

SECOND SYMPOSIUM  
SIGNED LANGUAGE  
INTERPRETATION & TRANSLATION  
RESEARCH

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MARCH 31  
~ APRIL 2 2017  
GALLAUDET UNIVERSITY  
WASHINGTON, DC

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OFFICE OF THE PRESIDENT

Welcome to the second *Symposium on Signed Language Interpretation and Translation Research* at Gallaudet University!

The days ahead will be filled with fascinating presentations and stimulating discussions that will serve to advance the growing profession of signed language interpretation. Each presenter focuses on crucial aspects of interpreting and translation here in the United States and around the world.

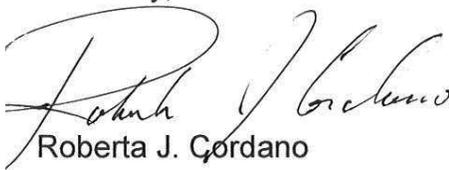
As the only liberal arts university for deaf and hard of hearing students, and with a bilingual mission of American Sign Language and English, Gallaudet is the perfect host for the symposium. We are proud to be the home of three levels of interpreter education: bachelor's, master's, and doctoral-level training, all of which include research in their curriculum. This research is conducted with the ultimate goal of providing outstanding language services for individuals, both deaf and hearing, who do not share the same language.

Interpreters provide an invaluable professional service in allegiance with the deaf community, both in the U.S. and worldwide. The field has grown into maturity, from the early days as a strictly human services profession, to one that is producing a body of work to advance knowledge of the cognitive, sociocultural, and linguistic complexities that are required for interpreting.

At Gallaudet, we welcome students, educators, and scholars from across the globe to share in this common goal of developing evidence-based knowledge about interpreting, which has been called "the most complex linguistic act imaginable."

Gallaudet is seen as the home of the deaf community worldwide and interpreters are a part of that community. We are pleased to welcome you to your "home" at Gallaudet for this exciting weekend of interpreting and translation research.

Sincerely,

  
Roberta J. Cordano  
President



DEPARTMENT OF  
INTERPRETATION AND TRANSLATION



Greetings and welcome!

On behalf of the Department of Interpretation and Translation, it is my pleasure to welcome you to the 2017 Symposium on Signed Language Interpretation and Translation Research. The Symposium brings Deaf and hearing researchers, educators, practitioners, and consumers together from around the globe to share and learn about current research in the field of interpretation, discuss the implications of this research, and identify ways to use the information to better prepare interpreters. The Symposium, with three outstanding keynote scholars, 36 research presentations, 32 poster sessions, a reception, networking opportunities, RID CEUs, and more, is sure to enrich all who attend.

This Symposium, sponsored by Gallaudet University and The Graduate School, is hosted by the Department of Interpretation and Translation (DOIT) and the Center for the Advancement of Interpretation and Translation Research (CAITR). DOIT faculty and staff have worked together to organize an invigorating conference to stimulate your thinking and allow for networking among professional peers in a comfortable and enjoyable environment.

Gallaudet University is situated within Washington, DC, the capital of the United States. While you are here, I hope you are able to take advantage of the rich history of our city and enjoy the beautiful monuments. Please do make time, too, to tour the Gallaudet campus and learn about our academic programs and see our state-of-the-art facilities.

We are honored to have you as our guest, and hope you take advantage of all that the Symposium has to offer. We are confident that, if you do, you will leave the conference feeling richer because of your experience.

Sincerely,

A handwritten signature in black ink that reads "Melanie Metzger".

Dr. Melanie Metzger  
Chair  
Department of Interpretation and Translation  
Gallaudet University



DEPARTMENT OF  
INTERPRETATION AND TRANSLATION



Dear Colleagues:

Welcome to the 2017 Symposium! We're so glad you're here.

If you're like me, you rely on weekends to catch up on the many chores of life – paying bills, grocery shopping, grading papers, doing laundry – and getting ready to do it all over again the next week. This weekend is different. We are here together at Gallaudet University. We are Deaf, hard of hearing, and hearing. We are highly experienced interpreters and just launching our careers. We bring many different languages, ages, and backgrounds. We come from countries across the globe and from neighborhoods around the corner.

But we are alike in at least one critical way. Each of us recognizes the importance of research in advancing knowledge in our chosen discipline. We understand that research can guide us in untangling thorny questions about the interpreting and translation process. We know the value of research for broadening our thinking and advancing our practice. We are here to focus on what Ingrid Christoffels has called “one of the most complex language tasks imaginable.”

So, for at least this weekend, let's set aside our to do list of tasks that demand our attention. This weekend is for us – to renew, get inspired, connect with colleagues, make new friends, and infuse fresh ideas in our work.

The Department of Interpretation and Translation at Gallaudet University is honored to have you as our guests. We hope you have an enriching weekend.

Best regards,

A handwritten signature in black ink that reads "Brenda M" followed by a long horizontal flourish.

Brenda Nicodemus, PhD  
Coordinator  
Symposium on Signed Language Interpretation and Translation Research



# *In Remembrance*

**Dr. Isaac O. Agboola**

Dean of the School of Education, Business, and Human Services

Gallaudet University



Leader, friend, colleague, teacher, alumnus, and  
ardent supporter of the Symposium

1956-2017





# Organizing Committee

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## **Keynote Liaison**

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Patrick Boudreault

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Gino Gouby

Kirsi Grigg

Jackie Lightfoot

Rayni Plaster

Miako Rankin

Nicole Shambourger

Caitlin Smith

Jason Trzebny

Jennifer Vold



# Scientific Committee

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**Kim B. Kurz, PhD**

Associate Professor, Department of American Sign Language & Interpretation Education  
Rochester Institute of Technology/National Technical Institute for the Deaf  
Rochester, New York, United States

**Lorraine Leeson, PhD**

Professor of Deaf Studies  
Centre for Deaf Studies, School of Linguistic, Speech and Communication Sciences  
Trinity College Dublin  
Dublin, Ireland

**Ronice Müller de Quadros, Doctor in Linguistics**

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**Myriam Vermeerbergen, PhD**

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Antwerp, Belgium

**Svenja Wurm, PhD**

Assistant Professor, Centre for Translation and Interpreting Studies in Scotland  
Department of Languages and Intercultural Studies  
Heriot-Watt University  
Edinburgh, Scotland



# Keynote Presentations

## Introducing research to sign language interpreter students: From horror to passion\*

Beppie van den Bogaerde

Friday, March 31, 2017

9:15 - 10:00 a.m.

Hotel Auditorium



According to Roy and Napier (2015), the earliest research on sign language interpreting dates to the mid-1970s. More recently we have acknowledged the need for research to be part of sign language interpreter (SLI) education programs (Winston, 2013). At present, educators feel an urgent need to embed research in their SLI programs with two goals: first, to firmly base their teaching in evidence-based practice, and second, to teach future interpreters how to continuously improve their practice. In order to sketch an impression of how to operationalize the process of embedding research in SLI education, I present a case study of how my the SLI education program in the Netherlands (Utrecht) addressed this issue from 2002 onwards. The Netherlands has a binary system of higher education, which distinguishes between professional education (universities of applied sciences) and scientific education (research universities). As a direct result of the 1999 European Union Bologna Declaration, all European universities adopted the bachelor/master system. One outcome of this change was that vocational programs had to implement research-related subjects into their curricula, which was traditionally practice-focused in nature. It also meant that a professional master's degree had to be developed. In our four-year bachelor SLI program, we developed a continuous line of research activities that were embedded across several course subjects. In my keynote lecture, I present the implementation process and describe how (some of our) students went from horror to passion about interpreting practice research.

\*inspired by Graham Turner

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**Beppie van den Bogaerde** is an English-Dutch translator/interpreter turned sign language linguist. Her experience lies in L1 and L2 sign language (SL) acquisition, the didactics of SL teaching, and interpreter training and research. She holds two positions: one at the Hogeschool Utrecht, University of Applied Sciences (Deaf Studies) and one at University of Amsterdam (Sign Language of the Netherlands). In 2016-2017 she is the honorary Julien and Virginia Cornell visiting professor at Swarthmore College, Pennsylvania, where she is teaching courses in sign language as a foreign language and bimodal bilingualism. Her main interest is in bridging between theory and practice in the field of sign language teaching and interpreting.





# Keynote Presentations

## Mind the gap: What is missing for Deaf interpreters and translators?

Robert Adam

Sunday, April 2, 2017

8:45 - 9:30 a.m.

Hotel Auditorium



Since the 1960s and 1970s, sign language interpreting has emerged from the shadows and grown into a profession with training courses and accreditation systems implemented in many countries around the world (Napier, Goswell, & McKee, 2006). Deaf interpreters have subsequently become used in different settings and domains (Adam, Carty, & Stone, 2011; Boudreault, 2005; Forestal, 2005), and it is argued that Deaf interpreters and translators as a profession are following a similar trajectory as hearing interpreters followed 30 or 40 years ago.

Deaf interpreters and translators are going through a stage where practitioners in countries around the world may or may not be qualified or trained, but are still working – and at the same time meeting a need. Deaf interpreters also experience a lower status than hearing interpreters (Morgan & Adam, 2012). There are also still gaps in training, recognition and employment opportunities. What are they, and what needs to be done? What are the research gaps that reflect the gaps in the training and practice of Deaf interpreters and translators? This paper will conclude with a summary of both the first Summit of Deaf Translators and the Symposium on Signed Language Interpretation and Translation Research, highlighting common and related themes, identifying ideas for further research and key areas for collaboration.

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**Robert Adam** is Director of Continuing Professional Development at the Deafness Cognition and Language Research Centre, University College London. He is a qualified sign language interpreter and translator and has worked as a Deaf interpreter in Australia, the USA and the UK. His research interests along with Deaf interpreters are bilingualism, language contact and minority sign language communities. He is also Coordinator of the World Federation of the Deaf Expert Group on Sign Language and Deaf Studies. He is from Melbourne, Australia and currently lives in the UK.



# Program Schedule

Friday, March 31, 2017		
8:00 am	<b>Registration</b> Hotel Atrium	
8:00-10:30 am	<b>Continental Breakfast</b>	
8:15 am	<b>Symposium Opening</b>	
9:15-10:00 am	<p><b>Keynote</b>  <b>Dr. Beppie van den Bogaerde</b>  <i>Introducing research to sign language interpreter students:            From horror to passion</i>            Hotel Auditorium</p>	
10:00-10:30 am	<b>Break</b>	
10:30-12:00 pm	<b>Presentations</b>	
	<p><b>Ballroom A/B</b>  <b>SESSION 1</b>            Moderator: Stephen Fitzmaurice</p>	<p><b>Auditorium</b>  <b>SESSION 2</b>            Moderator: Sandra McClure</p>
10:30-11:00 am	<p><b>From writing to sign: An investigation of the impact of text modalities on translation</b>  <i>Svenja Wurm</i>            English</p>	<p><b>Deaf perspectives on interpreters' ownership and language attitudes</b>  <i>Joseph Hill and Kim Kurz</i>            American Sign Language</p>
11:00-11:30 am	<p><b>Deaf perspectives on translating a political speech into American Sign Language: Implications for classroom teaching</b>  <i>Keith Cagle, Laurie Swabey, Brenda Nicodemus, and Jimmy Beldon</i>            American Sign Language</p>	<p><b>Signed language interpreting: What's ideology got to do with it?</b>  <i>Isabelle Heyerick</i>            English</p>
11:30 am-12:00 pm	<p><b>The role of written French/French Sign Language translators. A case study of the Paris attacks, November 13, 2015</b>  <i>Aurélia Nana Gassa Gongora</i>            English</p>	<p><b>Impact of language ideologies on interpreters' preferred strategies for representing ASL involvement strategies in spoken English</b>  <i>Stephanie Feyne</i>            American Sign Language</p>

12:00-1:30 pm	<b>Lunch</b> (on your own)	
1:30-3:00 pm	<b>Presentations</b>	
	<b>Ballroom A/B SESSION 3</b> Moderator: Jeni Rodriques	<b>Auditorium SESSION 4</b> Moderator: Amy Williamson
1:30-2:00 pm	<b>Learning to interpret via a massive open online course</b> <i>Campbell McDermid and James Pope</i> American Sign Language	<b>Lives and cases: Deaf interpreters in 19<sup>th</sup>-century UK and US courts</b> Anne Leahy American Sign Language
2:00-2:30 pm	<b>Reframing the role of the interpreter in a technological environment</b> <i>Erica Alley</i> American Sign Language	<b>How do deaf citizens participate in jury deliberations via professional interpreters?</b> <i>Jemina Napier, Sandra Hale, David Spencer, Mehera San Roque, and Debra Russell</i> American Sign Language
2:30-3:00 pm	<b>New standards for a new era: Community and evidence-driven guidelines for online Auslan translation</b> <i>Lori Whynot, Gabrielle Hodge, Della Goswell, Stef Linder, and Cathy Clark</i> American Sign Language	<b>The position of Flemish Sign Language interpreters in relation to the Flemish Deaf community</b> <i>Eline Devoldere and Myriam Vermeerbergen</i> English
3:00-3:30 pm	<b>Break</b> Hotel Atrium	
3:30-5:00 pm	<b>Presentations</b>	
	<b>Ballroom A/B SESSION 5</b> Moderator: Amy Drewek	<b>Auditorium SESSION 6</b> Moderator: Jeni Rodriques
3:30-4:00 pm	<b>Discourse strategies used by Deaf-hearing interpreting relay teams to manage metalinguistic references</b> <i>Giulia Petitta, Valerie Dively, Mark Halley, Marc Holmes, and Brenda Nicodemus</i> American Sign Language	<b>Linguistic courses in sign language interpreter education programs: A survey of selected educators</b> <i>Tobias Haug, Lorraine Leeson, and Christine Monikowski</i> English

4:00-4:30 pm	<p><b>Educating signed language interpreters: The role of language and cognition in US undergraduate and graduate curricula</b></p> <p><i>Keith Cagle, Melanie Metzger, and Danielle Hunt</i></p> <p>American Sign Language</p>	<p><b>Deaf-hearing interpreter teams: Navigating trust in shared space</b></p> <p><i>Laurie Reinhardt</i></p> <p>American Sign Language</p>
4:30-5:00 pm	<p><b>An exploration of language/modality of instruction policies in interpreter education programs</b></p> <p><i>Suzanne Ehrlich and Dawn Wessling</i></p> <p>American Sign Language</p>	<p><b>Methods and functions of gatekeeping in intra-team dialogues of Deaf-interpreter-hearing interpreter teams</b></p> <p><i>Eileen Forestal</i></p> <p>American Sign Language</p>
5:00-7:00 pm	<p><b>Evening Reception</b> <b>Hall Memorial Building Atrium</b></p>	

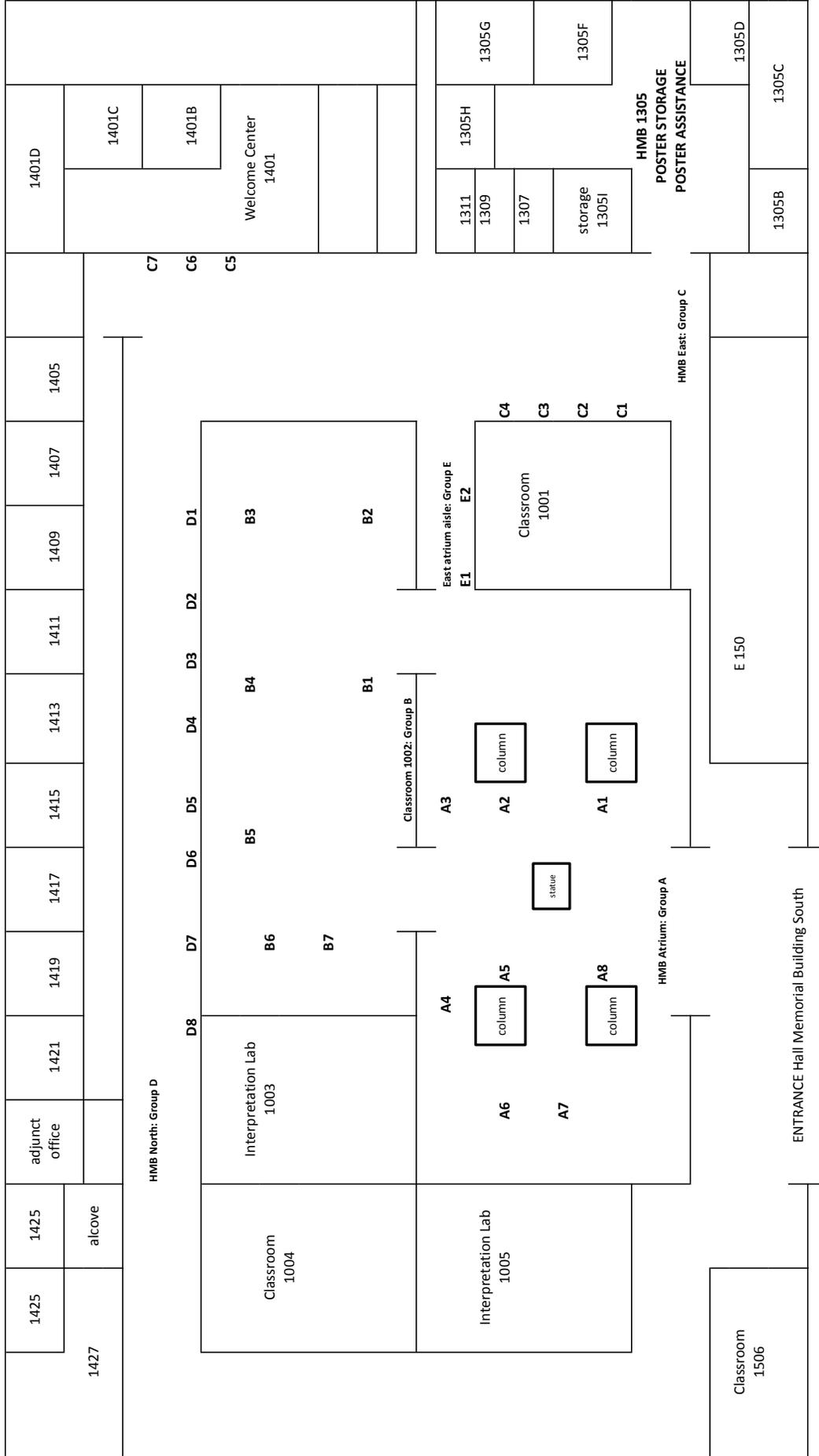
<b>Saturday, April 1, 2017</b>		
8:00 am	<b>Registration Opens</b>	
7:00 – 9:00 am	<b>Continental Breakfast</b>	
9:00-9:15 am	<b>Opening of Symposium Day 2</b>	
9:15-10:00 am	<b>Keynote</b> <b>Dr. Xiaoyan Xiao</b> <i>Sign Language on Chinese TV: Awareness and Access,            But Still Missing the Mark</i> Hotel Auditorium	
10:00-10:30 am	<b>Break</b>	
10:30-12:00 pm	<b>Presentations</b>	
	<b>Ballroom A/B</b> <b>SESSION 7</b> Moderator: Sandra McClure	<b>Auditorium</b> <b>SESSION 8</b> Moderator: Laurie Reinhardt
10:30-11:00 am	<b>Differing grammatical systems: An investigation of pronominal systems in ASL-English simultaneous interpretation</b> <i>David Quinto-Pozos, Marcus Martinez, Phoebe Mintz, Kierstin Muroski, and Kathryn Whitley</i> American Sign Language	<b>Deaf interpreters' ethics: Reflections on training and decision-making</b> <i>Naomi Sheneman</i> American Sign Language
11:00-11:30 am	<b>"He said I will ask you questions..." Shifts in footing and rapport building in sign language interpretation of a suspect interview</b> <i>Jemina Napier, Robert Skinner, and Ursula Böser</i> English	<b>Use of haptic signals in interaction with deafblind persons</b> <i>Eli Raanes and Sigrid S. Berge</i> English
11:30 am -12:00 pm	<b>Striking a balance: The dynamics of interpreters' time lag in simultaneous interpreting from a signed language into a spoken language</b> <i>Jihong Wang</i> English	<b>Deaf employees' perspectives on signed language interpreting in the workplace</b> <i>Paul Harrelson</i> American Sign Language
12:00-1:30 pm	<b>Lunch (On your own)</b>	

	<b>Presentations</b>	
	<b>Ballroom A/B SESSION 9</b> Moderator: Amy Drewek	<b>Auditorium SESSION 10</b> Moderator: Stephen Fitzmaurice
1:30-2:00 pm	<p><b>“Let me describe sleep in space.” Leveraging visual conceptualization for interpreting practice</b></p> <p><i>Lorraine Leeson, Barbara Shaffer, and Terry Janzen</i></p> <p>English</p>	<p><b>Effective interpreting strategies in conference interpreting from a signed language into a spoken language</b></p> <p><i>Jihong Wang</i></p> <p>English</p>
2:00-2:30 pm	<p><b>A cognitive linguistic approach to message analysis: Interpreting affective constructions in American Sign Language and English</b></p> <p><i>Christina Healy</i></p> <p>American Sign Language</p>	<p><b>Social issues education among ASL- English interpreters</b></p> <p><i>Hilary Mayhew and Jeffrey Alstott</i></p> <p>American Sign Language and English</p>
2:30-3:00 pm	<p><b>Interpreting in Ghana</b></p> <p><i>Elisa Maroney, Carolina Mmbro Buadee, Daniel Fobi, and Brenda Puhlman</i></p> <p>American Sign Language</p>	<p><b>Curriculum studies and the ASL/English interpreting discipline: Relevance and applications</b></p> <p><i>Heidi Gerlosky, Moses McIntosh, and Leah Subak</i></p> <p>American Sign Language</p>
3:00-3:30 pm	<b>Break</b>	
3:30-6:30 pm	<b>Poster Sessions and Beverages Hall Memorial Building</b>	
6:30 pm to ?	<b>Social Union Market</b>	

<b>Sunday, April 2, 2017</b>		
7:00-9:30 am	<b>Continental Breakfast</b>	
8:00 am	<b>Registration</b>	
8:30-8:45 am	<b>Opening of Symposium Day 3 Surprise Performance!</b>	
8:45-9:30 am	<b>Keynote</b> <b>Dr. Robert Adam</b> <i>Mind the gap: What is missing for Deaf interpreters and translators?</i> Hotel Auditorium	
9:30-10:00 am	<b>Break</b> Hotel Atrium	
10:00-11:30 am	<b>Presentations</b>	
	<b>Ballroom A/B</b> <b>SESSION 11</b> Moderator: Laurie Reinhardt	<b>Auditorium</b> <b>SESSION 12</b> Moderator: Amy Williamson
10:00-10:30 am	<b>“Ngo ho-m-hoji code-mix? (May I code mix?)” Cantonese-English code-switching in HKSL-Cantonese interpreting</b> <i>Cat H.-M. Fung</i> American Sign Language	<b>Open-ended cognitive interview approach: Rethinking the gold standards for translating health measures to ASL</b> <i>Raychelle Harris, Poorna Kushalnagar, and Raylene Paludneviene</i> American Sign Language
10:30-11:00 am	<b>Which “problem” should the sign language interpreters solve? A discussion based on a Norwegian case</b> <i>Hilde Haualand</i> American Sign Language	<b>Translating the deaf self: The lived experience of being ‘known’ through interpreting</b> <i>Jemina Napier, Alys Young, Rosemary Oram, Robert Skinner, and Noel O’Connell</i> American Sign Language
11:00-11:30 am	<b>The complexities of interpreting international conferences: A case study</b> <i>Naomi Sheneman and Pamela C. Collins</i> American Sign Language	<b>Perceptions of power and privilege: Reflections of sign language interpreters in the UK</b> <i>Heather Mole</i> English
11:30 am	<b>Symposium Closes</b>	



<b>C3</b>	“The committee in my head”: Examining self-talk of American Sign Language-English interpreters	Laura Maddux Brenda Nicodemus
<b>C4</b>	Co-construction of blended spaces: A bilingual, bicultural approach to teaching interpreting	Julie White Sara Bianco
<b>C5</b>	Online asynchronous learning: How to increase student engagement through implementation of technology	Paula MacDonald
<b>C6</b>	How do people experience interpreted professional discourse?	Emmy Kauling
<b>C7</b>	“The work is you”: Professional identity development of second-language learner American Sign Language-English interpreters	Danielle Hunt
<b>D1</b>	British Sign Language and video mediated interpreting: Proximity in police settings	Robert Skinner
<b>D2</b>	The sign language interpreter’s embodiment action of coordinating turn-taking in group-dialogues between deaf and hearing high school students	Sigrid S. Berge
<b>D3</b>	Examining the acoustic prosodic features of ASL to English interpreting	Eric Klein Sanyukta Jaiswal Brenda Seal Brenda Nicodemus
<b>D4</b>	How to prepare student interpreters for sign supported speech interpreting?	Annemiek Hammer Roza van der Wolf Jan Nijen Twilhaar Beppie van den Bogaerde
<b>D5</b>	Error tolerance in live LDS broadcasts: Comparison of hearing and Deaf interpreters	Anne Leahy
<b>D6</b>	“A third person ttering the words...”: 700-year roots of the sign language interpreter role in common law court	Anne Leahy
<b>D7</b>	Interpreting education: Language form and meaning in integrated, interpreted classrooms	Melanie Metzger Jennifer Cranston Steven Collins
<b>E1</b>	Understanding the work of designated healthcare interpreters	Laurie Swabey Todd S. K. Agan Christopher J. Moreland Andrea M. Olson
<b>E2</b>	Reported effects of aging on cognitive function during ASL-English interpreting: Evidence for an interpreter advantage?	Jeni Rodrigues



# POSTER SESSION MAP

- Poster storage Room 1305
- Poster group A Atrium
- Poster group B Classroom 1002
- Poster group C East wing
- Poster group D North wing
- Poster group E East atrium aisle



# Presentation Abstracts

**Friday, March 31**

**Session 1**

**10:30 AM-12:00 PM**

**Ballroom A/B**

**From writing to sign: An investigation of the impact of text modalities on translation**

*Svenja Wurm*

This paper investigates the roles text modalities and media play in a translation from written text into signed language through the example of one qualitative, multi-method case study. The practice of translating written texts into signed languages recorded with audiovisual media has become increasingly commonplace. Given that signed languages to date do not have a widely established writing system, translating printed text into visual-gestural language necessarily involves a shift of modality, posing specific challenges to translators. Whereas literacy practices around written English have a long history in many domains and contexts, practices around recorded texts in signed language are only just beginning to develop. Moreover, the specific characteristics of source and target media offer different potentials and limitations for the construction of texts. Often working without specialized training, translators develop their own solutions of creating target texts for which no parallel texts exist. This research explores the strategies employed by one practitioner translating a chapter from an academic text book into British Sign Language. Framed within literacy studies (Street, 2003) and a social-semiotic model of multimodality (Kress, 2010), this work approaches the analysis of linguistic modalities by moving beyond binary categorization of literacy versus orality, while highlighting the socio-cultural context. The study finds that target text solutions respect the underlying features of the source text genre but also resemble elements reminiscent of signing practices in other domains. Findings reveal the translator's culture-sensitive and creative approach, negotiating social expectations with the potentials and limitations imposed by the modalities and media involved.

**Deaf perspectives on translating a political speech into American Sign Language: Implications for classroom teaching**

*Keith Cagle, Laurie Swabey, Brenda Nicodemus, and Jimmy Beldon*

Interpreting and translating formal written speeches from English into American Sign Language can be challenging, particularly when no standard lexical correspondents exist between languages. In this presentation, four researchers (2 Deaf, 2 hearing) present findings from a microanalysis of Deaf translators' renditions of the opening phrase in President Obama's 2009 inaugural address – 'my fellow citizens'. The researchers elicited translations of the address from Deaf translators, and conducted retrospective interviews. The data were analyzed using Dimitrova's (2005) three-part model of the translation process. Findings revealed the participants faced numerous issues in creating translations – deciding how to translate for an unknown Deaf audience; determining appropriate correspondents for English lexical items; incorporating ASL cultural and sociolinguistic norms; and conveying semantic intent and register. We report on the ASL linguistic structures in the data set and provide applications of the study for conducting text analysis in interpreter education classrooms.

**The role of written French/French Sign Language translators. A case study of the Paris attacks, November 13, 2015**

*Aurélia Nana Gassa Gongga*

This study examines the role of French Sign Language (LSF) deaf translation during the very specific events of the Paris attacks in November 2015 and its more general repercussions. In France, 300,000 deaf people have LSF as their main language and 80% of them are illiterate. Consequently, news access necessarily requires translation to sign language (SL), as subtitles are not suitable for this population. However, no live interpretation of news flashes was available during the November 2015 events. To keep the deaf community updated, deaf translators resorted to the creation of a Facebook page where a team of volunteers translated the news in real time, filling the gap. The team chose to translate additional political texts as well. Their position as deaf translators is unusual: they are simultaneously stakeholders (translators) and receivers (target public), as they are part of the deaf community. In other words, deaf people translate for themselves in their own country. This situation leads to the questions: Is deaf translation a political and/or linguistic and cultural activism? SL interpretation is a young profession “[...] the most recent development in the profession is the recognition of Deaf people as interpreters [...]” (Adam et al, 2011). However, the shift from voluntary to professional status goes back and forth between voluntary and professional settings. We analyze the sociolinguistic aspects of deaf translation through analysis of the material from 2015 Facebook page and semi-structured interviews, taking into account the history of the professionalization of deaf translation in France.

**Friday, March 31**

**Session 2**

**10:30 AM-12:00 PM**

**Auditorium**

**Deaf perspectives on interpreters’ language ownership and language attitudes**

*Joseph Hill and Kim Kurz*

Whereas language ownership, language attitudes, and language ideology are frequently discussed and studied in the field of language education and socio-linguistics (e.g., Faez, 2011), such studies are relatively rare in the field of sign language and interpreting. The dearth of such studies underscores the need for theoretical frameworks and tools for assessing attitudes and perspectives on sign language and interpreting. To address this deficit, the authors conducted a qualitative study based on personal interviews and focus groups with ten Deaf participants, who discussed their perspectives of interpreters’ language ownership and language attitudes. Focus groups have proven to be an effective methodology in studies involving working interpreters, interpreting faculty and students, and Deaf consumers (e.g., Witter-Merithew & Johnson, 2005; Napier, 2011). The authors will share useful themes, for instance, language attitudes, power differentials, and ally-ship, derived from content analysis of the insights and experiences provided by the study participants in order to demonstrate that power and privilege ought to be essential components of interpreter education.

**Signed language interpreting. What’s ideology got to do with it?**

*Isabelle Heyerick*

Our understanding of the role of (signed language) interpreters has shifted from the conduit model (Neumann Solow, 1981) to the interactive model (Metzger, 1995/1999; Roy, 1989/1992/ 1996/2000; Wadensjö, 1998). We no longer view interpreters as language boxes but rather as participants in the interaction, co-constructing meaning. In order to convert the message from the source language into a meaningful message in the target language, linguistic interpreting strategies are used (Gile, 1995; Napier, 2002; Riccardi, 2005; Heyerick, ongoing). Whereas some research looked at which kind of strategies signed language interpreters use (Napier, 2002; Stone, 2005/2009) the rationale behind these decisions have not yet been explored in depth. My PhD

research looks at linguistic interpreting strategies used by eight Flemish deaf and hearing L1 and L2 signed language interpreters. The aim is to determine which strategies they use when interpreting from Dutch into Flemish Sign Language (VGT) and why. The data collection session draws on various methods, which in turn stem from different disciplines. I use (1) think aloud protocol (Jääskeläinen, 2002/2012), (2) an interpreting task and (3) a stimulated recall task (Gass & Mackey, 2000). Preliminary results of the study suggest that certain factors influence the interpreters' decision whether to use or not use certain interpreting strategies. Based on these findings I will suggest that there is a link between: the decision of an interpreter to use a certain strategy and (perceived) ideologies about language, about deaf people and about the profession of interpreting.

### **Impact of language ideologies on interpreters' preferred strategies for representing ASL involvement strategies in spoken English**

*Stephanie Feyne*

While interpreter education programs attempt to bolster varying levels of student fluency in ASL, language ideologies are often not overtly addressed. The Cokely sociolinguistic model of interpretation (1992) includes "cross linguistic awareness" and "cross cultural awareness" as factors in creating a successful final interpreted output. Language ideologies ("self-evident ideas" about language (Heath, 1989)) fit within that paradigm. Feyne (2015) explored the impact of language ideologies on recipients of interpretation. This study investigates language ideologies of interpreters around involvement strategies present in ASL discourse (Mather & Winston, 1998). Communicators utilize involvement strategies to "reflect and simultaneously create interpersonal involvement" (Tannen, 1989). In this study, two cohorts of participants (Signed Language interpreters and students of Signed Language interpretation) were shown ASL videos with English interpretations. They were asked if the interpretations were effective or what could have made the interpretations more effective. Both cohorts revealed a shared belief/ideology regarding techniques for interpretation of involvement strategies in ASL narratives. Specifically, a majority of the participants commented that effective interpretations should incorporate more "vocal inflection" to "match" the animated facial expressions present in the source ASL, as opposed to any other strategy. This finding suggests these interpreters hold underlying beliefs in the parallel impact of inflection as an involvement strategy in visual and auditory modalities. There appears to be an assumption that a hearing recipient listening to highly inflected vocalizations would have an equivalent experience to a signer viewing animated signing. Such language ideologies appear to influence individual interpretation choices.

## **Friday, March 31**

### **Session 3**

**1:30 PM-3:00 PM**

**Ballroom A/B**

### **Learning to interpret via a massive open online course**

*Campbell McDermid and James Pope*

A study was done on learning to interpret via a Massive Open Online Course. The site was project-based, self-directed and in the spirit of the Explication Hypothesis (Blum-Kulka, 2000) it included four lessons on enriching texts (fixing reference, establishing figure-ground relationships, utilizing antonyms and explicating verb entailments). Subjects were asked to submit an initial ASL translation (Version A) of an English text, to complete any of the lessons and then to submit a second translation (Version B). Twenty submitted a Version A and of those, eight submitted a Version B. As predicted, those who partook in some lessons enriched their Version B target texts more than their Version A (N=8, U= 14.5, Z = -1.78, \*p= 0.00). Though implicatures (potentially implied meanings) were not addressed, the eight participants included more in their B version

than in their A version ( $U=13$ ,  $Z = -1.99$ ,  $*p= 0.045$ ). The implications are that it is possible to learn how to pragmatically enrich a target text in context and within a project-based, self-directed online learning environment and that learning to do so may lead to the inclusion of implicatures. This supports the call for a cognitive, constructivist model of the process and the need for a complementary pedagogy (Wilcox & Shaffer, 2005).

### **Reframing the role of the interpreter in a technological environment**

*Erica Alley*

The emergence of communication technology, specifically video relay service (VRS), has had a dramatic impact on how American Sign Language (ASL) – English interpreters understand and approach their work. While the VRS industry in the United States is rapidly growing, little is known about the role of the VRS interpreter due to the tightly regulated environment in which VRS exists. The autonomous decision-making of VRS interpreters is restrained by government regulation (i.e., Federal Communications Commission) as well as the capitalist for-profit model of service provision held by corporate VRS providers. As a result of constraints on autonomy, the role of VRS interpreters closely aligns with the work performed by call center employees more so than interpreters in other environments. Evidence supporting a customer service framework can be found in interpreters' decision-making practices. In this study, elements of grounded theory were used to examine the work of VRS interpreters in relation to the constraints that govern their actions. In-depth interviews were conducted with 20 ASL-English interpreters experienced with working in the VRS setting. The interview data was analyzed for patterns (e.g., topic, vocabulary, interpreter actions) using the constant comparative method (Charmaz, 2001). The findings indicated a call center customer service framework influencing interpreters' decision-making practices. Specifically, the decisions interpreters make in a VRS environment exhibit similar customer orientation behaviors as those described by Rafaeli, Ziklik, and Doucet (2008) (e.g., offering personalized information, explaining procedure), suggesting a shift in the way interpreters frame their role in this new technological environment.

### **New standards for a new era: Community and evidence-driven guidelines for online Auslan translations**

*Lori Whynot, Gabrielle Hodge, Della Goswell, Stef Linder, and Cathy Clark*

In 2008, the Australian Government ratified the the UN Convention on the Rights of Persons with Disabilities (UNCRPD: W3C, 2008), officially recognizing access to communication technologies as a basic human right for all Australians. In response, the Auslan (Australian sign language) translation industry has grown quickly to fulfill demand for online information accessible to deaf Australians. However, as there is limited established practice for translating English into Auslan, the quality of translations online has varied widely. To date, there has been no assessment of best practices for this work in Australia. Translation of written or spoken language into a signed language is an emerging practice that challenges the traditional notions of translation and interpreting (Wurm, 2014). Both processes aim for inter-language message transfer, yet they differ in arrival at the target language message (Cokely, 1992; Bridge, 2009). Online English-to-Auslan translations involve both interpreting and translation processes and are therefore considered a 'hybrid' inter-linguaging practice (Leneham, 2005). The Australian Communications Consumer Action Network ACCAN funded Northern Melbourne Institute of Technology ( Now Melbourne Polytechnic) and Macquarie University to investigate Auslan translations available online and their effectiveness for Auslan signers. Focus group discussions were conducted with 24 deaf consumers and 21 deaf and hearing translation practitioners in five cities across Australia. The significant pressures involved in creating English-into-Auslan translations can result in problematic texts that may perpetuate disadvantage for many deaf Australians. This presentation highlights the resulting evidence-based guidelines for improving access to online information, in line with consumer needs and preferences.

**Friday, March 31**

**Session 4**

**1:30 PM-3:00 PM**

**Auditorium**

**Lives and cases: Deaf interpreters in 19th-century UK & US courts**

*Anne Leahy*

Deaf history has burgeoned within academia, and one fruitful intersection with interpreter history in the study of Deaf intermediaries from the 19th century. Courts provide the best-documented venue as the birthplace of protocols that are now applied throughout generalist practice. More recent references to the roots of Deaf Interpreters (Adam & Stone, 2011; Bienvenu & Colonos, 1992; Forestal, 2005; Kyle, Woll, Pullen, & Maddix, 1985; Mathers, 2009) tend to recycle derivative material, with little attention to primary or archival sources. While the legal pedigree of hearing interpreters developed over centuries of common law (Leahy, 2015) Deaf interpreters (DIs) began to appear in courts only after the founding of schools for the Deaf. Deaf adults privileged by greater exposure to signed and written language and world knowledge were enlisted to mediate with those who were less prepared to interact with the legal system. These parties may have had no exposure to formal signed or written language, or were less bilingual than the DIs. Through selected UK/US cases featuring Deaf intermediaries who appeared as expert witnesses and interpreters between 1817–1886, this presentation will: 1) Identify and analyze features traceable to the work of contemporary Deaf interpreters and compare historical evidence with contemporary standards. 2) Generate discussions to historical scenarios, and discuss the range of responses and choices made by Deaf expert witnesses and interpreters, as well as hearing court personnel. 3) Describe the lives and historical context of Deaf intermediaries and legal parties through well-researched biographical material and rich visuals.

**How do deaf citizens participate in jury deliberations via professional interpreters?**

*Jemina Napier, Sandra Hale, David Spencer, Mehera San Roque, and Debra Russell*

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. It has been established that deaf jurors can sufficiently comprehend courtroom discourse through a sign language interpreter (Napier & Spencer, 2008). Countries such as Australia, the UK and Ireland do not permit deaf citizens to service as jurors based on the long-held Common law principle that there cannot be a non-juror 'stranger' (i.e. an interpreter) as a 13th person in the jury room (Napier & McEwin, 2015). There has been no evidence of the impact that an interpreter may have on the sanctity of jury deliberations. This presentation will provide an overview of a study that has explored the issues through ethnographic observations of an interpreted jury empanelment process, interviews with court judges and deaf people that have served on juries in the US, and examination of deaf juror participation in jury deliberations in a mock-trial. Simulations of interpreter-mediated interaction can provide effective opportunities for research (Hale & Napier, 2013) and in this case the simulation was based on a real jury trial. Applying a discourse analytical approach to court interpreting (cf. Hale, 2004), we will provide details of the level of participation of the deaf juror in the mock-trial deliberations and the turn-taking in particular. The results provide evidence for the inclusion of deaf citizens as jurors and the minimal impact of sign language interpreters on the deliberation process.

**The position of Flemish Sign Language interpreters in relation to the Flemish Deaf Community**

*Eline Devoldere and Myriam Vermeerbergen*

"Interpreters have always occupied a unique social and cultural position relative to the communities within which they work. It is they who are positioned "between worlds" and who make possible communication with "outsiders"" (Cokely, 2005, p. 3). Cokely (2005) discusses how sign language interpreting (SLI) evolved as a profession in the USA. Initially, SLIs were closely aligned to the Deaf community. However, with the evolution of a formalized interpreting profession, the relationship changed. In Flanders, Belgium, the same

has been observed since the start of SLI training in the early 1980s (Leeson & Vermeerbergen, 2010; Heyerick & Vermeerbergen, 2012). This study investigates the current relationship between Flemish SLIs and the Deaf community. Adopting a mixed method approach, including a survey and face-to-face interviews, the following questions are addressed: • Are VGT interpreters welcomed by and included in the Deaf community? • If not, are they viewed as positioned in the middle between the hearing and Deaf 'worlds'? Twenty-one informants participated: 9 interpreters (deaf, hearing and CODAs) and 12 Deaf community members (aged <30 and >45). Results show that (a) SLI's sign language proficiency level, (b) regular contact with the Deaf and (c) self-identification determine acceptance as a member of the Deaf community. In general, CODAs and Deaf SLIs are automatically perceived as part of the Deaf community. This is different for hearing SLIs. Their position is not fixed; it is strongly determined by the SLI's individual attitude and family background. Interestingly, for the same SLI acceptance may vary over time.

## **Friday, March 31**

### **Session 5**

**3:30 PM-5:00 PM**

**Ballroom A/B**

#### **Linguistics courses in sign language interpreter education programs: A survey of selected educators**

*Tobias Haug, Lorraine Leeson, and Christine Monikowski*

This study is investigating the extent to which sign language Interpreter Education Programs (IEPs) in Europe include the discipline of linguistics in their interpreter education program courses. While current literature strongly recommends a linguistic component for the education of sign language interpreters, no one has really investigated whether these suggestions are being followed, to what degree, nor how they are evaluated and reviewed. Given that many sign languages across Europe are under-described, we want to document how educators overcome the hurdle of limited existing descriptions of many facets of their sign language's structure. We want to document what texts they draw on (national/international) and how they build a curriculum given these constraints. At the same time, several countries have developed large multimodal digital corpora and we want to explore if/how these are leveraged within programs. We would also like to document the pedagogic review cycle, concerning planning, review and modification of linguistic teaching components, from the perspective of educators. We began with an online survey (Wright 2005), targeted at interpreter educators whose programs are organizational members of the European Forum of Sign Language Interpreters. This presentation will offer an early analysis of the collected information.

#### **Educating signed language interpreters: The role of language and cognition in US undergraduate and graduate curricula**

*Keith Cagle, Melanie Metzger, and Danielle Hunt*

According to McDermitt (2009), the content of interpreting curricula may include conscious and intentional elements, but there are also aspects of the curriculum that may be unintended. In recent years in the US, some attention has been drawn to the critical role of intention and language learning in interpreter education. When RID established a BA degree requirement for national certification, interpreter education programs at the two year Associate of Arts level began to address options for the future of their programs, including options for how they might feed into or collaborate with BA-level interpreter education (see Aborn, 2008). As part of the current study, 140+ surveys were distributed to interpreter education programs in the United States, regarding specific aspects of their curricular current, with a goal of uncovering what areas of pedagogy are intentionally occurring in interpreter education in the United States at the undergraduate two-year, four year Bachelor of Arts and graduate (Masters degree) levels. An evidence-based descriptive contrast of curricular content at these levels of academic programs in interpreter education will be addressed.

A focus of this presentation will include findings regarding the role of language skills and language learning in interpreter education, how and when linguistic abilities are measured and how and when languages are taught at various degree levels.

### **An exploration of language/modality of instruction policies in interpreter education programs**

*Suzanne Ehrlich, and Dawn Wessling*

In this presentation, research data from a survey distributed to interpreter educators' focused on the choice of modality of instruction in interpreting programs –either bi-modal or mono-modal. Initial findings from 43 interpreter educators from around the globe surveyed interpreting program's use, motivation and perceived benefit of chosen modality (mono-modal, bi-modal, tri-modal) for their primary language of instruction. Historically, U.S. programs have served primarily English-speaking students and more recent decades, trends have indicated that some have shifted to a predominately signed language-only practice in advanced levels in a program of study. Results from the survey distributed to assess national practice and methodology for this multi-phase study will be presented. Additional factors explored are motivational factors that influence the justification for implementation of language of practice among these programs. Other discussions will include students' lack of proficiency in American Sign Language as being cited as one reason for the skill gap among novice interpreters (Quinto-Pozos, 2005) as well as a focus on current trends and theoretical frameworks (Jimenez, Pinazo, & Ruiz, 2014) to support learning language for the purpose of interpreter education.

## **Friday, March 31**

### **Session 6**

**3:30 PM-5:00 PM**

**Auditorium**

### **Discourse strategies used by Deaf-hearing interpreting relay teams to manage metalinguistic references**

*Valerie Dively, Giulia Petitta, Mark Halley, Marc Holmes, and Brenda Nicodemus*

A metalinguistic reference occurs when a person uses language to talk about language (e.g., "The Italian word for dog is cane."). Metalinguistic references occur frequently in lectures and seminars that describe, characterize, and reflect on language (Lucy, 1993; Rey-Debove, 1978). They also arise in everyday discourse in the form of quotations and repair strategies (De Mauro, 1994; Duncker, 2012; Taylor, 2000). When encountering a metalinguistic reference, spoken language interpreters have the option of repeating the referent in its original linguistic form. However, this solution is not possible for signed language interpreters because their two working languages are produced in distinct modalities (sign and speech) that share no phonological features. Prior study revealed that hearing signed language interpreters engage various strategies to manage metalinguistic references between languages (Petitta, Halley, & Nicodemus, in press). Here we report on a study of Deaf-hearing relay interpreters when rendering metalinguistic references in discourse. Deaf-hearing relay interpreters face unique challenges in rendering these references because of the added "coordination effort" between the team members (Gile, 1995). Three Deaf-hearing relay teams were recruited to interpret a mock training session between a hearing computer specialist and a Deaf international student. Preliminary results indicate a high degree of interpreter-generated utterances, conscious omissions of material, and the formation of conversational dyads to manage the conversational flow. We suggest that these documented strategies may be useful to interpreter educational programs so students can learn potential strategies for rendering the inevitability of metalinguistic references in discourse.

## **Deaf-hearing interpreter teams: Navigating trust in shared space**

*Laurie Reinhardt*

This mixed-method study was designed to explore whether role function inequalities among Deaf and hearing interpreters contribute to trust issues within Deaf-hearing interpreter teams. The initial hypothesis stated that role functionality, when not clearly delineated, contributes to the formation and perpetuation of mistrust within Deaf-hearing interpreter teams. Llewellyn-Jones and Lee's (2014) axes of role-space functionality include interaction management, consumer alignment, and the "presentation of self" and address the interpreters' interface with the consumers during an interpreted event. The data did not support the presence of explicit issues of trust when the team moved outward to interact with consumers. Survey data revealed evidence to support implicit and explicit trust issues present within the team dynamic. The data indicated three domain areas in which intra-team trust issues tend to appear: preparation, linguistic mediation, and imbalances in role/function duty distribution. Castelfranchi and Falcone's (2010) socio-cognitive theory of trust provides a lens through which the respondents' experiences are better understood. Trust is based upon a series of actions that allows the individual to make informed choices on (1) how to establish a shared goal, (2) make a positive evaluation to delegate a task/action to, in this case, a team member, and (3) empower the delegate to exercise their power/competency to carry out the specific task while remaining "safe". When these actions are carried out successfully, Deaf-hearing interpreter teams function in accord to Hoza's (2010) construct of team interdependency utilizing trusting and effective partnerships where individual roles and functions are equally understood and valued.

## **Methods and functions of gatekeeping in intra-team dialogues of Deaf Interpreter-hearing interpreter teams**

*Eileen Forestal*

Team processes must ensure that information moves between individuals and/or groups according to social and cultural norms (Lewin, 1947). Wadensjö (1998) demonstrated that coordination within the interpreting team is necessary for effective interpretation of the information and cultural brokering of the relationships. These activities are collectively called gatekeeping and are performed by both Deaf Interpreters and Hearing interpreters for the benefit of all participants. For instance, gatekeeping enables rapport with all parties, especially Deaf consumers (Mathers & Witter-Merithew, 2014). Gatekeeping also describes the adaptations made by Deaf Interpreters to fit the discourse, social and cultural norms of the ASL community (Eldridge, 2004). Based on an analysis of six samples of Deaf Interpreters describing when they would intervene in the flow of interpreted interaction, the researcher will list the kinds of gatekeeping described by the DI; identify the function of each particular gatekeeping behavior (i.e., to accommodate discourse norms that are different between ASL and English, or to satisfy a social or cultural norm that is different between Deaf and Hearing Culture); and specify which techniques can be used by Hearing Interpreters working alone and also in teams with DIs. These findings show that gatekeeping behaviors are cultivated by the experience and wisdom that comes from "co-created dialogue between the [Deaf and hearing] interpreter [team]" (Dean & Pollard, 2011, p. 155) as they strive together to ensure that all participants' experience the communication as equals.

**Saturday, April 1**

**Session 7**

**10:30 AM-12:00 PM**

**Ballroom A/B**

**Differing grammatical systems: An investigation of pronominal systems in ASL-English simultaneous interpretation**

*David Quinto-Pozos, Marcus Martinez, Phoebe Mintz, Kierstin Murowski, and Kathryn Whitley*

Pronominal systems in the world's languages communicate a wealth of information (person, number, etc.), although some languages do not require overt pronouns in sentences. The languages of an interpreted situation might mark different distinctions in their systems, such as referent gender (English 'he/she' versus ASL 3sg. point). Distinctions such as these create challenges for the interpreter (Shlesinger, 1995), and grammatical differences across languages have an impact on interpreting performance (Fu, 2016; Shlesinger, 1995; Wang, 2014; Zhan, 2012). Pronominal systems are also challenging in ASL-English interpreting, and we hypothesize that errors will be most evident when pronoun features do not align fully across ASL & English. We investigate pronouns used in a formal lecture by a Deaf ASL signer (source language, SL, ASL) and an interpreter (target language, TL, English); the lecture details the signer's life experiences. All pronouns used in the SL and TL during the 18:22 minute lecture were coded for pronominal features, including type (personal, possessive, demonstrative), person (1,2,3), number (singular, plural), and, as applicable, case (subjective, objective) and referent gender (male/female). This netted 272 SL and 429 TL tokens. Initial analyses show that the discrepancy in tokens across languages is partially due to ASL not requiring overt pronouns in all sentences. Additionally, SL and TL feature mismatches are the cause of only some errors. Ongoing analyses are examining interpreting errors and discourse strategies employed by the interpreter for communicating equivalent information. We will highlight successful interpreting strategies and common error patterns, which could be used for interpreter training.

**"He said I will ask you questions..." Shifts of footing and rapport building in sign language interpretation of a suspect interview**

*Jemina Napier, Robert Skinner, and Ursula Böser*

Discourse-based interpreting research has determined that interpreters are participants within interaction, and that they need to cooperate with interactants in order to manage communication and turn-taking (e.g., Roy, 2000; Wadenjö, 1998). The question concerning how and when an interpreter becomes involved in the interaction varies depending on the situation. The boundaries determining interpreter involvement in police suspect interviews can bring into question the integrity of the evidence collected. Drawing on politeness (Brown & Levinson, 1987) and rapport-management (Spencer-Oatey, 2000) theories and Goffman's (1967) notion of facework, this paper will present findings from a case study of authentic suspect interview data involving a deaf suspect, a British Sign Language interpreter and two police officers and provide evidence of the communicative strategies used by the interpreter. In particular, we focus on the interpreter's use of footing shifts, and source attribution (as per Metzger, 1999). Our research draws on comparisons to research on police interviews mediated by a spoken language interpreter Böser, 2013; Gallai, 2014; Nakane, 2009) and identifies particular issues pertaining to the modality of signed languages. This study is the first such discourse analysis of this type of interaction between sign language interpreters, police officers and deaf suspects drawing on authentic data, and can be used to educate sign language interpreters and police representatives on best practice for interpreting suspect interviews. The findings also provide more insight into how interpreters engage in relational practice in different contexts (cf. Major's 2013 work on healthcare interpreting), and thus contribute to interpreting theory.

## **Effective interpreting strategies in conference interpreting from a signed language into a spoken language**

*Jihong Wang*

There has been little research (Best, Napier, Carmichael, & Pouliot, 2016; Taylor, 2002) on interpreting from sign into speech. This innovative study aimed to explore effective interpreting strategies that professional Auslan (Australian Sign Language)/English interpreters adopted in interpreting a formal, monologic Auslan presentation into English. Twenty-two participants had over 10 years of interpreting experience and thus could be considered as experts. Results revealed that participants utilized the following effective interpreting strategies to produce accurate interpretations: (i) make strategic additions, e.g. adding logical links to enhance coherence in the English output, (ii) make strategic omissions to leave out redundant information so as to minimize repetition, (iii) make excellent lexical choices in English to maintain the formal register in the Auslan presentation, (iv) use long time lag to correctly understand and formulate unique signed language syntactic structures into English (e.g. a long question followed by a pithy 'NO' or end negation), (v) unpack signed language concepts sufficiently to accommodate hearing audience's lack of knowledge about deafness and deaf culture, (vi) use generalization, guessing, and/or contextual knowledge to deal with unfamiliar signs in the Auslan presentation. Typical examples will be presented to illustrate these strategies. The findings indicate that formal interpreting training, extensive interpreting experience, conscious monitoring one's spoken language output, and bearing in mind the listeners are crucial for producing effective interpretations from a signed language into a spoken language. The results have implications for interpreter education as well as research on both cognitive processing and expertise in signed language interpreting.

## **Saturday, April 1**

### **Session 8**

**10:30 AM-12:00 PM**

**Auditorium**

### **Deaf interpreters' ethics: Reflections on training and decision-making**

*Naomi Sheneman*

In 2013, the Registry of Interpreters for the Deaf (RID) updated the Certified Deaf Interpreter (CDI) written examination's content on the Code of Ethics to match current ethical guidelines, the RID-NAD Code of Professional Conduct (CPC) (RID, 2013). In the light of this outdated testing of the Code of Ethics, the researcher wanted to investigate how testing and training impact Deaf interpreters' ethics. Thirteen Deaf interpreters were interviewed in this study to begin an exploration of Deaf interpreters' ethical training and decision-making process. Follow-up studies on this topic are sorely needed. Mendoza (2010) created a typology during her dissertation work offering a visual on how novice and expert interpreters differ in their ethical choices. Her typology highlights the high-context vs. low-context and collectivistic vs. individualistic continua. This typology was the analytical tool used for this study. Information sharing, providing optimal services to Deaf consumers, and cultural mediation are all influencing factors on Deaf interpreters' ethical choices. Their decisions are mainly collectivistic due to their shared experiences as Deaf people. It is believed that their ethical choices are misconstrued as acts of advocacy. The level of training Deaf interpreters receive determine their placement on the high- vs. low-context continuum. Currently, the minimum of ethical decision-making training available by RID is not sufficient for Deaf interpreters to reach a high-context end of the continuum. The limited training causes them to perceive ethical decisions as black-and-white until they receive more training and on-the-job experience to comprehend that decisions are not cut- and-dry.

## **Use of haptic signals in interaction with deafblind persons**

*Eli Raanes and Sigrid S. Berge*

Among deafblind persons in Scandinavian countries haptic signals have become a part of their communicative repertoire. Haptic signs are conventional signals produced on a deafblind person's body providing contextualizing information about the environment where interaction takes place. They also work to convey other participants' nonverbal expressions, such as turn-taking, minimal-response signals or emotional expressions (Linell, 2009). As such, haptic signs provide information that the deafblind can use to frame their interaction (Lahtinen, 2010; Raanes & Berge, 2016). This presentation starts with an introduction to the background and the system of haptic signals, and continues with an analysis of how sign language interpreters use haptic signs in interpreter-mediated meetings (Edwards, 2012; Bjorge et al, 2013). The analysis illustrates how haptic signals may be used in interpreting, how they may be organized and how interactional space is reconfigured through embodied haptic signs. The findings are from a study on an authentic video-recorded interpreter-mediated meeting. The analyzed material provides insight into the interpreters' actions as well as their interaction with each other and their deafblind interlocutors. In particular, the presentation will draw attention to how the interpreters alternate their actions between mediating spoken utterances, describing the meeting context and producing different kinds of haptic signs. These findings indicate the interpreter's actions are based on a situated, moment-by-moment evaluation of the participation framework in which all the participants, both the interpreters and the deafblind persons, operate.

## **Deaf employees' perspectives on signed language interpreting in the workplace**

*Paul Harrelson*

This qualitative descriptive study examined the experiences of Deaf people in the workforce specifically focusing on Deaf white-collar workers' who use American Sign Language as their dominant language and who use signed language interpreter (SLI) mediated communication in the workplace. Access to the workplace is important to the individual for many reasons including financial security but also for mental and physical health (Waddell & Burton, 2006). Access to employment is an internationally recognized moral and legal right. Signed language interpreting is one way access is provided for Deaf employees and its effectiveness has been explored in the last decade in a few notable works including Hauser et al. (2008) and Dickinson (2014). Two focus groups with a total of 8 Deaf individuals were conducted in Washington, DC during June, 2016. Each focus group lasted between 90 and 120 minutes. Key findings include Deaf workers' perspectives on the following: interpreter approach and provision of services including boundaries; effective use of interpreting services including strategic interpreter selection and scheduling; strategic information gathering; interpreter performance monitoring; bureaucratic systems including regulations, budget, and other practices which impact interpreter availability and selection; satisfaction with signed language interpreter (SLI) mediated communication in the workplace; and implications for the link between communication satisfaction and Deaf employee job satisfaction.

## **Saturday, April 1**

### **Session 9**

**1:30 PM-3:00 PM**

**Ballroom A/B**

### **"Let me describe sleep in space". Leveraging visual conceptualization for interpreting practice**

*Lorraine Leeson, Barbara Shaffer, and Terry Janzen*

Gile (1995) suggests interpreters manage limited cognitive resources efficiently, giving attention to several 'efforts', including the Listening and Analysis effort. During this phase, interpreters use the incoming source form to identify speaker/signer goals. Little is known about how interpreters conceptualize data that they

describe in their target language or how they determine source speaker/signer intention. Pointurier-Pournin (2014) suggests visual conceptualization requirements are higher for signed language interpreters (SLIs) than for spoken language interpreters as the visual-gestural mode is said to contribute to an increased cognitive demand for SLIs. We contend that this hypothesis overlooks findings in the field of cognitive linguistics (e.g., Croft & Cruse, 2004; Geeraerts, 2006; Nuyts & Pederson, 1997). We demonstrate that modality does not make a difference re: visual conceptualization of content, but that an embodied visual conceptualization component is a universal cognitive capacity inherent to human experience. With 16 interpreters from around the world, we test the hypothesis that interpreters leverage speaker co-speech gestures re descriptions of physical environment/ physical characteristics of persons and objects with whom they engage, co-opting these into their target texts. All interpretations were recorded; all interpreters engaged in a Think Aloud Protocol (TAP) describing how they visualized scenes in the source and how it informed their target texts. We conclude that the visual nature of signed languages neither lends advantage to SLIs in terms of their ability to reconstruct and use an active visualization of a scene/activity, nor does their conceptual processing exceed that for spoken language interpreters.

### **A cognitive linguistic approach to message analysis: Interpreting affective constructions in American Sign Language and English**

*Christina Healy*

Though interpreters may intuitively sense dissimilarities between translation equivalents, such as the English word frustrate and the American Sign Language (ASL) sign frustrate, they may struggle to identify the what the precise differences are. Wilcox and Shaffer (2005) propose that cognitive models of communication offer valuable resources for increasing meta-linguistic awareness for interpreters, and this project explores application of that approach. Findings from a study on ASL affective constructions (such as frustrate) are compared to English constructions, and principles from the cognitive linguistic theories used for data analysis are offered as tools for interpreter education and practice. Naturalistic language samples were elicited from nine native Deaf ASL users in response to a short film and analyzed for form and meaning. The data indicate that ASL affective constructions are exclusively experiencer-subject, in contrast to the many stimulus-subject affective verbs in English. For example, if the English sentence in (1a) is directly coded in ASL signs (1b), the resulting sentence conveys a significantly different message from the original. 1a) John is frustrating. b) #JOHN FRUSTRATE John is frustrated. The English sentence (a) means that people feel frustration because of John, whereas the ASL sentence (b) means that John, himself, is the one who feels frustration. Interpreters must be conscious of the distinct morphosyntactic characteristics of constructions like frustrate versus frustrate in order to form an equivalent interpretation, and the cognitive linguistic lens used for this project's analysis can support interpreter awareness necessary for effective meaning transfer work.

### **Interpreting in Ghana**

*Elisa Maroney, Carolina Mmbro Buadee, Daniel Fobi, and Brenda Puhlman*

The goals for this presentation are to report on 1) current practices of interpreters working in a developing country, and 2) the state of interpreter education or pathways to becoming employed as a professional interpreter in a developing country. This study was conducted utilizing three methods: survey, interview, and observation. Data was collected from interpreters, signers who work as interpreters, National Service interpreters, and volunteer interpreters in a developing country to get an overall sense of the state of interpreting and interpreter education in a developing country. Trine (2013) developed survey and interview questions to investigate interpreting practices and interpreter education in Jordan. The questions have been modified for use in a developing country and for a broader population of participants. Interpreter observations and interviews took place using the Demand Control Observation Supervision framework (Dean & Pollard, 2013).

**Saturday, April 1**

**Session 10**

**1:30 PM-3:00 PM**

**Auditorium**

**Effective interpreting strategies in conference interpreting from a signed language into a spoken language**

*Jihong Wang*

There has been little research (Best, Napier, Carmichael, & Pouliot, 2016; Taylor, 2002) on interpreting from sign into speech. This innovative study aimed to explore effective interpreting strategies that professional Auslan (Australian Sign Language)/English interpreters adopted in interpreting a formal, monologic Auslan presentation into English. Twenty-two participants had over 10 years of interpreting experience and thus could be considered as experts. Results revealed that participants utilized the following effective interpreting strategies to produce accurate interpretations: (i) make strategic additions, e.g. adding logical links to enhance coherence in the English output, (ii) make strategic omissions to leave out redundant information so as to minimize repetition, (iii) make excellent lexical choices in English to maintain the formal register in the Auslan presentation, (iv) use long time lag to correctly understand and formulate unique signed language syntactic structures into English (e.g. a long question followed by a pithy 'NO' or end negation), (v) unpack signed language concepts sufficiently to accommodate hearing audience's lack of knowledge about deafness and deaf culture, (vi) use generalization, guessing, and/or contextual knowledge to deal with unfamiliar signs in the Auslan presentation. Typical examples will be presented to illustrate these strategies. The findings indicate that formal interpreting training, extensive interpreting experience, conscious monitoring one's spoken language output, and bearing in mind the listeners are crucial for producing effective interpretations from a signed language into a spoken language. The results have implications for interpreter education as well as research on both cognitive processing and expertise in signed language interpreting.

**Social issues education among ASL-English interpreters**

*Hilary Mayhew and Jeffrey Alstott*

ASL/English interpreters in the US are not as diverse as the communities they serve and many struggle to develop appropriate cross-cultural skills (Cogen & Cokely, 2015; Rasmussen, 2012). In response, the Registry of Interpreters for the Deaf (RID) will soon require that interpreters complete trainings on social justice topics to maintain their certification. Research from other "helping professions" shows that Social Justice Education (SJE) generally impacts professional behavior and client outcomes positively, but SJE is sometimes ineffective or even counterproductive (Denson, 2009; Paluck & Green, 2009). We collected anonymous survey data from RID members (n=1172) about the SJE experiences they already had, as well as their attitudes, behaviors, and plans. The survey responses now comprise a publicly available dataset for secondary research, consisting of dozens of demographic, quantitative, and qualitative variables. We used these results to compare interpreters' SJE experiences to best practices in similar fields (Mayhew & Fernández, 2007; Price, et al, 2005). Participants were also asked about behaviors that Deaf consumers and SJE educators previously identified as target outcomes (Coyné, 2012). Over 90% of respondents had already studied SJE. Those who experienced more best practices did report more positive attitudes about SJE and more of the target behaviors. Surprisingly, less than half of educators reported prior SJE teaching experience, an important consideration as RID implements new requirements. Educators and researchers can use these survey results to improve SJE efforts, and to measure the impact of SJE on interpreting and Deaf communities in the future.

## **Curriculum studies and the ASL/English interpreting discipline: Relevance and applications**

*Heidi Gerlosky, Moses McIntosh, and Leah Subak*

Within the ASL/English interpreting discipline, questions have centered on foundational concepts of cultural connection, social justice, professional practice, and ethical decision making. The field of Curriculum Studies (CS), particularly headed by Henderson, a Curriculum theorist at Kent State University, framed the study conducted by Subak (2014). In our presentation, we will explain how CS has direct application to ASL/English interpreting evidenced-based practice and pedagogy. CS seeks to investigate the roots of learning and knowing, "What knowledge is most worthwhile? Why is it worthwhile? How is it acquired or created?" (Schubert, 1986, p. 1). Two theoretical concepts and two key findings are of relevant applicability to the profession, as evidenced in the study conducted by Subak (2014). The concept of Deaf-World cultural competence was studied through a CS lens by exploring "complicated conversation" (Pinar, Reynolds, Slattery, & Taubman, 1995) and "currere" (Pinar, 1975/2006). Findings included the Interpreter Affiliation/Alliance Narrative (IAAN) and a theoretical algorithm of interpreting where cultural competence in one's L1 and L2 contexts were noteworthy (Subak, 2014). In our presentation, we will show how the CS concepts of "complicated conversation" (Pinar et al, 1995), "currere" (Pinar, 1975/2006), the study findings, and future inquiry are uniquely suited to interpreter practitioners and educators to be utilized as tools of reflective practice and reflective inquiry. CS offers a rich theoretical grounding to the profession heretofore not employed.

### **Sunday, April 2**

#### **Session 11**

**10:30 AM-11:30 AM**

**Ballroom A/B**

#### **"Ngo ho-m-hoji code-mix? (May I code-mix?)" Cantonese-English Code-Switching in HKSL-Cantonese interpreting**

*Cat H.-M. Fung*

Hong Kong is a multilingual city because of its post-colonial status. While Cantonese is the daily spoken language of the majority of the hearing population, English remains to be one of the official languages in different discourses, including government and business, legal courtroom, education and so forth. English words and phrases in the form of code-switching or sometimes borrowing appear in our everyday lives. Colloquial Cantonese sounds natural with English code-switching (Chan, 1992). At school, students are required to learn both English and Chinese in its written form. Hong Kong Sign Language (HKSL) adopts English alphabet in the form of fingerspelling. With varied English fluency, it is uncommon to find fingerspelled words unless the Deaf signer is highly educated. In this interpreting study of HKSL and Cantonese, the multilingual non-deaf participants include eight (8) native speakers of Cantonese and three (3) native users of both HKSL and Cantonese. According to the instructions of the experiment, they were supposed to interpret two pre-recorded videos from HKSL into spoken Cantonese. Regardless that the target language was Cantonese and no English fingerspelling appeared in the source language, the data reflected the use of code-switching of Cantonese and English. Each participant articulated at least two (2) code-switched utterances. In total, sixty-six (66) utterances (out of N = 2672) involved the use of English words. They include proper names, common nouns, verbs, and interjections. This paper will explore these code-switched utterances and suggested the possible rationale behind the code-switching phenomenon in an interpreting discourse.

#### **Which "problem" should the sign language interpreters solve? A discussion based on a Norwegian case**

*Hilde Haualand*

This paper presents findings from a study of Norwegian sign language interpreters' view of their profession. According to Freidson (2001) and Abbott (1988), sign language interpreting (SLI) is a profession comprised

of individuals with specialized skills, a theoretical foundation for practice, and a qualification approval system, who engage with human problems that are amendable to expert service. The definition of the “problem” to be amended by SLI is subject to political and normative debate. It differs over time, between and within nation states (Brunson, 2015; Haualand, 2014). Interviews with interpreters, document studies, and participant observation reveal that in Norway there least three partially imbricated, partially oppositional definitions of the “problem” and the SLI profession: 1) legally, SLI is a rehabilitation service to enhance deaf peoples’ functioning; 2) the Norwegian Association of the Deaf considers SLI as a key to accessibility and equal participation; and 3) educational authorities focus on SLI as a profession that provides interpretation between people who use different languages or communication modalities. This paper aims to contribute to a better understanding of the social conditions of SLI and emphasize the need for an open discussion on the various “problems” SLI amends.

### **The complexities of interpreting international conferences: A case study**

*Naomi Sheneman and Pamela Collins*

To date, there has been little attention paid to the implications for interpreting at international events dealing with a mixture of sign languages, International Sign, and cultures (but see de Wit, 2010). An additional layer of complication is working with Deaf interpreters in this type of setting (Stone & Russell, 2013). Those complications inspired this case study. This study conducted by a Deaf and a hearing research team focused on several interpreted products that took place at a transnational conference in which there was a mixture of several sign languages. In their research, two interpretations of a single source text were analyzed: one, a transcription of an audio relayed, simultaneous interpretation of a signed source text and, two, a video translation of a recording of the same signed text. An analysis comparing the transcription and the written translation revealed differences in register and a loss of important content from the source text. Participant interview data provided insights for why the differences occurred, including Deaf-hearing team processes, the interaction of multiple signed languages, and communication logistics in interpreting for an international conference. Our results are backed by the existing literature. The traditional training model of sign language interpreters cannot be clearly applied to interpreting international conferences largely due to additional complexities and demands (de Wit, 2010). Additional training is necessary to better prepare interpreters for this type of simultaneous interpretation setting, which involves demanding cognitive performance (Christoffels & De Groot, 2005; Gile, 1997).

## **Sunday, April 2**

### **Session 6**

**10:30 AM-11:30 AM**

**Auditorium**

### **Open-ended cognitive interview approach: Rethinking the gold standards for translating health measures to ASL**

*Raychelle Harris, Poorna Kushalnagar, and Raylene Paludneviciene*

A gold standard in translating health surveillance and patient-reported outcomes measures to other languages involves back translation, where the source language is shown, and translated into the target language, and a different party translates the target language into the source language and then reconciliation and concept equivalency is made between the original source language and the target language. Back translation has had a fluctuating history in regards to successful translations (Crystal, 2004) however, the medical field, especially institutional review boards, often emphasize the use of back translation to strengthen the integrity of the translated materials, particularly informed consent forms (Grunwald & Goldfarb, 2006). In our translation efforts for a national health information survey, a different approach was implemented where a native, Certified Deaf Interpreter (CDI) and researcher, implemented the translations using an open-ended cognitive

interview approach with homegrown members of the target linguistic community. The open-ended interview approach allowed the researcher to follow up and clarify the respondent's answers. This first step proved to be cost-effective and reduced the number of iterations that would have been required to produce and edit ASL videos for cognitive interviews. Following waves of cognitive interviews with ASL users who have high school degree or less, the final translations were signed by an experienced Deaf interpreter who is a native ASL user with formal training in linguistics and included in the national health information survey. Selected clips from this translation process will be shown, and successes and challenges stemming from this approach will be discussed.

### **Translating the deaf self: The lived experience of being 'known' through interpreting**

*Jemina Napier, Alys Young, Rosemary Oram, Robert Skinner, and Noel O'Connell*

Deaf people's lives are, to a large extent, predicated on the use of interpreters. The self is mediated on an everyday basis and is a long-term state of being. Identity becomes known and performed through the interpreted self in the vast majority of interactions. (Hearing) others' experience of Deaf people, largely formed indirectly through the use of interpreters, is rarely understood as intercultural (Napier & Leeson, 2016). Interactional, situational and performative understandings of Deaf culture(s) have been explored (e.g., Ladd, 2003; Padden & Humphries, 2005), however the influence of the translated state of being as a constant in Deaf people's lives has not been considered a component of cultural identity nor cultural formation. This project sought to explore the following questions: (1) How is translation/interpreting constitutive of Deaf culture(s) in their formation, projection and transformation? (2) What is the impact of consistently experiencing existence to others as a translated (interpreted) self on personal identity, achievement and well being? The three stages of data generation involved (i) scoping the subject matter with Deaf community participatory groups, (ii) conducting interviews with other (hearing) stakeholders including interpreters, parents of deaf children, and hearing work colleagues, and (iii) situated filming of real-life interpreted events and stimulated recall interviews. This paper will give an overview of the findings of the study, detailing experiences of deaf people only being 'known' through translation, and the ontological perspectives of others. Recommendations for further research will be provided, with suggestions for how this work contributes to different theoretical frameworks.

### **Perceptions of power and privilege: Reflections of sign language interpreters in the UK**

*Heather Mole*

Power dynamics saturate sign language interpreting due to the personal, cultural and structural power of the various participants in the setting. As coordinators of interpreted events (Wadensjö, 1998) SLIs regularly find themselves coordinating power whilst simultaneously aware of their own power and how their clients are perceiving them. When SLIs encounter challenging power dynamics on the job, existing vocabularies for analyzing them do not explain their discomfort, offering no closure and limiting their opportunity to be reflective practitioners. Understanding the current perceptions of SLIs around these dynamics is a step towards improving them. This study aims to fill the current gap in work on this field. The methodology for this PhD research involved collecting data from registered sign language interpreters in the UK. I asked SLIs to write five reflections about notable power dynamics in interpreted situations over the course of a few months. The SLIs were then interviewed about their experience and this feedback is included in the analysis. Using discourse analysis (Cameron & Panovic, 2014) and aspects of critical discourse analysis (van Dijk, 1993) to explore their reflections I will present the preliminary findings of the research showing how perceptions of power and privilege impact on interpreting practice. The analysis will focus on metaphors of power used by SLIs and underlying assumptions about how power manifests itself in their practice. It will also look at instances of oppressor characteristics and ally characteristics stemming from Paulo Freire's (1970) work.



### **POSTER A3**

#### **Interpreter as person and interpreter as professional: Reflective art for self discovery**

*Amanda Smith*

The question about the critical aspects of interpreter preparation and competence has been examined for many decades. The debate encompasses the prioritization of language competence (Taylor), versus ethical competence (Dean & Pollard), and even business practices and cultural competence (Mindess, 2014). These perspectives make up much of the picture of interpreting, however, they have not adequately addressed the issue of the intrapersonal landscape of the individual interpreter and how that may, or may not, impact the provision of interpreting services. The reality of interpreting is that it is a practice profession that takes place in a dynamic environment that is ever-changing and never the same, we need to equip students to be able to navigate the landscape of practice (Wenger et al, 2015). Through a formal course offering and a workshop, I collected data from graduate students advancing their interpreting skills and research competence along with practicing interpreters engaging in professional development. I argue that the intrapersonal landscape is a critical arena that impacts interpreter's choices in their daily work, both from accepting the assignment, to how they perform, how they internalize their experience, and even how they impact the setting and people with which they work. This illuminates what is hiding in the inner landscapes and what, if any, connection there is between the belief about our work and how we perform our work.

### **POSTER A4**

#### **Development of training materials for multilingual interpreters in Hong Kong**

*Cat H.-M. Fung, Felix Sze, Jafi Lee, and Gladys Tang*

This paper provides a general overview of the development of training materials for Hong Kong Sign Language (HKSL) interpreters. Interpreters' training requires the development of materials in different language pairs. As a post-British colony, Hong Kong is a multilingual city. While Cantonese is our daily language, spoken English is found in education, business and government discourses. After the handover in 1997, Mandarin has also become our third language. In order to cover a wide range of interpreting assignments, working between HKSL and three spoken languages has become the basic requirement of some sign language interpreters. Sign language interpreting in Hong Kong has been underdeveloped (United Nations, 2012). With the population of about nine thousand deaf signers, there are only 51 interpreters registered at the list of sign language interpreters of the Hong Kong Council of Social Service (n.d.). In 2014, two training certificate programs were launched by Professional Sign Language Training Center (n.d.) and Hong Kong Council of Social Service (Education Bureau, n.d.). The curricula focus on HKSL-Cantonese interpreting in medical and legal settings respectively. To accommodate the needs of training more interpreters to serve the community, Chinese University of Hong Kong will launch Professional Diploma Program in Sign Language Interpretation in January 2017. Focusing on both HKSL-Cantonese and HKSL-English, we are developing multilingual training materials for this program. Recording of monolingual and bilingual discourses will provide trainees a broader view of how language works in different situations.

### **POSTER A5**

#### **The 'heart' of interpretation from Deaf perspective**

*Kim Kurz and Joseph Hill*

Skillful interpreters are on a perpetual quest to create interpretations that are not only message equivalent, but also linguistically equivalent. However, the way they deliver messages may not be perceived as palatable or "eye-candy" by ASL users. To successfully represent the heart of interpretation, interpreters must be able to construct their own conceptualization of experiences, ideas, and events—not just focus on equivalent meaning—in order to interpret both the content and intent of a discourse. If interpreters neglect to use certain linguistic and discourse features, their interpretations may be less effective. Focus groups have proven to be an effective methodology in studies involving working interpreters, interpreting faculty and students,

and Deaf consumers (e.g., Angelelli, 2007; Napier, 2011; Witter-Merithew & Johnson, 2005). Accordingly, the presenters undertook a qualitative study involving personal interviews and focus groups to gather information from Deaf participants regarding their perspectives of which linguistic and discourse features are critical in providing effective interpretation. The presenters will share common themes derived through content analysis and describe the features that are critical in making the “heart” of interpretation apparent to ASL users with the goal of helping new and experienced interpreters understand why these particular features are important from deaf people’s perspectives.

#### **POSTER A6**

##### **The educational interpreter of specific areas of knowledge needs specialized and differentiated training?**

*Patricia Tuxi*

School inclusion of deaf students not only depend on the accessibility of the physical space or adequacy of learning resources. You must create a way to express an accessible language as a means of communication between the deaf and all involved in this process. The professional who do this is the interpreter. When working in educational environment he is named as an educational interpreter - one that interprets and translates the content presented by a student. This paper aims to analyze the performance of the educational interpreter who works in elementary and high school as well as investigate how the interpreters work in these schools, the form of interaction between the interpreter and other educational professionals who are part of the school system and how the figure of the educational interpreter is understood by the school staff. To achieve these goals the research used a qualitative methodology, with focus on microgenetic analysis. As a result four categories were found from the observations: co-teaching, performances of the educational interpreter, lexical expansion and failure and mismatch between the professional activities. Based on the interviews seven categories were created: understanding inclusion, recognition of the importance and function of the educational interpreter, interpreter in addition to interpretation, sign language, co-teaching, language and general and specific public policies. After this analysis it was possible to conclude: the educational interpreter of specific areas of knowledge needs specialized and differentiated training; and finally, the urgency of public politics that look after the peculiarities of the educational interpreters’ role.

#### **POSTER A7**

##### **Understanding the intermodal interpreting concept energy in thermochemistry’s classes for semantic-pragmatic inference**

*Eduardo Andrade Gomes and Charley Pereira Soares*

This study discusses the importance of intermodal professional interpreter (Brazilian Sign Language -Libras / Portuguese) perform during their simultaneous operation, a semantic-pragmatic inference of the ideas for a communicator on a specific theme. This means that it is not appropriate to limit the linguistic meaning of a particular concept, but consider the extra-linguistic factors that surround (Cançado, 2013). The context, the unintended effects of the participants, time, space are one of the points that need to be considered for a full understanding of the exposed idea (Campos, 2007; Levinson, 2007; Evans, 2009). In order to analyze this type inference for this professional four classes were filmed in Chemistry in a class of 2nd grade of high school who had two deaf students and an interpreter approach Thermochemistry theme in a Brazilian public school in the city of Teixeiras (MG). Through a case study we realized the difficulty of the interpreter to establish such inference as to the concept energy as it used for all classes sign a reference to electricity. The concept Energy in Thermochemistry and electricity are different (Russell, 1994). Thus, this work shows the importance of interpreter to be clear about the context in which it is immersed but as in the classroom it function in all areas of knowledge, it appears necessary to receive a teacher’s support with regard to the concepts to be worked out. This may contribute so that it has greater security when making their lexical and interpretive choices.

## **POSTER A8**

### **Norwegian Sign Language versions of the Mini International Neuropsychiatric Interview (MINI) and the Positive and Negative Syndrome Scale (PANSS)**

*Beate Øhre and Rolf Piene Halvorsen*

Going from a spoken/written version to a signed version of PANSS (Kay, Fiszbein, & Opfer, 1987), we will highlight differences and similarities in the conceptualization of meaning in the two modalities. The objective of this study is to assess the validity of a NSL version of the PANSS in a similar manner as has been done with the MINI (Lecrubier et al., 1997; Sheehan et al., 1997). The NSL version of the MINI performs similarly to other MINI versions and demonstrates adequate reliability and validity as a diagnostic instrument for assessing mental disorders in persons who have NSL as their primary and preferred language (Øhre, Saltnes, Tetzchner & Falkum, 2014). We will apply a cognitive linguistic approach for exploring our data (Liddell, 2003; Taub, 2001; Wilcox, 2002). We will use a similar design as was used with the MINI: In the translation and adaptation of the PANSS to NSL we will apply acknowledged translation procedures (Bhui, Mohamud, Warfa, Craig, & Stansfeld, 2003; John & Benet-Martinez, 2000; Maneesriwongul & Dixon, 2004), and recommended procedures for translating from written and spoken material into sign language (Cornes, Rohan, Napier, & Rey, 2006; Steinberg, Lipton, Eckhardt, Goldstein, & Sullivan, 1998). Signing patients consecutively referred to specialized psychiatric units in Norway will be assessed with a diagnostic interview by clinical experts and with the PANSS. Inter-rater reliability will be assessed with Cohen's kappa and "observed agreement" (Grove, Andreasen, McDonald-Scott, Keller, & Shapiro, 1981).

## **Group B**

### **Classroom 1002**

## **POSTER B1**

### **Interpreters in sign language: The advantages of multidisciplinary training**

*Yann Cantin, Sandrine Burgat, Florence Encrevé, and Brigitte Garcia*

As those responsible for the oldest SL interpreters training in France, we will argue for the importance of multidisciplinary training for interpreters. Being the very essence of traductology, multi-disciplinarity appears to be specifically relevant when one of the working languages is a SL. We will first stress how relevant it is to expose the whole diversity of research in the field of traductology, for both spoken and signed languages (Bernard, Encrevé, & Jeggli, 2007; Burgat, 2014; Reiss & Vermeer, 1984, Seleskovitch & Lederer, 2001). Then we will explain why we choose to focus on the SL structures that are referred to in the literature as "classifiers constructions" and "role shift" (or constructed actions). We describe them as "transfer structures" and consider them as the core of SLs (Cuxac, 2000/2013; Cuxac & Sallandre, 2007; Garcia 2000/2010; Garcia & Sallandre, 2014; Sallandre 2014). We will show how learning these iconic structures give students the means to more fully exploit the own resources of SL. Then we will highlight how the study of historical and socio-cultural aspects of SLs and Deaf communities (Encrevé, 2012; Cantin, 2014) is deeply intertwined with SL and therefore with interpretation. We will finally discuss the essential role of a work on professional ethics, that is, in France, the ethics code established since 1988 by the French association of translators and interpreters in sign language. Its appropriation by the students is the foundation of trust of users towards these future professionals.

## **POSTER B3**

### **Beyond the dial tone: Interpreter-initiated communication in VRS**

*Erica Alley and Annie Marks*

The advent of video telecommunication, specifically video relay service (VRS), has altered the traditional practice of American Sign Language-English (ASL) interpreting as it occurs in shared physical space. In the United States, actions of interpreters who work in the VRS environment are governed by rules and regulations

established by the Federal Communications Commission (FCC) and corporate VRS providers. Language in the FCC regulations has conceptualized the act of initially connecting to a VRS interpreter as being equivalent to picking up a phone and experiencing a dial tone (FCC, 2004). This paradigm views VRS interpreters as non-participatory conduits in communication, which contrasts with previous studies of signed language interpreting in both face-to-face and video interactions that suggest interpreters are active participants in an interaction (Marks, 2015; Metzger, 1999; Roy, 2000). In this presentation, we explore examples of ways in which VRS interpreters exhibit active participation in interpreted interactions. We introduce examples of VRS footing shifts (i.e., independently generated utterances not authored by conversational participants) from two data sets: 1) A discourse analysis-based study of recorded video data from three ASL-English VRS interpreters, and 2) Interviews with 20 ASL-English VRS interpreters. Results from both studies suggest footing shifts are utilized in VRS work for the purpose of call management (e.g., phone tree navigation, requests for clarification, discussions regarding video/audio quality). These examples lend support to prior evidence of interpreter-initiated footing shifts in VRS, and reinforce the notion that VRS interpreters exercise decision-making and professional autonomy in video interpreting environments.

#### **POSTER B4**

##### **Below the waist: Prosodic features of the lower body in American Sign Language**

*Christina Healy and Elizabeth Steyer*

The linguistic study of signed languages is a relatively new field compared to linguistics of spoken languages, and as research progresses the findings inform the education and practice of signed language interpreters. Early studies on American Sign Language (ASL) focused predominately on the hands, while a second wave noted the importance of facial and torso movements (Liddell, 1980; Nespor & Sandler, 1999). Because anecdotal evidence suggests that ASL produced while standing includes specific and nuanced movements of the legs and feet, this study extends linguistic analysis to the lower body. Six native ASL users were videotaped while presenting lectures in their professional work, and the movements of the hips, knees, and feet are being analyzed for their forms and functions. Preliminary findings indicate that they add emphasis through mirroring the upper-body movements. The lower-body movements are not grammatically obligatory since they are absent or frequently not visible when signers are seated. However, they contribute to the prosodic form of the language, and if interpreters are made aware of these linguistic features, they may choose to stand and intentionally incorporate prosodic lower-body movements while interpreting lectures. This has potential to mitigate some eye-muscle and cognitive fatigue that is unlike that experienced by audiences watching an ASL lecturer. Additionally, interpretations from ASL into English may be enhanced if interpreters attend more consciously to these movements for deeper comprehension of the source text. Deeper understanding of lower-body movements will contribute to both ASL and interpreter education curriculum.

#### **POSTER B5**

##### **Can you teach an old dog new tricks? An intervention study of preparation strategies of interpreters working in educational settings**

*Debra Russell and Amy Williamson*

This poster describes the preliminary results of a study focused on preparation strategies used to support effective interpretations in educational settings. Using a Think Aloud Protocol, Russell and Winston (2014) found that due to a lack of understanding of teacher discourse and instruction strategies used by classroom teachers, interpreters working in educational settings struggled to produce interpretations that were meaningful and effective for the student. The results revealed that the most effective interpreters relied on advanced critical thinking strategies to guide their decisions on language and interactional choices. By contrast, other interpreters produced interpretations that relied on transcoding strategies, without comprehending the teacher's purposeful use of language. Building on these results, an intervention study

was launched of Canadian and US interpreters working in educational settings. Participants completed an on-line survey identifying the preparation strategies that they use prior to interpreting in educational settings and provided a pre-intervention recorded sample of interpretation based on a standard video sample of classroom interaction. The participants were then provided with direct instruction via a webinar on ways teachers use discourse to promote intellectual and social engagement (Willms, Friesen, & Milton, 2009) in the classroom and how pedagogical goals are realized through teacher talk and interaction (Cazden, 2001). Following the webinar, interpreters were invited to apply the strategies they learned and create weekly reflection logs. These logs were analyzed, revealing the interpreters' perceptions of which preparation strategies were useful and how the interpreting work was altered to account for the teacher's purposeful use of language.

## **POSTER B6**

### **Interpreting students' definition and narratives of language shaming in the classroom and beyond**

*Suzanne Ehrlich and Dawn Wessling*

Presenters will highlight survey data collected from interpreting students across the U.S. which explores what perceptions and experiences students have had in regard to language shaming (Lo & Fung, 2011) in sign language interpreter education. Language shaming, a term adopted for this project, explores the ways in which students' negative attitude toward others' use of language occurs (Ianos et al, 2015). Data collected explored themes such as a) how students define/recognize language shaming (Lefebvre, 2012), b) where they have experienced language shaming (classroom, community, etc.), c) who has done the shaming (peer, teacher, community member) and, d) how this practice has impacted their perceived motivation to continue learning American Sign Language (Lucas, 2014). Data revealed how students define language shaming (LS) and how they as students perceive their motivation to be impacted by the language shaming experiences. This research will also magnify how bi/multi-lingual attitudes (positive or negative) present themselves among interpreting students. Discussions on the ways in which teaching and learning either creates, promotes, and/or changes language shaming behaviors in the classroom and beyond, including considerations for and about community-based experiences for students.

## **POSTER B7**

### **Metalinguistic references in interpreting: Coordinating the dialogue**

*Giulia Petitta, Mark Halley, and Brenda Nicodemus*

Humans have the unique capability of using language to talk about language. For example, a person might say "The word for cat in Portuguese is gato" or quote a phrase verbatim, as with "Shakespeare wrote to thine own self be true." When using language in this manner, people exploit its metalinguistic function (Jakobson, 1957). In metalinguistics, the focus is on the structure, form, and usage of the message, rather than on its meaning (Lucy, 1993). Interpreters must translate not only the meaning of the message, but must also provide information about its production. Interpreters can encounter various metalinguistic reference types: 1) autonomous (a reference to the word as the word itself); 2) discourse-related (a reference to something that was said earlier in the discourse); 3) technical (a reference to jargon or context-dependent words); 4) interactive (language that is directed at the interpreter); 5) independent (a reference made by the interpreter that was not in the source text). We video recorded 10 expert ASL-English interpreters as they interpreted a training session between a Deaf signer and a non-signing hearing person who knowingly incorporated metalinguistic references into their discourse. Results indicate that the interpreters relied on a variety of strategies to manage and coordinate metalinguistic references, including fingerspelling, replication, description, metalanguage, and pointing. Most frequently, the interpreters used multiple strategies to render a single metalinguistic reference. Our findings provide insights into the linguistic competencies and cognitive processes needed for interpreting metalinguistic references.

## **Group C EAST WING**

### **POSTER C1**

#### **Anxiety and self-efficacy constructs within interpretation**

*Kimberly S. Bates*

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 (Chiang, 2006/2010; Horwitz, 1986; Maddux & Nicodemus, 2016; Pfanner, 2000). Self-efficacy has recently been identified as a potential anxiety-mitigating factor (Jiménez et al., 2014). However, there is little research on techniques aimed at increasing self-efficacy in an interpretation context. The purpose of this master's thesis pilot study is to examine what impact a combination of SMART goal-setting and Mastery Rehearsal script writing may have on novice American Sign Language (ASL)-English interpreters' levels of self-efficacy and anxiety in relation to interpreting tasks. Three Caucasian females (age range 31-55 years), two ASL-English Interpreter Preparation alumnae and one current student, initially agreed to participate. One participant completed the full six-week intervention, one completed three weeks of the intervention, and one did not receive the intervention but was engaged in an active mentorship opportunity and agreed to take the pre- and post- study quantitative measures. For the 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.

### **POSTER C2**

#### **Perceptions of interpreters' work in disaster-related press conferences**

*Steven Surrency*

Social media is becoming an essential tool for the dissemination of emergency-related information (Latonero & Shklovski, 2011). The fields of public policy and sign language interpretation are only beginning to grapple with how sign language interpreters can best be used to provide emergency-related information to Deaf and hard-of-hearing individuals (Kailes & Enders, 2007) and with how social media affects those interpreters' work (Best, 2016). In this presentation, I consider 300 social-media comments made in response to 6 ASL interpreters working in disaster-related press conferences. The interpreters' work at these conferences has been widely shared on social media platforms. In order to understand how users of social media view the work of these interpreters, I provide both a qualitative and quantitative analysis of these comments. The content of these comments varies in relation to the gender of the interpreter, to the hearing-status of the interpreter, to the degree to which the interpreter uses English-like syntax in the target language production and to other factors. I close by considering the possible ramifications of the attitudes expressed in these comments on the work of interpreters in this context using the demand-control framework (Dean & Pollard, 2001).

### **POSTER C3**

#### **"The committee in my head": Examining self-talk of American Sign Language-English interpreters**

*Laura Maddux and Brenda Nicodemus*

As people go about their days, they internally process and evaluate their experiences, engaging in what is known as "inner dialogue" or "self-talk." Self-talk has been defined as statements that people make to themselves, either internally or aloud, which serve to interpret feelings and perceptions, make evaluations, and provide instructions and reinforcement (Hackfort & Schwenkenmezger, 1993). Self-talk has been examined in athletic and professional activities, but until now, has not been investigated in sign language interpreting. Using self-talk, an interpreter may consider clients' comprehension ("Are they understanding me?"), deliver a self-scolding ("I don't know why I thought I should ever be an interpreter."), or provide inner

praise (“I rocked that interpretation.”). Prior studies of athletes’ inner dialogues suggest that guided self-talk can serve to boost performance (Hardy, 2006; Hatzigeorgiadis, Theodorakis & Zourbanos, 2004; Peters & Williams, 2003). It follows that self-talk may also affect the performance of sign language interpreters, either positively or negatively. In this poster, we present findings from a survey study of self-talk as experienced by American Sign Language-English interpreters (N=445). Using categories established by Hardy (2006), we report data on the following characteristics: frequency, valence, overtness, self-determination, motivation, and function. Results indicate that self-talk is a pervasive phenomenon among interpreters, that it occurs with a high degree of frequency, and that it serves a number of functions. We propose that an examination of self-talk has potential to improve performance and that interpreters can utilize self-talk in a positive way.

#### **POSTER C4**

##### **Co-construction of blended spaces: A bilingual, bicultural approach to teaching interpreting**

*Julie White and Sara Bianco*

This study capitalizes on the notion of mental spaces (Fauconnier, 1994) by introducing this theory into signed language interpreting pedagogy. We investigate how mental spaces interact and blend when two individuals (one Deaf and one hearing) team-taught an interpreting course in the university classroom. While the theory of mental spaces has been linguistically explored and applied to depiction in ASL (Dudis, 1997), (Thumann, 2011), we argue that this theory can be expanded and applied to the spaces that a Deaf individual and hearing individual negotiate while working between two languages and cultures while teaching interpreting in the university classroom. A team approach to teaching is a common concept in academia; however, the notion of having native users of American Sign Language (ASL) in interpreting pedagogy as a team instructor is not very common. Most university level instructors teaching ASL/English interpreting courses are not Deaf and are not native users of ASL. Our innovative approach and practice to incorporate a native user and utilize ASL as the language of instruction will reveal the blended spaces and roles that were negotiated. Through the analysis of the instructors’ discourse via video and text conversations, synchronously and asynchronously, there are mental spaces that are negotiated simultaneously. These spaces support the notion of how imperative it is to have a service user of interpreting co-lead the instruction on interpreting, model native language skills, and discuss current trends with not only interpreting but with the minority language and culture.

#### **POSTER C5**

##### **Online asynchronous learning: How to increase student engagement through implementation of technology**

*Paula MacDonald*

Face-to-face, traditional courses allows instructors to organically assess student engagement, as the classroom interaction is more readily accessible. Shea (2006) and Glazer and Wanstreet (2011) note one of the primary challenges to teaching online is encouraging student engagement. Since distance education occurs within virtual settings or learning management systems, assessing student engagement can be more of a challenge for the course instructor. The goal of this paper is to analyze findings on standard course evaluations based on online asynchronous courses (knowledge and skills) via anonymous student self-reports over a three- year period of time. The courses involved in the study are part of a Bachelor of Science Online Degree-Completion Program for Interpretation Studies in American Sign Language/English Interpreter Training Program (ITP) in the Midwest. As we see more ITPs add fully online courses best practices for student engagement will need to be established for the sign language interpreting field. This paper will highlight some of the lessons learned while facilitating online course instruction and specifically will address innovative strategies for student engagement.

## **POSTER C6**

### **How do people experience interpreted professional discourse?**

*Emmy Kauling*

In this recently started PhD study, the focus will be on the translation of language that is specific to a certain discourse community. A discourse community can be defined as a group of people that share certain goals or purposes, and use language to communicate about them (Swales, 1987). When students enroll in a university program, they are educated to become professionals in their field: they have to gain technical knowledge as well as the more subtle, indirect characteristics of their profession (Trudgill, 2002), such as the way people in their field talk to each other: the professional discourse. When deaf students enroll in such a program, they often bring an interpreter to facilitate communication. However, most often the interpreter is not an expert in the field (e.g. Harrington, 2000; Woodcock, Rohan, & Campbell, 2007), which means he/she might not be aware of, or fluent in, the professional discourse used. This might have repercussions for all participants involved: first of all, the deaf student, but also the interpreter, the lecturer and the peers of the deaf student. The challenge might be that the participants (hearing and deaf) are not represented in their appropriate discourse by interpreters and as such are not portrayed well within their (future) discourse community (as proposed by Feyne (2014) with regard to professional identity, and in literature on designated interpreters, e.g. Hauser, Finch, and Hauser (2008)). The proposed poster will map out some very preliminary ideas about how people experience interpreted professional discourse.

## **POSTER C7**

### **“The work is you”: Professional identity development of second-language learner American Sign Language-English interpreters**

*Danielle Hunt*

The field of Interpreting Studies is interdisciplinary and thus draws upon frameworks from a variety of fields, including linguistics, sociolinguistics, discourse analysis, translation studies, psychology, and cognitive science (Pöchhacker, 2004). Literature on second language learners provides a critical perspective since many interpreters learn American Sign Language as a second language. If someone asked, “Who are you?” how would you respond? Interpreters Irma KleeB-Young in Solow and Fant (1989) replied, “I guess part of me is advocate and part of me is interpreter, besides my own person. I think I am divided into several people”. Piecing together these shards of self leads to identities that we present to the world – including a professional identity as an interpreter. Constructionist principles situate identity as a phenomenon that is socially and jointly constructed during interactions (Lazzaro-Salazar, 2013). I focus on the interpreter as a person possessing a professional identity successfully integrated (Gibson, Dollaride, & Moss, 2010) in the work that she does rather than just another participant in an interpreted interaction. Identity answers the questions of who do I think I am, who do I say I am, and who do others think I am (Leeson, 2014). My study profiled the lived experience of interpreters by utilizing autophotography and hermeneutical phenomenology in order to gain a deeper understanding of how interpreters (1) make meaning of their work, (2) what their work entails, (3) what outside forces impact their work, and (4) how identity shifts as a result.

## **Group D**

### **NORTH WING**

## **POSTER D1**

### **British Sign Language and video mediated interpreting: Proximity in police settings**

*Robert Skinner*

On 17th September 2015, Members of the Scottish Parliament unanimously voted through the British Sign Language (Scotland) Bill, which received Royal Assent on 22nd October 2015. The BSL (Scotland) Act represents a significant step forward in the recognition of the Scottish Deaf community as a cultural-linguistic minority group. Scottish public authorities will be required to take action to align with a National Plan for BSL,

and to review progress systematically. The process will see a gradual increase in how Deaf people interact across perceived barriers to public services and society as equal citizens. In a society where demand for signed language interpreters outstrips supply, the prospect of Scottish public bodies to view video-mediate interpreting solutions as the antidote to delivering linguistic access is high. The AVIDICUS project has already begun a systematic assessment of video-mediated interpreting services to assist with police interviews. The findings advocate a cautious and gradual approach as face-to-face interpreting produce better outcomes (Braun & Taylor, 2012). This PhD study aims to reconsider key themes from the AVIDICUS project from the perspective of the sign language community. The sign language community members are more experienced users of video communication, therefore, how far into the police procedures video-mediated interpreting can be used (e.g. an emergency call, admitting a deaf person into custody, a police interview) until face-to-face interpreting is required? The findings will enable Police Scotland (PhD partner organization) to review if and when to introduce video-mediated interpreting solutions.

## **POSTER D2**

### **The sign language interpreter's embodiment action of coordinating turn-taking in group-dialogues between deaf and hearing high school students**

*Sigrid Slettebakk Berge*

The focus of this presentation is interpreted group-work situations involving deaf and hearing students in high schools. The problem to be addressed is: in which ways do sign-language interpreters coordinate turn-taking in group-work dialogues among deaf and hearing students? The state of mutual gaze and visual focus is complicated in interpreted conversations since deaf students most of the time keep their visual orientation on the interpreter, and since the mediation has a certain time lag. This paper will present how an educational interpreter mediates situated gestures, uses gazes and embodied orientation to establish common floors of attention between the deaf and hearing students. The presentation is based on an ethnographic classroom study on inclusive education of deaf high-school students in Norway, and authentic video-recordings from ten repeatedly visited classrooms constitute the basis for a multi-modal interaction analysis (Mondada, 2009). Three categories of explicit coordinative actions (Wadensjö, 1998) were repeatedly found: 1) the construction of visual orientation signals, 2) the timing of language production, and 3) the use of gaze and body orientation to negotiate shared attention among the participants. Together with the language mediation, those embodied actions facilitated information that the students used to establish common floors of attention (Morgenthaler, 1988). The analysis employs Erving Goffman's (1981) work of interlocutor's alternation between different footings and participation statuses, and Charles Goodwin's (2000, 2007, 2009) works on simultaneous embodiment in human interaction. The discussion is related to the educational interpreter's role-set (Sarangi, 2011) in inclusive education.

## **POSTER D3**

### **Examining the acoustic prosodic features of ASL to English interpreting**

*Eric Klein, Sanyukta Jaiswal, Brenda Seal, and Brenda Nicodemus*

Prosodic features of language carry not only meaning, but also the integral components of syntax, emotion, and intent. When speaking, one has direct control over his/her congruency of prosodic features in the source message, however this control shifts when messages are being rendered through an interpreter. During the interpretation process, even with a highly skilled interpreter, the prosody expressed in the target message may be inadvertently altered from the intentions conveyed in the source message. Despite the importance of transmitting congruent prosody while interpreting, limited empirical data have been reported about the acoustic prosodic features in relation to their antecedent source message across spoken languages (Ahrens, 2005; Christodoulides & Lenglet, 2014; Schlesinger 1994). Although studies examining prosody in interpretation across modalities have been published (Nicodemus & Emmorey, 2015; van Dijk, Boers, Christoffels, & Hermans, 2011), empirical data of ASL-to-English interpreted prosody has yet to be collected. This study seeks to gather this data and to answer the question whether professional interpreters modify the prosody of their target message to match the prosody of the source message in ASL-to-English simultaneous

interpretation. This study's preliminary pilot data suggest a positive correlation between source message prosodic richness and the target vocal measures of fundamental frequency mean and variation. Further data collection and analysis will help in understanding the importance of prosody when interpreting across languages and modalities.

#### **POSTER D4**

##### **How to prepare student interpreters for sign supported speech interpreting?**

*Annemiek Hammer, Rozan van der Wolf, Jan Nijen Twilhaar, and Beppie van den Bogaerde*

Our student-interpreters feel ill prepared for assignments that involve sign supported speech (Anonymous, 2015). This is probably due to the fact that there is no single way of communicating in sign supported speech (Sutton-Spence & Woll, 1999). Our study investigates if and how we could prepare our students within a four-year bachelor curriculum. Method: We developed training (ca. 10 hours, incl. preparation) on conversational and interpreting skills in sign supported speech (one-third theory; two-third practice). Students received feedback from an experienced interpreter. Eight students participated with intermediate-proficiency in sign language (CEFR B2-level). Training's effects were measured through pre- and post-training questionnaires. Results: The training was highly evaluated. Students felt more confident of their interpreting skills after the training. They gained awareness of difficulties specific to interpreting in sign supported speech, such as high sign rate and minimal processing time to match words with signs. Interestingly, after the training, conversational use of sign supported speech was scored lower due to their insight in actual proficiency levels. Positive elements of the training were: instruction on how to use grammatical elements of sign language, receiving feedback and reflection tools, practice in real-life situations. Conclusion: This study shows that even minimal practice positively contributes to student's perceptions of their interpreting skills involving sign supported speech. The conclusion of Anonymous (2015) is supported in that specific skills are required for interpreting in sign supported speech (e.g. quick recall of lexical items). Future research is directed towards the positioning of the training in the curriculum.

#### **POSTER D5**

##### **Error tolerance in live LDS broadcasts: Comparison of hearing and Deaf interpreters**

*Anne Leahy*

Deaf on-screen talent as presenters and interpreters in the media has been covered in Duncan (1997), Stone (2009) and de Meulder and Heyerick (2013). In 2014, the Church of Jesus Christ of Latter-day Saints (LDS) overhauled broadcasts interpreted from English to ASL; live settings, and functionally-live tapings of pre-recorded speakers shifted almost entirely from hearing (HIs) to Deaf interpreters (DIs). This presented a unique opportunity to gauge audience experience in real time, as decades of precedent changed quickly and significantly. The overarching hypotheses are that HIs produce more errors of substance (mispronunciations, omissions, inequivalencies), and lay DIs produce more errors of form, or non-normative behaviors (gaze, poise, register, repair strategies), yet viewers will prefer the latter. Part 1 examines survey data gathered from 177 Deaf viewers of interpreted content from September 2014 to March 2015. The hypothesis of a measurably more positive experience was proven, with a statistically significant difference in both the reported understanding of DIs over HIs, and the perception of receiving more information from DIs than HIs. The ancillary hypothesis that greater satisfaction would persist in spite of DIs' more frequent breaks in form was not proven. In Part 2, 8-minute samples from 8 DIs and 8 HIs taken during the same time period were analyzed to compare error types. A preliminary dependent samples t-test to measure content errors in HIs over DIs showed  $t(15) = 5.69$ ,  $p < .01$ . The same test applied to errors of form between HIs and DIs was not significant.

## **POSTER D6**

### **“A third person ttering the words...”: 700-year roots of the sign language interpreter role in common law court**

*Anne Leahy*

While the contemporary role of sign language interpreter matured in the 18th and 19th centuries, the historical arc extends centuries further into the past. In broad strokes, tribal and feudal societies generally prohibited any legal standing for Deaf people. Norman intellectual values engendered a posture of protectionism, which evolved into the rights-based expectation of communication with Deaf legal parties. Cases from the UK (1720) and US (1811) show a sworn interpreter of record prior to schools for the Deaf in both countries, with their attendant social and linguistic worlds. This shatters the received myth that interpreters developed out of matured Deaf communities and signing families. Case studies that further analyze qualitative features of mediated interactions (e.g., compulsion, miscommunication, recusals, editorializing and conflict of interest) reveal that truly little has changed in nearly 250 years. Selected mileposts that created, refined, and endorsed the use of sign language interpreters in legal settings include: 1285: The proto-interpreter role of legal proxy for Deaf wards is codified in statute. 1624: The first legal text claiming interpreter practice with “like Efficacy, as if [Deaf parties] themselves had mutually expressed the words before recited by that third Person”. 1792: An oath for sign language interpreters is published, citing a case wherein the interpreter endured the voir dire to such a degree, it became a powerful precedent. (See also Leahy, 2016)

## **POSTER D7**

### **Educating signed language interpreters: The role of language and cognition in US undergraduate and graduate curricula**

*Melanie Metzger, Jennifer Cranston, and Steven Collins*

According to McDermitt (2009), the content of interpreting curricula may include conscious and intentional elements, but there are also aspects of the curriculum that may be unintended. In recent years in the US, some attention has been drawn to the critical role of intention and language learning in interpreter education. When RID established a BA degree requirement for national certification, interpreter education programs at the two-year Associate of Arts level began to address options for the future of their programs, including options for how they might feed into or collaborate with BA-level interpreter education (Aborn, 2008). As part of the current study, 140+ surveys were distributed to interpreter education programs in the United States, regarding specific aspects of their curricular current, with a goal of uncovering what areas of pedagogy are intentionally occurring in interpreter education in the United States at the undergraduate two-year/four-year Bachelor of Arts and graduate (Masters degree) levels. An evidence-based descriptive contrast of curricular content at these levels of academic programs in interpreter education will be addressed. A focus of this presentation will include findings regarding the role of language skills and language learning in interpreter education, how and when linguistic abilities are measured and how and when languages are taught at various degree levels.

## **Group E**

### **EAST ATRIUM AISLE**

## **POSTER E1**

### **Understanding the work of designated healthcare interpreters**

*Laurie Swabey, Todd S. K. Agan, Christopher J. Moreland, and Andrea M. Olson*

To date, there have not been any systematic studies that specifically investigate the work of designated healthcare interpreters (DHIs). Yet, the number of deaf people pursuing careers in the health professions continues to grow (McKee et al., 2013; Zazove et al., 2016), and the number of qualified DHIs to work with these professionals, both in school and in practice, is insufficient (Gallaudet University, 2011). Before educational programming can be effectively developed, we need to know more about the work of DHIs – what do they do and how might their work differ from the normative role of the healthcare interpreter (Angelelli, 2004).

Using a job analysis approach (Brannick, Levine & Morgeson, 2007; Pulakos et al., 2000), we surveyed DHIs across the U.S., asking them to rate the importance and frequency of their job tasks. The results indicated that the following task categories are relatively more important: fosters positive and professional reputation; impression management; demonstrates openness to unpredictability; and builds and maintains long-term relationships with others. Tasks rated as more frequently performed included: dresses appropriately; decides when and what information to share from the environment; uses healthcare-specific knowledge; and demonstrates interpersonal adaptability. Results also suggest that being adaptive and being a team member are both relevant to the work of DHIs. We discuss the results of the importance and frequency of the tasks of DHIs and consider the implications for education and future research.

## **POSTER E2**

### **Reported effects of aging on cognitive function during ASL-English interpreting: Evidence for an interpreter advantage?**

*Jeni Rodrigues*

This exploratory study investigates the cognitive processes of three certified American Sign Language-English interpreters ages 55-65 with over 20 years of professional experience. Participants report on strategies developed to mitigate the cognitive impacts of aging, specifically those associated with reduced attention and working memory capacity. Interview participant responses add to the literature findings, providing support for the cognitive benefits of developing expertise, and the possible existence of an interpreter advantage (Hervais-Adelman, Moser-Mercer & Golestani, 2015; Signorelli, Haarmann, & Obler, 2012; Yudes, Macizo & Bajo, 2011). Producing simultaneous interpreting (SI) at the expert level may shield the brain from the same level of cognitive decline suffered by healthy aging monolinguals to attention and memory functions (Bialystok et al., 2010; Obler, Au, & Albert, 1995; Obler & Pekkala, 2008), superior even to the cognitive flexibility achieved by bilinguals, and due to the extreme language control required for its production (Hervais-Adelman, Moser-Mercer & Golestani, 2015). This research is timely as this population of highly experienced bilingual bimodal interpreter practitioners is nearing retirement age. According to the National Consortium of Interpreter Education Centers (NCIEC), of the 2,830 respondents to a 2012 Interpreting Practitioner Needs assessment survey, over 30% were 50 years and older. These trends indicate that seasoned interpreters will steadily retire from the interpreting field over the next ten to fifteen years. By looking mindfully at the field's experts, we inform practice and pedagogy, while contributing to a nuanced understanding of the cognitive processes involved in aging and in developing expertise.



# Presenters



**Sara Bianco** is a Deaf member of a Deaf family that spans four generations, who is a native user of American Sign Language. She teaches courses in American Sign Language and co-teaches courses in interpreting at the University of Cincinnati. She received her Bachelor degree from Rochester Institute of Technology in Professional and Technical Communication. She also serves on the board of Willard Chapter of American Sign Language Teachers Association.



**Beppie van den Bogaerde** is a sign linguist who is currently a visiting professor at Swarthmore College (U.S.). Her primary affiliation is with the University of Amsterdam (Sign Linguistics) and with Hogeschool Utrecht, UAS (Deaf Studies). The LDS research unit is closely associated with the Institute for Sign, Language & Deaf Studies, where NGT teachers and interpreters are educated. Her research is on L1 and L2 sign language acquisition, bimodal bilingualism, and sign language interpreter education.



**Ursula Böser** is Professor of German & Intercultural Studies in the Department of Languages & Intercultural Studies at Heriot-Watt University in Edinburgh, Scotland. Her research in Translation Studies focuses on the question of language rights in criminal proceedings and, in particular, interpreter mediated interactions in a legal context. Ursula has been a member of EU-funded research projects on police interpreting (ImPLI – Improving Police and Legal Interpreting and CO-Minor-IN/QUEST- Cooperation in Interpreter-mediated Questioning of Minors).



**Carolina Mmbro Buadee** holds a Bachelor of Education in Special Education from the University of Education in Winneba, Ghana. She is an MSE student at Western Oregon University, Monmouth, Oregon, majoring in Deaf and Hard of Hearing Education. She has been working as a volunteer sign language interpreter in Ghana for seven years. Carolina assists Deaf people in diverse ways. Carolina yearns to offer better education and more support services for Deaf people across the globe.



**Sandrine Burgat** is an associate professor in linguistics at the University Paris 8 (France). She is a member of the Sign Language and Gestuality research team at the Structures Formelles du Langage laboratory (UMR 7023 SFL, University Paris 8 and the National Center for Scientific Research). Sandrine is a qualified French Sign Language interpreter. She is a co-founder of the scientific journal *Double Sens*, the first French journal that focuses specifically on sign language interpreting.



**Keith M. Cagle**, Associate Professor in Gallaudet University's Department of Interpretation and Translation, received his PhD in Educational Linguistics from the University of New Mexico. He graduated from CSUN with an MA degree and RIT/NTID with BA degree. He has been teaching undergraduate and graduate ASL and interpreting courses since 1986. He was American Sign Language Teachers Association (ASLTA) president from 1990-1995 and the evaluation chairperson from 2000-2015.



**Yann Cantin** is a Deaf associate professor in linguistics at Paris 8 University and a member of the research team Sign Language and Gestuality research team in the Structures Formelles du Langage laboratory His research focuses on sign language history, its origins, and Deaf community history in France in the 18th and 19th century.

# Presenters



**Cathy Clark** is a committed and passionate contract manager with comprehensive experience in partnership management, stakeholder engagement, and government contracts. With strong leadership skills including strategic and policy development, she is a driver of change and has introduced new initiatives promoting social justice in the deafness, disability, and education sectors for organizations in Australia. She has a Master's degree in Education from the University of Melbourne and is the Centre Manager at DeafConnectEd, Melbourne Polytechnic.



**Pamela F. Collins**, CI and CT, is currently a doctoral student at Gallaudet University in the Department of Interpretation and Translation. She is a native of Washington, DC, who began her interpreting studies at Georgia Perimeter College in Atlanta, Georgia. Pam is an active member of the interpreting and Deaf communities. Pam currently serves as an interpreter educator and mentor. She has worked as a staff interpreter at Gallaudet Interpreting Services since 2009.



**Steven D. Collins**, PhD, CDI, currently works as Assistant Professor in the Department of Interpretation and Translation at Gallaudet University. Steven is a Fulbright Scholar who has worked extensively with Deafblind communities in the U.S. and Italy, with a specialty in Tactile American Sign Language (TASL) interpretation. His doctoral research focused on sociolinguistic variation in the use of non-manual signals in TASL.



**Jennifer L. Cranston** is a nationally certified interpreter through RID and EIPA. She taught English to Deaf students in both public school and residential settings. Currently Jennifer interprets for Prince William County Public Schools and George Mason University. She is a PhD student in the Department of Interpretation and Translation at Gallaudet University and enjoys mentoring other interpreters. She has worked in Deaf Education and interpreting for almost two decades.



**Eline Devoldere** completed with honors her Master's degree in 2016 in interpreting Dutch, German, and Flemish Sign Language (VGT) at KU Leuven Campus Antwerp, Belgium. The title of her Master's thesis is "The position of Flemish Sign Language interpreters in relation to the Flemish Deaf community." Currently she is a postgraduate student studying conference interpreting in Flemish Sign Language.



**Valerie Dively**, PhD, is Professor in the Department of Interpretation and Translation at Gallaudet University. She is a Deaf American Sign Language linguist and signed language interpreter educator. Her research interests include linguistic analysis of discourse analysis and interpretation. She currently is working with other researchers on a major project on dialogue management by hearing-Deaf English-ASL interpreting teams in the Department of Interpretation and Translation.



**Alice Dulude** is a native user of Langue des Signes Québécoise (LSQ). As a high school teacher of LSQ students, she teaches English as a second language in parallel with American Sign Language. Alice has 19 years of experience as a Deaf interpreter and translator. She is the owner of TraduSign that provides multilingual interpreting services across the country. Alice is a leader in training other Deaf multilingual interpreters in Quebec and Ontario, Canada.

# Presenters



**Suzanne Ehrlich**, PhD, is a nationally certified interpreter who has presented nationally and internationally on the topics of e-learning and educational technology integration for interpreter education. Her most recent research focuses on the use of iPads to bridge interpreting services for postsecondary students. Dr. Ehrlich is currently serving as the social media coordinator for the World Association of Signed Language Interpreters (WASLI). Her most recent publication is a co-authored volume, *Interpreter Education in the Digital Age*.



**Florence Encrevé** is an Associate Professor in linguistics at University Paris 8 (France) and a member of the Sign Language and Gestuality research team at the Structures Formelles du Langage linguistics laboratory (UMR 7023). She is a qualified sign language interpreter and holds a PhD in History. With Brigitte Garcia she coordinates Master's program in sign language interpreting at University Paris 8. With Sandrine Burgat, she is a co-founder of the interpreting and translation journal *Double Sens*.



**Stephanie Feyne** is an interpreter, educator, and independent scholar with an interest in identity authentication and language ideology. Her previous research on the impact of interpretation on identity authentication was published in *Selected papers from the 2014 International Symposium on Signed Language Interpretation and Translation Research* (Gallaudet University Press, 2015).



**Daniel Fobi** holds Master of Philosophy and Bachelor of Education in Special Education with specialization in hearing impairment from the University of Education, Winneba (UEW), Ghana. He currently works as a sign language interpreter coordinator, sign language interpreter, and senior research assistant in the Department of Special Education, UEW. Daniel desires to upgrade himself in the field of Deaf Education at the PhD level so that he can help students who are Deaf and Hard of Hearing.



**Eileen Forestal**, PhD, RSC, is visiting professor at University of Southern Maine. Forestal retired after 36 years as Coordinator/ Professor of ASL-English interpreting programs in New Jersey. Certified as Deaf interpreter since 1979, she is also a national and international educator. Forestal has published widely, including "Deaf perspectives in interpretation research: A critical element long overdue" in *Selected papers from the 2014 International Symposium on Signed Language Interpretation and Translation Research* (Gallaudet University Press, 2015).



**Cat H.-M. Fung** worked as a researcher and instructor of sign linguistics and sign interpretation in Hong Kong. Her current research focuses on word order of interpreting from Hong Kong Sign Language (HKSL) to Cantonese. With questions generated from multilingual interpreting, she is currently developing teaching materials of training HKSL-Cantonese-English interpreters.



**Brigitte Garcia** is a full professor in linguistics at the University of Paris 8 (France). She specializes in a variety of aspects of sign languages, especially with French Sign Language (LSF). She is responsible for the Sign Language and Gestuality research team (*Laboratory Structures Formelles du Langage*, University Paris 8 & CNRS—French National Research Center) and has been co-responsible for the SL interpreters' training (Master degree) since 2006.

# Presenters



**Heidi Gerlosky** hails from Northeastern Ohio, formerly residing in the Southwest where she had strong ties with the Arizona Deaf community. Her interpreting includes working full-time as a video interpreter and working in postsecondary and community settings. Her credentials include an MEd from the University of North Florida and a BS from Kent State University. Certifications held are the NIC-Advanced, and EIPA, 4.1. Heidi supervises practicum students in university interpreter education programs.



**Eduardo Andrade Gomes** is a translator and interpreter of Libras- Portuguese (TILSP). He is certified by the Center for the Training of Professionals of Education and Assistance to Persons with Deafness (CAS) and PROLIBRAS (MEC/INES/UFSC). He is a graduate student in Letters-Libras at the Universidade Federal de Santa Catarina (UFSC) and studied chemistry at the Universidade Federal de Viçosa (UFV). Gomes works as TILSP in a Minas Gerais state school and in the city council of Viçosa.



**Aurélia Nana Gassa Gongga** has been a qualified French-French Sign Language (LSF) interpreter since 2012. As a linguistics PhD student, her research interest is on the specificities of spoken languages to sign languages translation through French Deaf translators. She has published in the journal of the French Association of Sign Language Interpreters and Translators (AFILS). She is part of the organizing committee of the next ESFLI conference that will be held in Toulouse, France.



**Della Goswell** is an interpreter, educator, and researcher based in Sydney. A native signer, she was accredited as an Auslan-English interpreter in 1987 and has trained interpreters since 1990. She convenes the graduate diploma in Auslan-English Interpreting at Macquarie University and co-authored "Sign Language Interpreting: theory and practice in Australia and New Zealand." Della has a Masters degree in Adult Education and Translation and Interpreting. She is a PhD candidate in Linguistics at Macquarie University.



**Sandra Hale** from the University of New South Wales in Sydney, Australia, has a long career as a community and conference interpreter, educator, and researcher. She is a pioneer in community interpreting pedagogy and research and is recognized internationally as an authority in the field. She is regularly invited as speaker at international conferences. She graduated with the first PhD in court interpreting from Macquarie University in Australia.



**Mark Halley, MA**, is a doctoral candidate in the Gallaudet University Department of Interpretation and Translation. He has conducted linguistic analyses of interpreter management of metalinguistic references in monologic and dialogic discourse, as well as interpreter management of American Sign Language depiction. For his dissertation, he is merging interpreting and social movement studies by conducting a retrospective case study centered on the work of interpreters in the 1988 Deaf President Now protest in Washington, DC.



**Rolf Piene Halvorsen** is a Norwegian Sign Language interpreter and linguist working at the Norwegian National Unit for Hearing Impairment and Mental Health, Oslo University Hospital. His research focuses on discourse analysis from a cognitive linguistics perspective and topics related to deafness, signed language, and mental health. He has also been a member of the groups translating psychiatric assessments, the liturgy of the Church, and Ibsen's play Peer Gynt into Norwegian Sign Language.

# Presenters



**Annemiek Hammer** is a speech language pathologist. Her research involves (oral) language development in Deaf children and sign language interpreter education. She is affiliated with the Hogeschool Utrecht (UAS), Institute for Sign, Language & Deaf Studies. In her position as Associate Professor, she coordinates and sets up Bachelor research projects.



**Paul Harrelson** is an instructor in the Gallaudet University Department of Interpretation and Translation. He is the undergraduate field experience coordinator and teaches professional practice and business and government discourse skills courses at both the undergraduate and graduate level. Mr. Harrelson is currently a PhD student at Gallaudet and his primary research interest is interpreting in the workplace. He has been a professional sign language interpreter in private practice for almost 25 years.



**Dr. Raychelle Harris** is an associate professor and co-directs the Masters in Sign Language Education (MASLED) program in ASL & Deaf Studies Department at Gallaudet University. She holds professional certification with American Sign Language Teachers Association (ASLTA) and is a state-level Certified Deaf Interpreter.



**Hilde Haualand**, PhD, is a postdoctoral researcher at the division of Signed Language and Interpreting Studies, Norwegian University of Science and Technology. Her current research project is a study of the professional identity of Norwegian Sign Language interpreters. Some of her previous research involved the politics of video interpreting services in the U.S., Sweden, and Norway, Deaf transnationalism, Deaf and Hard of Hearing young people, disabled prisoners, and labor market politics and disability.



**Tobias Haug** studied sign linguistics at Hamburg University and Deaf education at Boston University, where he received his masters in 1998. In 2009 he earned his PhD at Hamburg University. From 1998 to 2004 he worked as a sign language interpreter and researcher. Since 2004 he has been the program director of the sign language interpreter program in Zurich, Switzerland. One of his research interests is sign language assessment and sign language interpreting.



**Christina Healy**, PhD, is a community interpreter and educator in the Willamette Valley, Oregon. With a BS in Interpreting from Western Oregon University and a PhD in Linguistics from Gallaudet, her linguistic studies are motivated by patterns she sees through an interpreter's lens. She is passionate about dissemination to professionals who can apply findings towards enhanced communication services, and she shares research through active learning in classrooms, workshops, and mentoring relationships.



**Isabelle Heyerick** holds an MA in linguistics and literature (UGent) and a MA in Interpreting (KU Leuven). Currently she is working on her PhD research on interpreting strategies used by L1 and L2 Flemish Sign Language interpreters (KU Leuven). Isabelle also trains signed language interpreters in the Master's and the postgraduate interpreting program (KU Leuven). In 2015 she became the secretary of the World Association of Sign Language Interpreters (WASLI).

# Presenters



**Joseph C. Hill** is Assistant Professor in the Department of American Sign Language and Interpreting Education at the National Technical Institute for the Deaf in Rochester, New York. His areas of interest are socio-historical and socio-linguistic aspects of African-American variety of ASL and attitudes toward signing varieties in the American Deaf community. His publications include *The Hidden Treasure of Black ASL: Its History and Structure* (2011) and *Language Attitudes in the American Deaf Community* (2012).



**Gabrielle Hodge**, PhD, is a Deaf researcher, writer, and teacher specializing in the linguistics of signed languages in the Department of Languages and Linguistics, La Trobe University. She received her PhD in Linguistics from Macquarie University, Sydney in 2014. Her doctoral research used the Auslan corpus to investigate clause structure in signed languages. Gabrielle has also worked on several community-oriented language projects. Her research interests include signed and spoken language use, gesture, and corpus linguistics.



**Marc Holmes**, MEd.IP, CI/CT/NIC/SC:L/coreCHITM, Master Mentor, is currently a doctoral student in the Gallaudet Department of Interpretation and Translation. For over 25 years, he has worked as an interpreter, workshop presenter, and adjunct instructor. His research interests include mindfulness, metalinguistic referencing, and interpreting pedagogy. Marc has been married to a fellow interpreter, Melanie, for almost 20 years. Together they have one teenage son and a pug.



**Danielle I. J. Hunt** is Assistant Professor and Coordinator for the MA in Interpretation program and co-coordinator for the PhD in Interpretation program at Gallaudet University. She holds a PhD in Interpretation from Gallaudet University. She began interpreting professionally in 2000 and her specialty in the field is performing arts interpreting. Her current areas of research include professional identity development and maintenance, gatekeeping and professional conduct, curriculum development, and interpreters' use of social media.



**Sanyukta Jaiswal** is Associate Professor in the Speech-Language Pathology program of Department of Hearing Speech and Language Sciences at Gallaudet University. She received a PhD from the University of Iowa in the area of physiology of voicing control during speech production. She directs the Voice and Speech Physiology Research Lab, which focuses on acoustic and physiological analysis of vocal production, with an emphasis on the role of sensory feedback in its control and regulation.



**Terry Janzen** is Professor and Department Head of the Department of Linguistics at the University of Manitoba and has been an ASL-English interpreter for over 30 years. Terry has research interests in both cognitive-functional aspects of linguistics and interpretation. Regarding interpreting, Terry is interested in cognitive aspects of the interpretation process such as intersubjectivity and the dynamics of visualization. Terry is editor of the widely used textbook *Topics in Signed Language Interpreting: Theory and Practice*.



**Emmy Kauling** is a sign language interpreter and linguist from the Netherlands who started her PhD September 2016 at Heriot Watt University in Edinburgh, Scotland. Her research interests are sign language interpreting in academic and professional settings, socio- and interactional linguistics, and the representation of Deaf people by interpreters.

# Presenters



**Eric Klein** is a graduate student pursuing his Master of Science degree in Speech-Language Pathology at Gallaudet University. He has previously worked in the fields of natural resources and special education, and has a Bachelor of Music degree from the University of Michigan. As a life-long user of ASL and as a musician, he is interested in both vocal prosody and ASL interpretation, including how the two interact.



**Kim Kurz** is Chairperson of the American Sign Language & Interpreting Education Department at RIT/NTID. Dr. Kurz also works in the NTID Associate Dean's Office for Curriculum and Special Projects including the Sign Language Assessment Center. She is co-director of the Sign Language Research Lab at NTID's Center on Cognition and Language. She worked closely with the New York State Department of Education related to outcomes for "Graduates of Baccalaureate Interpreter Preparation Programs Specializing in K-12th Grade Settings."



**Poorna Kushalnagar** is Associate Professor in Psychology and directs the Deaf Health Communication and Quality of Life Center at Gallaudet University. She is the principal investigator of grants funded by the National Institute of Health (NIH) that total over \$2 million dollars. Her projects focus on cancer health communication and patient-centered outcomes.



**Anne Leahy**, MA, CI/CT, NAD V, has been a private practice ASL-English interpreter/translator, mentor, and speaker since 1989. Her master's thesis found Anglo-American legal interpreting practice with signing Deaf parties developed before the formation of Deaf schools, signed languages, and communities. She is currently expanding her historical study through PhD research in Translation Studies at the University of Birmingham (UK). For more information, see [interpreterhistory.com](http://interpreterhistory.com), Facebook at InterpreterHistory, or Twitter @interphistory.



**Jafi Lee** developed his interests in sign language lexicography, sign language teaching, and learning materials production, and sign language data elicitation methodology through his participation in various research projects at the Chinese University of Hong Kong (CUHK). He is actively involved in the project management, front-line Deaf training, and research supervision levels. The Professional Diploma Program in Sign Language Interpretation of CUHK was developed under his supervision.



**Lorraine Leeson** is Co-director of Trinity College Dublin's Centre for Deaf Studies. Her research on interpreting has focused on linguistic and applied linguistic questions including intersubjectivity and other issues relating to the construction and performance of identities. Lorraine has interpreted for over 20 years and is co-chair of the *European Forum of Sign Language Interpreters' Committee of Experts*. In 2016, Lorraine's most recent volume, *Sign Language in Practice* (with Jemina Napier) was published.



**Stephanie Linder** is a Deaf interpreter and educator in Melbourne Australia. Her interest in languages and cultures emerged from having a Deaf family, hearing (signing) grandparents, and a German background. She pursues this interest through extensive travel and study and worked in the fields of research, education, disability, mental health, international development, interpreting and translation. Stephanie holds degrees in Bachelor of Arts (Sociology) and a Bachelor of Education. She works at DeafConnectEd, Melbourne Polytechnic.

# Presenters



**Paula MacDonald**, MS, NIC holds an AAS in English-ASL Interpreting and Transliteration, a BA in Multicultural Interpreting and an MS in Interpreting Pedagogy, completing her teaching practicum at Karl-Franzens University, Graz, Austria. She is a nationally certified interpreter, a presenter on interpreter related topics, and an adjunct professor. She is passionate about developing a learning environment that promotes intercultural dialogue, integrates technology, and best pedagogical practices so students are prepared to work as practitioners entering the field.



**Laura Maddux**, PhD, has been involved with the Deaf community for 19 years. Laura received a PhD in Interpretation from Gallaudet University, focusing on testing interpreting educational methods. She has investigated self-talk in interpreters in a co-authored (with Brenda Nicodemus) publication in *Translation and Interpretation Studies*. Laura taught English in Turkey and was the co-chair for the World Association of Sign Language Interpreters Conference in Istanbul. She is now a visiting assistant professor at Lamar University.



**Annie Marks** is a doctoral candidate in the Department of Interpretation and Translation at Gallaudet University, where she also teaches undergraduate courses as an adjunct instructor. Annie's background in Deaf Education led her to the interpreting profession and continues to fuel her curiosity about interpreting pedagogy and research. Her interest in video interpreting stems from her own experiences working in Video Relay Service, as well as a passion for integrating technology, research, and practice.



**Elisa M. Maroney**, PhD, NIC, Ed:K-12, CI, CT, ASLTA Qualified, completed her doctoral degree in Linguistics at the University of New Mexico. She has been faculty at Western Oregon University since 1993. She coordinates and teaches in Interpreting Studies. She continues to interpret, consult, and teach workshops. She served as a Commissioner on the Commission on Collegiate Interpreter Education from 2006 to 2015. She spent one year teaching and researching in Ghana in 2015-2016.



**Marcus Martinez** is a third year linguistics major at the University of Texas at Austin and is currently working on completing a certificate in elements of computing. He is interested in computational linguistics and the linguistics of signed languages. Hoping to one day see how the two different subfields can work together, he plans to continue into graduate school in order to further his knowledge of linguistics and continue contributing to research.



**Hilary Mayhew**, NIC, began her research while serving as Gallaudet University Regional Interpreter Education Center (GURIEC) Coordinator. Hilary received her BA in Spanish and ASL-English Interpreting from Goshen College (Indiana), and her Masters of Public Administration (MPA) from Gallaudet. Hilary is a qualified administrator of the Intercultural Development Inventory (IDI). She grew up in Nevada and Kansas, and started learning to sign from a Deaf friend in middle school. She currently lives in DC.



**Campbell McDermid**, PhD, is Assistant Professor at the National Technical Institute for the Deaf, Rochester Institute of Technology. His research and publications encompass translation theory, discourse, identity and Groupthink, pragmatics, cohesion, accuracy and assessment. His work has helped him to develop a model of interpretation that conceptualizes "sense" at different levels and he continues to explore the application of pragmatics and various theories of translation to the work of interpreters.

# Presenters



**Moses McIntosh** is a practicing interpreter in Northeastern Ohio. Graduating with Bachelor's degrees in interpreting and ASL, and a Master's degree in Curriculum and Instruction from Kent State University, he has worked both as an instructor and an interpreter. He is currently completing his PhD in Curriculum and Instruction Studies, with a current research emphasis on the intersection of language learning and ideology. NIC certified, he has interpreted in K-12, postsecondary, community, medical, VRS, and VRI settings.



**Melanie Metzger** is Professor and chair of the Department of Interpretation and Translation at Gallaudet University. She holds a PhD in Sociolinguistics from Georgetown University. She has worked as an interpreter and educator for over 30 years and her research focuses on sociolinguistic examinations of interpreted interaction. Publications include *Salient Studies of Signed Language Interpretation, and Investigations in Healthcare Interpreting*, co-edited with Brenda Nicodemus. She serves as co-editor of the Studies in Interpretation series with Gallaudet University Press.



**Phoebe Mintz** is a junior at the University of Texas but originally hails from Chicago. She has a major in linguistics with ASL as her minor. She is currently spending a semester at the University of New South Wales in Sydney, Australia. The program's goal is to allow students to experience a new culture and travel through a new part of the world. Phoebe has been working in their lab since summer 2016.



**Heather Mole** is a PhD student at Heriot-Watt University in the Department of Languages and Intercultural Studies. She trained as a sign language interpreter in the UK and practiced for nearly for years before emigrating to Canada where she retrained as an advisor to disabled students. On returning to the UK, she began a PhD on the topic of perceptions of power and privilege in the sign language interpreting profession.



**Christine Monikowski** has a PhD in Educational Linguistics from the University of New Mexico (Albuquerque) and is a Professor in the Department of ASL and Interpreting Education at Rochester Institute of Technology. She has taught courses in American Sign Language and interpretation for over 20 years. She was a Fulbright Specialist in Australia at the University of Newcastle in early 2013 and in 2016 was a short-term fellow at Trinity College Dublin's Long Room Hub.



**Christopher J. Moreland, MD MPH**, is an internist and Associate Professor at UT Health at San Antonio. Along with patient care, he serves as an internal medicine residency associate director. He has been honored with multiple teaching awards. Interests in inter-professional education and diversity have led to national presentations and publications on disparities affecting the Deaf and limited English proficient, accommodations for Deaf students and physicians, medical schools' technical standards, and interpreters' medical education.



**Kierstin Stager Muroski** is Program Coordinator and Assistant Professor in the ASL-English Interpreting Program at Mount Aloysius College. She holds a Master's Degree in Interpretation from Gallaudet University and is currently enrolled in the Gallaudet University PhD program in Interpretation and Translation.

# Presenters



**Jemina Napier** is Professor and Chair of Intercultural Communication in the Department of Languages and Intercultural Studies at Heriot-Watt University in Edinburgh, Scotland, where she is also Head of Department. She is an Adjunct Professor in the Department of Linguistics at Macquarie University in Sydney, Australia. She is a member of the World Federation of the Deaf Expert Group on Accessibility and is accredited as a BSL, Auslan, and International Sign interpreter.



**Brenda Nicodemus**, PhD, is Associate Professor in the Department of Interpretation and Translation at Gallaudet University and Director of Gallaudet's Center for the Advancement of Interpreting and Translation Research (CAITR). Her research interests include healthcare interpreting, linguistic analysis of interpretation, and translating research into practice. Along with numerous articles, she has authored *Prosodic Markers and Utterance Boundaries in American Sign Language Interpreting* (Gallaudet University Press, 2009) and co-edited three other books.



**Noel O'Connell** is a Deaf social anthropologist who has conducted auto-ethnographic research on Deaf Education in Ireland. He has worked as a research assistant and a postdoctoral researcher on various projects.



**Beate Øhre** is a specialist of clinical psychology and has practiced since 1987, primarily with signing Deaf, Deafblind and Hard of Hearing patients. Øhre has been a signer (NSL) since 1976, and spent 1983-84 at Gallaudet University. She is a researcher at the Norwegian National Unit for Hearing Impairment and Mental Health. In April, she will defend her PhD dissertation titled "Mental disorders and trauma in Deaf and Hard of Hearing adult psychiatric outpatients."



**Andrea M. Olson** earned a BA from Luther College in Decorah, Iowa and an MA and PhD in Industrial/Organizational Psychology from the University of Minnesota. Dr. Olson is a Professor of Psychology at St. Catherine University and she serves as program evaluator for the CATIE Center.



**Rosemary Oram** is a Deaf qualified social worker and has worked as a research assistant with the Social Research with Deaf People program on several different projects.



**Raylene Paludneviene** is currently Professor in the Department of Psychology at Gallaudet University where she teaches primarily in the undergraduate program. Dr. Paludneviene's current research projects include the development of American Sign Language assessment tools, consulting on the ASL translation of survey and test items, and studying the relationship between cochlear implants and the Deaf community.

# Presenters



**Giulia Petitta**, PhD, is an Italian Sign Language interpreter and linguist. She conducted research both on spoken and signed languages, with a focus on discourse analysis, corpus linguistics, written representation, translation and simultaneous interpretation. Currently she is examining dialogue management by hearing-Deaf English-ASL interpreting teams in a project conducted with other researchers in the Department of Interpretation and Translation at Gallaudet University.



**James Pope** is currently a PhD student in the Department of Interpretation and Translation at Gallaudet University. He has been an interpreter for over 20 years. His areas of research focus are linguistics, second language acquisition, and video relay interpretation. He currently resides in Florida, where he works at Florida State College at Jacksonville as a full-time professor in the ASL-English interpretation associate's degree program.



**Brenda Puhlman** holds a Bachelor of Arts in American Sign Language-English Interpreting with a minor in Special Education/Rehabilitation Counseling from Western Oregon University. She works as a freelance interpreter in the Willamette Valley while continuing her education in the Masters of Arts in Interpreting Studies at Western Oregon University, where she plans to complete her studies in December in 2017. Brenda hopes to conduct a series of professional development workshops.



**David Quinto-Pozos** is a signed language linguist who has worked on ASL and Mexican Sign Language (LSM). His interests include the interaction of language and gesture, trilingual (Spanish-English-ASL) interpreting, and developmental signed language disorders. David has written about signed language contact and language teaching. He directs the ASL program at UT Austin and teaches linguistics courses. David is also a certified interpreter and president of *Mano a Mano*, a national organization for Spanish-English-ASL interpreters.



**Eli Raanes** is a signed language linguist working on interpreting issues, language acquisition, sign language history, use of gestures and language variation. She is a registered interpreter for Deaf and Deafblind people. Her PhD research focused on Norwegian Tactile Sign Language. Eli Raanes works as Associate Professor in Signed Language and Interpreting Studies in the Department of Language and Literature at the Norwegian University of Science and Technology, NTNU.



**Laurie Reinhardt**, MAIS, MFA, CSC, NIC-A, SC:L, had vision which led her to solidify a group of practitioners who collectively formed an award winning interpreting enterprise in the Pacific Northwest (1997-2011). Her passionate pursuit for interpreter development overrode her business involvement. Laurie earned an MA in Interpreting Studies from Western Oregon University and enjoys teaching, mentoring, and presenting nationally. She is currently pursuing a doctoral degree in Interpretation and Translation at Gallaudet University.



**Jeni Rodrigues** is a PhD student in the Gallaudet University Department of Interpretation and Translation. She earned an MEd in Interpreting Pedagogy from Northeastern University and a BA in Women's Studies from California State University, Long Beach. She has interpreted for 18 years and holds RID and NAD national certifications. She taught interpreting for five years in postsecondary and corporate settings and currently works as a designated interpreter with a Deaf internal medicine resident.

# Presenters



**Debra Russell** is a Canadian certified interpreter, educator, and researcher. Her interpreting practice spans over 30 year, and continues with a focus on medical, legal, and mental health settings. She is the president of the World Association of Sign Language Interpreters (WASLI). As the previous David Peikoff Chair of Deaf Studies at the University of Alberta, she conducted research about interpreting in mediated education, legal settings, and Deaf-hearing teams. Yoga and travel define her.



**Mehera San Roque** joined the Faculty of Law in 2002, having previously taught at the University of Sydney. She is currently the Director of JD Studies and an elected member of UNSW's Academic Board. Her research interests include evidence, feminist legal theory, law and visual, popular culture and surveillance studies. She has a particular interest in cross-disciplinary collaborations.



**Brenda Seal** is Professor in Hearing, Speech, and Language Sciences at Gallaudet University where she also serves as Director of the SLP program. Dr. Seal's research and publications in educational interpreting began at James Madison University where she is Professor Emerita in Communication Sciences and Disorders. She earned a PhD from the University of Virginia in 1992. She earned both the CSC from RID in 1976 and the EIPA (4.7) from Boys Town in 2008.



**Barbara Shaffer** (RID CI/CT, SC:L) is an Associate Professor in and Director of the Signed Language Interpreting Program at the University of New Mexico. Barbara's research interests include the grammaticalization, stance markers, and intersubjectivity in discourse and interpreted interactions. She recently authored "Evolution of theory, evolution of role: How interpreting theory shapes interpreter role" for the volume *Evolving Paradigms in Interpreting Education: Impact of Interpreting Research on Teaching Interpreting*.



**Naomi Sheneman**, MA, MS, CDI, has been working professionally in the interpreting profession since 2000 in various roles. She is currently working as the Vice President of Business Affairs for Network Interpreting Service and as an adjunct ASL-English interpreter education faculty at the National Technical Institute for the Deaf. She is also a doctoral student in Interpretation and Translation at Gallaudet University. She has published interpreter assessment rubrics and other studies.



**Robert Skinner** is a PhD student at Heriot-Watt University, investigating the way video-mediated interpreting services may be utilized to facilitate access to Police services. Funded by the Scottish Graduate School for Arts & Humanities, the PhD is supervised by Jemina Napier and Nick Fyfe, in collaboration with Police Scotland and SignVideo. Robert is a qualified British Sign Language-English interpreter with 17 years of experience and has worked as a research associate on multiple projects at Heriot-Watt University.



**Amanda R. Smith**, M.A., is a certified, professional interpreter and interpreter educator focusing on reflective practice. She is an Associate Professor at Western Oregon University and continues to engage in private practice as an interpreter. Current research interests include examining the nature of the gap between graduation and certification and the impact of professional's intrapersonal landscape on their practice. She strives to support and equip working interpreters with tools to improve the experiences of consumers.

# Presenters



**Charley Pereira Soares** graduated in Pedagogy from the Universidade Estadual de Montes Claros (2008). He studied Letters/Libras from the Universidade Federal de Santa Catarina (2012) and earned a Master's degree in Linguistics from the Universidade de Brasília (2013). He is currently a doctoral student at the Universidade Federal de Santa Catarina. Since 2013, he has been Assistant Professor in the Department of Arts and Letters of the Universidade Federal de Viçosa (UFV) where he teaches LIBRAS.



**David Spencer** was appointed Academic Director at the Australian Catholic University in October 2012 then Deputy Provost on 5 January 2015. Previously he was Associate Dean (Academic) of the Faculty of Business, Economics and Law at La Trobe University. Prior to that, he had been Associate Dean (Teaching & Learning) for the Faculty of Law at Macquarie University. David's main areas of research include Contract Law, Dispute Resolution, and Higher Education Theory and Practice.



**Elizabeth Steyer, MA**, showed a passion for languages when she opened a book for the first time as a child. Her love for sign language translation, cognitive linguistics, and especially anthropological implications of linguistics started when she left the U.S. for the first time. After obtaining a Master's in Linguistics from Gallaudet University, Elizabeth traveled the world for a year before making her home in Minneapolis. She currently plays a starring linguist while managing grant projects.



**Steven Surrency, PhD, CI, CT, SC:L**, is a linguist and philosopher whose work touches on signed languages, gesture, and intercultural communication. Steven serves as USF's Coordinator of Global Studies. In this role, Steven collaborates with partners throughout Latin America and Europe. Steven enjoys traveling, reading, powerlifting, and spending time with his wife and three children.



**Laurie Swabey** is Professor of Interpreting at St. Catherine University and Director of the CATIE Center where she leads two federally funded national initiatives on interpreter education. She holds a PhD from the University of Minnesota in Linguistics and her research interests and publications focus on topics including healthcare interpreting, relevance theory and interpreting, language access in healthcare settings, and the organization of Deaf physician and Deaf patient discourse.



**Felix Sze** has been conducting research projects on sign language and providing sign linguistic training to the Deaf junior researchers from Asia-Pacific countries. Her current research interests include the documentation of sign language lexical variants and discourse data in the Asia-Pacific region, sign language typology, information structure and non-manuals in Hong Kong Sign Language, language development of deaf children in Hong Kong, as well as HKSL-Cantonese interpreting.



**Gladys Tang** has research interests in language acquisition and language pedagogy. Her interest in sign language research also took her to embark on a series of research projects on the linguistics of Hong Kong Sign Language, the acquisition of sign language and the development of literacy by Deaf children. She has published on second language acquisition, second language pedagogy, sign linguistics, sign language acquisition, and Deaf education.

# Presenters



**Patricia Tuxi** is Assistant Professor at the University Federal de Brasília, in Brazilian Sign Language. She holds a PhD in Linguistics from the University of Brasília and works as an interpreter from Brazilian Sign Language (LIBRAS) and Portuguese. She works at the Laboratory of Sign Language Linguistics – LabLibras.



**Jan Nijen Twilhaar** is Associate Professor at the Hogeschool Utrecht (UAS), Institute for Sign Language & Deaf Studies. He is a linguist with specific focus on morphology. He recently published a concise lexicon for sign linguistics. His research activities are embedded in the research unit LDS and focus on linguistics of sign language.



**Myriam Vermeerbergen** is a sign linguist and a sign language interpreter trainer at KU Leuven, Belgium. She is also a Research Associate with the Department of Dutch and Afrikaans, Stellenbosch University. Her research interests include different aspects of sign language interpreting, the grammar of Flemish Sign Language, and cross-linguistic work on signed languages. Myriam is a founding member and former president of the Vlaams Gebarentaal Centru' and a member of WFD's Expert Group on Sign Language and Deaf Studies.



**Jihong Wang** is Lecturer in the Master of Arts in Chinese Translation and Interpreting (MACTI) program at the University of Queensland, Australia. She has a PhD in Linguistics from Macquarie University, Australia, and a Master of Arts in Chinese-English Translation and Interpreting from Xiamen University, China. She works as a professional Mandarin-English interpreter and Chinese-English translator. She conducts research on spoken and signed language interpreting, translation, language and cognition, immigrants' second language learning, and Deaf studies.



**Dawn M. Wessling** is an instructor in the American Sign Language-English Interpreting Program at the University of North Florida. She has presented and published on studies related to VRS interpreting and the integration of online technology in interpreter education. Her research interests include language planning in interpreter education, emotion work of interpreters, and the long-term impact of interpreting in high demand settings. She is a doctoral student at Gallaudet University in the Department of Interpretation and Translation.



**Julie White**, PhD, has been an interpreter for the past 20 years. She started her career in interpreting by learning ASL from the Deaf community in Indianapolis. White's PhD is in Applied Linguistics with a research focus in cognitive linguistics, conceptual blending, and depiction. Dr. White is Assistant Professor in the ASL-English Interpreting Program at Indiana University – Purdue University at Indianapolis.



**Kathryn Whitley** is a senior linguistics undergraduate at the University of Texas at Austin. Originally from Phoenix, Arizona Kathryn is currently assisting Dr. David Quinto-Pozos in the UT Signed Languages Lab. She also works with Dr. James Booth in the Brain Development Lab researching child language acquisition.

# Presenters



**Lori Whynot**, PhD, is Assistant Professor in the Department of Interpretation and Translation at Gallaudet University and a interpreter of 27 years – qualified in both the USA and in Australia. She earned a PhD in Linguistics from Macquarie University, Sydney in 2015. In Australia she led a committee that established the official recognition of Deaf interpreters. Lori’s research interests intersect linguistics and interpreting/translation, multilingualism, sign language contact phenomena, Deaf/hearing teams, and consequence-based ethics.



**Amy Williamson** has maintained a private practice in the field of interpreting since graduating from high school and is currently the Co-director of Project CLIMB at the University of Northern Colorado. Her research has focused on heritage signers as interpreters and interpreters in legal and K-12 settings. Amy holds an MA in Interpreting Studies from Western Oregon University and is currently a doctoral student in Gallaudet University’s Department of Interpretation and Translation.



**Rozan van der Wolf** is a certified sign language interpreter. This presentation research is her thesis from her bachelor degree at the Hogeschool Utrecht (UAS), Institute for Sign, Language & Deaf Studies.



**Svenja Wurm** is Assistant Professor at Heriot-Watt University, Edinburgh, Scotland, where she acts as program director for the European Master’s in Sign Language Interpreting (EUMASLI). Svenja played a major part in developing the first full-time undergraduate degree in BSL-English interpreting in Scotland and teaches theoretical and applied courses on translation, interpreting, and subtitling. Her research interests include translation between written and signed texts, multimodal translation, Deaf literacy practices and qualitative methodologies.



**Alys Young** is Professor of Social Work Education and Research within the School of Nursing, Midwifery and Social Work. She is also Director of SORD - the Social Research with People program. She is a Fellow of the Academy of Social Sciences (FACSS) and also currently holds the role of Distinguished Visiting Professor in the Centre for Deaf Studies, University of the Witwatersrand, South Africa.



**Mark Zurov** is a doctoral candidate at the University of Hamburg. A nationally certified Deaf interpreter, he is president of the first worldwide professional association of Deaf sign language interpreters. He has worked at international conferences and on various translation projects. His most recent publication is *Deaf Holocaust: Deaf Jews and Their True Communication in Nazi Concentration Camps* in Michaela Wolf (ed.) *Interpreting in Nazi Concentration Camps* (Bloomsbury Press).

# RID-NAD CEUs



## Questions and Answers

The National Alliance of Black Interpreters DC Chapter (NAOBI-DC), an RID-approved CMP sponsor, is lending generous support by processing Continuing Education Units (CEUs) for the Symposium.

### Q. How many CEUs can I earn?

You can earn up to 1.425 Professional Studies (PS) CEUs. There are 39 CEU-earning activities available at the Symposium. (Unexpected presenter cancellations may lower the CEU total).

Each keynote presentations is worth .075 CEUs.

Individual presentations are worth .05 CEUs Registrants may earn CEUs for only one presentation per time slot.

The poster session is worth .3 CEUs. Registrants must attend the entire poster session to earn CEUs.

### Q. How do I keep track of my presentation attendance?

You can track your attendance by marking the presentations you attend on the program schedule. We will not be using barcodes or sign-in sheets at the Symposium. Registrants are responsible for accurately reporting attendance and should keep the marked program schedule or a photo for their records.

### Q. How do I submit my information to earn CEUs?

Submit evaluations of the Symposium and CEU information online at the conclusion of the Symposium.

Steps:

1. After 12 pm on Sunday April 2, visit <http://bit.ly/2017symposiumeval>.
2. Complete the Symposium evaluation.
3. Select "Yes" to request CEUs.
4. Enter your name and RID number.\*
5. Select the presentations you attended.
6. Enter your initials on the form to confirm that the information is accurate.
7. Submit! You can choose to receive email confirmation for your records.

*\*Please check that your RID number and name are entered exactly as they appear on your RID Member Profile. The CEU Team will not be able to follow-up with individual members to correct member information.*

### Q. When is my online evaluation and CEU form due?

You must submit your CEU information before 11:59pm EST on Sunday April 9, 2017.

### Q. When will I receive my CEUs?

CEUs will be submitted to RID no later than May 26, 2017. RID requests 4-6 weeks to update CEU/ACET transcripts. If your CEUs are not on your transcript by July 10, contact [cmp@rid.org](mailto:cmp@rid.org).

### More Questions?

Find us at the Symposium or email  
[symposium@galladuet.edu](mailto:symposium@galladuet.edu) with subject line "CEU question."







We are pleased to announce that  
Gallaudet University Press will publish a volume  
of Selected Papers from the Symposium

Danielle I. J. Hunt and Emily Shaw, Editors



Volume 1 – Available Now

A call for papers will be released immediately after the Symposium with an expected publication date for the volume in early 2019.

Please contact [danielle.hunt@gallaudet.edu](mailto:danielle.hunt@gallaudet.edu) and [emily.shaw@gallaudet.edu](mailto:emily.shaw@gallaudet.edu) if you are interested in submitting a paper from your talk or poster.



# Eating & Drinking

## **The Bistro** (Kellogg Conference Center – lobby area)

The Bistro offers freshly baked bread to just-picked local produce. The food is created by a gifted culinary team that prepares seasonal dining experiences for its guests.

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## **Break Lounge** (Kellogg Conference Center – second floor)

The Break Lounge is a contemporary space that transforms into an urban-chic lounge with the feel of a loft.

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## **Marketplace** (Jordan Student Activity Center – lower level)

In the lower level of the Jordan Student Academic Center (JSAC) there is an *à la carte* eatery with a salad bar, soup of the day, pizza, sandwiches made-to-order, grilled food, and a hot selection of the day. Marketplace is open from 11 am to 2 pm, M-F.

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## **Rathskellar** (Jordan Student Activity Center – lower level)

This student-run pub, located in the lower level of the JSAC next to the Marketplace, is open evenings and weekends.

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## **Gallaudet Plaza Dining Hall** (Hanson Plaza)

The main student dining hall/cafeteria is conveniently located on Hanson Plaza surrounded by some residence halls.

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## **Union Station** (50 Massachusetts Avenue NE)

Take the Gallaudet Shuttle to Union Station for a variety of eating options, including higher end dining, sandwich chains, bakeries, and various fast food options. For more information, see <http://www.unionstationdc.com/Restaurants>

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## **Union Market** (1309 5<sup>th</sup> Street NE)

Union Market is a “second home” to many at Gallaudet University. Directly across from campus between 5<sup>th</sup> and 6<sup>th</sup> Streets, Union Market contains restaurants, wine bars, shops, bars, and vendors making a community of Gallaudet’s neighbors, artists and tourists come to find a community.

**Hours: Tue - Fri:** 11:00 am - 8:00 pm and **Sat - Sun:** 8:00 am - 8:00 pm

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## **H Street Corridor** (Walk up 8<sup>th</sup> Street to H Street)

The H Street Corridor, only a few blocks from Gallaudet’s campus, has been regenerated in recent years to become a contemporary and popular area. On H Street you can now find an array of new clubs, boutiques, grocery stores, and restaurants.

For more information see: <http://hstreet.org/businesses/eat/>



# Shuttle Bus Schedule

## Continuous Shuttle Schedule

	NY/FLA/GU MST.	UNION STATION	MSSD	KDES	BENSON	GUKCH
BUS 1	6:22 am	6:30 am	6:37 am	6:39 am	6:40 am	6:47 am
BUS 2	6:37 am	6:45 am	6:52 am	6:54 am	6:55 am	7:03 am
BUS 1	6:52 am	7:00 am	7:07 am	7:09 am	7:10 am	7:17 am
BUS 2	7:07 am	7:15 am	7:22 am	7:24 am	7:25 am	7:33 am
BUS 1	7:22 am	7:30 am	7:37 am	7:39 am	7:40 am	7:47 am
BUS 2	7:37 am	7:45 am	7:52 am	7:54 am	7:55 am	8:03 am
BUS 1	7:52 am	8:00 am	8:07 am	8:09 am	8:10 am	8:17 am
BUS 2	8:07 am	8:15 am	8:02 am	8:24 am	8:25 am	8:33 am
BUS 1	8:22 am	8:30 am	8:37 am	8:39 am	8:40 am	8:47 am
BUS 2	8:37 am	8:45 am	8:52 am	8:54 am	8:55 am	9:03 am
BUS 1	8:52 am	9:00 am	9:07 am	9:09 am	9:10 am	9:17 am
BUS 2	9:07 am	9:15 am				
BUS 1	9:22 am	9:30 am	9:37 am	9:39 am	9:40 am	9:47 am
	9:52am	10:00am	10:07am	10:09am	10:10am	10:17am
	10:22am	10:30am	10:37am	10:39am	10:40am	10:47am
	10:52am	11:00am	11:07am	11:09am	11:10am	11:17am
	11:22am	11:30am				
	MSSD	KDES	BENSON	GUKCH	NY/M St.	UNION STATION
	11:30 am	11:32 am	11:33 am	11:40 am	11:45 am	11:50 am
	12:00 noon	12:02 pm	12:03 pm	12:10 pm	12:14 pm	12:20 pm
	12:30 pm	12:32 pm	12:33 pm	12:40 pm	12:44 pm	12:50 pm
	1:00 pm	1:02 pm	1:03 pm	1:10 pm	1:14 pm	1:20 pm
	1:30 pm	1:32 pm	1:33 pm	1:40 pm	1:44 pm	1:50 pm
	2:00 pm	2:02 pm	2:03 pm	2:10 pm	2:14 pm	2:20 pm
	2:30 pm	2:32 pm	2:33 pm	2:40 pm	2:44 pm	2:50 pm
BUS 1	3:00 pm	3:02 pm	3:03 pm	3:07 pm	3:12 pm	3:20 pm
BUS 2	3:15 pm	3:17 pm	3:18 pm	3:23 pm	3:28 pm	3:33 pm
BUS 1	3:30 pm	3:32 pm	3:33 pm	3:37 pm	3:42 pm	3:50 pm
BUS 2	3:45 pm	3:47 pm	3:48 pm	3:53 pm	3:58 pm	4:03 pm
BUS 1	4:00 pm	4:02 pm	4:03 pm	4:07 pm	4:12 pm	4:20 pm
BUS 2	4:15 pm	4:17 pm	4:18 pm	4:23 pm	4:28 pm	4:33 pm
BUS 1	4:30 pm	4:32 pm	4:33 pm	4:37 pm	4:42 pm	4:50 pm
BUS 2	4:45 pm	4:47 pm	4:48 pm	4:53 pm	4:58 pm	5:03 pm
BUS 1	5:00 pm	5:02 pm	5:03 pm	5:07 pm	5:12 pm	5:20 pm
BUS 2	5:15 pm	5:17 pm	5:18 pm	5:23 pm	5:28 pm	5:33 pm
BUS 1	5:30 pm	5:32 pm	5:33 pm	5:37 pm	5:42 pm	5:50 pm
BUS 2	5:45 pm	5:47 pm	5:48 pm	5:53 pm	5:58 pm	6:03 pm
	6:13 pm	6:15 pm	6:16 pm	6:21 pm	6:26 pm	6:31 pm
	6:41 pm	6:43 pm	6:44 pm	6:49 pm	6:54 pm	7:01 pm
	7:00 pm	7:01 pm	7:02 pm	7:05 pm	7:10 pm	7:15 pm
	7:22 pm	7:23 pm	7:24 pm	7:30 pm	7:35 pm	7:45 pm
	7:52 pm	7:53 pm	7:54 pm	8:00 pm	8:04 pm	8:15 pm
	8:22 pm	8:23 pm	8:25 pm	8:30 pm	8:34 pm	8:45 pm
	8:52 pm	8:53 pm	8:55 pm	9:00 pm	9:04 pm	9:15 pm
	9:22 pm	9:23 pm	9:25 pm	9:30 pm	9:34 pm	9:45 pm

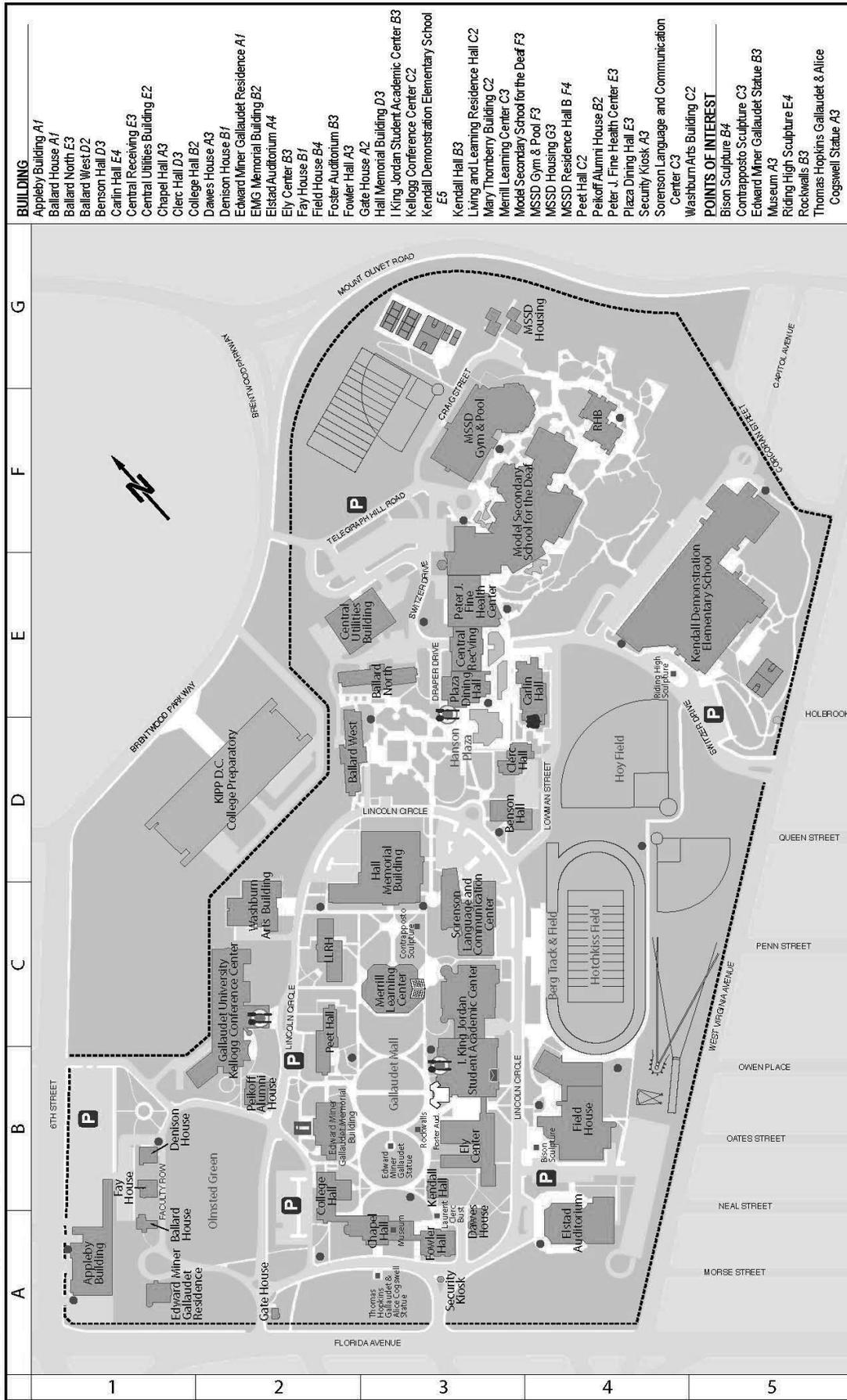
*Bus 1 & Bus 2 indicates Peak Hours of operation - all other times 1 bus*

# Shuttle Bus Schedule

## WEEKEND SHUTTLE SCHEDULE

BENSON	GUKCH	NO MA GALLAUDET	UNION STATION
10:00 AM	10:05 AM	10:10 AM	10:15 AM
10:22 AM	10:27 AM	10:35 AM	10:40 AM
10:47 AM	10:52 AM	10:57 AM	11:02 AM
11:31 AM	11:36 AM	11:44 AM	11:46 AM
11:53 AM	11:58 AM	12:03 PM	12:08 PM
1:15 PM	1:20 PM	1:25 PM	1:30 PM
1:37 PM	1:42 PM	1:47 PM	1:52 PM
1:59 PM	2:04 PM	2:09 PM	2:14 PM
2:21 PM	2:26 PM	2:31 PM	2:36 PM
2:43 PM	2:48 PM	2:53 PM	2:58 PM

5:14 PM	5:20 PM	5:25 PM	5:30 PM
5:37 PM	5:42 PM	5:47 PM	5:52 PM
5:59 PM	6:02 PM	6:09 PM	6:14 PM
6:21 PM	6:26 PM	6:31 PM	6:36 PM
6:43 PM	6:48 PM	6:53 PM	6:58 PM
7:30 PM	7:35 PM	7:40 PM	7:45 PM
7:52 PM	7:57 PM	8:02 PM	8:07 PM
8:14 PM	8:19 PM	8:24 PM	8:29 PM
8:36 PM	8:41 PM	8:46 PM	8:51 PM
8:58 PM	9:03 PM	9:08 PM	9:13 PM



Map designed by the Office of Communications and Public Relations - November 11, 2014  
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# M System Map

wmata.com  
 Customer Information Service: 202 637-7000  
 TTY Phone: 202 638-3780  
 Metro Transit Police: 202 962-2121

## Legend

- RD** Red Line • Glenmont / Shady Grove
- OR** Orange Line • New Carrollton / Vienna
- BL** Blue Line • Franconia-Springfield / Largo Town Center
- GR** Green Line • Branch Ave / Greenbelt
- YL** Yellow Line • Huntington / Fort Totten
- SV** Silver Line • Wiehle-Reston East / Largo Town Center

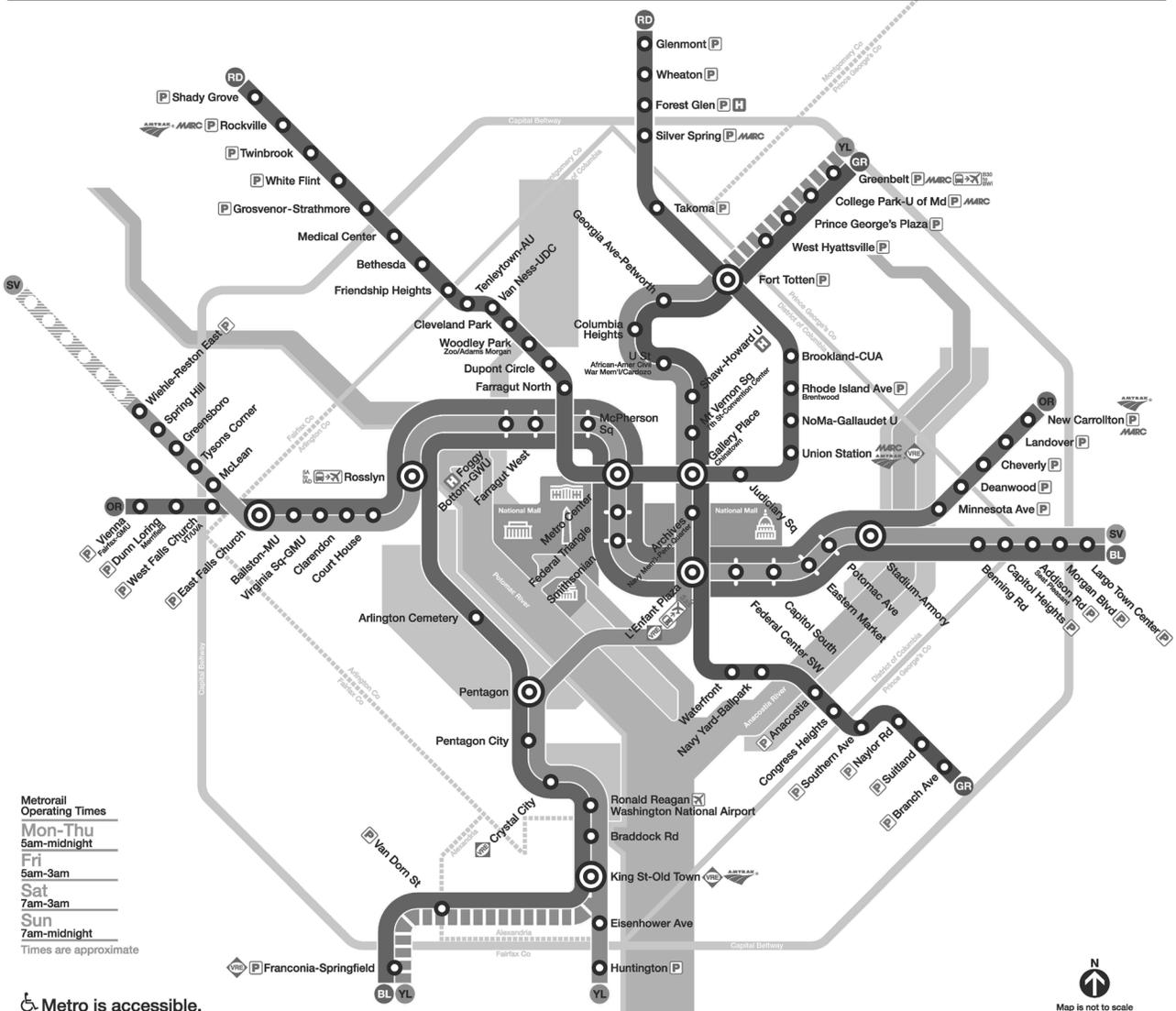
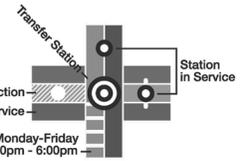
## Station Features

- Bus to Airport
- Parking
- Hospital
- Airport

## Connecting Rail Systems

- AMTRAK
- VRE
- MARC

Rush-Only Service: Monday-Friday  
 6:30am - 9:00am 3:30pm - 6:00pm



**Metrorail Operating Times**  
 Mon-Thu 5am-midnight  
 Fri 5am-3am  
 Sat 7am-3am  
 Sun 7am-midnight  
 Times are approximate

Metro is accessible.

N  
 Map is not to scale

- No Smoking
- No Eating or Drinking
- No Animals (except service animals)
- No Audio (without earphones)
- No Littering or Spitting
- No Dangerous or Flammable Items





