwater of neutrality might have been learned sooner had spoken and signed language trainers and educators of interpreters worked together.

In short, we heartily agree with Niska (2010, p. 309):

> A new development has emerged. Many interpreter trainers are beginning to feel a need for cooperation with colleagues, not only from their own area of interpreting, but other areas as well. Sign language interpreters and community interpreters have realized that they have many areas of common ground—and that there are lots of interesting differences as well. International conference interpreters meet new colleagues who have started their careers as community interpreters in languages which were once concerned [sic] to be "exotic." Interpreter trainers start to reassess their own training programmes when they being to learn how training is organized elsewhere and for other categories of interpreters […]
>
> The idea is to enable people to get to know each other and learn about each other's work. This will then hopefully initiate a process leading to more cooperation and pedagogical development in the area of interpreter training.

Perhaps this project may serve, in a small and humble capacity, to further that goal.

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[i] The training manual, workbook and glossary for this program are public domain thanks to funding from the District of Columbia Office of Victim Services and Justice Grants. Through this funding, the training materials were developed by Cross-Cultural Communications for Ayuda, a nonprofit organization in Washington, DC, that supports vulnerable immigrants. The manual, workbook and glossary (Bancroft et al, 2016, a, b and c) can be downloaded from https://ayuda.com/what-we-do/language-services/#1525658914670-c1b38189-efc7

[ii] Retrieved from https://www.samhsa.gov/nctic/trauma-interventions

[iii] Studies around the world contradict each other in their details but converge in a general consensus that abuse statistics are extremely high.

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[iv] According to its own website, Gallaudet claims to be "the world's only university designed to be barrier-free for deaf and hard of hearing students." The website (https://www.gallaudet.edu/about) also states that "For more than 150 years, Gallaudet University has led advances in education of deaf and hard of hearing students and deaf rights worldwide. Today, students from across the United States and more than 25 countries-diverse in perspective, backgrounds, interests and communication styles-form an exciting learning community as they prepare for dynamic careers and a lifetime of growth."

[v] https://ohr.dc.gov/sites/default/files/dc/sites/ohr/publication/attachments/LanguageAccessActof2004-English.pdf This act begins as follows: To provide greater access and participation in public services, programs, and activities for residents of the District of Columbia with limited or no-English proficiency by requiring that District government programs, departments, and services assess the need for, and offer, oral language services; provide written translations of documents into any non-English language spoken by a limited or no-English proficient population that constitutes 3% or 500 individuals, whichever is less, of the population served or encountered, or likely to be served or encountered; to ensure that District government programs, departments, and services with major public contact establish and implement a language access plan and designate a language access coordinator; to require that the Office of Human Rights coordinate and supervise District government programs, departments, and services in complying with the provisions of this act and establish the position of Language Access Director for this purpose.

[vi] See https://www.ada.gov

[vii] Credentials of expert in ASL interpreting who reviewed the *Breaking Silence* curriculum.

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Program Entry Assessment: Similarities Between Groups of Students and Implications for Interpreter Education

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Abstract

This paper presents the results of a research project in press which compares the pre-program screening results between two groups of applicants to the ASL English Interpreting program at the University of Northern Colorado. The ASL competency portion of the pre-program entrance assessment was analyzed to determine if there was a difference between applicants who graduated with a two-year degree in interpreting and those who had only taken college level ASL I-IV. The scores from 250 applicants from 2009 to 2017 was reviewed and showed that there is a minimal difference between the ASL competence of applicants from each group. With the goal of continuing the call to action for change, this paper considers the impact of the research on the recipients of interpreter services, as well as serves as a challenge to interpreter and ASL educators and certifying and accrediting bodies.

Keywords: Interpreter education, pre-program entry screening, ASL competence

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Program Entry Assessment: Similarities Between Groups of Students and Implications for Interpreter Education

Four years ago Cindy Volk (2014) issued a national call to action for the field of ASL interpreter education which included a request that interpreter educators come to consensus regarding the length of interpreter programs, entry requirements, outcomes and curriculum. As far back as 1979 Carol Yoken (in Ball, 2013) listed plans to improve interpreter education that included comparing student outcomes at the associate, bachelors and master levels in order to determine the optimal length of programming. Many interpreter educators agree that a master's degree is the preferable minimum level of education for entry to the profession and a bachelor's degree should be the required minimum. The Registry of Interpreters for the Deaf (RID) in 2012 began requiring new candidates for national certification to hold a bachelor's degree, though it was not discipline-specific. Despite some advances, certificate and two-year interpreter education programs outnumber the four-year programs by approximately 3 to 1 (www.rid.org). Some two-year programs have built relationships with institutions to provide their graduates with the option of completing a bachelor's degree with an additional two years of study; however, that further education might not include any courses in ASL or interpreting as RID will allow for any bachelor's degree to qualify for certification candidacy. The question remains as to whether or not interpreting student outcomes has improved so that more qualified/skilled interpreters are entering the field upon graduation.

Information presented here is the result of a research that is expected to be published in 2018 with the goal of further discussion. Program outcomes are impacted by a complex set of variables, none of which can be resolved quickly in one paper, presentation or discussion. For the purposes of this paper, we are looking at the ASL expressive language results of pre-program screening entry to a four-year interpreting program are examined.

Overview

The University of Northern Colorado (UNC) department of American Sign Language and Interpreting Studies (ASLIS) offers two options for a bachelor's degree in American Sign Language English Interpretation (ASLEI) from which students may choose: community or educational interpreting. Incoming students may be "seekers" of the majors until officially accepted into the ASLEI major which starts at ASLV. Those wishing to declare the major must apply to the program directly by completing an application that includes providing information regarding their background and experience using ASL, references, and an essay describing their long-term goals and plans for success in the ASLEI program. Along with content, the essay is reviewed for English writing proficiency. The ASL competency of each applicant is then assessed through a proprietary assessment called the Demonstration of Competency (DOC). This three-part assessment determines an applicant's knowledge of ASL

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linguistics and culture, ASL expression, and ASL comprehension. With all this information, the program coordinator then conducts an intake interview which is also used to consider spoken English competencies.

Over the course of several years, academic advisors noticed trends among applicants that raised some questions as to how often those with two-year degrees screened ready to enter the UNC ASLEI program in the junior year so that they may be able to graduate within two years. Those trends lead to the investigation of these research questions:

1. How do applicants with a two-year degree compare to those with only ASL coursework in regards to ASL expressive competence?
2. Do applicants with a two-year interpreting degree transfer into a four-year degree program in interpreting with junior level ASL expressive competence?

Background

Interpreting between American Sign Language and English is still a relatively young profession. Higher education that prepares students to enter this career is even younger. As a result of the shortage of interpreters amidst a growing need that the Rehabilitation Services Administration (RSA) began funding grants with the goal of creating basic interpreter training programs. These initial programs were short and designed for participants who already had an intact language base, such as those who grew up with Deaf family members or learned ASL through Deaf friends and associates. They had ASL competence but no prior interpreting experience. These programs were typically three months in length and were successful at that time (Cokely, 2005; Frishberg, 1990). Without that language foundation, success would not have been possible. These initial programs may have lead some people to believe that interpreter education (training) could be accomplished quickly. Someone who did not yet know ASL would certainly not be able to accomplish much in that short period of time. The field was new and uninformed as to the complexity of what was required. Experts involved in these trainings quickly realized that more time was needed to educate work-ready interpreters. There was still limited research regarding curriculum and andragogy for this new field. Programs raised the bar and two-year associate of applied science degrees were quickly established across the nation (Ball, 2013; Cokely, 2005). The number of these vocational-technical programs grew to over fifty during the 1980s when another shift occurred to include more comprehensive skills training and some liberal arts education (Boegner Godfrey, 2010; Cokely 2005). Students without any ASL knowledge began entering programs, thus requiring additional coursework in ASL. This lead to a major shift in the field overall because prior to this time, future interpreters learned ASL from relationships and interactions within the Deaf community. Members of the Deaf community, the recipients of services that interpreters provide, had been the ones to determine if an individual had sufficient communicative competence and that they had demonstrated they would act in the best interest of the Deaf community. With the firm establishment of programming educators and administrators assumed this important role (Cokely, 2005). Interpreter educators soon realized that more time was needed to fully develop language competence and interpreting practice which lead to discussions among educators regarding the need for four-year programs (Boegner Godfrey, 2010; Humphrey, 2000; Johnson & Witter-Merithew, 2004). This shift is still evolving and includes a move from approaching interpreter education as a vocational technical trade to a preservice academic preparation for entry to professional practice (Winston & Monikowski, 2013; Witter-Merithew & Johnson, 2005).

There are currently 49 certificate programs, 76 associate degree programs, 43 bachelor's degree programs, and 4 graduate-level programs listed on RID's website (www.rid.org). The accuracy of these numbers is in question because upon further investigation, some of the programs listed as interpreter education programs are actually programs in related fields, minors, or concentrations (Boegner Godfrey, 2010).

While interpreter certification is intended to provide consumer protections and ensure that those working as interpreters are qualified to do so, academic programs still serve as gatekeepers to the profession. Interpreter education is an important part of the overall system that results ultimately in the provision of communication

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access. The success of the interpretation services provided hinge on both the success of the education preparing the new professional as well as the certifying bodies that verify their skills and knowledge.

There is a documented gap between graduation and certification for graduates of interpreting programs (Cokely, 2005; Witter-Merithew & Johnson, 2005; Winston, 2005). Students are entering the profession without having the skills needed to meet the challenges faced (Witter-Merithew & Johnson, 2005). They often obtain employment either under-credentialed or without credentials, and commonly in K-12 educational settings with students who are trying to both acquire language and learn content. Theresa Smith (in Witter-Merithew & Johnson, 2005) explained, "Everyone knows that the average grad from an IPP is not ready yet to try for certification" (p. 14). She went further to articulate the impact this has on stakeholders: "Currently grads 'go out into the field' and do their best to learn more, meanwhile Deaf people miss information and are misrepresented" (p. 15).

Boegner Godfrey's study (2010) showed that this gap differs between two-year and four-year programs explaining that:

> …graduates from four-year program may be able to secure state level credentials upon graduation, but may take up to one year to earn national credentials. Graduates from associate level programs may require almost two years for state level credentials and over 2 years for national level credentials. Within the structure of a two-year program students are rushed through language development and then hurried through the theoretical foundation (Witter-Merithew & Johnson, 2005). Fluency in American Sign Language cannot be achieved in two years (Roy, 2000). (p. 70)

Carol Yoken, the editor of the Journal of Rehabilitation of the Deaf, challenged interpreter education in 1979 to "move from associate or bachelors level programs to masters and doctoral level programs" (in Ball, 2013, p.141). Yoken (in Ball, 2014) included a list of suggestions toward that end as follows:

3. Interpreter educators should work together to establish program outcomes and curricular design that will enhance students' ability to successfully enter the profession upon graduation.
4. Researchers should compare the student outcomes of interpreter education programs at the associate, bachelors, and master levels to determine their suitability for preparing students for entry into practice as interpreters.
5. The optimal length and type of program for beginning interpreters should be determined after a thorough consideration of recommendations 1 and 2 (above) (Ball, 2014, p. 41).

While there has been discussion among colleagues regarding the move to at least a bachelor's degree and preferably a graduate degree in the discipline prior to entry to the ASL English interpreting profession, interpreter education is not currently bearing that out. Programs are still predominantly housed at two-year institutions granting AAS degrees.

UNC's ASLEI program has been offered online to a national audience for more than a decade and in 2016 began a traditional campus-based program. As a result, the ASLEI program receives a number of applications for program entry from graduates of two-year interpreting programs across the nation. In addition, the program received many applications from those who have completed ASL coursework at a variety of institutions of higher education across the nation.

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Methods

In this study, applicants ASL expressive competence was assessed to determine readiness for entry into UNC's ASL English interpreting program. While the entrance screening includes several sections, for the purposes of this study, only the applicants' ASL screening results were considered.

Participants

Three hundred and thirty (330) individuals took the ASL Demonstration of Competency (DOC) between 2009 and 20173. For the purpose of this study, the researchers narrowed the data pool to include only the results of applicants who had completed a two-year interpreting degree or ASL I-IV at the college level totalling 250. Those who had taken ASL in high school, acquired ASL through life experience, family or other sources, or had taken some college-level ASL courses but not completed ASL I-IV were eliminated. These 250 applicants came from across the nation, ranged in age from 18 to 55 years of age, included a breadth of cultures and identities, as well as had no experience in the field or were current practitioners without national credentials. Those with a two-year degree graduated from 24 different institutions of higher education, and those who had completed ASL I-IV represented 133 different colleges and universities.

Applicants' identities remained strictly confidential; all identifiers were removed to analyze potential correlations without bias. Additional information listed about the applicants included academic background (degree or only ASL courses), state, transfer institution, and the results of the three areas of the DOC (receptive, expressive, and knowledge of ASL grammar and Deaf Culture). For the purpose of this study, only data from the ASL expressive portion was analyzed. The transferring institution and states of residence will not be reported in this writing.

Instrument

The Demonstration of Competency is a proprietary pre-screening instrument that was developed in 2007 by a Deaf native user of ASL who is nationally recognized as an ASL assessment expert. The DOC includes a segment assessing the applicant's knowledge of ASL grammar and Deaf culture, a segment assessing comprehension of ASL, and a segment that provides the applicant questions they must answer in ASL that are designed to elicit specific language features. This expressive component of the DOC is the focus of this research.

While the knowledge and comprehension portions are automatically scored through answers to multiple choice questions, the expressive portion is reviewed and scored by at least two external raters who are Deaf users of ASL, hold a minimum of graduate degrees, are raters on other national ASL assessments, are professors of ASL at post-secondary institutions across the United States, and have been trained to rate applicants on the DOC. All raters use the same rubric which includes benchmarks to rate ASL structure as well as several language features such as vocabulary, use of space, semantics, fingerspelling, classifier production and more. If their scores are disparate, the raters confer with each other or the applicant's video is sent to a third rater for scoring.

Applicants receiving a recommendation of ASL I-IV placement demonstrate less than the minimum required for program entry. Applicants receiving an ASL V rating demonstrate the minimum language competence for program entry with four years until graduation. In the rare instance that an applicant demonstrates competency above ASL VI on the DOC an additional screening is conducted by an ASLEI faculty member to determine advanced placement into ASL VII or interpreting coursework. Applicants recommended for ASL VI or higher are viewed as having advanced ASL skills with approximately three years until graduation. UNC's ASLEI curriculum provides two-years of ASL in the lower division courses (freshman and sophomore years), specifically ASL V-IX,

[3] (This includes the same educational program with the same pre-program entry assessment that was housed under the DO IT Center which transitioned to an academic department in 2016 and was renamed the ASL and Interpreting Studies department.)

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prior to beginning two-years of consecutive and simultaneous interpreting coursework in the upper-division work (junior and senior years).

Procedure

After receiving approval from the UNC Institutional Review Board (IRB), the researches created a deidentified master list and assigned numbers (1-330) to the applicants to protect the identity of the subjects. The applicants were then divided into two categories: those who completed a two-year interpreting degree and those who successfully completed ASL I-IV at the college level. Scores from the ratings of the ASL expressive portion of the DOC were then compared, identifying the number of applicants who screened into remedial ASL (ASL I-IV), met minimum entry competence (ASL V), advanced ASL placement (ASL VI or higher) and interpreting.

Data Analysis

Descriptive analysis was used to compare the percentages of applicants between the two groups and their expressive ASL competence ratings. The groups were identified by whether they had a two-year interpreting degree or only ASL I-IV coursework. Based on their DOC rating, applicants were placed into one of four categories: 1) ASL I-IV, 2) ASL V, 3) ASL VI+, and 4) interpreting. The number of applicants in each of the aforementioned categories were compared between groups (two-year interpreting degree or only ASL I-IV coursework). A chi-square was used to perform the analysis on the scores between the groups.

The second research question inquired as to whether or not a two-year degree in interpreting transferred into a four-year degree in interpreting with junior (third year) level expressive skills. For this, a descriptive statistics approach was used as this research question focuses on applicants who had two-year interpreting degrees and whether they achieved junior (third year) level expressive skills on the DOC or did not. At UNC, this level of scoring allows for direct entry into interpreting coursework, with ASL I-IX competence evident on the DOC ratings.

Results

Research Question 1

The first research question asks how applicants with a two-year degree in ASL English Interpreting compare to those with only ASL I-IV coursework.

Chi-square results demonstrate statistical significance (Table 1). The ratings of the applicants who completed a two-year degree in interpreting are only minimally higher than those who completed only ASL I-IV coursework. The effect size was calculated using a Cramer's V, equaling 0.18. This demonstrates there is a minimal difference in the results between the two applicant groups.

Table 1: Descriptive Statistics and Chi-square Test

Screening Results				
Applicant Groups	Screened into ASL I-IV	Screened into ASL V	Screened into ASL VI+	*Screened into Interpreting***
Two-year interpreting degree (n=53)	13 (25%)	23 (43%)	17 (32%)	*0 (0%)***
ASL I-IV only (n=197)	84 (43%)	79 (40%)	34 (17%)	*0 (0%)***

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Note. **The fourth column (Screened into Interpreting) was not used in the chi-square analysis because the frequency in the cells were zero.

$\chi 2 = 8.13$*, df = 2. Numbers in parentheses indicate column percentages.

*p < .05, Cramer's V= 0.18.

Narrowing the focus only on those applicants who demonstrated language competency as ready to enter the UNC ASLEI program, the following was determined:

- Applicants with a two-year degree in interpreting screened into ASL V at a rate of only 3% more than applicants with only ASL I-IV coursework, demonstrating the minimum language competence to enter the program in the first year of study, with four years until graduation.
- Applicants with a two-year degree in interpreting performed better at screening into ASL VI or higher, demonstrating greater than minimum language competence, with expected graduation in three years. Fifteen percent more (32%) of applicants with a two-year degree scored ready to enter ASL VI+ compared to applicants who had only completed ASL I-IV coursework (17%).

Overall, this data demonstrated that completing a two-year degree in interpreting resulted in 18% greater success toward program entry than those who completed only ASL I-IV. This data demonstrates that there is minimal difference in the ASL expressive competence between graduates with a two-year interpreting degree and students who have taken only ASL I-IV.

Research Question 2

The second research question asks if applicants with a two-year interpreting degree transfer into a four-year degree program in interpreting with junior-level expressive skills?

The research showed that none (0%) of the applicants from two-year interpreting programs demonstrated competencies required for transferring into the junior level of the ASLEI program at UNC. Juniors in the ASLEI degree program have completed ASL I- IX coursework and are beginning interpreting coursework.

It is expected by many students, and stated directly by some two-year interpreting program's course catalogs, that graduates of two-year interpreting programs will enter four-year interpreting programs at the junior-level with the ability to complete within two additional years. The results of this study demonstrates that the majority of applicants (42%) with a two-year degree screen ready for ASL V, demonstrating minimum language expressive competence to enter freshman year courses at UNC, and none of the applicants were ready for junior-level courses.

Discussion

Possible Causation

Interpreter education scholars and experts have suggested that interpreting students' skill development is stunted when they attempt to apply interpreting practice prior to fluently acquiring language competence (Boegner Godfrey, 2010; Cokely, 2005; Witter-Merthew & Johnson, 2005). In addition, it is possible that once an interpreting student starts courses related to interpreting skills, their ability to continue acquiring ASL may be hindered. Since the majority of two-year programs allow for one year to learn ASL prior to attempting to learn to interpret, the cognitive overload may stunt further ASL acquisition, which in turn will impact overall effectiveness of interpreting as their ASL comprehension may be weak and their ASL production will most likely be dysfluent.

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They are jumping beyond their zone of proximal development to the point that it sets them back in overall language acquisition.

It is important to acknowledge that there are many quality and competent ASL and interpreting educators working in two-year settings and aside from the results of this study, there are some excellent practitioners working in the field after having completed a two-year degree. These results may not be related to instructor ability, rather this could very well be related to the sequence of learning that two-year programs are trapped in by the nature of their institutional framework.

Impact on recipients of interpreter services

It should be understood that these results demonstrate that there is an impacts on the recipients of interpreting services who rely on accurate interpretations in education, business, health, legal, employment, vocational rehabilitation, and countless other settings. Educators, interpreters and members of the Deaf community are well aware of the negative consequences of inaccurate interpretations. Most non-Deaf users of interpreters are completely unaware that they may not be receiving accurate information. The disservice this does to recipients of inadequate interpreter services cannot be overstated.

Considerations for educators and students of interpreting

This research demonstrates that there is minimal difference in student learning outcomes between those who took ASL I-IV only and those who spent two or more years earning a degree in interpretation. The findings reinforce the work of others that indicated the need for the field to move entirely toward discipline-specific four-year degrees (Boegner Godfrey, 2010; Cokely, 2005; Winston, 2005; Winston & Monikowski, 2014; Witter-Merithew & Johnson, 2004 and 2005).

This impacts students significantly, as they have invested time and money toward their degree, sometimes believing they can complete a four-year interpreting degree with an additional two years only to learn it will actually take an additional four years.

The typical two-year graduate has invested at least three calendar years to complete their degree, graduates with student loan debt, and with mentoring they may be able to pass national interpreter certification within two years. They are either unemployable as an interpreter, or they are employed in low paying interpreting settings. Unfortunately, the predominant place where under-qualified interpreters work is in educational settings. These recent graduates are ill-equipped to serve students who are often acquiring both language and educational content simultaneously. It is not uncommon for the interpreter to be the only person in the school who knows ASL other than the child who may or may not have fully acquired ASL.

Implications for credentialing bodies

Interpreter Education Accreditation

The Commission of Collegiate Interpreter Education (CCIE) may wish to again investigate the benefits and consequences of endorsing two-year programs. Further research on the outcomes of accredited two-year programs as compared to accredited four-year programs as well as the outcomes of accredited and unaccredited two-year, four-year programs should be undertaken to inform decisions. Based on the results of this study, investigating the efficacy of 2+2 programs should also be undertaken.

Interpreter Certification

Interpreter certification bodies should begin requiring a four-year degree in interpretation from a CCIE accredited program prior to sitting for a credentialing assessment. With similar results from those who have taken only ASL

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I-IV or a two-year degree in interpretation, there is likely not much difference between those graduating with a two-year degree in interpretation and those graduating with a four-year interpreting degree in something other than interpretation. While any bachelor's degree will increase an individual's world knowledge, and hopefully critical thinking skills, requiring a four-year in any subject will most likely have little impact on the quality of interpretation skills of new interpreters.

Considerations for teachers of ASL

Further research regarding ASL programs in high school is suggested. High school settings are one place where young people may take up to four years of ASL at a time in their lives where their brains are still malleable for second-language learning. Instructor and curriculum qualification is an activity that has been undertaken for some time now by the American Sign Language Teachers Association (ASLTA). Partnerships between ASLTA and state departments of education might result in increased offerings of high school ASL with increased language learning outcomes of the students. In this way, there might be more freshman entering four-year degree programs having already acquired the ASL competence needed to succeed. This would also open doors for more Deaf language experts to be employed in K-12 settings while also increasing partnerships between education and community members.

Conclusion – closing remarks

While not a simple task, it is clearly time that the field move in this direction. While the interpreting abilities of these individuals were not assessed, if their language use is statistically the same as that of a person who has completed ASL I-IV, then what has been gained by completing a two-year degree? What services will be improved for recipients of interpreter education when two-year graduates go on to earn a 2+2 bachelor's degree that has no further interpreting skills coursework?

Collaboration among various stakeholders might be the impetus needed for significant change. If certifying bodies require students to graduate with a four-year degree in interpretation from a CCIE accredited program, that might provide the support needed for instructors and administrators to pursue the complex process of migrating programs and faculty from two-year to four-year institutions. A timeline allowing for the transition and accreditation process would be needed for this to happen as smoothly as possible.

It has been four years since Cindy Volk (2014) issued her call to action. It has been nearly *forty* years since Carol Yoken (in Ball, 2014) proposed that researchers should compare the student outcomes of interpreter education programs at the associate, bachelor and master levels to determine their suitability for preparing students to enter into practice as interpreters. With the research available to educators today, reasons to support interpreter education as it is today lacks merit. Further, one could argue that those who are benefiting through earning income as a result of educating individuals who will become service providers have a moral and ethical duty to initiate significant change. Deaf community members once served as 'gatekeepers' of interpreters entering the field Cokely (2005). Now that interpreter educators have become the de facto gatekeepers to the profession, there is an inherent "…responsibility to be 'of the Community' rather than 'for the Community'… this requires that programs not only demand a greater level of research to guide their educational activities, but also that they question practices not substantiated by research" (Cokely, 2005, p. 25). While the state of interpreter education has been improving overall, it is time to fully implement the recommendations that have been proposed for nearly 40 years.

Educators must move past the discussions and take action to implement change. The results of this research support this call for action. Students will receive a better return on the effort, time and finances invested in their education, and most importantly, those who rely on accurate interpreted communication will have the access they rightly deserve.

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Interpreting for Deaf and Hard of Hearing Emergent Signers in Academia

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Abstract

A significant population of Deaf children born to hearing parents are raised to use lipreading and aids to access spoken English instead of communicating in ASL. If these individuals are exposed to and become late learners of ASL, they are called *emergent signers*. Emergent signers often use interpreters during their ASL acquisition, particularly in academia. Although interpreters are trained to work along the spectrum of ASL and contact signing by modifying output to provide a comprehensible target language for their clients, emergent signers pose a complex linguistic challenge because of their emerging fluency in ASL. This preliminary mixed methods study found emergent signers generally state ASL preference when working with interpreters in academia, but struggle to comprehend certain ASL features. Identified efficacy of linguistic features and interpretation approaches have implications for best practices and provide insight for interpreter educators, raising awareness of the unique needs of this growing population.

Keywords: educational interpreting, emergent signers, ASL acquisition, transliteration

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Interpreting for Deaf and Hard of Hearing Emergent Signers in Academia

Sign language interpreters work with a linguistically diverse population of Deaf[2] signers in the U.S., partially due to the interaction of English and American Sign Language (ASL) resulting in multiple code varieties of signing. This translates to a spectrum of language variations that interpreters must comprehend and produce depending on the linguistic needs of their clients (Weisenberg, 2009). The traditional expectation that the interpreter "matches" the language of their client is challenging when considering the complex linguistic needs of emergent signers (Burke & Nicodemus, 2013). Emergent signers are defined as Deaf and hard of hearing individuals who are in the process of learning ASL and meanwhile utilize interpreting services (Smith & Dicus, 2015).

Emergent signers' lack of fluency in ASL poses a challenge to interpreters. Often post-secondary education is where this population is first exposed to ASL and interpreters because the communication strategies they have hitherto employed no longer fit in this new learning environment, sparking their transition into learning sign and requesting interpreters (Burke & Nicodemus, 2013). The challenges interpreters face in providing accessible language to these new signers are compounded by dense academic content. The guiding question for this study is: in a post-secondary educational interpreting setting with a Deaf client who is an emergent signer, what linguistic features3 can be identified as effectively facilitating comprehension? This study compares two interpretations of a lecture; transliteration into conceptually accurate signed English and ASL interpretation. Emergent signers' comprehension and stated preferences of these two approaches are compared, looking specifically at the clarity of various linguistic features, leading to recommendations for best practices, interpreter preparation to work with emergent signers, and future studies.

Because there is limited literature available on emergent signers and interpreting for this population, the literature review will focus on Deaf language diversity, the ASL-English signing spectrum, emergent signers, and language acquisition. Interpreting research, specifically work on transliteration, the post-secondary academic setting, and interpreter code choice across settings, will be discussed. The term "codes" is used to describe the variations of ASL and English influenced sign language (Davis, 2005).

[2] The use of the term Deaf in this paper is drawn from Deafhood Foundation's recent position paper, encouraging the use of Deaf as an inclusive term for the spectrum of Deaf individuals, rather than to designate cultural status (Cantrelle, 2017).

[3] The term "linguistic features" in this paper refers to the language choices and communication management techniques interpreters employ in their signed linguistic output to facilitate communication.

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Literature Review

Deaf Signers Linguistic Diversity

There is extensive language variation among Deaf people in America, partially because most Deaf children are born to non-signing hearing parents. This means ASL must be passed down through alternate means (Roy, 1986). Sign language variations were identified from the early works of Stokoe (1969) and Woodward (1972, 1973). Originally English-influenced signing was classified as a pidgin, however linguists increasingly view variations as a product of language contact (Cokely, 1983; Lucas & Valli, 1989). Further research by Herbert and Pires (2017) describes variations of contact signing as a direct result of code-blending; signing constrained by the grammars of both English and ASL. Research indicates that Deaf and hearing signers regularly blend ASL and English in their signed communication (Emmorey, Borinstein, & Thompson, 2005; Herbert & Pires, 2017). These authors argue that native and proficient ASL is not the ubiquitous language of Deaf signers.

Language Attitudes

Although a wide variety of signing styles have been documented, they are not equally affirmed within the Deaf community. There is a complex connection between sign code preferences and identity, as investigated by Hill's study of Deaf participants' perceptions of various signers' language (2012). ASL was overall evaluated positively; "ASL forms and features served as the markers of a Deaf identity. Users of Signed English were not as readily perceived as possessing a Deaf identity because of the presence of English-based forms and features" (Hill, 2012, pg. 83). There was even association between use of signed English and a hearing identity (Hill, 2012). The author concludes that the standardization of ASL has stigmatized the use of English-based signing types, leading to social stereotypes. Because identity is strongly tied to language in the Deaf community, these language attitudes have a significant impact on identity formation of Deaf students acquiring ASL later in life.

Emergent Signers

Deaf emergent signers constitute a distinct subgroup of signing Deaf people. These individuals come from diverse backgrounds, including late-deafened individuals and those who grew up relying on aided auditory input and lipreading (Smith & Dicus, 2015). Some of these students find the post-secondary learning environment no longer conducive to communication strategies previously employed and begin requesting interpreters (Burke & Nicodemus, 2013). This population of emergent signers in the U.S. using interpreters in post-secondary settings has been expanding, partially due to a reduced number of Deaf and hard of hearing K-12 students in residential schools leaving a rich signing environment when transitioning into college (Allen, 1994). Since these mainstreamed students were not exposed to ASL and Deaf culture in residential schools, those that learn ASL and enter the Deaf community do so later in life (Smith & Dicus, 2015).

Emergent signers are often learning ASL through the use of sign language interpreters in academia (Burke & Nicodemus, 2013). From Burke and Nicodemus's experiences working together as interpreter and emergent signer in academia, they write about the complexities of providing access through a language the client is not native in, while they are still acquiring the language and learning to use an interpreter. Since emergent signers' language and interpretation preferences are very much in flux as new users of interpreters, they found the traditional approach of interpreter matching the consumer's language preference ineffective (Burke & Nicodemus, 2013). They negotiated effective linguistic choices and interpreter dynamics together over time. This is likely reflective of the current practices of other interpreters working with emergent signers.

The lack of protocol and best practices in interpreting for emergent signers is indicative of the significant gap in the current literature (Burke & Nicodemus, 2013; Smith & Dicus, 2015). The only research directly investigating interpreting practices with emergent signers is a preliminary study by Smith and Dicus (2015). This

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study surveyed interpreters working at Gallaudet Interpreting Services (GIS) regarding their approach to working with emergent signers. They found that interpreters recognize the unique difficulties of interpreting for this population and feel underprepared. Interpreters reported altering aspects of their interpretations for emergent signers such as word choice, pacing, mouthing, and prosody. The effectiveness of these adjustments was not investigated. A primary finding of this study was that interpreters desired training for working with emergent signers, which at the time was unavailable (Smith & Dicus, 2015). GIS has since instituted a mandatory Emergent Signer interpreter training, developed in response to the growing number of these students requesting interpreting services at Gallaudet (Sussman & Smith, 2013). The training is based on observations and practices identified as effective from their experiences interpreting for this population (Sussman & Smith, 2013).

Atypical Deaf Language and Implications for Interpreters

While there is limited research on emergent signers' language and interpreter preferences, there have been studies on Deaf signers whose language exhibits atypical features. While there may or may not be overlap with these populations and emergent signers, this research provides insight into features possibly accessible to emergent signers and will be considered in this study.

Emergent signers may show effects of language deprivation. Language deprivation occurs when Deaf children do not have effective access to language before critical period, identified as approximately the first few years of a child's life, which researchers have found to be essential for language development (Mayberry, 2010). Insufficient linguistic input during this period results in late first language acquisition and significant long-term cognitive and linguistic consequences, including language deprivation (Emmorey, Bellugi, Friederici, & Horn, 1995; Crump & Glickman, 2011; Lieberman, Borovsky, Hatrak, & Mayberry, 2015; Hall, Eigsti, Bortfeld, & Lillo-Martin, 2016). Whether or not an emergent signer has been affected by language deprivation is dependent on the success of their acquisition of English as a first language. This aspect of emergent signers has not been extensively researched (Burke & Nicodemus, 2013; Mayberry, 2007).

Language deprivation can result in dysfluent Deaf signers classified as alingual or semi-lingual. Miller (2000) addressed interpreting for semi-lingual clients, offering tips for managing communication with this population such as ASL expansions4, drawing pictures, and pointing to real world objects. These suggestions are based solely on her experience as a practitioner. Crump and Glickman (2011) researched dysfluent Deaf clients in mental health settings. Features such as signing slower, using listing techniques, and gestures might also prove effective when working with emergent signers. The need to assess language use and adjust target language output while monitoring for comprehension is similar to strategies for interpreting with emergent signers (Smith & Dicus, 2015).

Transliteration

Interpreters are primarily trained in two basic interpreting approaches: ASL interpretation and transliteration. The definition of transliteration in the interpreting field has changed over time (Siple, 1997). Winston (1989) notes that transliteration is more than merely producing a form of manually coded English and emphasized conceptual accuracy. The Registry of Interpreters for the Deaf (RID) defines transliteration as interpreting into "a form of a signed language that uses a more English-based word order" (RID, 2007, p. 1). This simplistic definition provides little insight for practitioners on the standard professional practice of transliteration.

Siple (1997) states transliteration is a key competency for interpreters to meet the diverse needs of their clients, citing Kannapell's (1989) research to support her claim. Kannapell (1989) categorizes six variations of Deaf signers' language abilities, and Siple (1997) suggests interpretation approaches for each. Emergent signers who effectively acquired English as their first language are considered English dominant bilinguals; Siple classifies

[4] ASL expansions are a common term in interpreting research and are not defined in the source articles. For this paper ASL expansions are defined as additional explicitness in the target language in accordance with Sequeiros' (2002) article on pragmatic enrichment in translation.

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them as preferring transliteration (1997). For this reason, many interpreters will default to transliteration with emergent signers. She states that semi-lingual clients may require interpreters be skilled in both interpretation and transliteration (Siple, 1997) in contrast to recommendations by Miller (2000) and Crump and Glickman (2011) for working with dysfluent and semi-lingual clients, who emphasize the use of ASL. Viera and Stauffer (2000), on the other hand, state that transliteration is often requested by fluent bilinguals who want direct access to the source text. Various and conflicting reports on effectiveness of transliteration based on clients' linguistic needs and preferences indicates the need for continued research.

Winston (1989) identified features of transliteration produced as the target language by interpreters. She found that interpreters do not merely repeat the English source text verbatim on the hands. Rather, they make adjustments to the message to adapt to the modality of sign language. Adjustments include grammatical restructuring and mouthing of English words in combination with the signs produced (Winston, 1989). The current study includes these features to test the effectiveness of transliteration for emergent signers.

Interpreting and Transliterating in Post-Secondary Educational Settings

Setting significantly impacts interpreters' linguistic choices. The present study focuses on post-secondary education a as a significant setting for emergent signers' interpreter use and exposure (Burke & Nicodemus, 2013). Research shows that transliteration is frequently used in educational settings and is believed by some to provide Deaf students access to the language and vocabulary of education (Siple, 1997; Napier, 2002; Locker, 1990). One example is the inclusion of fingerspelling with conceptually accurate transliteration, allowing Deaf students to connect English vocabulary from the lecture to their academic texts (Napier & Barker, 2004). The effectiveness of transliteration in university classrooms was questioned by Locker (1990), who found that although transliterating seems the logical choice for an English contact signing student, that student self-reported lower transliteration comprehension compared to the ASL signing students. All students were aware that transliteration required extra cognitive work to filter through conceptual inaccuracy and missing grammatical features to decode meaning. Locker states consumers "apparently need to be able to extrapolate meaning from partial, incomplete, and distorted form of both languages, which comprises a substantial portion of the T[target] L[language] message in signed transliteration" (Locker, 1990, p. 224). Cokely (1985) states that because of the decoding work transliteration requires, it is only appropriate for bilingual consumers. This indicates that transliteration is not necessarily the easy solution to interpreting with emergent signers in academia.

Other studies have investigated interpreter code choice and comprehension in post-secondary educational settings with similar methodology but mixed results. The earliest study suggested Deaf students comprehended ASL interpreting better than transliteration, and though lacking demographic data to correlate, suggested communication skills of the students might influence mode of interpreting preference (Fleischer, 1975). Livingston, Singer, and Abrahamson (1994) found an overall advantage of ASL interpretation for comprehension, regardless of clients' language preferences, stating "with respect to Sign Preference, those students who preferred English-like signing but received ASL interpretation understood significantly more of the lecture than the English-like sign preferring students who received the lecture in transliteration" (p. 32). They suggest there are problems inherent to transliteration, and that certain aspects of ASL are overall more conducive to visual language. Interestingly, in conflict with Powell, Hyde, and Punch's study (2013) which stated that speed of lectures influenced more literal interpreter target language, this study found that an ASL interpretation was the best way to capture meaning of complex, fast-paced lectures (Livingston et al., 1994). The authors conclude that ASL is the most effective mode for all Deaf students in mainstreamed classes. Marschark, Sapere, Convertino, and Seewagen's (2005) study, looking at a broad population of Deaf signers, showed no significant difference in effectiveness between ASL or transliteration, and no significant impact of demographic correlations such as signing skills and language preferences.

The existing literature on linguistic code choice in post-secondary academic settings is inconclusive and does not explicitly investigate the needs of the emergent signing population, resulting in a gap addressed by this study. Sign variations used in the Deaf community, associated cultural attitude, interpreters' target language adaptations to facilitate access for diverse signers have been investigated. Transliteration into an English-influenced contact sign has been extensively researched, though its effectiveness, especially in educational settings, is contested.

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Features of interpretation and transliteration identified in the research as effective are incorporated into the present study to test for effectiveness within the population of emergent signers.

Background and Participants

Participants with different degrees of hearing loss, history of signing, and educational backgrounds were recruited from post-secondary academic institutions in an effort to reflect the diversity of the emergent signer population. Half of the participants (N=4) were from Gallaudet University (Table 1), the world's only liberal arts university for Deaf and hard of hearing students, which recruits non-signing and emergent signing Deaf students into an immersive ASL environment (Sussman & Smith, 2013). Half of the participants (N=4) were recruited from other post-secondary institutions where an interpreter is used in a mainstream setting (Table 2). Three experiments were conducted remotely through Zoom videoconferencing a live video feed of the researcher and screen sharing for the experiment. Five experiments were conducted in person. All participants agreed to be filmed.

Table 1: Gallaudet Participants

Name	Age	Identity	L1	ASL L2	Background
Mark	27	Deaf	English	2 years	• K-12/college: mainstreamed oral (India) • GU internship: interpreters
Val	23	hard of hearing	Spanish	5 years	• K-6th: mainstreamed oral Spanish • Secondary: ASL interpreters • College: Deaf interpreters
Kelly	18	hard of hearing	English	1 year	• K-12: mainstreamed oral • College: interpreters
Anna	19	not yet identified	English	1 year	• K-12: mainstreamed oral • College: interpreters

Table 2: Mainstream Participants

Name	Age	Identity	L1	ASL L2	Background
Lauren	19	hard of hearing	English	5 years	• K-12: mainstreamed oral • College: interpreter • Late-deafened: age 9
Jack	41	Deaf	English	6 years	• K-12: mainstreamed oral interpreter • Vocational education: ASL interpreters
Elizabeth	22	hard of hearing	English	5 years	• Secondary/college: mainstreamed oral • PhD: oral + interpreters • Late-deafened: age 16
Tony	27	Deaf	English	6 years	• K-12/college: Mainstreamed FM amplification and CART • PhD: CART + interpreters

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Methodology

This mixed methods study was composed of semi-structured and playback interviews and an experiment contrasting two different interpretations and testing for comprehension with an emergent signer population. The entire process lasted approximately one hour, and participants were compensated twenty dollars for their time. Appropriate informed consent and video release forms were included.

The semi-structured interview consisted of demographic questions about language background, identity, education, and previous use of interpreter services. The experimental design consisted of two interpreted 10-minute clips of an undergraduate academic lecture shown to participants who were then tested for comprehension. The materials were created from an introductory lecture on Black History free to the public on YouTube from Stanford University5. Five question comprehension tests were created through collaboration with a certified interpreter with a master's degree in education and ten years teaching experience.

To create the signed source text, the lecture was interpreted twice by a well-respected and RID certified (NIC, EIPA 5.0) interpreter with over ten years of experience. Prior to filming, the researcher briefed the interpreter on the experiment, intent of the interpretations, and linguistic features to be included. The first recording produced an ASL interpretation incorporating spatial grammar, nonmanual markers, expansion, and depiction (Bellugi & Klima, 2001). The second production was a transliteration using conceptually accurate ASL signs in English word order, restructuring for modality, stronger reliance on fingerspelling including English function words, and English mouthing (Winston, 1989). Three Deaf individuals reviewed and validated the interpretations.

After filming, the source texts were uploaded to ELAN and selected features were mapped to the correlated comprehension test questions. Based on this analysis, two 10-minute test sections were selected. Participants were shown two videos, one interpreted and one transliterated, then given the corresponding comprehension test. The final portion of data collection was a playback interview as defined by Tannen (2005). Five-minute clips of the videos were chosen that included robust examples of the selected features. Sections were reviewed with each participant, who were asked to comment on what supported or interfered with their understanding. The researcher also asked for overall preference comparing the interpretations and selected linguistic features.

Results

The study was designed to both ask participants what features are effective and test for comprehension of those features through a comprehension experiment and qualitative playback interviews. Interpretation into ASL and transliteration into English influenced contact sign was chosen as the starting point because this dichotomy represents traditional approaches to interpreting. Linguistic features were tested through their incorporation into both approaches. The hypothesis for this study is that neither ASL interpretation or transliteration provides complete access for emergent signers in an academic setting. Instead, a finer-grained description of accessible language for this population is needed. Demographic interview information was correlated with identified effective features to better provide tools for working with emergent signers.

Comprehension Experiment Results

Each participant was tested for comprehension of both an ASL interpreted and a transliterated lecture. The median score of both lectures was three out of five. Scores ranged from 1-5 correct responses. No one scored perfectly on both lectures. Scores by participant and interpretation type are illustrated in table 3. Out of eight participants, two (25%) had higher comprehension scores for the ASL interpretation compared to the transliteration. Three participants (37.5%) had higher comprehension scores for transliteration, and three (37.5%) had even scores. The Wilcoxon Signed Rank Test showed no statistically significant difference between the scores of ASL interpreted

[5] Video is available at https://youtu.be/lPjfbStnWd8

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and transliterated lectures. This supports the hypothesis that neither approach holistically significantly facilitates better comprehension by emergent signers. Comprehension scores for lectures one and two also showed no statistically significant difference, validating the equivalency of the two lectures and comprehension tests.

Table 3: Comprehension

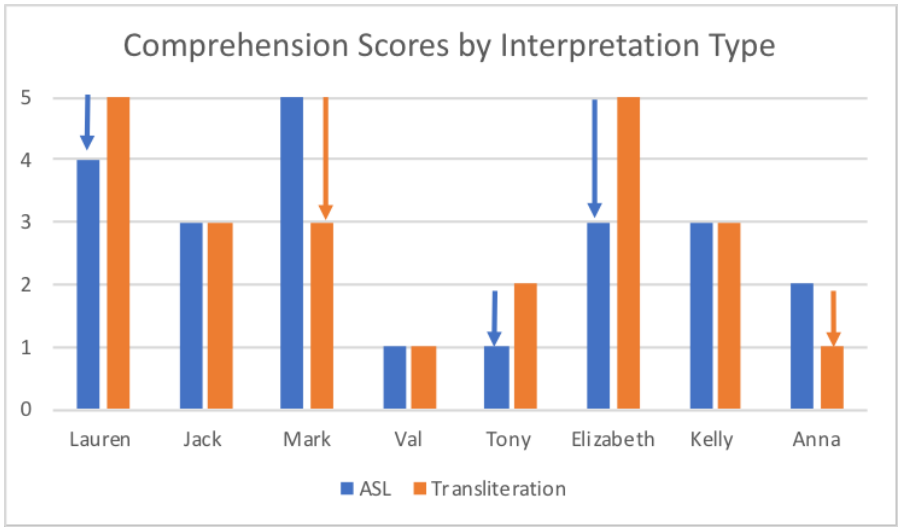

Table 3: The "y" axis presents comprehension test scores ranging from 1-5 correct answers. The "x" axis lists individual participants. Arrows indicate degree of difference in comprehension scores for the two interpretations.

Table 4: Preference

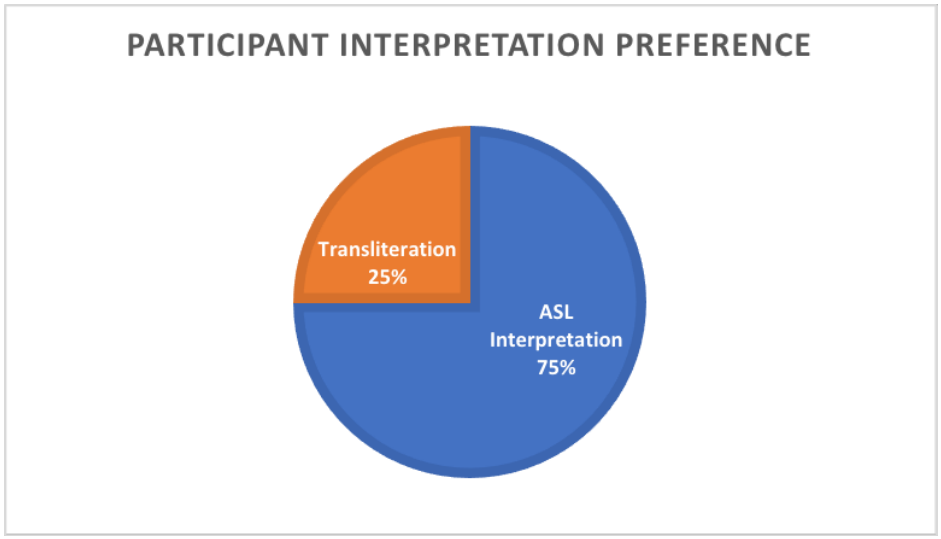

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Table 5: Mismatch of Comprehension and Preference

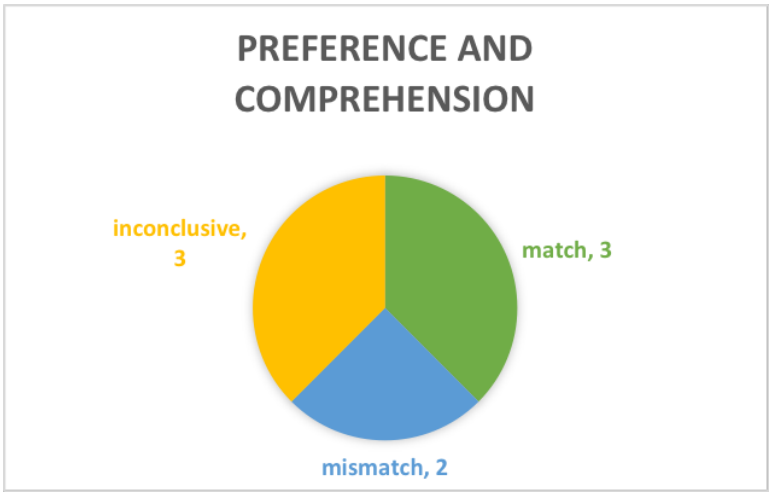

Table 5: "match" refers to preference matching comprehension (ASL n=2, Transliteration n=1), "mismatch" refers to instances of preferred ASL but higher transliteration comprehension scores (n=2), and "inconclusive" refers to instances of even scores (n=3).

Preference Results

Participants were asked preference for either the ASL or transliteration after viewing as a self-assessment of comprehension. However, preference and comprehension results did not always align (see table 3). Six out of eight (75%) participants self-reported preference for ASL but only two out of eight (25%) scored higher on the interpretation test compared to transliteration (tables 1 & 2). This resulted in a mismatch of stated ASL preference and higher transliteration comprehension for two participants. ASL was always preferred when there was a mismatch between preference and comprehension.

Participant's own language preferences were found to have an impact on interpretation preferences, though with inconsistencies in comprehension scores. Three out of three (100%) participants who stated ASL is their preferred language for communication during the qualitative interview also preferred the ASL interpretation. However, none of these participants had higher ASL comprehension scores; one scored higher on transliteration and two had even scores. ASL preference correlated with preference for ASL in communication, but patterns are less clear for comprehension.

Features Investigation

Beyond comparing ASL and transliteration broadly, specific linguistic features were investigated through correlation of comprehension questions and discussion of features in a playback interview. The playback interview was less effective than anticipated, as participants often lacked necessary metalinguistic knowledge. This was designed as a participant-lead discussion, but most were reticent to offer insights thus putting the impetus on the researcher to initiate dialogue.

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Feature Preferences

Of the six participants that preferred ASL, two (33.3%) also responded positively to all ASL features in the playback interview. Six of six (100%) preferred ASL structuring, five of six (83.3%) preferred the use of affectual facial expressions, and one did not mention. Four of six (66.6%) preferred nonmanual markers, and two did not mention. Four of six (66.6%) preferred the use of space and spatial referencing in ASL, one disliked, and one did not mention. Three of six (50%) preferred constructed dialogue/constructed action[6] (CA/CD), two did not mention, and one disliked. Most features were preferred, with CA/CD showing least preference. Both participants who preferred transliteration preferred mouthing in English and use of English word order, which are the fundamental features of transliteration. Both also mentioned some ASL features positively, such as the use of facial expressions. One preferred spatial referencing, the other the use of nonmanual markers and CA/CD. Neither preferred ASL structure.

Feature Comprehension

For each comprehension question missed, playback data was reviewed for associated participant comments. Since specific ASL or transliteration features were correlated with comprehension questions, error analysis gives insight into feature comprehension. For some playback interviews, participants mentioned either lack of clarity or non-preference of features associated with their comprehension errors. For the interpretation, ASL structure, CA/CD, use of spatial grammar, and referencing were all mentioned negatively. For transliteration, several participants did not prefer most transliteration features, particularly mouthing, English word order, and fingerspelling. Some specifically mentioned these interfering with comprehension in correlation with the incorrectly answered question. Speed of fingerspelling was specifically mentioned as inhibiting comprehension. The need to mentally decode the transliterated message by mapping the English signing and mouthing back to source English was mentioned negatively. There were also times that participants positively mentioned linguistic features that correlated with missed comprehension questions including spatial grammar, CA/CD, and ASL structure. This indicates a mismatch between what features participants prefer or believed they understood and their actual comprehension. This could be attributed to lack of metalinguistic knowledge in discussing these features or a lack of self-awareness of comprehension. The questions most often answered incorrectly in the ASL interpretation had in common CA/CD, spatial grammar/referencing, and fingerspelling. Questions most often answered correctly were found to frequently include fingerspelling and expansion techniques. Fingerspelling was also identified as a commonly missed feature; further analysis found instances of fingerspelling in correctly answered questions included repetition or additional expansion.

Of the 10 comprehension questions, two questions had significantly better scores in ASL than transliteration, and two questions were answered correctly 75% of the time in transliteration, but only 25% of the time in ASL. Questions more often answered correctly when seen in ASL than transliteration exhibited repetition, expansion techniques, and less reliance on fingerspelling, such as associating a sign with fingerspelled terms. The contrasting transliterations relied heavily on fingerspelling, including the adjectives to match speaker word choice without additional support. For questions associated with better comprehension in transliteration than in ASL, spatial referencing and CA/CD were core features in the ASL interpretation, while the transliterations followed the English structure with conceptual sign choices and mouthing. This analysis was supported by comparing errors of individual participants to find patterns across comprehension scores. Those with perfect scores in one mode were excluded from this analysis as outliers. Participants all missed at least one question associated with spatial grammar and CA/CD. Six out of those seven (85%) made an error on at least 65% of the questions containing CA/CD. For both ASL and transliteration, two participants missed more than 65% and all participants missed some questions with extensive fingerspelling, particularly without accompanying sign support or expansion. This indicates reliance on complex ASL features such as spatial grammar and CA/CD or over-reliance on

[6] Constructed Action/Constructed Dialogue (CA/CD) are defined in this study as signers using their hands, bodies, faces, and eye gaze to convey the actions, thoughts, words, and mannerisms of narrated characters (Metzger, 1995).

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fingerspelling hinders comprehension for this population. Mouthing and English grammatical structuring of the discourse in transliteration and the use of repetition and expansion in ASL along with reduced fingerspelling seem to positively impact comprehension.

Discussion

This study investigated effective linguistic features of an interpretation for emergent signers by asking preference and testing for comprehension of an interpretation and transliteration. However, results of this study indicated that preference does not always equal comprehension. This is significant because interpreters are trained to ask clients their preferences for ASL or transliteration and commonly base their language output on the answer. Results of this study indicate the population of emergent signers in the Deaf community is too diverse for a singular interpreting approach to provide appropriate linguistic access. In correlating demographic data for the participants in this sample, sub-classifications such as Deaf or hard of hearing identity, age of acquisition, linguistic and educational background, and previous experience with interpreters provide insight but are insufficient to account for the discrepancy between preferences and comprehension. Efficacy of features and approach are discussed in terms of both comprehension and preference, and suggestions are made for future research.

Comprehension and Preference

Results indicate that ASL grammatical features like spatial referencing and CA/CD in a signed target output may inhibit comprehension by emergent signers. This may be attributed to the fact that this population is still in the process of language acquisition, and these advanced features may not yet have been mastered, and therefore not fully comprehended. Slower pacing, repetition and ASL expansion techniques were noted to facilitate comprehension. ASL expansion was previously noted by Miller (2000) as effective for semi-lingual clients. Crump and Glickman (2011) found slower pacing effective for interpreting with dysfluent clients. Inclusion of some English mouthing was shown to be helpful for some participants, particularly those who rely on lipreading or are in an early stage of acquiring sign vocabulary. These findings align with Smith and Dicus' study (2015), who also found that interpreters working with this population make adjustments to word choice, pacing, and mouthing.

Fingerspelling was found to have both positive and negative effects on comprehension. Emergent signers are still acquiring sign vocabulary, sometimes accessed through fingerspelling. Slow production of fingerspelling, accompanied by a sign, was noted positively, perhaps as an adaptation compensating for limited sign vocabulary. Only one out of eight (12.5%) participants preferred inclusion of English function words in the transliterated message through fingerspelling. This aligns with findings that reliance on fingerspelling as a transliteration technique was detrimental to comprehension. Many stated fingerspelling as an element of ASL that they are still acquiring and struggle to comprehend. The role and suggested limitations of fingerspelling are a unique finding to this study not mentioned by Smith and Dicus. The effect of all these features on comprehension should be considered by interpreters when crafting an interpretation for a client who is an emergent signer.

Interpretation or transliteration preference overall was correlated with preference for associated features. Both participants who preferred transliteration appreciated the mouthing and English word order. They stated dependence on lipreading and mental decoding of the interpretation; matching the signs and mouthing back to the spoken source text. This aligns with existing research that finds consumers of transliteration desire a signed message close to the source text (Viera & Stauffer, 2000). Both participants who preferred transliteration can be categorized as English dominant bilinguals according to Kannapell (1989), which affirms Siple's (1997) analysis that transliteration is the preferred interpretation approach of that population. Other participants recognized transliteration as close visual access to the source that requiring decoding to fully utilize. However, they specifically stated that mental workload is the reason they do not prefer transliteration, rather preferring access to the message through the visual language of ASL. This affirms Locker's (1990) findings and Cokely's (1985) suggestion that transliteration is most appropriate for bilingual consumers because of the required decoding. This

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could be related to the fact that preference for ASL does not always align with better comprehension. ASL is preferred by these participants because it requires less attention and is visually easier to access. Although transliteration requires a higher level of attention, that may also translate to higher levels of comprehension.

Initially comprehension and preference data were collected as two different approaches to answer the research question regarding most effective features. Upon collection of the data, a trend was observed in the mismatch between preferences and comprehension. Two participants preferred ASL but scored higher on transliteration while three participants showed equal comprehension. This is opposite the trend reported by Livingston et al. (1994), who found ASL interpretation, even by English-signing preferring students, to provide better comprehension. Playback data indicated some participants spoke positively about ASL features such as spatial referencing and CA/CD, although those features actually correlated with incorrectly answered questions. This indicates a lack of awareness of their own comprehension level. Findings also indicate that the qualitative data on preference may not be reliable to indicate effectiveness.

Demographic Correlations

In addition to these findings, themes in the data emerged around demographic correlations with preference and comprehension. The most significant of these themes centered around Deaf identity and prior experience with interpreters. These are discussed here in relation to effective linguistic choices and approach in an interpretation.

First, the study indicates identity within the Deaf community is correlated with linguistic preferences for interpretation, but not in a universal or clear-cut way. Some emergent signers, particularly English dominant bilinguals, request transliteration, however there is a trend of ASL interpretation preference with emergent signers. While those who identified as Deaf all stated a preference for ASL, they did not significantly understand ASL better. Since every participant in this study had been actively pursuing ASL acquisition and association with the Deaf community within the last one to six years, their ASL preference is not surprising. This can also be interpreted in light of Hill's (2012) findings that ASL is seen as a marker of Deaf identity, in contrast to use of English-based signing, which has been stigmatized in the Deaf community.

Several participants noted that the ASL interpreting sample better matched the language taught in ASL classes or seen in the Deaf community. However, some participants who preferred ASL did not state a preference for all associated features. This can be attributed to emerging ASL fluency. This trend overlaps with Miller's (2000) suggestion that advanced features of ASL grammar might not be accessible to semilingual Deaf clients. CA/CD was a feature often misunderstood, not preferred, or not mentioned by participants. It is possible that the formation of Deaf identity and the perceptions of ASL and English-based signing in the Deaf community influences emergent signer's preference for ASL in spite of comprehension gaps of some linguistic features. In that case, ASL is preferred, not because it best facilitates comprehension, but because it represents membership in the Deaf community. This could explain observed gaps between comprehension and preference. Interpreters should be aware of these dynamics when emergent signing clients request ASL. Additionally, interpreter education should consider including information on the interaction of Deaf identity and language attitudes with client code preferences when working with an interpreter, in spite of emerging ASL fluency.

Secondly, participants' previous experience working with interpreters had an impact on their preferences and comprehension of interpreting approach and linguistic features. Related to their degree of experience using interpreters, participants had a wide range of preferences and ability to express them. Some participants confidently articulated strong preferences with and to interpreters. Others felt they did not have the experience or confidence to direct interpreters' linguistic choices. There were some mismatches between what participants state they usually request of interpreters and what they preferred in the experiment, notably two participants who stated they request something akin to transliteration but preferred the ASL video. This reflects the fluctuating interpretation preferences of emergent signers noted by Burke and Nicodemus (2013) and supports their suggestion that a flexible working relationship is crucial.

A trend was observed of participants' lack of linguistic and industry-specific terms related to ASL and interpreting. Several participants did not know the term "transliteration" and rephrasing as "signing English" or

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"English word order" led to confusion with manually coded sign systems. Only one participant specifically used the term transliteration. Some had created their own terminology, using phrases such as "oral ASL," "I don't prefer the ASL grammar…follow exactly what my teacher is saying" or "please follow word for word." Several did not initially understand questions about spatial grammar, spatial referencing, and other features. In some cases, communication breakdowns inhibited elicitation of feature preferences. Interpreters should be aware that these terms may not be familiar to an emergent signer, and when discussing preferences before the assignment, clients may not have the language to express their needs. Interpreter education should take this into consideration when training interpreters on pre-conferencing with clients.

Suggestions for Future Research

Other themes noted in the data deserve further investigation. This includes ASL acquisition and blended language use of emergent signers. Three out of eight (37.5%) participants had no formal ASL education and instead learned from the Deaf community. Those three all preferred ASL to transliteration. However, the gap between preference of ASL and comprehension, particularly of advanced grammatical features, could be related to means of acquisition. The language varieties used by participants during their interviews were often not reflective of their interpretation preferences; often their sign production resembled contact language and or code blending, but they preferred ASL interpretation. Considering interpreters are taught to adjust the language of their interpretation to match the language they see clients produce, this mismatch could cause them to mistakenly choose an interpretation mode ill-suited to the consumer. This is a phenomenon in need of further investigation.

Language acquisition background was found to impact effectiveness of the interpretations. One explanation for the mismatch between comprehensions and preference could be that some participants' late ASL acquisition coupled with ineffective access to their first language impacts their linguistic competency and self-awareness. The researcher suspects that some participants exhibited negative effects of language deprivation, which could explain the overlap between effective interpretation approaches for dysfluent/semilingual clients and emergent signers. This topic should be further investigated by someone qualified to assess language development and identify language deprivation.

Limitations

As a preliminary mixed methods study, the number of participants was low for the quantitative experiment. The diversity among participants and small sample size disallowed for statistical significance of the comprehension experiment results. A replication of the experimental portion of this study with larger population size would likely yield more statistically significant results. The experiment could be improved with an approach that does not rely on participants to provide feedback based on their linguistic knowledge. Technical difficulties affected some virtual interviews, necessitating repetition and clarifications during and perhaps resulting in reduced data collection. The lower video quality may have additionally impacted participants' comprehension test scores.

Conclusions

This study investigated linguistic preferences of emergent signers working with interpreters in academia. Results supported the hypothesis that neither interpretation nor transliteration are universally preferred or comprehended by this population. Emergent signers are a diverse group and interpreters working with this population should approach their work with flexibility and a willingness to make adaptations based on the unique needs of each individual client. Interpreters should consider adjusting their approach with emergent signers; instead of asking for ASL or transliteration preference, perhaps engaging in a deeper conversation about language and interpreter experience will better inform linguistic choices. Results of this study suggest possible effective techniques include slowing the pace of the interpretation, ASL expansions, and elements of English contact signing, such as mouthing. Interpreters should be aware that, even when ASL is the stated preference, ASL features such as

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CA/CD, use of spatial referencing, and over-reliance on fingerspelling can cause confusion. This is a rapidly growing subset of Deaf interpreting clients, and students of interpreting should be aware of this population and trained on their unique linguistic needs. This is particularly important because traditional approaches to gauging interpretation approach, such as observing client's language use or asking their preferences may provide conflicting information and are unreliable indicators of comprehensible language for this population.

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Appendix 1

Comprehension Test #1

1. What was one reason W.E.B. Du Bois was such a central figure in African American history?

   A. African Americans from his era only could identify with his struggles

   B. His life was an example of many themes throughout African American history

   C. He felt all struggle was essential for change

   D. No public figure prior to him fought for equal rights

2. What were his views of himself?

   A. He felt that by affiliating with the Socialist Party, he would help African Americans attain equal rights

   B. He felt his goals and dreams were his alone and did not relate to the bigger issues facing African Americans

   C. He did not understand the appeal of his ideas to other African Americans

   D. He revolutionized the attitude of African Americans toward themselves and gave them confidence in their abilities

3. Which of these is NOT an example of why Du Bois was the most influential American intellectual of the 20th Century?

   A. His book written in 1903, Souls of Black Folk, still outsells many modern books on this topic

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B. People are still interested in his perspective on race in America

C. Subsequent African American scholarship has built upon the knowledge and work of Du Bois

D. He was a devoted family man and loved to read

4. What is one issue Booker T. Washington and Du Bois argued about that continues to be debated to this day?

A. There was no debate

B. The importance of liberal arts education as opposed to vocational education for African Americans

C. Political party affiliation and voting practices

D. The official slogan of the NAACP

5. What was the Niagara Movement of 1905?

A. The first Civil Rights Protest organization formed by African Americans

B. An agreement between the NAACP and Southern white leaders

C. A white supremacist rally led by B. T. Washington

D. A violent protest led by Du Bois and Washington to unify African Americans against whites

Appendix 2

Comprehension Test #2

10. In 1929, after the Great Depression, why does Du Bois want to change the vision of the NAACP?

A. He felt it should try and assist all races rather than focusing on supporting African Americans, instead addressing economic issues that affect all Americans

B. He wanted the NAACP to reach out to the working class individuals and deal with the economic issues of the Depression

C. He wanted them to become more like the Socialist movement he identified with and help African Americans

D. He felt the black community no longer needed the support of the NAACP and it should be shut down

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12. What book did Du Bois write during the 1930s that is often thought of as the most important work of history of that time?

A. Parting the Waters

B. At Canaan's Edge

C. Black Reconstruction

D. Why we can't wait

13. What was the dominant historical perspective of Black involvement during the Reconstruction before Du Bois challenged this perspective with his book?

A. Ignorant Black people gained political power only to be overwhelmed, thus needing to be "rescued" by white people to re-establish good government in the South

B. White people slowly surrendered their control over government and invited Black people into government

C. Blacks had always had a secret controlling interest in government and only after the Reconstruction were their contributions recognized

D. They were not involved, Reconstruction happened independently from racial issues or conflict

14. Which of these is a contribution of Du Bois' during the 1940s?

A. He personally led several Civil Rights protests

B. He retired and supported younger leaders in the Civil Rights movement

C. He left the NAACP and started making alliances with other organizations

D. He supported the Pan African movement and independence of the Third World

15. When Martin Luther King Jr. became the predominant leader of the Civil Rights Movement, what group played an important role in making the movement successful?

A. Whites who sympathized with blacks and their desire for equality

B. Upper class Black Americans

C. Women who organized Civil Rights demonstrations

D. Black Americans living in the North

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Perception in ASL Interpreted Interactions: Consumer Orientation

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Abstract

A survey of non-signing adults showed that a lack of information about the interpreted interaction may lead to feelings of confusion and distraction as well as a negative perception of the Deaf interlocutor. A review of the literature and of current practice standards revealed that very little has been written on orientation to the interpreted interaction. Consumer orientation is a dialogue wherein consumers are informed about what to expect during the interpreted interaction, how the interpreter will function, and how they can participate in ensuring that communication is accessible and inclusive. Recommendations include further research on current practices and the impacts of consumer orientation, opening a dialogue within interpreting communities of practice and the interpreter education field, and the development of evidence-based best practices for orienting consumers.

Keywords: orientation to the interpreted interaction, consumer orientation

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Perception in ASL Interpreted Interactions: Consumer Orientation

Signed language interpreters, interpreter educators, and consumers of interpreting have been engaged in research and dialogue about interpreter decision-making for decades (see Cokely, 2005; Dean & Pollard, 2013; Kent, 2012; Llewellyn-Jones & Lee, 2014; McIntire & Sanderson, 1995; Russell & Shaw, 2016; Witter-Merithew, 1999). Often these discussions have focused on what it means to be an ethical practitioner and how interpreters might balance the duties of meaning transfer with the desire to empower D/deaf consumers. As the concept of interpreter ethics has evolved, interpreters' decisions regarding how to engage with consumers have sometimes stemmed from the belief that the most effective way to empower the consumer is for the interpreter to be as invisible as possible. To that end, interpreters may be overlooking or not taking advantage of opportunities to share information that would make the interaction inclusive and satisfactory for all consumers.

This paper focuses on *orientation to the interpreted interaction*, also referred to as *consumer orientation*, which is defined as "communication with one or more consumers with the goal of supporting their understanding of the interpreted interaction" (Jones, 2017, p. 4). The study consisted of a survey of hearing Americans who are not fluent in American Sign Language (ASL). The survey did not include an orientation for participants, and results indicate that omission of this information negatively affects hearing consumers' ability to attend to the message. Additionally, analysis of the qualitative and quantitative responses shows that feelings of confusion and distraction correspond with a more negative impression of the Deaf interlocutor.

Orientation to the interpreted interaction has not yet been examined in field of signed language interpreting and best practices have not been developed. Results from this study indicate that the absence of consumer orientation has a negative impact on consumers and their engagement with the message during the interpreted interaction. Recommendations include further investigation, the development of best practices, and dialogue among interpreters, educators, researchers, and consumers.

Literature Review

Interpreters may not engage in consumer orientation because of the perceived ethical restraints embedded in interpreting ethical codes. Research has shown that many interpreters attempt to be as invisible as possible during assignments and that this behavior has been reinforced by interpreter codes of conduct (see Hsieh, 2010; Metzger, 1999; Witter-Merithew, Swabey, & Nicodemus, 2011). This is problematic, because research has also shown that hearing consumers are prone to misunderstandings of the interpreter's relationship with the D/deaf consumer and the interpreter's function during the interpreted interaction (see Hsieh, 2010; Kredens, 2017; Llewellyn-Jones & Lee, 2014; Metzger, 1999).

Consumer Orientation

Ethics and the myth of invisibility

The idea that interpreters should be invisible is likely a vestige of the conduit, or machine, model of interpreting (Witter-Merithew, 1999). The signed language interpreting field in the United States moved away from a helper approach with the founding of the Registry of Interpreters for the Deaf (RID) in 1964 and the establishment of the Code of Ethics. McIntire and Sanderson (1995) suggested that this shift led to interpreters "rejecting any responsibility for what happened to deaf people" and becoming "'invisible' behind the skirts of the newly adopted Code of Ethics" (p. 1). Witter-Merithew, Swabey, and Nicodemus (2011) wrote that "in the United States, the practice of acting as if invisible may have been devised in an honest but misguided attempt to put the power back in the hands of deaf consumers" (p. 73).

Although interpreters' understanding of their role and ethics have continued to evolve, the Code of Professional Conduct (Registry of Interpreters for the Deaf, 2005) can still be interpreted to mean that interpreters are to remain as invisible as possible. Tenet 2.5 advises that interpreters "refrain from providing counsel, advice, or personal opinions" (p. 3) and tenet 3.5 says that interpreters should "conduct and present themselves in an unobtrusive manner" (p. 3). Dean and Pollard (2005) pointed out that "taken in its most conservative, literal context, [tenet 2.5] would seem to preclude interpreter commentary to consumers while on the job" (p. 262). Llewellyn-Jones and Lee (2014) came to the same conclusion, writing that "interpreters are taught not to interact with the interlocutors other than to interpret the meaning of their utterances" (p. 19). Witter-Merithew et al. (2011) also wrote that "interpreter ethical codes may be taken to encourage non-involvement rather than a relational approach to the work" (p. 72).

The idea of invisibility appears repeatedly in research about the dynamics between interpreting ethics and practice. In the United States, Witter-Merithew et al. (2011) and Hsieh (2010) described specific techniques that interpreters use to appear invisible. Metzger (1999) pointed out that these strategies are often unsuccessful: "The traditional perception of the interpreter's role as a neutral conduit of language is at odds with people's real-life experiences" (p. 1). Internationally, multiple studies have pointed out the discrepancies between the expectation that interpreters act as a conduit—not a participant—in interpreted interactions; there is evidence that interpreters the world over exhibit behaviors that deviate from this expectation (see Nakane, 2009; Van De Mieroop, Bevilacqua, & Van Hove, 2012; Llewellyn-Jones & Lee 2014).

Role Confusion

The sharing of information with consumers is an important topic to examine because research has shown that the interpreter's presence is often a source of great confusion for those participating in the interaction. Metzger (1999) described an encounter where a doctor, having received no orientation to the interpreted interaction, thought that the interpreter—not the Deaf mother of his pediatric patient—had tried to give the child medicine at home (p. 78). Leeds (2009, as cited in Llewellyn-Jones & Lee, 2014) surveyed doctors' clinics in one of the largest cities in the United Kingdom, inquiring who was interpreting for their Deaf patients. In spite of the fact that all of these clinics held contracts with an agency that was providing fully qualified interpreters, "54% thought the person accompanying the patient was a 'friend', 15% a 'carer', and 8% a 'social worker'" (Llewellyn-Jones & Lee, 2014, p. 43). Similar findings are apparent in research on spoken language interpreters. For example, Kredens (2017) found differences in understanding of the interpreter's role after surveying legal interpreters in England and Wales and the police officers with whom they work. Hsieh (2010) had similar findings in a study of medical providers and spoken language interpreters in the United States. All of these researchers point out that a lack of consumer orientation leads to misunderstandings during the interpreted interaction.

Power Dynamics

The dynamics of the interpreted interaction are further complicated by the systemic oppression that is experienced by members of Target groups as described by Nieto, Boyer, Goodwin, Johnson, and Smith (2010). All consumers,

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as well as interpreters themselves, hold either Target status or Agent status in nine "rank categories"—age, developmental and acquired disability, religion and spiritual orientation, ethnicity, social class culture, sexual orientation, indigenous heritage, national origin, and gender (Nieto et al., 2010, p. 30). Holding Target status means that the individual is a member of a group that experiences oppression and limitations. Holding Agent status means that the individual is a member of a group who experiences benefits and privileges (Nieto et al., 2010, p. 42). Most people hold both Agent and Target status, and the rank status of the hearing consumer, the D/deaf consumer, and the interpreter can subtly or overtly affect the dynamics of the interaction as well as the decisions made by each individual.

Methodology

Survey Design

Results reported here were part of a larger study designed to measure effects of gender bias (see Jones, 2017). The study consisted of an online survey in which participants watched a five-minute presentation by a Deaf professional in ASL that was interpreted into spoken English by an off-screen interpreter. Participants then answered both qualitative and quantitative questions about their impressions of the presenter.

The stimulus video was developed by recruiting and filming a male Deaf professional giving a five-minute presentation. The topic, political action, was agreed upon by the presenter and the researcher because it was an area of expertise for the presenter and was deemed to be of interest to a general audience. Two ASL-English interpreters—one male, one female—were selected and recorded rendering the message into spoken English. The audio recordings of the interpretation were added to the video with appropriate decalage time, meaning that in the final version, the interpreter did not utter the meaning of the phrase until after it was signed. In this way, the timing more closely resembled an interpretation rather than a voice-over. Throughout the process, care was taken to ensure the presentation was professional and the interpretations were accurate.

When the survey was disseminated, the video did not include an orientation to the interpreted interaction—there was no introduction or information telling participants who the presenter was, who the interpreter was, or what to expect while watching the interpreted video. Participants answered demographic questions about themselves and then watched the video—half of participants heard the female interpreter's voice, half heard the male voice. Upon completion of the video, participants were asked, "What was your impression of the presenter?" and space was provided for an open-ended response. A response to this question was required, but no minimum or maximum length was enforced.

Participants were then asked to rate the presenter on a Likert scale (with 1 being the lowest and 5 being the highest) in 10 soft skill categories: professionalism, friendliness, knowledge, confidence, communication skills, intelligence, trustworthiness, competence, authoritativeness, and likability. These categories were selected based on research on soft skills that are valued in the workplace (Khanna, 2015; Robles, 2012; Schulz, 2008).

Participants

Participants for this study were recruited using a snowball sampling method (Hale & Napier, 2013) that originated with social media posts as well as direct emails. When participants completed the study, they were taken to a thank you page that also asked them to forward the survey link to their networks. The original Facebook post asking for participants was shared 83 times, and a total of 357 people completed the survey, with representation from all regions of the United States as well as from Canada. All participants agreed to participate in the study via a two-step IRB-approved consent form.

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Data Analysis

Data were analyzed using both qualitative and quantitative methods. The open-ended responses, which ranged from one word to several paragraphs long, were analyzed using open coding (Strauss & Corbin, 1998) and grounded theory (Strauss & Corbin, 1994) for observing and categorizing concepts. These categories were then examined further, and observations were made about their relationships to each other, the demographic data, and the literature. Pivot tables were used to analyze the quantitative data and correlation to the patterns observed in the open-ended responses.

Findings

Responses from 357 participants were collected and analyzed using the techniques described above. Among the responses, 44% of participants indicated being confused or distracted by the process of watching the Deaf presenter and listening to the interpreter render his message into spoken English. Likewise, quantitative analysis led to the conclusion that most participants who were confused or distracted gave the presenter lower scores in soft skill categories, further bolstering the significance of this finding.

Qualitative Findings

Coding of participants' responses to the open-ended question "What was your impression of the presenter?" revealed that many people had not answered the question as intended—with a description of their impressions of the presenter himself. Instead, many participants described their own confusion and distraction while watching the stimulus video. In total, 156 people (44%) made comments about the process of watching the video, the ASL, the presenter's facial expressions, or they indicated they did not know who the presenter was. Examples are provided here.

Confusion about the process

Ninety-four people (26.3%) commented on the process of watching the video and/or listening to the interpreter. Participants in this category made comments such as "I couldn't tell if his signing was following the spoken word, or simultaneous with it, which distracted me" and "I found myself trying to 'listen' and simultaneously watch the presenter to understand if what I was 'seeing' matched my perception of what he was signing."

Use of ASL

Twenty-one people (5.8%) commented on the presenter's use of ASL. Comments in this category included: "Easy to watch, appeared to give clear signing," "Very fluid and smooth with the signs," and "The signing seemed slow."

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Facial expressions

Seventy-one people (20.4%) commented on the presenter's facial expressions, which are an integral part of ASL grammar (Reilly & Bellugi, 1996). Responses in this category included: "His facial expressions didn't always seem to reflect what was being said," "Good facial expressions," and "I found myself more interested in what his facial expressions were rather than watching his hands. At one point I wished I could have blocked his face." People who used words like "expressive" and "animated" were also included in this category.

Who is the presenter?

Thirty-one participants (8.6%) answered the open-ended question in a way that indicated they did not know who the presenter was. Although the study was titled "Deaf Presenter Survey," these participants indicated that they were unsure whether the presenter was the man on the screen, the voice they were hearing, or both. Comments such as "Spoke slowly," "I assume the presenter was the person whose voice I could hear," and "I didn't see the presenter but only the interpreter in the video" were coded as indicating that the participant was unsure who the presenter was.

It is interesting to note how these qualitative results correspond with different demographic groups. For example, of the 31 people who did not know who the presenter was, only two were Millennials. Further inspection shows that only 2.9% of Millennials (born 1985-1999) were confused, while 9.7% of Gen Xers (born 1967-1984) and 11.2% of Baby Boomers (born 1946-1966) were confused. These results indicate that appropriate orientation to the interpreted interaction may include more or less explicit explanations depending on the needs and background of the consumer.

It is important to note that familiarity with ASL or with interpreters did not make much difference in whether participants indicated confusion or distraction. Forty-seven percent of people who indicated that they knew no ASL were confused or distracted, as compared with 41% of those who know a little ASL and 44% of those who know some ASL. Similarly, 47% of participants who indicated that they are not at all familiar with interpreters were confused or distracted, as opposed to 39% of those who were somewhat familiar and 42% of those who were very familiar with interpreters. Interpreters should keep in mind that even consumers who are familiar with ASL or have experience working with interpreters may benefit from an orientation to the interpreted interaction and that multiple orientations may be necessary.

Quantitative Findings

The qualitative findings in this study are even more significant when examined alongside the quantitative results. Likert responses show that participants who were distracted or confused gave the presenter lower-than-average ratings on his soft skills, while participants whose open-ended responses did not indicate confusion or distraction gave higher-than-average ratings, as shown in Figure 1.

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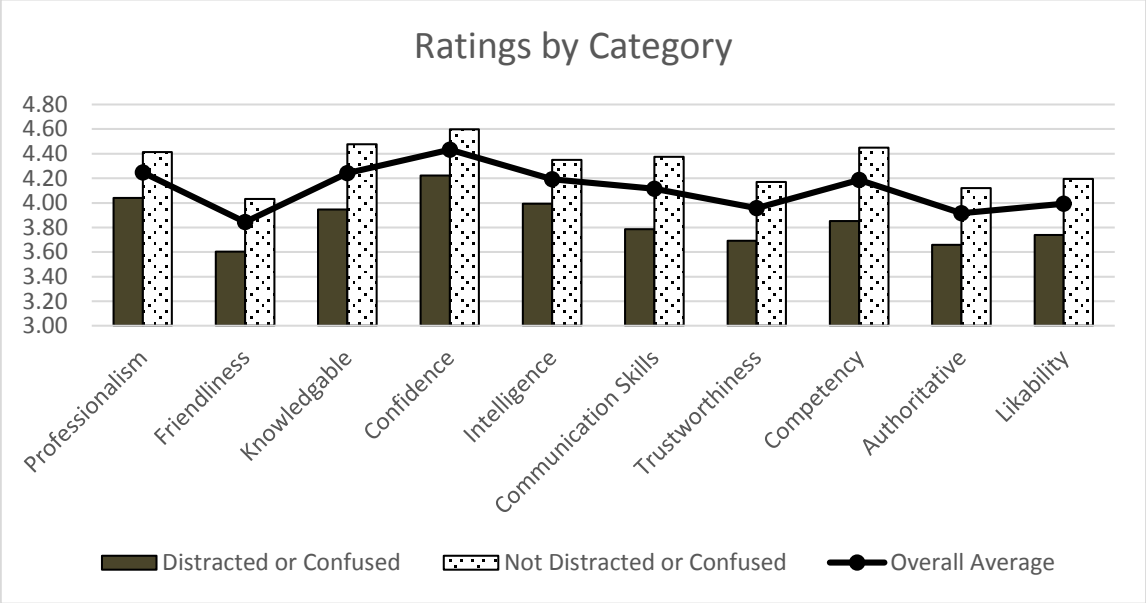
Figure 1: Ratings in each soft skill category



It is interesting to note that participants who made comments about the presenter's signing gave the presenter higher-than-average ratings on his soft skills. When their ratings are separated from those who were confused about who the presenter was and/or made a comment about the facial expressions or process, the difference is even more striking. Figure 2 shows that participants who commented on the ASL gave the presenter ratings that were at or above average in nine of the ten soft skill categories, while those who commented on the presenter's facial expressions, the process of watching the video, and who were confused about who the presenter was gave ratings distinctly below average in every category.

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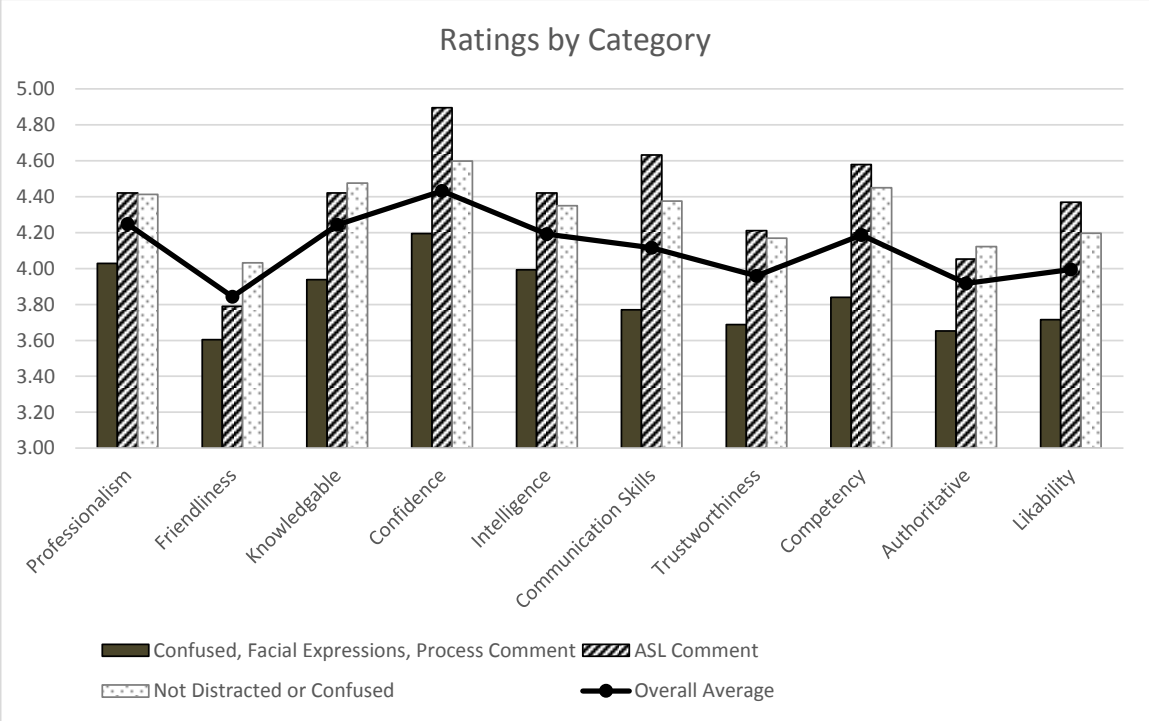
Figure 2: Ratings comparison—participants who were confused or commented on the facial expressions or process versus those who commented on the signing



Discussion

Results from this study suggest that omission of an orientation to the interpreted interaction may lead to confusion or distraction on the part of the hearing interlocutor. This study also indicates that consumers who are confused or distracted may be less able to attend to the message—as evidenced by their inability to answer the open-ended question about the presenter—and may have a more negative perception of the D/deaf interlocutor. While the age of the consumer did have an impact on their responses to this survey, their level of experience with interpreters and their familiarity with ASL did not, indicating that experience may not be a substitute for orientation to the interpreted interaction. Interpreters would do well to bear in mind that older consumers may require more detailed explanations and that experienced consumers may still benefit from consumer orientation.

Defining consumer orientation

Findings in this study led to the development of a working definition for orientation to the interpreted interaction, also referred to as consumer orientation. In order to support their understanding of the interaction, orienting consumers may include:

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- educating consumers about how the interpreter will function within the context of the interaction;
- explaining what consumers can expect to hear and see during the interaction and why this is different than typical monolingual interactions; and
- describing how consumers can actively participate in ensuring communication is accessible and inclusive to all parties (Jones, 2017, p. 4).

In many instances, the interpreter might conduct consumer orientation. In some situations, however, the D/deaf consumer, one of the hearing consumers, or the agency or coordinator might take the lead on orientation. The information to be included will vary depending on the context and the people involved.

Considering consumer orientation

While it is easy to imagine that consumer orientation could take place at the time that the interpreter introduces himself or herself, practitioners and educators should also consider a broader range of opportunities for sharing information. Orientation could take place before the interpreter arrives for a face-to-face interaction—perhaps as part of the assignment booking process or as part of an orientation for newly hired employees at a company where interpreters are frequently used. Likewise, interpreters may finish an assignment and decide that the parties could benefit from further explanation before they meet again. There may be times when an interaction needs to be interrupted briefly to make adjustments that will facilitate communication and make the interaction more accessible to one or more participants.

Interpreters and educators who wish to engage in dialogue about orientation to the interpreted interaction may also benefit from exploring how different approaches fall on a spectrum. The demand-control schema explains that control options, which are potential responses to job challenges, can range from liberal (described as "active, creative, or assertive") to conservative (described as "reserved or cautious"; Dean & Pollard, 2004, p. 3). Similarly, various choices for consumer orientation might be described as ranging from formal (e.g., a court document describing how interpreters will function during a trial) to informal (e.g., a casual reminder at an assignment where all parties are familiar with each other). Interpreters may also utilize various degrees of "presentation of self" when orienting consumers (Llewellyn-Jones & Lee, 2013, p. 59). Minimal presentation of self is defined as "behaviors associated with the machine model or 'invisible' interpreter, e.g., not interacting with the participants," while high presentation of self is defined as "presentation of self in ways that are consistent with the situation, e.g., introducing one's self" (Llewellyn-Jones & Lee, 2013, p. 59).

As interpreting professionals and researchers continue to explore the topic of consumer orientation, it will be worthwhile to consider orientation as it occurs in other fields. Jones (in press) suggested:

> Victim advocates, for example, use orientation to help clients navigate the legal system. Disability advocates orient people with disabilities and their families when they need to access resources or engage with government systems such as school districts. Teachers and parents provide orientation when they prepare children for a new experience. Nurses use orientation to keep patients and their families informed in medical settings. There may be elements of orientation that are already considered best practice in other professions that interpreters could adopt into their own repertoire. (p. 20)

Making consumer orientation a part of the interpreted interaction is a relatively straightforward and simple way to insure D/deaf consumers are being served as effectively as possible.

Power dynamics

As the interpreting field works to establish best practices for consumer orientation, the concepts of power, privilege, and consumer autonomy must be carefully considered. While some interpreters may be refraining from orientation in an attempt to empower their D/deaf consumers, the current study suggests that a lack of information sharing can have adverse effects. At the same time, interpreters should be wary of making decisions that

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disempower Deaf consumers (Suggs, 2012). Obviously, balancing the needs of all consumers will require ongoing dialogue within interpreting communities of practice and intentional decision-making on the part of practitioners.

The act of sharing information, while an intrinsic part of everyday communication, is impacted by subtle and overt power dynamics that occur when people with varying degrees of social rank status interact. A female interpreter, for example, may use different strategies for orienting the consumers in an all-male board room than her male counterpart would. Understanding that interpreters operate within systems of oppression will be an important piece of the discourse on orientation to the interpreted interaction.

Future research

Although best practices for consumer orientation have not yet been documented, it seems likely that many practitioners are already incorporating some form of orientation into their work. Likewise, many savvy consumers have probably already taken the lead on sharing information with other participants in their interactions. Further research should examine current practices, including what approaches are currently being used, how often, and to what effect.

Researchers should also seek to substantiate the findings of the current study and continue measuring the impact and importance of consumer orientation. As the concept of orientation is refined, it is vital that researchers, educators, and practitioners consider the perspectives of D/deaf consumers and other Target group members. Future studies and conversations within interpreting communities of practice will hopefully lead to establishing evidence-based best practices for orientation to the interpreted interaction.

Conclusion

In this study, hearing adults who are not fluent in sign language watched an interpreted video of a Deaf presenter with no orientation to the interpreted interaction. When asked their impression of the presenter, 44% of these participants described their own feelings of confusion or distraction. Quantitative analysis revealed that feelings of confusion and distraction were associated with lower ratings for the presenter in 10 job-related, soft skill categories. A review of the literature found that very little has been written on orientation to the interpreted interaction and that no standard practices exist for orientation in the signed language interpreting field.

Dialogue within interpreting communities of practice will lead to more intentional decision-making by practitioners. Interpreters, consumers, educators, and researchers should consider various approaches to consumer orientation, including opportunities to share information outside of the face-to-face interaction. It may be useful to consider how different control options fall on formal-to-informal or conservative-to-liberal spectrums. It would also be beneficial to investigate how other professions utilize elements of orientation to make systems, processes, and communication more accessible for their clients.

Future research will be vital in developing evidence-based best practices for orientation to the interpreted interaction. Current practices and their efficacy should be examined, as should the impact and importance of orientation. Future discourse and research must consider the power dynamics that exist in interpreted interactions and the impact that these dynamics have on communication.

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Reaching New Heights in Interpreter Education Through Deaf Eyes

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Abstract

The focus of this endnote address is to spotlight the key points that were made throughout the conference from the "Deaf Eyes" angle. In addition, the concept of DEAM (Deaf Dream Team) will be introduced as it applies to interpreting and interpreter education. With this concept, Deaf people work closely with interpreters in utilizing specific techniques that are effective in supporting their participation in interpreted sessions as well as their clearer understanding of the intended interpreted messages. It is hoped that the participants will leave the conference feeling inspired, motivated, and encouraged to explore ways to upgrade the experience for both Deaf people and interpreters involved in interpreted settings. Ultimately, the goal is to be able to educate the next generation of interpreters who will be well-prepared to respond to the needs of an increasingly sophisticated group of Deaf people who are aspiring to greater heights in their professional and personal pursuits.

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Reaching New Heights in Interpreter Education Through Deaf Eyes

I have been teaching interpreting classes for more than 20 years yet this is my first-ever CIT conference. I have been asked why this is the case and I have spent the past four days trying to come up with a good explanation.

While I have been an interpreter educator, I have never seen myself as one. Rather, I consider myself an expert on Deaf culture. My professional work has focused primarily on the Deaf experience, Deafhood journey, and Deaf identity in a contemporary world where the traditional hallmarks of Deaf culture such as deaf schools and Deaf clubs no longer play an important role in the lives of deaf people. Furthermore, my primary job responsibilities have revolved around the academic needs of deaf and hard-of-hearing students rather than interpreting students.

Prior to my current job, I was not involved in interpreter education in any way other than occasionally sitting on panels or serving as a guest speaker in interpreting classes. My attitude was that I didn't think that I had much to offer to interpreting students. After all, interpreting is something interpreters do and I was not an interpreter. I likened this to being a patient receiving dental care on a regular basis. I never saw the need to attend dental conferences or write articles for professional journals that cater to dentists even though I had opinions about what I liked or disliked about my dentists. I simply switched dentists when dissatisfied. Similarly, like most customers, I almost always responded to the servers in restaurants that everything was fine with my food even though it might not be up to my standards or meet my expectations. I would simply not return to the restaurant if I was not pleased with the experience. Again, I never saw myself telling the chef how to prepare the food differently nor would I write a letter to the corporation with suggestions on how to improve the recipe. I don't have a culinary degree and do not have the expertise to make suggestions. The same is true with interpreters. Although I knew when I was not happy with the interpreting service, I didn't find myself telling them how to do their job nor was I able to clearly articulate the problem areas. I simply hoped not to deal with the same interpreter again.

My disinterest in interpreter education may actually be rooted in my mother's own experiences. In the 1970's, I remember my mother coming home furious after dealing with interpreters and interpreter educators at CIT and RID conferences. Too often she was outvoted, disrespected, and disregarded on issues that were important to her as a Deaf person. While one may think that things have changed since the 70's, my Deaf colleagues have expressed the same feelings about recent conferences. This reinforced my preference for attending and participating in Deaf centric conferences such as NAD and ASLTA. As I age, I find myself less tolerant about being in an environment with hearing signers who think nothing of not signing in the presence of Deaf people.

My attitude about interpreter education changed when I was hired to create a Deaf studies curriculum specifically for deaf and hard-of-hearing students at the college where I currently teach. It so happened that there were also a large ASL program and an interpreter education program housed in the same academic division. The interpreter education program coordinator tried to entice me to teach courses within her program. I brushed off her repeated requests, because, as I stated before, I didn't think I had anything to offer other than perhaps making a guest appearance in one or two classes. The idea of teaching interpreting students for 16 weeks was something I couldn't fathom. I was not an interpreter. I was not even a member of RID. I had no idea what future interpreters needed to become good ones. And I was not interested in the interpreting profession.

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Yet she persisted! I have been teaching several interpreting classes for more than 20 years now with a lot of initial support and encouragement from her. She helped me realize that in fact, I did have plenty to offer as a Deaf person and that Deaf people should be playing a prominent role in educating future interpreters.

Because of my on-going interactions with interpreter educators at my college, I am now discussing with them, on a regular basis, the critical issues affecting the interpreting experience for both Deaf people and interpreters. I have become increasingly interested in identifying conditions that could lead to a superior interpreting experience for everyone involved. On the other side, I have had many stimulating discussions with my Deaf friends who utilize interpreting services on a regular basis. I have come to realize that the current best practices in interpreting is not satisfactory. Too many Deaf people and interpreters are frustrated with the outcome of their interpreted sessions. This led me to prepare an edited book on interpreting entirely from Deaf people's perspectives. This was important to me because historically, the literature has been primarily written by hearing interpreters themselves with extremely limited contributions by Deaf people.

So, after spending 4 days here at the conference, I realize that I'm indeed an interpreter educator. And I must add, a proud one too.

I now will shift the focus of this paper to the perspective of my Deaf eyes and share my observations on what has transpired during the conference. I will outline themes that seemed to have emerged over the past few days. First of all, I was pleasantly surprised to see a large number of Deaf attendees. Even though the CIT president found it necessary to remind people to be inclusive by signing at all times, I didn't see any "violation" of this expectation during the entire time I was in attendance. That made me feel very welcomed and included.

In addition, all presentations were done in sign language. This also created a positive feeling of inclusion for me with all of us, hearing and Deaf alike, having the same access to the materials being presented. This allowed for an equitable venue where Deaf and hearing participants could learn, discuss, exchange, and process information together. This was a rare opportunity for me and other Deaf people as most other professional conferences are accessible to us only through interpreters.

While I appreciate the fact that everyone signed their presentations, there was a wide range of fluency in the use of Academic ASL among the presenters. Perhaps it was because the concept of Academic ASL is relatively new. Going forward, I would hope that interpreter educators and CIT give as much attention to Academic ASL for scholarly presentations as it does to the expectation of Academic English for the conference proceedings.

It seems that this evolution was part of the "push and pull" I observed among conference participants regarding the future of the profession -- between the "old guards" and newcomers, between Deaf and hearing individuals, between people of color and those who were not, between experienced researchers and newly-minted scholars and more. With the theme of reaching new heights, people seemed to have differing perspectives on the priorities needed to elevate the field.

An example of the tension created by the "push and pull" is the emergence of interpreter studies, a shift in focus that pushes the envelope of what constitutes interpreting education. Specifically, the importance of theory is being elevated in lieu of the traditional practice-based studies. Central to this discussion is the diminished role of community colleges in preparing future interpreters for what are perceived as higher standards that come with a university degree. While the desire to shift towards a university-based degree is seen as a way of elevating the profession, what seems to be lost in this debate is the fact that attending a university is a privilege enjoyed by few. As a result, non-traditional students are being pushed out of the opportunity to pursue their dreams of becoming involved in interpreting and a part of the Deaf community. Even worse, with the shift toward a bachelor's degree or higher, it has become increasingly difficult to recruit non-traditional students who might consider interpreting as a career. Further compounding the problem is that teaching opportunities for Deaf people and other individuals from non-privileged backgrounds are becoming severely restricted. It is practically impossible to secure a well-paying teaching job at the university level without a doctoral degree. In addition, for Deaf people with an advanced degree, they do not have the privilege of seeking and accepting faculty positions without carefully considering the presence of the local Deaf community, the availability of interpreting support necessary for tenure and promotion of their work, the collegiality of peers within the department, the proximity of a quality deaf school for their Deaf child if they have one, and so on. However, on a positive note, new

knowledge related to interpreting is being generated from research being conducted by graduate students and their professors at universities that now house an interpreter education program. Additionally, the number of professionals with advanced degrees in interpreting is increasing, elevating the profession to a level that is unprecedented.

Yet, the research agenda seems to be predominately centered around the needs of interpreters rather than Deaf individuals involved in interpreted situations. As Dr. MJ Bienvenu asked during her keynote presentation, who is research being done for and by whom? And how has that perspective had an impact on the research agenda? For example, almost all research presented at the conference was focused on the interpreted work with almost no attention given to the experiences of being in an interpreted setting. Perhaps, it is due to the fact that interpreter education is dominated by non-Deaf individuals. Or perhaps, the concept of Deaf-centered interpreting has not yet gained traction in the field of interpreting education. Or perhaps, the concept of Deaf-centered interpreting is still in its infancy and therefore researchers need additional time and exposure to it. Regardless, as Dr. Bienvenu said in her presentation, it's time to move forward with a Deaf-centered agenda in interpreter education with additional focus on understanding what is important to Deaf people in interpreted situations. Accordingly, accreditation standards need to reflect this fundamental mission of interpreter education, including the role of Deaf people in this field, beyond ASL instruction.

The interpreter's work to ensure understanding as opposed to delivering messages is one major dichotomy in interpreter education. Maya de Wit's presentation on interpreting at major international venues such as the United Nations helps us understand that the role of interpreters is really to present information in a way that is easily understood by the recipients. In this sense, the task is not just to deliver the message in the most accurate manner (message equivalence) but package the information in a way that would make the most sense to those receiving the information. Research in this area would go a long way towards the enhancement of the ASL/English interpreting work, and improvement of the experience of people involved in interpreted situations.

This is but one example of how research in Deaf-centered interpreting would elevate the field. We need additional understanding of what it takes to make interpreted messages more meaningful for both Deaf and hearing individuals in their interactions. This is important in light of the deep anger that was expressed at the recent NAD convention where it was felt that interpreters and interpreter educators were out of touch with the realities of Deaf people in interpreted settings. Likewise, the severe criticism that has been expressed regarding the recent selection of the RID executive director indicates a huge need for increased knowledge and understanding of what Deaf people want and need out of the interpreting profession.

The focus is now directed to the concept of Deaf-centered interpreting as opposed to interpreter-centered interpreting as a profession. The concept of DEAM, a portmanteau comprised of the English words: Deaf Dream Team, is proposed to be the central tenet of future interpreting work and the research associated with interpreting. With DEAM, the focus is on solutions that are Deaf-centered, Deaf-friendly, and Deaf-focused and at the same time are respectful and mindful of the challenges that come with the work of interpreters.

Examples of Deaf-centered interpreting or DEAM approaches that need further examination include the 20-minute switch, pacing, the role of Deaf people, accuracy, and accountability. Each are touched upon here.

The 20-minute switch that has become standard in interpreting needs to be examined. This practice has such a negative impact on the ability of Deaf people to understand and process the interpreted work. To elaborate, with each switch, Deaf people often need to adjust and readjust to the different signing style of the new interpreter. If this interpreter is not as fluent as the previous interpreter, it becomes extremely distracting for a Deaf person to endure that interpreter during the entire 20 minutes until the better interpreter is "on" again. Research is needed to discover more efficient approaches to better support Deaf people's participation in lengthy interpreted sessions while protecting interpreters from mental and physical fatigue.

With the pace being substantially different between spoken English and ASL, research is needed to support interpreters so they can do an effective job in interpreting between the two languages. Interpreters are primarily geared towards spoken English, therefore their work usually follows the pace of English. This common practice is a disservice to deaf people who need to labor to understand the message in the signed form. Borrowing the concept of conference interpreting as discussed in de Wit's presentation and visible in the work of conference CDI's, new knowledge is needed to make it possible for interpreters to manage the information load more

efficiently and present the information in line with the ASL pace. This will make it possible for Deaf people to understand and process the interpreted message with less difficulty.

Another possible research agenda is the role of Deaf people in the task of going from ASL to Spoken English. Currently this job is basically reserved for hearing interpreters even though many of them struggle with this task. There is a need to explore the possibility of preparing Deaf people who are comfortable with spoken language to function in this role with the hope of reducing interpreting errors that often occur with non-native ASL interpreters. This is in line with the call for additional research on overall training needs and opportunities for future Deaf interpreters.

In the same vein, further research questions warrant attention that include how is accuracy ensured when Deaf people are presenting?, how can Deaf presenters be aware when errors are made? and what is the role of allies when errors are made? These questions need to be included on the research agenda. This is important with the growing number of Deaf professionals. Furthermore, new findings related to the effectiveness of pre-meeting sessions are needed. For example, will discussions that include the role of allies in repairing mistakes made by the interpreters help improve the situation for everyone? How should repair be conducted? Should the Deaf presenter be involved in the repair that needs to be done? Research to address these questions will help elevate the interpreting experience for Deaf professionals and interpreters alike.

Finally, research is needed to help the profession become more responsive in meeting the needs of various communities that exist in the United States. Privilege was a frequent topic of the conference, centering around whiteness, maleness, hearingness, christianess, straightness, and more. Patrice Creamer, in her presentation, shared her journey as an intelligent, capable black woman navigating through the world dominated by people who do not share her racial background. Her presentation and other workshops during the past few days attest to the need for the field to be more attuned to the diversity that exists in the United States.

The sabbath service on Friday brought together over 100 participants to pause and remember that while progress has been made, we still have a long way to go to honor the beautiful diversity we have in this country. Hate, oppression, and discrimination, whether they are overt or covert, are unfortunately a daily occurrence for many people. Coming together for sabbath gave us hope that there are more people who are committed to love, hope, and respect than those who spew hate and oppression. May this serve as a reminder to interpreter educators -- we play an important role in promoting compassion, understanding, and support among ourselves, our students, and the communities we serve, and that we need to do all we can to better understand, support, and serve others who are different from us.