


Spring 5-16-2016

Deaf interpreter education: stories and insights shared by working deaf interpreters and deaf interpreting students

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Deaf Interpreter Education:
Stories and Insights Shared by Working Deaf Interpreters and Deaf Interpreting Students

By
Jeremy Rogers

A thesis submitted to Western Oregon University

In partial fulfillment of the requirements for the degree of:
Master of Arts in Interpreting Studies
May 2016
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Western Oregon
UNIVERSITY

**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

- Thesis
- Field Study
- Professional Project

Titled:

Deaf Interpreter Education: Stories and Insights Shared by Working
Deaf Interpreters and Deaf Interpreting Students

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*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment
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ACKNOWLEDGEMENTS

To my cousin Joe—my introduction to American Sign Language and Deaf culture—you are the reason I learned. Thank you to Leslie C. Greer, who spent years teaching me more than I imagined there was to learn, and who taught me to be honest with myself before I could be honest with others. To all of the Deaf interpreters and Deaf interpreting students who took part in this research study, thank you for trusting in me to share your stories; you have been fearless pioneers. To my research committee chair, Amanda Smith, thank you for guiding me through making sense of my own thoughts and for showing me that I was not as lost as I felt. To Carole Lazorisak, thank you for all of your support and for constantly validating my efforts; I could never have done this without you. To Dr. Melanie Landon-Hays, I am so grateful to have had the opportunity to work with you again; you have encouraged me throughout this journey. To Vanesse Hiten, a brilliant mind and a loving spirit, your dedication to this process will never be forgotten.

To my MAIS cohort, I have developed a very special relationship with each of you and, through each of you, have learned so much about myself. To The Wives, who laughed and cried with me through this journey, I cannot express how much you have changed my life. You are all special gifts to me. To Robert Monge of Western Oregon University, thank you for your dedication to academia and for your unwavering support of my research.

To all of the teachers in my life who made learning fun and taught me the value of education, thank you. To Barbara Chisholm, my inspiration to guide others toward understanding, and to Kelly Daly-Yee, for gifting me the perfect writing chair and for

constantly pushing me to go further than I thought I could. To my parents, Kim and Christine, for always being there for me, especially when I tried to do everything on my own; you taught me that it was okay to ask for help. As teachers, we learn so much from what happens in our own classrooms, and so I would also like to thank my interpreting students at Mt. San Jacinto College for helping me to grow.

To all of the friends whom I have had the pleasure of knowing, you have been patient and kind. Thank you for reminding me to come up for air and to take time for myself. Thank you for being there when I could not be there for you. Thank you, Stacy, for grounding me and helping me clear my head. Finally, I would like to acknowledge Laurie, my “Beastie,” my steadfast rock and anchor; you have always believed that I could and would until I did. Thank you for never giving up on me.

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ABSTRACT

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

CHAPTER 1: INTRODUCTION

In the field of ASL/English interpreting there are several categories of interpreters. Two such categories are hearing interpreters and Deaf interpreters. Though often seen working together in various settings, the skill sets and abilities of each group differ to some extent. Boudreault (2005) illustrated this difference in his explanation of Deaf interpreters (DIs) as bilinguals:

These bilinguals are frequently called upon to facilitate communication between hearing and Deaf people. This interpreting process is generally consecutive in nature. Also, these bilinguals can act as “communication facilitators” between hearing people who can sign only in a restricted range of registers and a Deaf person is considered semilingual (Cummins 1979, 2000; Skutnabb-Kangas, 1981) or monolingual. The DI plays an important role, even if informally, in this communication process by ensuring that the Deaf person grasps the message transmitted by the hearing person who is unable to convey her ideas clearly and grammatically in a visual and spatial medium. (p. 325)

Hearing ASL/English interpreters work to interpret messages between spoken (and written) English into ASL, and vice versa. Deaf interpreters work through similar processes, but in a different capacity; as defined by the Registry of Interpreters for the Deaf’s (RID’s) Standard Practice Paper *Use of a Certified Deaf Interpreter* (1997): “A Certified Deaf Interpreter may be needed when the communication mode of a deaf consumer is so unique that it cannot be adequately accessed by interpreters who are hearing,” (p. 1) which can result in “optimal understanding by all parties” (p. 2). I

believe this difference in skill sets requires a specialized approach to effective interpreter training for Deaf interpreting students.

The National Consortium of Interpreter Education Centers' (NCIEC's) *Toward Effective Practice: Competencies of the Deaf Interpreter* (2010) suggests that Deaf interpreters require two sets of competencies: generalist and specialized (p. 2). Generalist competencies include theory and knowledge, human relations, language skills, interpreting skills, and professionalism. Competency in the following areas is deemed specialized: Foundational; Language, culture, and communication; and Consumer assessment (pp. 3-5). In considering the required competencies of successful Deaf interpreters, it is crucial to design interpreter preparation curricula to ensure acquisition and refinement of these skill sets. However, as Mathers (2009) stated, "Curricula cannot be adapted to teach deaf interpreters until those essential tasks have been identified and are supported by a solid foundation in research" (p. 69).

My interest in this research study came through personal experience. While working toward my Bachelor's degree in Interpretation, I was in a cohort comprised of one Deaf interpreting student (Student 1), one student who identified as a CODA, and several hearing second language (L2) users of American Sign Language. During my years in the program, the Deaf interpreting student made several comments about their experience in an undergraduate program that was geared toward hearing interpreters. Student 1 was frustrated at the amount of work they were completing that did not seem to benefit their skill sets or their understanding of what it meant to be a Deaf interpreter. Student 1 often remarked on the lack of resources available for Deaf interpreting students in our program, and the lack of Deaf presence in the classroom. Upon graduation, Student

1's final comments on their experience were that it was a waste of their time and that they had very little to show for it, save a degree in Interpretation.

One year later, I enrolled in my graduate program studying toward a Master's degree in Interpreting Studies. I met a fellow graduate student (Student 2) in the same program, a Deaf interpreting student, who was one year ahead of me. We had the opportunity to discuss their experiences as a Deaf interpreting student at a graduate level, and I was surprised to find there were several parallels between their experiences and those of my former classmate. Student 2's frustrations were rooted in a lack of bilingual/bicultural accessibility; however the overlying theme was the same: interpreting programs are not yet equipped to effectively teach Deaf interpreting students.

Statement of the Problem

With very little research available on the topic of effective practices in Deaf interpreter education, there is evidence of several interpreting programs that are continuing to admit Deaf students. Findings from Forestal's (2005) study "The Emerging Professionals: Deaf Interpreters and Their Views and Experiences on Training" reported that "there was general dissatisfaction over the availability of training," and that there existed "a critical need for materials and videotapes showing deaf interpreters working on translations and interpretations, to use as the basis for discussion, practice, and reviews" (p. 249). While there may be interpreting programs in the United States that accept Deaf students for training, the effectiveness of this training is being called into question.

Similar research studies conducted by Forestal (2011), Mathers (2009), and Boudreault (2005) have all mentioned a need for identifying the appropriate practices for training Deaf interpreters, yet there is no clear consensus as to what the best course of

action may be. As the significant value of Deaf interpreters gains recognition within the industry (NCIEC, 2008), it is important to continue to foster the growth and development of Deaf interpreter preparation within training programs. Doing so may promote the role of Deaf interpreters within the industry, thus leading to furthering the employment opportunities of these working Deaf interpreters. This research aims to answer the following questions:

1. What are effective practices in Deaf interpreter education from a Deaf interpreter's perspective?
2. What are existing practices in Deaf interpreter education from a Deaf interpreting student's perspective?
3. What are the most effective approaches to Deaf interpreter education?
4. What are the fundamental skills necessary for becoming an effective Deaf interpreter?

Purpose of the Study

The practice of teaching ASL/English interpreting is an emerging field compared to other professions. The first interpreter education program began in Missouri in 1948 (Ball, 2013); today, the Registry of Interpreters for the Deaf (RID; 2014) lists approximately 125 programs, ranging from Associate degree through PhD programs. In less than 70 years since the inception of interpreter education, the field has grown drastically. There are interpreter preparation programs in nearly all 50 states, with several states hosting between 10 and 15 programs each. Unfortunately, not all of these programs are designed to admit Deaf interpreting students. The National Consortium of Interpreter

Education Centers' (NCIEC's) *Analysis of Deaf Interpreter Focus Group Discussions* (2009) reported the following:

Traditional Interpreter Preparation Programs (IPPs) were seen as not including curriculum and instruction related to the specialized role(s) Deaf Interpreters play in the communication/interpreting process. There is no vision, formal training, or practicum opportunity to support Deaf Interpreters and no program designed for Deaf Interpreter students to dig deeply into the aspect of the field they serve.

(p. 9)

In considering the lack of research available on the subject of Deaf interpreter education, this research study aimed to identify patterns in Deaf interpreter education, as well as their perceived and actual efficacy. The findings from this study help identify gaps in existing research available on the topic of Deaf interpreter education. With this newfound knowledge, it may be possible for interpreter preparation programs (IPP) across the nation to provide an effective educational experience to Deaf interpreting students.

Theoretical Basis and Organization

In 2005, Forestal conducted a qualitative research study of Deaf interpreters, which focused on their professional experiences, professional perspectives on Deaf interpreter training, as well as qualifications and competencies of professional Deaf interpreters. Findings from this study concluded that the research “shows a demand for more information and studies about deaf interpreters working in the field already and for the development of a curriculum to establish a good foundation for comprehensive skills development for deaf interpreters” (p. 257). In 2011, Forestal went on to complete her

dissertation, *Deaf Interpreters: Exploring Their Processes of Interpreting*, which aimed to determine the processes employed by Deaf interpreters to develop an effective interpretation. Forestal (2011) noted that the findings of her study might “[add] to the research literature that will enhance interpreter education for Deaf persons” (p. 9).

In recent years, the National Consortium of Interpreter Education Centers has conducted focus group discussions with Deaf interpreters, which led to the development of a concise breakdown of competencies of Deaf interpreters. Identifying these competencies was the impetus for developing the NCIEC *Deaf Interpreter Curriculum*, a process that began in 2010 and continued until its release in 2014. Guided by the findings of these studies, as well as several others, the primary investigator of this research study hypothesizes that:

1. Working Deaf interpreters have much to offer in terms of guiding the development of effective practices in Deaf interpreter education
2. Deaf interpreting students remain unsatisfied with their current experiences in IPPs
3. Deaf interpreter training must be a specialized track within existing IPPs
4. The formative experiences of Deaf interpreters are not taken into consideration when developing IPP curriculum.

Limitations of the Study

The primary limitations of this study revolve around the primary investigator’s identity as a hearing interpreter and L2 user of American Sign Language. Interviews with participants were conducted in ASL via videophone software or other video-conferencing platforms (this will be explained further in Chapter 3). All interviews were recorded

using screen-recording software, and the primary investigator completed transcriptions into English.

The participant selection process may also be considered a limitation of the study, as the initial call for participants was delivered by a third-party to registrants of the first National Deaf Interpreter Conference (NDIC). Due to this approach, only registrants in attendance at the NDIC had access to the initial call for participants. Additionally, participants did not actually have the opportunity to meet the primary investigator until the time of the interview, which may have had an impact on the number of participants willing to proceed with an interview. Lastly, the participating nine Deaf interpreters and Deaf interpreting students, represents a small percentage of the actual population of Deaf interpreters in the United States.

CHAPTER 2: REVIEW OF THE LITERATURE

History of Deaf Interpreters

“As long as Deaf people have been in existence, they have been translating and interpreting within the Deaf community” (Forestal, 2011, p. 14). While there is very little documentation of the work of Deaf interpreters, research has shown that Deaf individuals have taken on the role of linguistic brokers as early as the 17th century (Carty, Macready, & Sayers, 2009); Carty et al. (2009) explored Mather’s *Essay*, which documents deafness in the lives of early American Puritans, including a particular reference to the lives of the Pratts. Sarah and Matthew Pratt married in 1661; Sarah became deaf at the age of three, while Matthew became deaf at the age of 12. “Matthew ‘discourseth most by Signs, and by Writing’ (1684, 291) and Sarah ‘discourseth altogether by Signs’ (ibid., 291)” (Carty et al., 2009, p. 309). In recounting the process of Sarah’s acceptance into the church fellowship, Mather wrote, “An account of her Experiences was taken from her in writing by her Husband; upon which she was Examined by the Elders of the Church, they improving her Husband and two of her sisters...by whose help they attained good satisfaction” (1684, p. 292, as cited in Carty et al., 2009, p. 309). This early example of sight translation further validates Forestal’s (2011) view on Deaf persons engaging in interpreted interactions; in her dissertation, she reported that as of July 20, 2009, 119 Deaf interpreters held certification under the Registry of Interpreters for the Deaf (RID). The number of certified Deaf interpreters has more than doubled since Forestal’s dissertation was published. As of March 22, 2016, RID’s membership database reports 263 Deaf interpreters holding certification, with 229 members specifically holding

Certified Deaf Interpreter (CDI) certification and the rest holding a combination of RSC and CLIP-R (RID, 2016).

Further examples of Deaf interpreting and translating were demonstrated in Boudreault's (2005) description of Deaf bilinguals; he explained "A Deaf bilingual with skills in at least one written and one signed language can be an interpreter or translator even if she is unable to hear or speak" (p. 324). Boudreault goes on to define Deaf interpreters within the Deaf community, noting various settings in which informal interpreting may occur:

There are many possibilities for informal interpreting within the Deaf community where some members of the community possess numerous skills to act as communication facilitators. The context can be within a Deaf school, the workplace or when meeting professional hearing people such as lawyers, doctors, etc. This DI process can involve voicing, gesturing, writing, or using other signed languages. (p. 324)

At the Eighth National Convention of the Conference of Interpreter Trainers (CIT) in 1992, M. J. Bienvenu and Betty Colonomos shared findings from their investigation into what was known as relay interpreting at the time. Deaf bilinguals would often facilitate communication in the classroom between their teachers and classmates, relaying information in American Sign Language in dorms, and translating from written English into ASL (Bienvenu & Colonomos, 1992). Prior to the establishment of the Reverse Skills Certificate (RSC) in 1972 under the Registry of Interpreters for the Deaf (RID), Deaf bilinguals would assume the role of a

communication facilitator and, unaware of ethical standards of practice, often conducted themselves as “helpers” (Boudreault, 2005, p. 325).

Mindess (2014) explored the cultural values embedded in the practices of Deaf interpreters in referencing Forestal’s contribution to *Deaf Interpreters at Work*:

She explains the tradition that in educational settings, “Deaf children, both in and out of the classroom, would frequently explain, rephrase, or clarify for each other the signed communication used by hearing teachers.” And after they completed their schooling, this supportive activity would not cease. “Deaf persons would interpret for each other to ensure full understanding of information being communicated, whether in classrooms, meetings, appointments, or letters and other written documents.” (p. 285)

These cultural implications are reiterated by Mindess’s (2014) mention of collectivism within the Deaf community; contributing to the community for the greater good of all involved, namely through providing communication access, modeled this value at its core. She explained, “Since the sharing of information is considered almost a sacred duty among Deaf people, those with a special ability to clarify were expected to do their part” (Mindess, 2014, p. 286).

Though valued within the community for their reciprocity, recognition of Deaf interpreters’ work on a professional level was a lengthy process. The RSC, first offered in 1972 through RID, was intended for Deaf and hard of hearing individuals qualified to interpret or translate into ASL, spoken English, signed code for English, or written English (RID, 2015). After suspension of the RSC in 1988, Deaf interpreters were not eligible for formal certification until RID established the Certified Deaf Interpreter-

Provisional (CDI-P); this provisional certification was intended to allow Deaf interpreters to continue to work professionally until 1998 when RID began offering the Certified Deaf Interpreter (CDI) exam (Boudreault, 2005). These lapses in opportunity for certification occurred once again when RID announced that a moratorium would be placed on all certification performance exams beginning January 1, 2016 (RID, 2015); at the time of this research study, RID planned to lift the moratorium by July 1, 2016. Shifting from the historical perspectives of Deaf bilinguals to a more current view of working Deaf interpreters, it is necessary to understand who Deaf interpreters are and what they do.

The Role of a Deaf Interpreter

The role of the Deaf interpreter is as multifaceted as the skills and processes they employ. Boudreault (2005) stated, “The main function of the DI is to ensure that communication is clearly transmitted and understood by all participants involved in an interaction, but especially for Deaf consumers” (p. 353); he also addressed the misconceptions surrounding the role of Deaf interpreters as one that is limited to specific tasks such as “mirroring” or working as a “language facilitator” (p. 327). There are several perspectives on the role of Deaf interpreters. The Registry of Interpreters for the Deaf’s (RID’s) Standard Practice Paper *Use of a Certified Deaf Interpreter* (1997) lists four domains within which a CDI might work, including as a team member, for Deaf-Blind individuals, solo, and on the platform. Adam, Stone, Collins, and Metzger (2014) cite Napier et al. in defining the role by applicable setting:

One is that DIs are assigned when a client uses his or her own signs or home signs; uses a foreign sign language; is deaf-blind or has limited vision; uses signs

particular to a region or to an ethnic or age group not know to the non-DI; or is in a mental state that makes ordinary interpreted conversation difficult. (p. 6)

Boudreault (2005) considered the roles and functions of Deaf interpreters in Canada by examining their practices; one such function is to interpret between American Sign Language (ASL) and Langue des Signes Québécoise (LSQ or Quebec Sign Language) in a region that is home to Deaf communities of both signed languages (p. 328). Interpreting for Deaf-Blind individuals is also mentioned, as well as working within one language, which is defined as “working from one language to some other form of communication, such as gesturing, drawing, using props, idiosyncratic signs, International Sign, etc.” (Boudreault, 2005, p. 329); lastly, Boudreault described several instances of teaming, either with another Deaf interpreter or with a hearing interpreter, in an effort to work toward the most effective communication possible.

Competencies of Deaf Interpreters

Defining competencies of Deaf interpreters has been an evolving process, similar to defining the roles and functions of Deaf interpreters. While there are several resources available defining these competencies, the general themes conveyed are linguistic and cultural competencies, both intrapersonal and interpersonal competencies, and competencies in interpreting processes. Bienvenu and Colonomos (1992) defined such competencies as:

- Linguistic skills: highly proficient in ASL, both receptively and expressively; language skills encompassing a variety of backgrounds, educational levels, regional dialects, and other factors

- **Fluent communicator:** ability to communicate effectively with the hearing interpreter and hearing consumers, familiar with the cultural norms of each; know some forms of English signing; helpful to have some degree of fluency in written English
- **Cultural Sensitivity:** be aware of personal biases and beliefs and work comfortably with others of different cultures and beliefs; decline assignments which may provoke internal conflict
- **Comfortable in a variety of bilingual/bicultural settings:** complete internalization of ASL; ability to shift within the registers of ASL and English; have familiarity with various forms of ASL and English.

In 2010, the NCIEC's Deaf Interpreter Work-Team published *Toward Effective Practice: Competencies of the Deaf Interpreter*, which further defined the competencies of effective Deaf interpreters. Building on the works of Witter-Merithew and Johnson, the NCIEC (2010, pp. 2-3) defined the following generalist competencies:

- **Theory and Knowledge Competencies:** Academic foundation and world knowledge essential to effective interpretation
- **Human Relations Competencies:** Interpersonal competencies fostering effective communication and productive collaboration with colleagues, consumers, and employers
- **Language Skills Competencies:** Required levels of fluency in languages in which the interpreter works
- **Interpreting Skills Competencies:** Effective interpretation of a range of subject matter in a variety of settings

- Professionalism Competencies: Professional standards and practices.

In addition to these generalist competencies, the NCIEC identified a series of specialized competencies of Deaf interpreters. These competencies include:

- Foundational Competencies
- Language, Culture, and Communication Competencies
- Consumer Assessment Competencies
- Interpreting Practice Competencies
- Professional Development Competencies.

In regards to the competency themes mentioned above, it is important to explore the realm of intrapersonal and interpersonal competencies as this theme presented itself clearly during the research study and will be explained further in Chapter 4. Dean and Pollard (2013) explored several factors that impact the effectiveness of interpreters' work, which they refer to as demands. These demands are broken down into four categories, which can be referenced in Table 1 below.

Table 1

Dean and Pollard's Demand Categories

<u>Demand Category</u>	<u>Definition</u>	<u>Examples</u>
Environmental	That which is specific to the setting	Sub-categories include: goal of the environment physical surroundings personnel/clientele specialized terminology
Interpersonal	That which is specific to the interaction of the consumers and the interpreter	Power/authority dynamics Communication style Communication goals Emotional tone or mood Cultural dynamics Thought worlds

Paralinguistic	That which is specific to the quality of the consumers' expressive language	Physical limitations Cognitive limitations Physical positioning Idiosyncratic sign/speech Volume Pace Accents
Intrapersonal	That which is specific to the interpreter	Feelings/thoughts Physiological distractions Psychological responses

Note: Taken from Dean and Pollard (2013), p. 5.

Interpersonal and intrapersonal categories, which reflect factors specific to interactions with the interpreter and those specific solely to the interpreter, respectively, reflect the competency of cultural sensitivity as outlined by Bienvenu and Colonomos (1992); similarly, the human relations competencies and language, culture, and communications competencies identified by the NCIEC (2010) also fall into these two categories. As Deaf interpreters often work in teams with each other and hearing interpreters, collaboration is very important. In a study examining the professional identity of counselors, Mellin, Hunt, and Nichols (2011) discussed the importance of interprofessional collaboration as it applies to the effectiveness of practice; citing King and Ross (2003), they go on to explain that, "A lack of clarity regarding the roles and responsibilities of professionals from related disciplines, along with conflicts over power and status, often has a negative effect on interprofessional collaboration" (p. 141). These trends mirror the misconceptions of Deaf interpreters' roles and functions explained by Boudreault (2005) and the negative implications this can have on their work.

Competencies of Deaf interpreters outside of the United States have also been defined. McDermid's (2010) findings from a qualitative study of interpretation and Deaf

studies programs in Canada suggest that translation, consecutive, and simultaneous interpreting skills “should be considered to be desirable outcomes for Deaf interpreter preparation programs” (p. 93). These findings are consistent with the competencies defined by the NCIEC’s Deaf Interpreter Work-Team. Further analysis of Deaf interpreter competencies has been conducted in Australia as part of the process establishing certification testing for Deaf interpreters. The Deaf Relay Interpreter Certification Project (DRICP) was designed under the Australian Sign Language Interpreters Association (ASLIA) with the goal of creating a testing model that “was designed to closely parallel the format of the existing test, which was being administered to hearing Auslan/English interpreters” (Bontempo, Goswell, Levitzke-Gray, Napier, & Warby, 2014). The following table (Table 2) reflects the competencies of Deaf interpreters as defined by the DRICP.

Table 2

DI Competencies

Client Category	Communication Issues	Core Generic DI Skills and Competencies	Specialized DI Skills and Competencies for These Groups (Essential)	Specialized DI Skills and Competencies for These Groups (Desirable)
Nonstandard SL user minimal language competence (MLC), high visual orientation (HVO), minimal language skills (MLS), special language needs (SLN), minimal Auslan skills (MAS), highly visual language (HVL) Foreign SL user (FSL)	Not fluent in Auslan for one or more of these reasons: a) isolated b) limited education c) intellectual disability d) developmental delay e) psychiatric condition f) physical disability; limited Auslan production g) child who is not yet fluent in Auslan h) migrant with no fluency in any SL i) foreign SL user who uses an unfamiliar SL and is not yet fluent in Auslan	a) demonstrates (nativelike) Auslan fluency b) demonstrates (functional) English literacy (minimum of 4 years of secondary schooling or equivalent) c) has detailed knowledge and experience of Deaf community and culture d) has working knowledge of mainstream hearing culture e) has ability to build rapport and feel empathy with and be accepted by client f) has knowledge of ASLIA code of ethics and ability to apply ethics to interpreting scenarios g) demonstrates professional behavior h) has ability to work as a team with hearing interpreter (taking a leading or supporting role) i) has ability to work consecutively in dialogue settings	a) has ability to expand/unpack Auslan source text (from hearing interpreter) into more visual/gestural/accessible style b) demonstrates miming skills c) has ability to use visual props in immediate environment and/or brought by DI d) has ability to draw/represent basic ideas e) has ability to recognize and quickly learn an individual’s home signs (or FSL signs) and/or cocreate new signs f) has broad knowledge of Auslan dialects and sociodialect	a) has knowledge of medical terminology and procedures b) has knowledge of health system in own state c) is able to work in a range of medical settings (including invasive procedures) d) has knowledge of other fingerspelling alphabets (e.g. ASL, Irish SL)

Note: taken from Bontempo et al. (2014), p. 58.

Having identified several agreed upon competencies of effective Deaf interpreters, we now turn to pedagogical applications and how best to foster these skill sets.

Teaching Deaf Interpreters

In recent years, Deaf interpreter services have become more readily recognized and utilized in several countries throughout the world, yet there are still interpreting programs that are not yet equipped to effectively train Deaf interpreters (Boudreault, 2005). Mathers (2009) faulted interpreter education programs for impeding the growth of Deaf interpreter services because most programs “are ill-equipped to admit deaf students” (p. 69). Mindess (2014) also offered this perspective:

Another problem is that although Deaf people may have been interpreting for each other longer than hearing people have, there has not yet been enough research devoted to this field to pinpoint the specific skills required and the best methods for training both Deaf Interpreters and hearing interpreters to work together. (p. 285)

From the findings of her research study, Forestal (2005) concluded that “there seems to be very little support or encouragement for deaf interpreting as a career or as a profession” (p. 254). These findings are not specific to the United States alone. Brück and Schaumberger (2014) found that “in most European countries there is a lack of formal training programmes for Deaf interpreters that can be seen as a major obstacle for the professionalisation of Deaf interpreters” (p. 90). With a lack of interpreting programs designed specifically for Deaf interpreter training, there have been suggestions for alternative training opportunities, as well as modifications to existing practices and curricula.

The NCIEC (2009) offered options for training outside of traditional schooling, including workshops and mentoring, though Deaf interpreters often felt as though their role evolved into that of a language model for hearing participants (p. 10). McDermid (2010) proposed:

Deaf learners might also benefit from a college transition program or preparatory coursework to ensure that they are academically prepared. Or, as suggested by one instructor, perhaps a series of coordinated workshops might serve as a good introduction to the field of interpreting for Deaf students. (p. 95)

Though there is little research currently available on the topic of Deaf interpreter training, there are several pieces of literature that reference suggestions for possible enhancements to current practice as well as an expressed need for further research in the field. Bentley-Sassaman (2010), borrowing from Bienvenu and Colonomos (1992), suggested incorporating topics such as “understanding minority group dynamics and oppression, how people acquire language, the process of interpreting, teaming, and the use of consecutive interpreting” (p. 45). Bentley-Sassaman (2010) also referred to Andrews et al. (2007) in stating, “Deaf interpreters should have specialized training in the use of gestures, props, mime, and even drawing to communicate with some clients, such as semilingual clients” (p. 46). Though several ideas are presented in regards to Deaf interpreter education, very little information is available about how to apply these ideas. One possible application is suggested by the NCIEC’s (2008) *Laying the Foundation for Deaf Interpreter Education: Deaf Interpreting as a Career Choice within the Realm of the Deaf Studies Curriculum*: a comprehensive Deaf Studies curriculum leading into interpreter education would establish a framework for effectively assessing the cultural

and linguistic needs of consumers while promoting critical thinking and decision-making skills (p. 5).

Deaf interpreter educators have also been a topic of discussion in assessing the needs of Deaf interpreting students. Bienvenu and Colonomos (1992) discussed the qualifications of instructors and believe that the instructor's skill sets need to include bilingual/bicultural understanding, experience as a working interpreter, instructional skills, and the ability to work with both Deaf and hearing students. Dively (1995) reinforced these values and stated that potential Deaf instructors "should be familiar with aspects of an interpreted event such as an interpreter's role and function, communicative nature of an interpreted event, the interpreting process and so forth" (p. 26); she stressed the importance of respecting Deaf interpreter educators on a collegiate level as professionals, rather than considering them as inferior to hearing instructors.

Further investigations into effective pedagogical design suggest that diversity is a key factor and should be fostered with care. Stawasz (1995) stated, "programs have a twofold responsibility: 1) to assure that diverse student and faculty populations are actively recruited and supported, and 2) to assure that the curriculum fosters the attitude of acceptance and respect of the diversity in the population" (p. 28). One recommendation for ensuring diversity is to incorporate students' real life experiences into curricula:

[Curriculum] is rarely neutral, but represents what is determined to be important and necessary knowledge for students to learn by those who hold decision making power and authority. Consequently, it can become a form of social control and an instrument of oppression. This happens when our curriculum perpetuates the

views and beliefs of the majority culture, without meaningful representation and discussion of diverse views and beliefs. (Witter-Merithew, 1995, p. 29)

In *Pedagogy of the Oppressed*, Freire and Macedo (2005) discussed the necessity of cultural synthesis as a means for dual enrichment in stating, “Cultural synthesis does not deny the differences between the two views; indeed, it is based on these differences. It *does* deny the *invasion* of one *by* the other, but affirms the undeniable *support* each give *to* the other” (p. 181). Shaw and Roberson (2009) reflected on this very phenomenon in identifying a shift in interpreter education from community-based to academically centered; they muse on the realization that “the Deaf community becomes disenfranchised from the profession that advocates for bicultural and bilingual competency” (p. 278).

Design of effective curricula for Deaf interpreting students and effective implementation are distinct challenges. One such example of this is highlighted in McDermid’s (2010) study, which found that coursework and assignments were ineffective in that the instructors underestimated the importance of English fluency in Deaf interpreting students; this lack of fluency led to much frustration, which in turn caused Deaf students to leave the program (p. 91). Suggestions for improvement to the aforementioned challenges included requiring English fluency screenings for Deaf students, as well as accepting assignments in ASL from Deaf students, and pairing Deaf tutors with Deaf students (McDermid, 2010, p. 91).

Bienvenu and Colonomos (1992) identified a dissonance between Deaf and hearing students entering interpreting programs based on differences in their preexisting skill sets and knowledge bases, namely that Deaf students lack exposure to interpreter

training and theory while hearing students lack fluency in their second language ASL skills. Boudreault (2005) noted that Deaf interpreting students face an additional factor in that they are familiar with the interpreting process from a consumer standpoint and have not yet recognized the process from a practitioner's perspective. Mathers (2009) supplemented this belief with several suggestions to modifying existing curricula for inclusion of Deaf students, one such suggestion being that "coursework on those task areas identified as unique to deaf interpreters should be developed and conducted apart from instruction with non-deaf interpreters" (p. 75). A research study conducted by Noble (2010) investigated Deaf students in higher education and found that they had to work harder than their peers to achieve the same goals and that many Deaf students did not complete their higher education studies due to such challenges. Based on these findings, implementation of mentioned varied educational strategies for Deaf interpreter education should be taken into consideration to provide a holistic and effective educational experience.

CHAPTER 3: METHODOLOGY

This study was designed in an ethnographic/biographical manner using a combination of semi-structured interviews and surveys to measure the academic and professional experiences of working Deaf interpreters, as well as the experiences and opinions of current Deaf interpreting students.

Design

Three separate data sources were developed and utilized: two sets of interview questions (found in Appendices C and D) and one online survey (see Appendix E). The online survey served as a pre-interview demographic tool, which provided information such as years in the field, certifications, and primary work settings. The first round of interviews was conducted with participants identifying as working Deaf interpreters. For the purpose of this study, working Deaf interpreters were defined as Deaf interpreters, both certified and not yet certified, currently practicing in the field of interpretation and receiving monetary compensation for their services. The interview sought to explore the academic and professional experiences of practicing Deaf interpreters, as well as their perspectives on current educational practices. The second round of interviews was designed for Deaf interpreting students currently enrolled in an Interpreter Preparation Program (IPP). The purpose of these interviews was to gain an understanding of current educational practices from a student perspective, also asking for students' opinions on most effective practices.

Participants

Working Deaf interpreter participants were expected to be actively practicing Deaf interpreters. National and/or state certification was not a requirement for this participant group, but it was noted during data collection. Deaf interpreting student participants were required to be currently enrolled in an Interpreter Preparation Program (IPP). Only participants who resided within the United States and were 18 years of age or older were eligible to participate in interviews. Prior to participating in an interview, all participants were required to complete the online pre-interview survey.

Initial participant selection took place on-site at the National Deaf Interpreter Conference in June 2015. Consent forms for the pre-interview survey as well as the follow-up interview segment (See Appendices A and B) were distributed by a third-party registrant of the conference to attendees of the conference. Of 208 registrants in attendance, 52 registrants (25% of population in attendance) were willing to participate in the research study and returned consent forms with their contact information. Additionally, the consent form was sent out to eight contacts not in attendance of the Deaf Interpreter Conference; these contacts were individuals who were referred to the primary investigator by colleagues. Of the 52 initial conference respondents, 13 respondents (25%) completed the pre-interview survey; of the 8 additional contacts, 4 respondents (50%) completed the pre-interview survey. From the 17 respondents, the primary investigator selected three participants for each of the following three categories:

1. Working Deaf Interpreter, certified
2. Working Deaf Interpreter, not yet certified
3. Deaf interpreting student.

Data collected from the pre-interview survey was taken into account to ensure a population diverse in years of experience, primary work settings, and geographic location, and is outlined in Figures 1-4 and Tables 3 and 4.

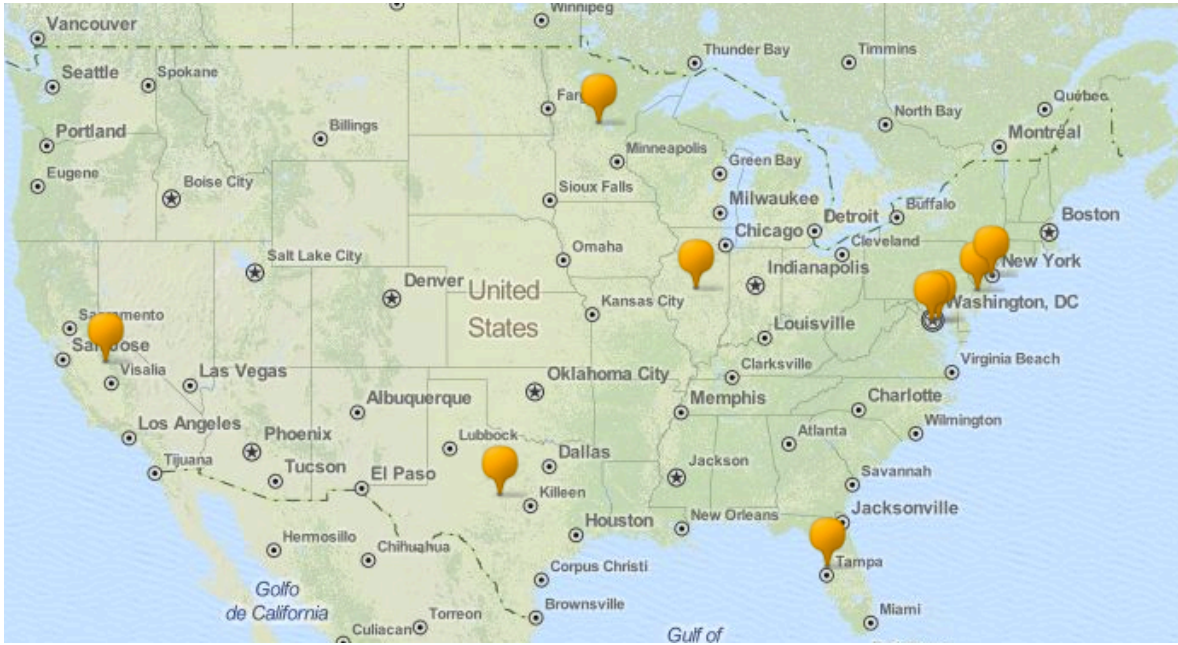


Figure 1. Pre-interview Survey Participant Geographic Representation

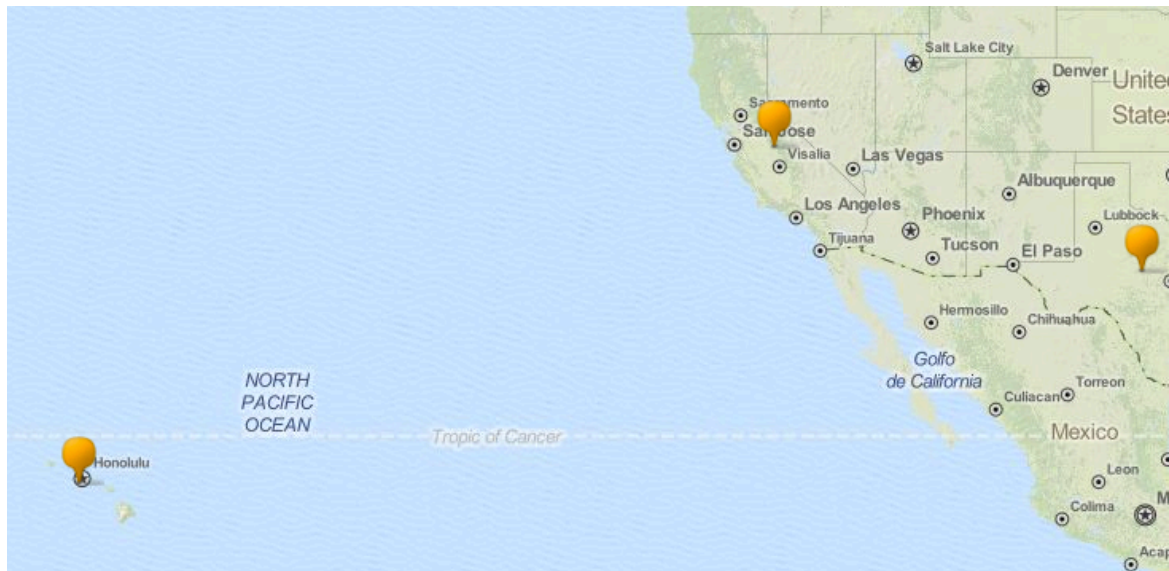


Figure 2. Pre-interview Survey Participant Geographic Representation

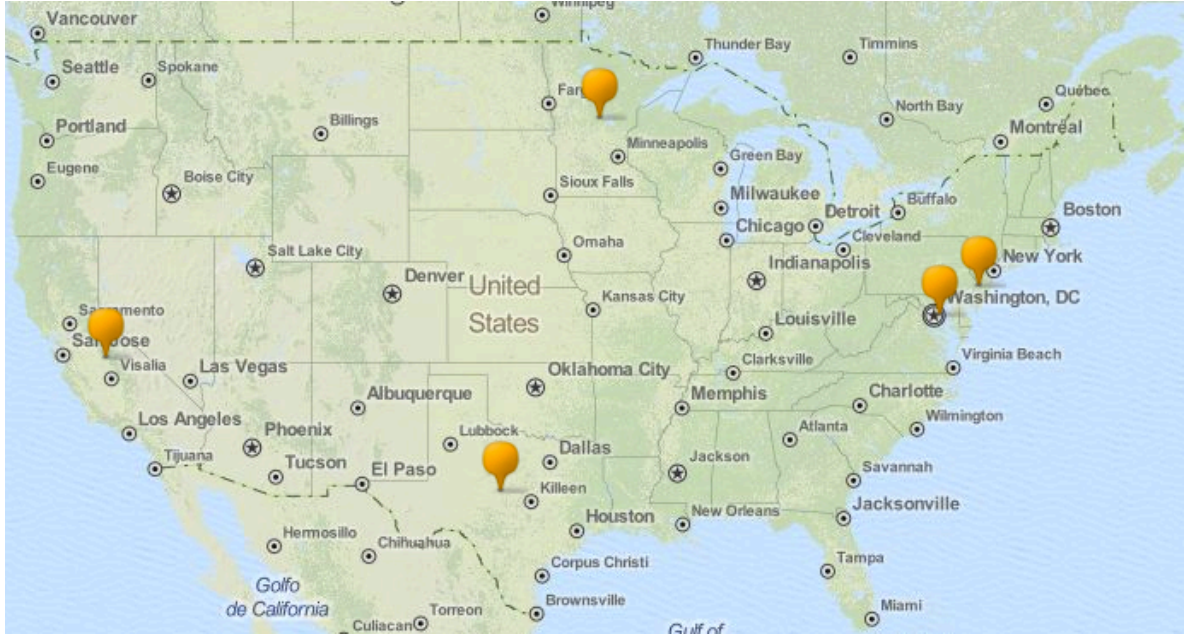


Figure 3. Interview Participant Geographic Representation

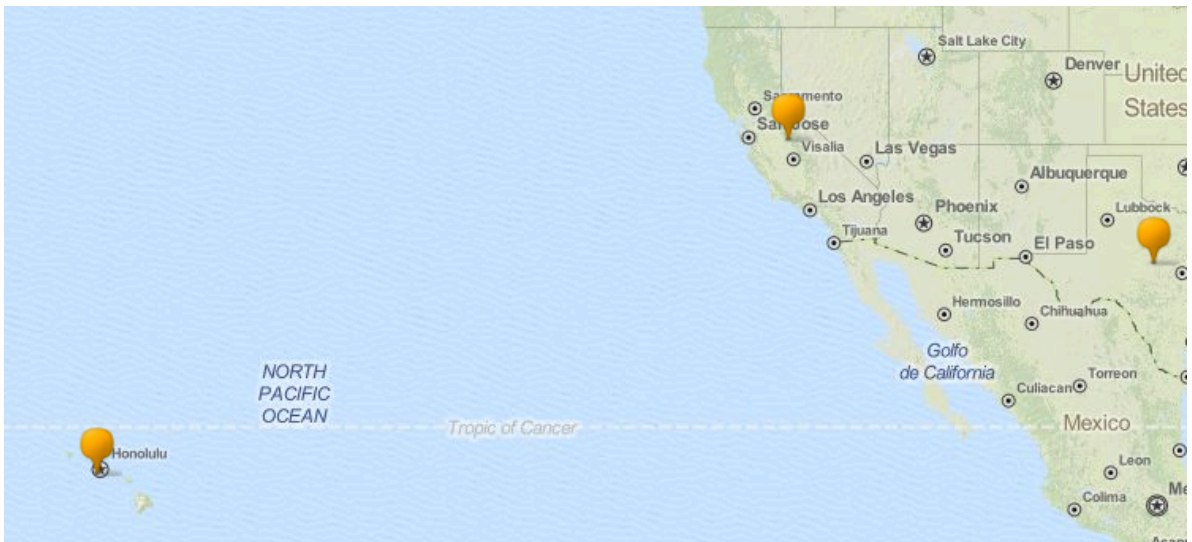


Figure 4. Interview Participant Geographic Representation

Table 3

<i>Pre-interview Survey Participant Demographics</i>		
	<u>Frequency</u>	<u>Percent</u>
Gender		
Male	8	47.0
Female	9	53.0
Certification		
None	7	41.1
CDI	8	47.1
CDI & CLIP-R	2	11.8
Years of Experience		
None	2	11.7
1-5	3	17.6
6-10	5	29.4
11-15	2	11.7
16-20	1	5.8
21+	4	23.5
Work Settings (out of 15 participants)		
Legal	10	66.6
Medical	12	80.0
Education (K-12)	2	13.3
Education (Post-Secondary)	6	40.0
VRS/VRI	6	40.0
Deaf-Blind	13	86.6
Performing Arts	2	13.3
Conference	1	6.6
Platform	1	6.6
Instructor in IPP		
No	13	76.5
Yes	4	23.5

Table 4

Interview Survey Participant Demographics

	<u>Frequency</u>	<u>Percent</u>
Gender		
Male	4	47.0
Female	5	53.0
Certification		
None	6	66.7
CDI	3	33.3
CDI & CLIP-R	0	0.0
Years of Experience		
None	2	22.2
1-5	2	22.2
6-10	2	22.2
11-15	1	11.2
16-20	0	0.0
21+	2	22.2
Work Settings (out of 15 participants)		
Legal	4	57.1
Medical	4	57.1
Education (K-12)	0	0.0
Education (Post-Secondary)	2	28.6
VRS/VRI	3	33.3
Deaf-Blind	6	66.7
Performing Arts	0	0.0
Conference	1	11.1
Platform	1	11.1
Instructor in IPP		
No	7	77.8
Yes	2	22.2

Data Collection

Once all consent forms had been collected from the Deaf Interpreter Conference, an email was sent to each of the 52 conference attendee respondents, as well as an additional eight contacts not in attendance at the conference. The email included a link to the online pre-interview survey created through Google Forms; aside from the link to the

online pre-interview survey, recipients also received an attached copy of the informed consent forms initially distributed. Each email contact was sent a tertiary blind carbon copy to maintain anonymity of participants.

The first page of the online survey asked participants to verify that they were a working Deaf interpreter and/or Deaf interpreting student aged 18 or over and residing within the United States. The following section then asked participants to provide information regarding their professional work experience, as well as their educational standing if they were a student currently enrolled in an IPP. Additionally, participants were asked to select the state in which they primarily work. Most questions were created in multiple-choice format, with the exception of questions that elicited conditional answers (e.g., regarding certification and licensure: If you answered yes to the above, which certifications and/or licenses do you hold?).

On the final phase of the survey, participants were asked to provide their preferred method of contact. Participants were advised at this point that they might be contacted to schedule an interview with the primary investigator. The initial invitation to participate in the survey was sent on January 30, 2016; by February 5, 2016, 8 respondents had participated in the survey. On February 10, 2016, a follow-up invitation was sent to those who had not yet participated in the survey; by February 16, 2016, an additional 5 respondents had participated in the survey. A final follow-up email was sent to the remaining contacts that had not yet participated in the survey on February 17, 2016, and by February 24, 2016 an additional 4 respondents had participated in the survey; this brought the total number of respondents to 17.

Participants were selected for interviews based on the information provided in the online survey. To ensure diversity in population, years of experience, geographic location, and work settings were considered. The final pool of participants was selected and individual emails were sent to the email addresses provided in the online survey; the invitation to participate in the interview included a link to a Doodle poll that listed 38 possible time blocks to schedule an interview with the primary investigator. Participants were asked to select all time blocks for which they were available. As poll results came in, participants were contacted in the order in which they responded and were assigned an interview time and date. Confirmation of interviews was sent in the form of an email, along with an attached copy of the interview questions that would be asked.

Interviews were conducted via FaceTime or via P3 videophone software. Participants were notified that the interviews would be recorded via screen-recording software (QuickTime) for later translation and transcription by the primary investigator. All interviews were conducted in American Sign Language. Each interview was recorded and saved using the following filename codes; each of the following codes was also applied to the data analysis process:

Certified Interpreters: C Subjects 1, 2, and 3

Non-Certified Interpreters: NC Subjects 1, 2, and 3

Deaf Interpreting Students: S Subjects 1, 2, and 3.

Once interviews were recorded, the primary investigator worked with a professional transcriptionist to translate the recorded interviews into English. The transcriptionist did not know American Sign Language and worked solely off of the spoken English interpretations of the primary investigator. Transcriptions were typed on

the primary investigator's computer and saved to a personal hard drive; the transcriptionist did not have access to any documentation or data outside the presence of the primary investigator. Once transcriptions were complete, the primary investigator reviewed the documents and made corrections when necessary. Finally, the transcripts were emailed to the interviewees to read through and make corrections if necessary, or approve as is. Of the three certified participants, one participant approved the transcription without changes, one participant corrected the spelling of a city name, and one participant noted that they had made a mistake in their response and clarified that they had taken coursework and not a workshop, as was originally stated. Of the three non-certified participants, one approved the transcription without changes, one participant corrected the community name, and one corrected the name of a graduate program. Of the three student participants, all three transcriptions were approved without changes.

After all transcripts had been approved and returned, three participants contacted the primary investigator via email expressing the desire to add comments to their initial interview responses. One participant's additional comments were sent in an email and two participants sent video-recorded comments in ASL. The video-recorded comments were translated and transcribed by the primary investigator, without the aid of the transcriptionist, and returned to the participants for approval. All additional comments were added to the original transcriptions under a heading titled "Afterthoughts" and were coded separately from data collected through direct interviews.

Data Analysis

The data collected through the video-recorded interviews and transcribed into English was coded using an open coding method (Creswell, 2007). The transcripts were read through two times, after which a frequency count was conducted to identify frequently occurring terms and concepts. After identifying 32 terms and concepts (see Figure 11), the primary investigator reviewed the interview transcripts five more times and took note of the context in which these themes appeared. Guided by the lists of interview questions, as well as the contextual factors of the dialogue, the findings were narrowed down to four overarching themes:

1. Instructional Design & Approach
2. Areas in Need of Improvement
3. Experiences of Deaf Interpreting Students in Interpreting Programs
4. Advice for Improvement of Deaf Interpreter Education.

Within each of the four overarching themes listed above were several items of noteworthy discussion, which helped to structure the findings into an even more cohesive representation of the findings. *Instructional Design & Approach* discusses hearing and Deaf students' differing skill sets upon entry into an interpreting program, views on appropriate coursework and mentoring, teaching hearing and Deaf students together and separately, instructor qualifications, and the most effective approaches to teaching Deaf students. *Areas in Need of Improvement* includes findings on a lack of resources available for Deaf interpreter education, a lack of emphasis on teaching ethical decision-making practices to Deaf interpreting students, intrapersonal viewpoints and resulting interpersonal perspectives, and a lack of support for Deaf interpreters on a national level.

Experiences of Deaf Interpreting Students in Interpreting Programs shares insights on curriculum, assignments, assessment of work, readiness to enter the field, and how programs benefitted students, and how they failed to meet their needs. Lastly, *Advice for Improvement of Deaf Interpreter Education* offers suggestions from participants on improvements to curriculum design and application, skill sets to focus on, and promotion of national support for Deaf interpreters and Deaf interpreter education.

Methodological Strengths

The initial call for participants via the research study consent form gathered a population comprised of 25% of registrants in attendance of the first national Deaf Interpreter Conference in 2015, as well as eight personal contacts of the primary investigator. The inclusion of a pre-interview survey prior to interview participant selection allowed for selection of a diverse population; when using multiple case studies for an ethnographic study, “a set of criteria is needed for choosing the participants that represent the different aspects of the group or culture” (Hale & Napier, 2013, p. 90). Factors considered when selecting the participants included gender, years of experience in the field, geographic location, preferred work settings, and certification status (see Tables 3 and 4). The semi-structured nature of the interview allowed for participants to express themselves freely, while answering the list of interview questions provided to them prior to the interview (see Appendices C and D). Additional steps were taken to ensure quality in research design, such as maintaining flexibility in the scheduling of interviews, engaging with participants over an unrestricted period of time (and continued engagement post-interview via discussion of afterthoughts), peer debriefing with research committee members, and providing transcriptions of interviews to the participants for

approval and/or feedback; these are practices suggested of ethnographers as proposed by Hale and Napier (2013).

The primary investigator, though not a working Deaf interpreter, is a hearing ASL/English interpreter. Hellowell (2006) argued that “ideally the researcher should be both inside *and* outside the perceptions of the ‘researched’” (p. 487). This concept is described further by Milligan’s (2016) explanation of “inbetweener” researchers in cross-cultural educational research, which posits that research approaches of this nature foster validity in co-constructed findings between researcher and participant. As a hearing ASL/English interpreter interviewing Deaf interpreters and Deaf interpreting students, the primary investigator qualifies as an “inbetweener” conducting cross-cultural research. While there may be perceived limitations regarding the primary investigator’s identity as a hearing interpreter and L2 user of American Sign Language, Naeke, Kurylo, Grabowski, Linton and Radford (2012) stressed the importance of recognizing the validity of both insider and outsider perspectives in ethnographic studies, provided the researcher is willing to “endeavor to know, respect, and understand a people and their culture by immersing himself/herself into the culture, learning their language and bracketing his/her personal biases” (p. 160).

Methodological Limitations

One limitation to this study was a technological malfunction during the recording of a student participant’s interview. The screen-recording software failed eight minutes into the interview and the remaining 37 minutes was not captured. The malfunction was noticed after the videophone call was disconnected and a follow-up interview was scheduled for two weeks later. The second interview was captured in its entirety,

however not all questions were answered at this time, which required that a third and final interview be scheduled for two weeks later. The transcription of the participant's interview clearly delineates the original interview and each subsequent follow-up interview.

Another limitation to this study was the primary investigator's inability to attend the Deaf Interpreter Conference in 2015 to personally disperse the research study consent forms. The distribution by a third-party registrant of the conference may have impacted the response rate, as the third-party registrant dispersing the consent form was a working Deaf interpreter. Some interview participants were unaware that the research study was being conducted by a hearing ASL/English interpreter until the interview began. Additionally, only registrants in attendance of the Deaf Interpreter Conference (208 registrants) had access to the disbursement of the research study consent forms, which is a limitation to the participant selection.

CHAPTER 4: FINDINGS

Respondent Characteristics

This research study includes data on 17 pre-interview participants, 9 of whom participated as interviewees. Pre-interview survey participants were comprised of 8 male participants (47%) and 9 female participants (53%), all of whom identified as either a working Deaf interpreter or Deaf interpreting student. Interview participants were comprised of 4 male participants (47%) and 5 female participants (53%); this gender ratio is identical to that of the pre-interview survey participants.

Participants' certification status varied greatly between both participant groups. Of the 17 pre-interview survey participants, 7 did not hold certification or licensure, 8 held Certified Deaf Interpreter (CDI) certification, and 2 held both Certified Deaf Interpreter (CDI) certification as well as a Reverse Skills Certificate (RSC), as shown in Figure 5.

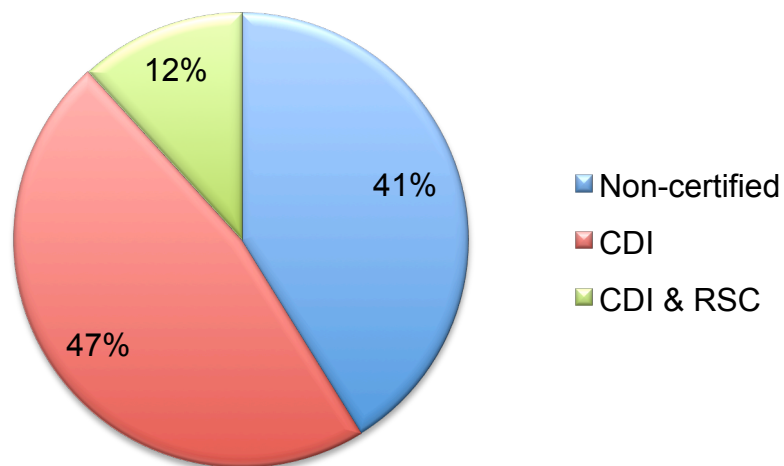


Figure 5. Certification of pre-interview survey participants

Conversely, as shown in Figure 6, of the nine interview participants, six did not hold certification or licensure, three held Certified Deaf Interpreter (CDI) certification, and no participants held both Certified Deaf Interpreter (CDI) certification as well as a Reverse Skills Certificate (RSC).

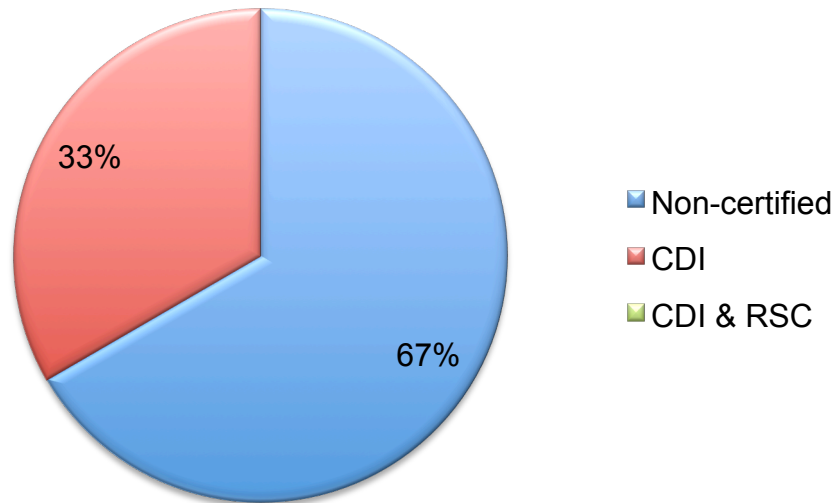


Figure 6. Certification of interview participants

Participants' responses to years of experience in the field varied within the confines of the time spans allotted (None, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 21+ years). The majority of pre-interview survey respondents (29.4%) had 6-10 years of experience; interview participants included representation from each of the time spans, with the exception of 16-20 years as detailed in Figures 7 and 8.

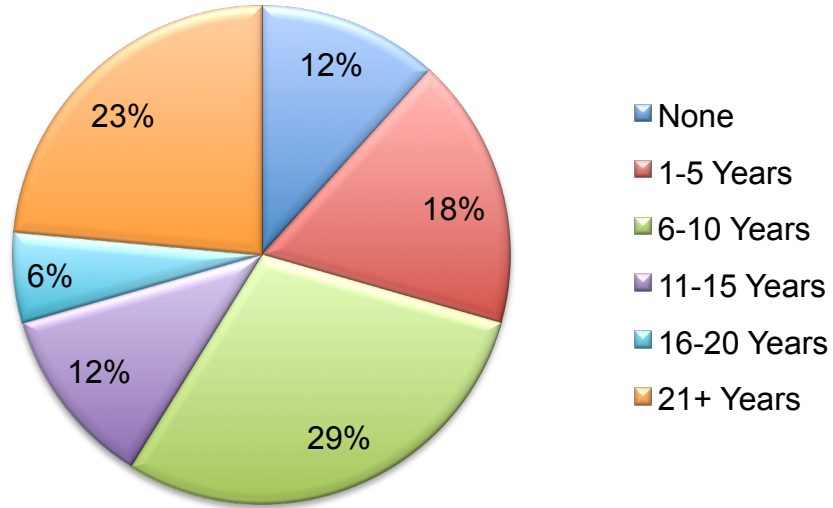


Figure 7. Pre-interview survey participants' years of experience

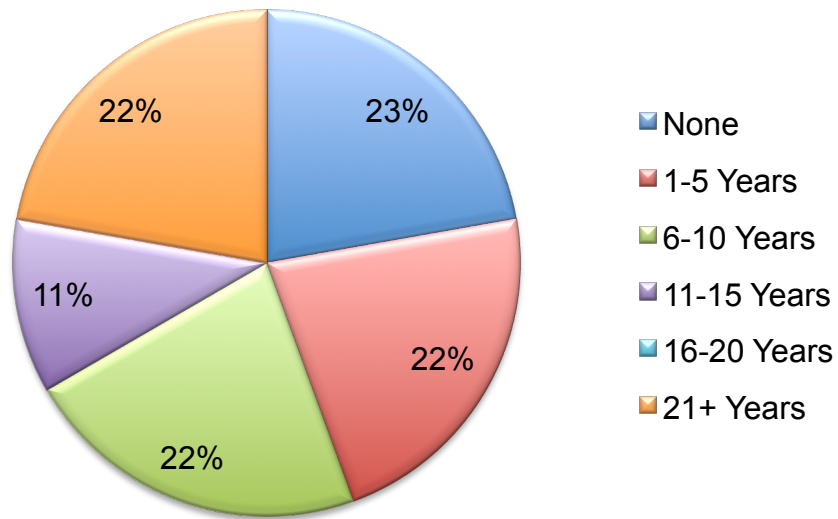


Figure 8. Interview participants' years of experience

When asked which settings they primarily worked in, participants were given the opportunity to select multiple options (See Figure 9); one participant identified that they worked in conference and platform settings, which was not an option that was made

available in the pre-interview survey. Of the pre-interview survey participants, 15 of the 17 identified their primary work settings (two participants had not yet started working).

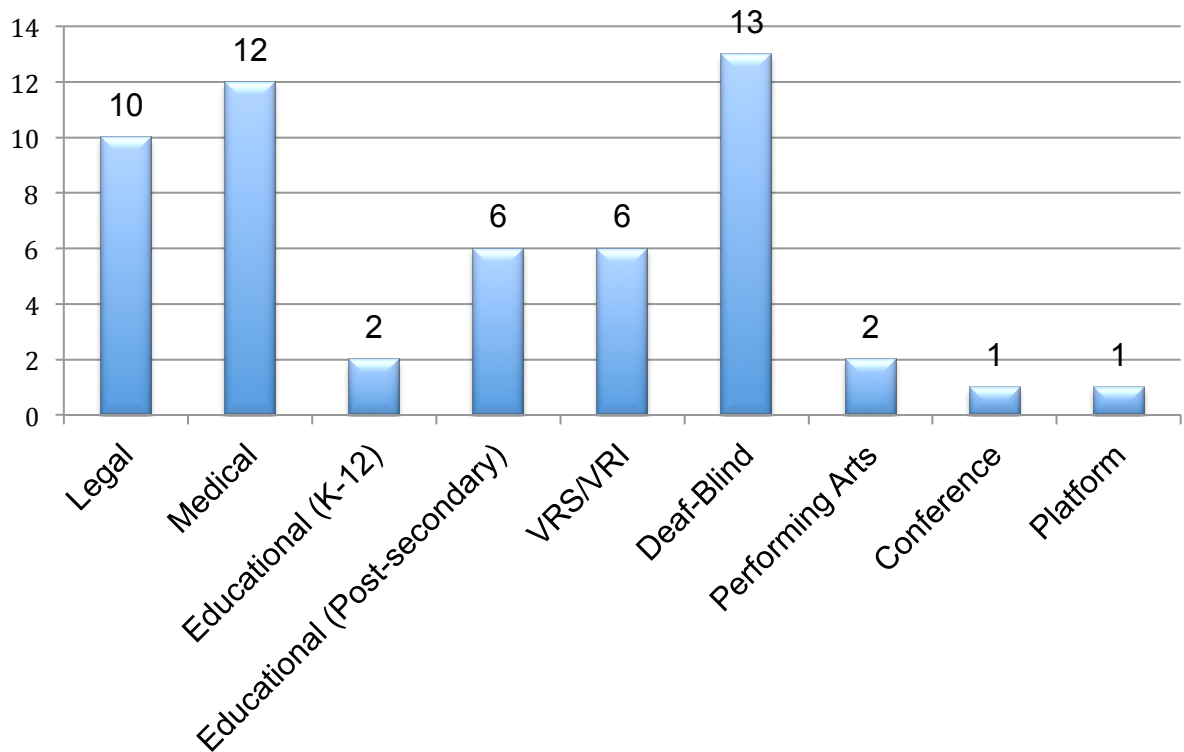


Figure 9. Pre-interview survey participants' work settings

Likewise, of the nine interview participants, only seven identified their primary work settings since the same two participants had not yet started working (Figure 10). K-12 Educational and Performing Arts were not selected by any of the interview participants.

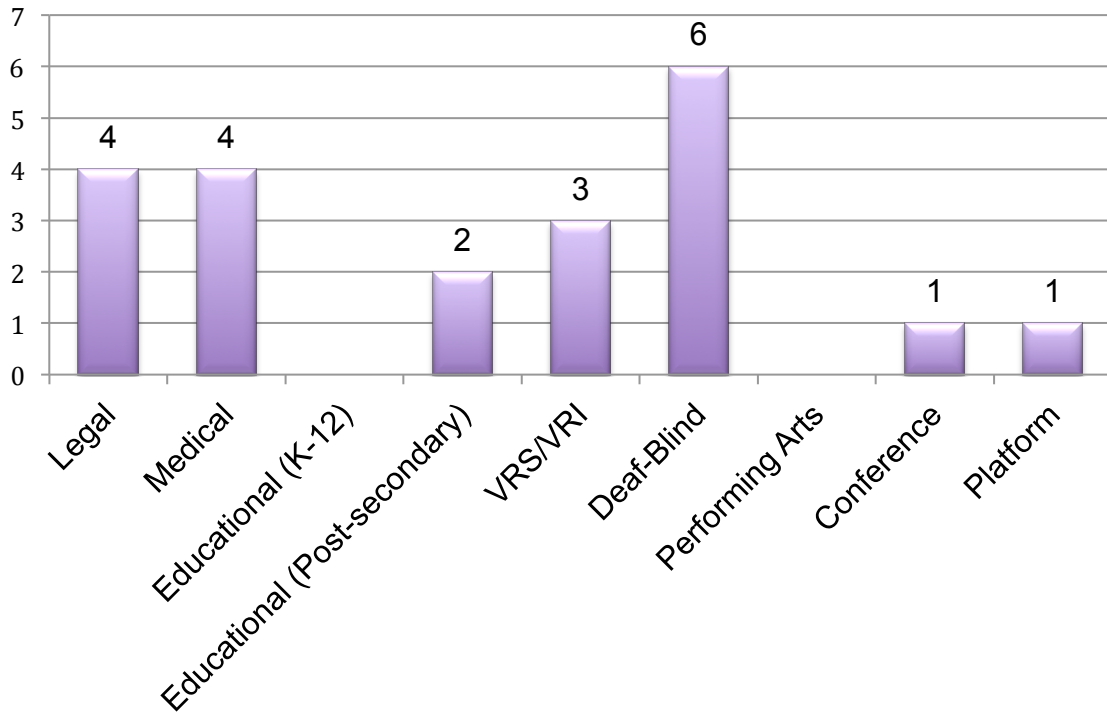


Figure 10. Interview participants' work settings

Recurring Themes and Concepts

Using an open coding approach based in grounded theory, several recurring themes and concepts were identified and were used to categorize the data. After reading through the interview transcriptions twice, a frequency count was conducted that revealed the following 32 topics identified as frequently occurring throughout the interviews, as outlined in Figure 11.

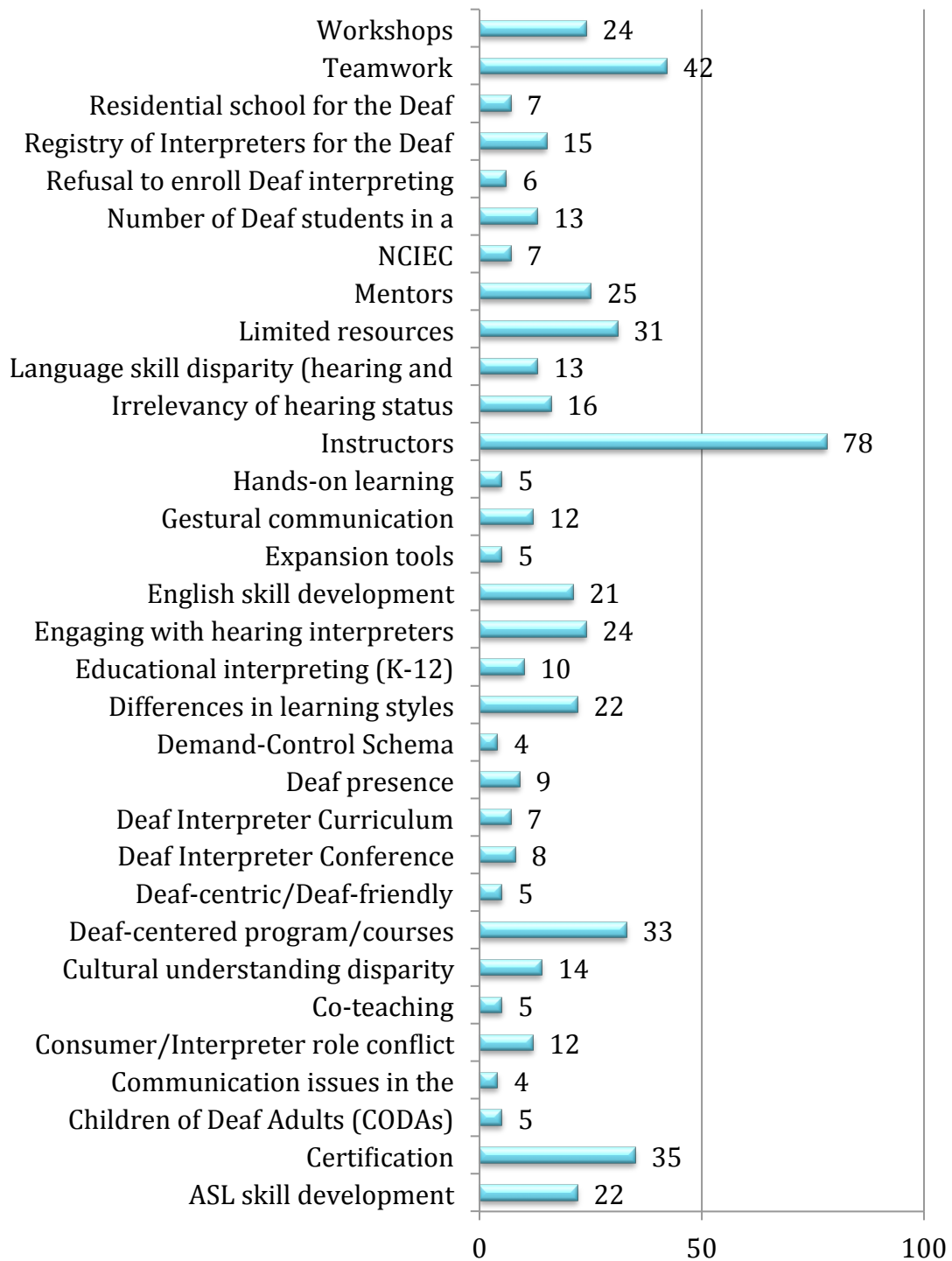


Figure 11. Frequently occurring topics

After taking note of the aforementioned 32 topics, the interview transcripts were reviewed five more times taking into account the context in which these themes appeared. Guided by the lists of interview questions, as well as the contextual factors of the dialogue, the findings were narrowed down to four overarching themes:

1. Instructional Design and Approach
2. Areas in Need of Improvement
3. Experiences of Deaf Interpreting Students in Interpreting Programs
4. Advice for Improvement of Deaf Interpreter Education.

Theme: Instructional Design and Approach

The discussion of instructional design and approach to Deaf interpreter education revealed several sub-topics, such as hearing and Deaf students' differing skill sets upon entry into an interpreting program, views on appropriate coursework and mentoring, teaching hearing and Deaf students together and separately, instructor qualifications, and the most effective approaches to teaching Deaf students.

Views on the differing skill sets of hearing and Deaf students enrolling in interpreting programs were consistent with the work of Bienvenu and Colonomos (1992); one participant stated:

Deaf people entering the field typically come in with the necessary ASL skills and cultural knowledge. At this time, however, they are generally unfamiliar with the cognitive processes of interpreting or knowledge of the CPC [Code of Professional Conduct]. They are also unaware of how to approach interpreting situations or work in teams. On the other hand, hearing students may have already learned this. During this period, hearing students are working toward mastering

their ASL skills and understanding appropriate cultural mediation, which the Deaf students already have done.

Another participant agreed with this view in stating:

Deaf interpreters have an innate understanding of Deaf culture and how to meet the various language needs of those they interact with. Their strength is their native ASL skills. Hearing interpreters on the other hand have a native command of English as well as their innate culture.

When participants began discussing the most appropriate coursework for Deaf interpreting students, the general consensus among participants was that coursework should include American Sign Language courses, courses in Deaf Studies, linguistics of ASL and English, expansion techniques and gestural communication, as well as ethical decision-making practices. One participant remarked, “I believe that it is crucial that interpreting students, Deaf or hearing, master translation skills first, consecutive skills next, and simultaneous skills last.” In addition to general coursework, most participants also stressed the importance of—and general lack of—qualified mentors for Deaf interpreting students. One participant explained that program effectiveness relied heavily on this component: “[You] must have community support for the internship phase. Are there enough Deaf interpreters working in the area to offer sufficient observation hours? If there aren’t enough, the experience will not be effective.”

In supporting the use of mentors, one participant reflected on their own educational experience working with a mentor:

From my own experience, I can say that you should not have just one mentor.

You need to work with two or three different Deaf interpreters as mentors so that

you can see variations in skill sets; this will help to really understand the process, whereas working solely with one mentor can cause the student to learn that there is only one right way to do something, and they see that mentor as God.

Another participant felt it was valuable for Deaf interpreting students to work with both Deaf and hearing interpreters as mentors as they felt students should have exposure to both perspectives; additionally, they felt this would be a benefit for hearing interpreters who had not yet worked with a Deaf interpreter.

When participants were asked whether they felt it would be most effective to teach Deaf interpreting students alongside hearing students or independently of them, there were differing perspectives. These responses are reflected the table below. It is important to note that none of the participants suggested that Deaf interpreting students be taught independently of hearing interpreting students for the entirety of their coursework, only that some courses specific to Deaf interpreters' skills and abilities be taken independently of hearing students. Each of the excerpts included in Table 5 below are from different participants.

Table 5

Views on teaching Deaf and hearing students together

<u>Teaching Deaf and hearing together</u>	<u>Teaching Deaf independently</u>
I don't think that Deaf interpreting students are an exception and should be trained independently of hearing students. That is an approach I disagree with. There is no such thing as a separate approach to instruction, it is simply a language difference between students.	I really think it depends on what level of instruction they are at. If it were the introductory level of interpreter education, I would prefer separate because Deaf people entering the field typically come in with the necessary ASL skills and cultural knowledge...I would prefer to focus, for the first couple of weeks, on teaching the Deaf students the information they need to learn before bringing the students together.

Really I would prefer both to be taught together, that way they can learn from each other's differences. Hearing students would be able to learn how to work with the CDI. They may never have experienced something like that.

As I was saying, Deaf and hearing students will study the same content, such as the interpreting process, theories, ethics, and when it comes time for skill development, the hearing interpreting students will break away to focus on their spoken to signed language interpreting skills and signed to spoken language skills. At the same time, Deaf interpreting students will break away to learn more about ethics specific to Deaf interpreting, international sign/Gestuno, and different tools such as expansion techniques, et cetera. The students will continue in this fashion, working together and breaking away to work independently.

They must learn together and collaborate with one another. It is very important that they have the opportunity to share perspectives and understandings from the very beginning so that they can truly understand each other. If they learn separately, it only sets them up for frustration in the future. Learning together from the beginning will lead them to work effortlessly together in the future. They will know how to support one another more effectively. They'll be ready!

I think a combination of both. When they are learning together, they should be taught how to work together as a team. From what I have seen, some hearing interpreters have an attitude toward CDI's, like they don't need them. They think their language skills are good enough; this is why they need to learn how to work with Deaf interpreters. Other times, I think it would be best for them to learn separately. The Deaf students have needs they need to focus on, things that are specific to Deaf interpreting. The hearing students' needs differ, they may need to work on their language skills, but that isn't something that the Deaf students need.

During the interviews, several participants made comments on ideal qualifications for Deaf interpreting students in interpreting programs, as well as the roles and responsibilities of instructors. Responses from participants can be seen in Table 6 below.

Table 6

Views on Instructors of Deaf Interpreting Students

Views on Instructors of Deaf Interpreting Students

If the instructor has experience working with or as a CDI, is qualified to teach interpreting, and teaches through the narration approach I described, they are qualified.

If it is a hearing interpreting instructor, it must be one who is experienced in working with Deaf interpreters. Better yet, Deaf interpreters themselves.

For our programs, whether you are Deaf or hearing, I think you need to be completely bilingual already, just as the instructors should be. There also needs to be a balance between the instructors and include a Deaf and hearing co-teaching approach.

As instructors it is our responsibility to make sure that our resources are beneficial to both hearing and Deaf students.

All in all, everything comes down to the instructor. That's my answer, the instructor; everything we have discussed, everything we've considered, and any improvements that need to be made all come back to the instructor. Once we have qualified instructors in place, then effective learning can happen in the classroom. We need someone strong who has our back.

It would be important for them to have had experience as a Deaf interpreter, because they would have an understanding of the processes involved in interpreting. If they were to hire somebody who was from the Deaf community, but knew nothing of interpreting or the interpreting process, it may not be beneficial because they would not have a perspective aligned with our goals or the work that we did. So again, the best option would be a Deaf interpreter who had experience working in the field and thoroughly understood the cognitive processes behind our work. This would include understanding how both Deaf and hearing interpreters process visual and auditory information, respectively, and how we re-formulate it.

As for the students, this is very important, for hearing instructors, even those who have experience working with Deaf interpreters and are knowledgeable of the process, the point is they need to learn to be sensitive to the needs of Deaf students and Deaf culture. Be sensitive to minorities; understand how having hearing privilege impacts them as a group.

In considering the most effective approaches to teaching Deaf interpreting students, both working Deaf interpreters and Deaf interpreting students shared their

insight on what they felt was the best pedagogical approach. One participant shared their experience teaching Deaf interpreting students based on a collectivist approach:

For Deaf interpreting students, I focus on collectivism as Deaf individuals, meaning the use of cohesive narratives to promote understanding... Rather than giving a basic explanation of interpreting processes or even the Code of Professional Conduct, I recount my own personal experiences with the subject matter, which helps the students to apply my experiences to the lessons being taught... I prefer a much different approach, based on ASL discourse patterns... This approach is much more effective for teaching Deaf interpreting students, which is why Deaf students are more excited to learn from a Deaf instructor's lecturing style. If you follow the "Deaf way" it is much more effective.

Four participants were adamant that the method of instruction must be a hands-on approach to learning for the entirety of the program. Additionally, three participants strongly encouraged utilizing a co-teaching approach with one Deaf and one hearing instructor, agreeing that offering both perspectives in the classroom was extremely beneficial for all students, Deaf and hearing.

Theme: Areas in Need of Improvement

In reviewing the interview transcriptions following the open coding method mentioned earlier, several topics presented themselves as areas in need of improvement in Deaf interpreter education. Most often mentioned was the lack of resources available for Deaf interpreter education. Participants also noted a lack of emphasis on teaching ethical decision-making practices to Deaf interpreting students and the complexity of this

process. Additionally, participants made several comments reflecting intrapersonal viewpoints and the importance of fostering confidence in Deaf interpreting students. Lastly, participants noted a lack of support for Deaf interpreters on a national level.

The lack of resources and support available for teaching Deaf interpreting students was the fourth most commonly mentioned topic identified in the open coding process. One participant reflected on their experience as a working Deaf interpreter and interpreter educator and explained that due to a lack of resources available, they often resorted to observing hearing interpreter training practices and reconfiguring them for Deaf interpreters. A second participant commented on a lack of resources specifically designed to teach Deaf and hearing interpreting students how to effectively explain the dynamics of Deaf-hearing interpreting teams and the importance of their work.

Two Deaf interpreting student participants reflected on the resources used in their own programs. One participant shared the issues they had with the resources utilized in their program:

There are several assignments already in place for hearing interpreters but there are no assignments that are specifically designed or created for DIs. There are some resources available, but very few, whereas hearing interpreters have a ton of resources and assignments at their disposal. While interpreter training is very general, as far as processes, I would like to learn more about how it applies specifically to me.

Another Deaf interpreting student participant expressed their frustration with the lack of documentation of the history of Deaf interpreters. When reflecting on the assigned readings for their graduate-level program, they explained:

I really like how the book is written, it's beautifully done, however it is primarily a recounting of hearing white women in the field and I know for a fact there were Deaf interpreters around during the timeframe discussed in this book. I have personally met several of them who worked in the field at this time; at the Deaf Interpreting Conference, last summer, the first Deaf interpreting conference ever, I met with several of them and realized that Deaf interpreters have been working for twenty to thirty years, but there is no mention of them in this book. And that was something that I struggled with and also something I challenged my instructors with. Where is our history? Where is the story of Deaf interpreters? So that is one example of what I face. Where is the documentation? There isn't enough about Deaf interpreters in the field.

While several participants suggested applying the Deaf Interpreter Curriculum created by the National Consortium of Interpreter Education Centers (NCIEC), there were some concerns about the effectiveness of this resource. One participant noted that the curriculum was designed by a group of interpreters who had not had experience as students in an interpreting program, which was a concern for potential bias. Another participant stated that they did not fully support the Deaf Interpreter Curriculum and expressed reservations about the committee responsible for developing the curriculum, stating that they felt this particular group was comprised of Deaf interpreter "elitists." In general, most of the participants supported the implementation of the Deaf Interpreter Curriculum, though some felt as though instructors might be too resistant to modifying program curricula.

Addressing ethical dilemmas as a Deaf interpreter and teaching Deaf interpreting students how to best manage ethical decision-making scenarios was a very common topic of discussion among participants. One participant explained that, ideally, Deaf interpreter education would include specialized instruction during the first two years of their program:

I think during this time, they might take an Introduction to Interpreting course, which Deaf and hearing students would take separately because Deaf individuals are already consumers of interpreting services and they need to learn how to remove themselves from the role of a consumer.

Another working Deaf interpreter participant described the complexity of neutrality as it applies to Deaf interpreters and Deaf interpreting students:

As you know, Deaf and hearing interpreters have very different perspectives, have different concepts of neutrality, are sensitive to different issues, and for Deaf interpreters the concept of neutrality is extremely challenging. While it may be standard practice to teach hearing interpreters the concept of neutrality, it is much more complex for Deaf interpreters.

During one interview, a working Deaf interpreter participant shared their experience preparing for the performance portion of their certification examination. The participant explained that they had participated in a certification preparation course; as the only Deaf interpreter in the group, they were stunned to recognize they were not equipped to readily answer ethical questions:

To be honest, we all thought that ethical decision-making was common knowledge. It seemed so simple to decide between right and wrong. There were

three questions we were working with, and when it was my turn to be asked, I was thrown for a loop. I realized, in that moment, that I had to learn to filter myself. I suddenly realized that I had to separate the Deaf consumer in me from the Deaf interpreter in me. I had so much to unpack; what an epiphany!

A fourth participant believed that the most important lesson to be taught to Deaf interpreting students is to maintain boundaries and not become too involved in the interaction at hand. Deaf interpreting student participants also reflected on this dilemma, though their comments will be shared later in this chapter. Relevant to the topic of ethical decision-making practices for Deaf interpreting students is the topic of the implications of the intrapersonal and interpersonal views of the research participants.

In reviewing the coded data, several statements made by participants seemed to stand out to the primary investigator. While the comments were not directly related to the questions asked, there seemed to be an underlying theme between them. After sharing the findings with the primary investigator's research committee chair, it was determined that the commonality was linked to intrapersonal perspectives and resulting interpersonal struggles. More specifically, how working Deaf interpreters' and Deaf interpreting students' views of themselves and others' perceptions of them seemed to influence their perspectives of, and roles within, the interpreting profession; comments reflecting intrapersonal perspectives can be seen in Table 7 below.

Table 7

Participants' Intrapersonal Perspectives

Participant's Intrapersonal Perspectives

I have been told to soften my approach when interacting with a hearing person, but they should know that Deaf people do not appreciate this sugarcoated approach! This is one of the issues we face.

I feel that IPPs and ITPs today, just as in the past, when the NIC was broken up into three skill levels, there was such an obsession with attaining a higher certification and focusing solely on ethics, that programs were bypassing the Deaf community. I am sorry to say it, but that is how we feel.

We are not interpreters for the deaf or interpreters for the deaf/blind, we have had enough of that! We are interpreters for people.

It's easy to think we are one in the same. It's human nature to have this sort of associative mindset.

It's extremely rare to find an interpreter who can take on anything, and the problem is that most Deaf interpreters assume they can.

Before this internship experience, I really didn't think that education was a place for Deaf interpreters to work and sort of brushed it off. But after my internship I realized that Deaf interpreters are crucial to educational settings and they are desperately needed.

I have noticed there is a real disconnect here; and it isn't just because the Deaf interpreters do not fully understand the hearing interpreters. The hearing interpreters do not really understand the Deaf interpreters either, and there is a lack of trust. What is it that they do not trust in us?

Deaf and hearing interpreters are segregated from the very beginning. There is such an emphasis placed on your hearing status. What does it matter whether you are Deaf or hearing? In Europe, they could not believe the system we have in place here.

In reality I wish that it was a more collaborative approach, rather than there being such a focus on whether you are Deaf or hearing.

In my own experience, I have noticed that my instructor, while not really favoring me, seems to hold me in a higher regard. For example, my Deaf instructor has said things like, "We are Deaf, we can do things like that," or, "Deaf are experts at this," or even, "We are disqualified because we are Deaf." While I do notice we have a common bond in being Deaf, it does not mean we are the same. This may or may not be the case in other IPPs that use a co-teaching approach; whatever the case, being hearing or Deaf should not be relevant.

The intrapersonal perspectives shared above coincide with the resulting interpersonal struggles that participants shared; the contentions they have experienced, and even some that they perceive, are shown below in two separate tables: one focusing on interpersonal issues in interpreter education (Table 8) and one reflecting issues working in the field (Table 9).

Table 8

Participants' Interpersonal Views on Interpreter Education

Participant's Interpersonal Views on Interpreter Education

When Deaf students are new to interpreter education and they are working with hearing students and faculty from the very beginning, they are being set up for failure.

More often than not, they [educators] play on tokenism. They advertise that their ITP is open for Deaf students, but when asked what their approach is, it is the same approach used for hearing students...Tokenism is not caused by the individual's actions, it is created by the system that is in place. The system creates tokenism, and it might happen when somebody thinks what they are doing is a good idea, but they do not bother to consider or research the results of their actions.

Sometimes, the instructors even ask the students to be their assistant in the classroom. That is unacceptable. The Deaf students may feel as if they do not have a choice in the matter, simply because they know they need the degree.

My advice in this case would be for them not to enroll in the program, otherwise they are just setting themselves up for frustration and disappointment, and it will be a waste of their time. (submitted as an afterthought)

I really wish that IPPs would not turn away Deaf interpreters; they are losing out on such a great opportunity.

I have to say that it is sad, no not sad, a fact, that many interpreter programs or ITPs or IPPs, whatever they prefer to label themselves as, won't enroll or do not want Deaf interpreting students enrolled in their program.

Even if you had a cohort of all Deaf students enter a program, would the registration rate be as consistent the following year? Highly doubtful; colleges and universities aren't willing to offer programs or courses that won't attract consistently high registration rates. This is why there won't ever be courses offered specifically for Deaf interpreting students.

I highly doubt it will ever happen that a program will design courses specifically for Deaf interpreting students.

Lastly, Deaf interpreting students must be open-minded. They have to accept that they are going to face hardships and frustration; they need to accept that, knowing they are going into a college or university ITP for hearing students, they don't really have a choice.

Table 9

Participants' Interpersonal Views on Working in the Field

Participant's Interpersonal Views on Working in the Field

...so many hearing interpreters think that CDIs work for the Deaf consumer, and that is simply not true. The CDI is there for both the Deaf consumer and the hearing interpreter.

I thought it wouldn't be a big deal to learn alongside hearing interpreters, but I was wrong. I was met with such opposition...I didn't understand this at all, especially since I had grown up in a mainstream school. I couldn't understand why they would shut me out. I couldn't believe it!

As I had mentioned before, I was pretty nasty to some interpreters in the past. I would poke fun at their work, tell them they were wrong, and so on. And when I finally decided to enroll in the ITP and began to learn more about interpreting, boy how I wish I could take back every word I ever said.

I know several Deaf interpreters and I have noticed that they have sort of ruined it for other Deaf interpreters. For example, I've seen them harshly criticize the hearing interpreters they work with and that's not okay. We need to be collaborative; the more hearing interpreters support our work, the more job opportunities there will be for Deaf interpreters.

If the bickering and arguing and discord between Deaf and hearing teams continues, hearing interpreters are going to continue being resistant to working with us. And that means less work for us in the end.

Deaf students also need to be taught not to bully their hearing classmates; they need to be reminded that they will have no work if hearing interpreters aren't willing to work with them. Even I wouldn't have a job if hearing interpreters didn't want to work with me. That's why I always work toward collaborating. Even if they bawl me out, I just take it and move on. This isn't okay for hearing interpreters to do to Deaf interpreters; I'm not saying it is. But as of now, it isn't required that Deaf interpreter are brought in as a team. We need to build a relationship with hearing interpreters so that we are recognized as their peers, as their colleagues. I take it from hearing interpreters right now because I am working toward building my reputation and securing more opportunities for myself. If I am not careful with how I react, I am risking my job security.

One Deaf interpreting student participant shared their experience as a Deaf consumer of interpreting services and how this has shaped their future goals:

I have, as a deaf consumer of interpreting services, experienced hearing interpreters come to an assignment and openly gossip about how lousy another interpreter is, and while I understand that the interpreting world is cut-throat, it is still my goal to ensure that interpreters cooperate and collaborate with one another.

From the various perspectives and experiences shared, it is clear that the intrapersonal experiences of the participants have manifested themselves as interpersonal demands in the classroom and in the field.

The topic of confidence, another intrapersonal factor, came up in several interviews, from both an instructor perspective and a student perspective. Two working Deaf interpreter participants who also work as interpreter educators commented on the importance of instilling confidence in their students. One participant remarked that it would be ideal if Deaf interpreting students had confidence in themselves as interpreters. The other participant explained confidence as it applies to professional endeavors: “We want Deaf interpreting students to feel confident entering an interpreting situation without having to constantly explain their reason for being there.”

Two Deaf interpreting student participants reflected on how measures of confidence drive them to continue to learn. One student shared thoughts on their readiness to enter the field upon graduation:

Do I feel I will be 100% ready? No. I will have to rely on my confidence to gauge that. If I do not feel confident in a particular setting, I will take note of that and

use that as my impetus to work harder and learn through additional training rather than brushing it off as not worth my efforts... I don't think that I will ever truly be fully confident in my skills, but again I will use that sense of unease to encourage myself to continue to learn and grow.

The second student, reflecting on their internship experience, felt they lacked confidence in themselves because they were not given enough time to work in the community and instead spent most of their time in an educational setting. They explained that with more experience comes more confidence, which leads to preparedness to take on more advanced assignments.

The last topic that came up in discussion regarding areas in need of improvement for Deaf interpreter education was a lack of support on a national level. One participant commented on their disinterest in the Conference of Interpreter Trainers (CIT), as they had always viewed it as an organization catering to hearing interpreters. It was not until they met the President of CIT, the first Deaf President of the organization, at the Deaf Interpreter Conference that they realized there was more inclusion of Deaf interpreters now than in the past. Other comments made by participants reflected their frustration with the Registry of Interpreters for the Deaf (RID). Their comments can be seen in Table 10 below.

Table 10

Participants' Views on RID

Participants' Views on RID

I think that RID needs to set a better example of promoting the growth and development of Deaf interpreter education. They're so wrapped up in the mess with the certification exams and are completely disregarding Deaf interpreters. They need to push the IPPs and ITPs toward this.

I feel that RID's moratorium has really shifted the focus in our field and now all eyes are on that, and it's really taking this opportunity away from us! The CDI exam came out in 2001; it's now 2016 and there hasn't been very much growth!

I feel that we are underserved. There isn't a strong enough voice for us, to get RID to promote and support us, and include us.

I think that it would be helpful if RID worked toward developing this partnership between Deaf and hearing interpreters.

There is one thought that I have and it is that I really hope that RID, which already offers various certifications, begins to offer more specialized certificates aimed at deaf interpreters. Deaf and hearing interpreters are different, as their certificates should be. How we interpret is very specific to our process. If RID is unable to do this, I would really like to see a Deaf interpreter centered organization that would offer Deaf interpreter certification as well as Deaf-Blind interpreting certification. I think that it would be very beneficial for a secondary organization to more closely monitor and assess the work of deaf interpreters.

Several of the participants commented on their positive experiences attending the first national Deaf Interpreter Conference in June of 2015 and stressed the importance of continuing toward support on a national level. These findings will be shared later in this chapter.

Theme: Experiences of Deaf Interpreting Students in Interpreting Programs

This section will focus on the discussions with the three Deaf interpreting student participants, as well as one working Deaf interpreter who attended an interpreting program. Deaf interpreting student participants were asked to reflect on their experiences in an interpreting program, including the curriculum, assignments, assessment of their

work, and their readiness to enter the field of interpreting upon graduation. Deaf interpreting student participants were also asked how their program benefitted them, and how it failed to meet their needs; Table 11 records reflections on program curriculum.

Table 11

Reflections on Program Curriculum

Reflections on Program Curriculum

Really, the curriculum wasn't designed for Deaf interpreters; I was simply brought in as an addition to the hearing cohort. I basically sat there and learned about the concept of interpreting; but the assignments themselves were not geared toward CDI preparation and training, or the Deaf translation process, or even discussions about ethical issues I would face. There wasn't any of that at all.

It was not effective at all! I didn't realize this until I began working full-time at an interpreting agency, [agency name removed]; over time, I realized that I didn't learn anything at [institution], nothing at all! I felt that all I did was complete homework assignments and write papers!

While interpreter training is very general, as far as processes, I would like to learn more about how it applies specifically to me. It has been great working with the group of hearing interpreters, but I feel like I sometimes just show up to class for attendance. I have learned a lot of valuable information, but I need more information regarding deaf interpreter practices.

But the reality was, the program itself wasn't designed for Deaf interpreting students. Some courses were applicable to me, absolutely, but there were some that weren't.

That program was designed strictly for hearing interpreting students; there was nothing specifically for Deaf interpreting students.

It is evident that the participants did not feel that their program curriculum and design were suitable for their needs as Deaf interpreting students. One participant even referred to interpreting programs as too "hearing-centric."

Students also reflected on their assignments and assessment of their interpreting skills. Students were asked to explain their skill development exercises and whether they utilized the same source materials as their hearing classmates. Students' explanations of their assignments and methods of evaluation are reported in Table 12 below.

Table 12

Reflections on Assignments and Assessment

<u>Assignments</u>	<u>Assessment</u>
<p>If, for example, we are watching a recorded presentation in spoken English the recording has embedded pause markers already established. So the speaker will speak, and when the students hear a beep they know to pause the recording and interpret that chunk of information. For my own work, I am provided with a transcript of the same recorded speech and I read through the transcript which has printed pause markers. Sometimes while reading through the transcript I will also watch the recorded presentation to read the speakers facial expression and body language in order to make appropriate adjustments to my interpretation.</p>	<p>[The Deaf instructor] grades my ASL work because she has professional experience as a CDI (Her certification has lapsed at this time). Additionally she is a linguistics major and is most capable of assessing my language for accuracy. [The hearing instructor] grades my English work because he is a hearing interpreter and is most capable of assessing the accuracies and inaccuracies of the language. If my work was graded in the opposite fashion there may be misunderstandings on either side, which is why I prefer my work to be graded separately.</p>
<p>Again, I was fortunate to have the instructor I did, as he was willing to modify my coursework to suit my needs. For example, for any tests or assignments that would require the hearing students to translate into spoken English from ASL, I would instead translate into signed English. If they were working into ASL, I would also work into ASL from a transcript.</p>	<p>Really, I sort of did it myself. Anything I interpreted, anytime I interpreted something, I would record myself and then watch it again afterward. The teacher did help a bit, and would take a look at my work, but that's pretty much how it was done. Really, my signing skills are far beyond my peers' so they can't really assess my work so only the teacher really can. And the teacher has so many students to work with, so more often than not, I would assess it on my own.</p>
<p>There was nothing specifically for Deaf interpreting students.</p>	<p>Really, anybody who wants to team with me or is willing to watch my videos, but for the most part it is hearing interpreters who are viewing my work. I have had Deaf interpreters view my work before, but not while in my program. I am the only Deaf person. Maybe I can ask my instructors to request a Deaf interpreter to assess my work. I have a friend there, who is a Deaf interpreter, who I wouldn't mind asking to assess my work, rather than having it assessed by hearing faculty.</p>

From the information gathered, none of the Deaf interpreting students reported that they were given alternative source materials to work with. Instead, accommodations were made so that the Deaf interpreting students could work from the same source materials as their hearing classmates. One student explained that their instructors (a Deaf and hearing co-teaching team) shared the responsibility of assessing their work based on the target language. Another student explained that they often assessed their own work, and the last student stated that hearing interpreters assessed their work, though they considered asking their instructors if it would be possible for a Deaf interpreter to do so.

When asked about their readiness to enter the field of interpreting upon graduation, one student in a graduate-level program explained that they had already been working for nearly a year and a half. One student said they predicted they would be “maybe 50% ready to work as an interpreter.” The last student explained their readiness to work by explaining which settings they felt most qualified for:

Yes I feel ready, to a certain extent. I feel I could interpret in K-12 educational settings and some college coursework, but advanced college coursework is something that would require more training. I know that I’m not ready for court interpreting. If it was interpreting in a detention center, I could do that, but there are specific areas I feel that I am ready to work in.

Lastly, students reflected on their programs by explaining what was most beneficial to them and how their program failed to meet their needs. The following tables (Tables 13 and 14) reflect students’ experiences.

Table 13

Benefits of Students' Programs

Benefits of Students' Programs

This program has been a great benefit to me, because my entire life I have worked with hearing interpreters and have always wondered how interpreting works. Now that I am in this program I have a greater understanding of the various cognitive processes involved in interpreting, different approaches to interpreting, and the various factors that impact the process...I have really benefitted from learning how to effectively engage with hearing interpreters as my interpreting team.

I realized just how hard interpreting really is! Even though it looked easy, the mental process behind it was the real work. I really enjoyed learning about interpreting, and continued through the program; in fact, I will be graduating this May.

Taking two ASL classes in my program, I learned so much. Imagine me, a fourth generation Deaf interpreting student, and I'm still learning from ASL classes!

This program has really helped me to gain a well-rounded perspective of our work and has helped me to really see the complex nature of the interpreting field and the various layers it is comprised of. Every level of the interpreting process and an interpreted interaction has several layers, each of which has its own influence and impact. It has really benefitted me to see the bigger picture.

Table 14

How Students' Programs Failed to Meet their Needs

How Students' Programs Failed to Meet their Needs

During this break there was quite a bit of chatter going on, which I took note of and was frustrated with, but it had been happening constantly up until this point. I decided to use this experience as an opportunity to write a letter to my classmates explaining how I felt about them talking in the classroom and in front of me. I gave each of them a copy of the letter after this particular incident, which was a very interesting experience. It was even more interesting that each student still seemed to have a difference of opinion or reason behind why they were talking in the classroom.

Really I feel as far as the program itself, I feel (pause) that the program needs more deaf-centric assignments. There are several assignments already in place for hearing interpreters but there are no assignments that are specifically designed or created for DIs.

That's where it really hit me hard. I had taken all of the Deaf culture and ASL classes and was really enjoying it, but when it came time to take the interpreting classes, I was a bit disappointed. Luckily, the instructor was familiar with Deaf interpreters. But I was bored out of my mind! Where was my feedback? Where were the things I needed? I found myself instead reaching out to friends who were already Certified Deaf

Interpreters and who already had experience so I could ask them questions that I had.

Overall, though, I felt it was too slow a process for me. There really weren't any discussions that I could take part in with another Deaf interpreter, either. There weren't any peers like me to work with and get feedback from. Not having Deaf interpreting peers really was a big downfall of my program design.

I noticed that my Interpreting 1 instructor wasn't very sure how to work with me. They had the knowledge, but applying it to their teaching was a struggle. They weren't sure how to give assignments to me, or exams, or work through the process with me.

The hearing students would have discussions about interpreting and other topics, but there wasn't anybody there for me to discuss things as a Deaf interpreter.

...the fact that they are all hearing. Some, well, for example, some of the comments made by my classmates in my cohort, make me feel as if they don't consider the diverse sub-cultures within our field. Me, for example, as a Deaf interpreting student, CODAs, people of color, I have realized that there is really very little inclusion of these communities. I have realized that they do not consider the rich nature of diversity and having inclusion of diverse backgrounds.

One student shared a frustrating experience they had in their program in regards to communicating with their cohort and faculty members, which they were able to resolve:

I prefer face-to-face interaction and this past quarter; I had told my cohort that I prefer to communicate via Glide or Videophone, however most of them remained set in their ways and continued to communicate in typed/written English, and for me that was very off-putting. This quarter, the winter quarter, I completely lost it! I admit that, I lost it and openly showed my exasperation to the faculty and students. I said, very explicitly, that if they weren't willing to communicate with me in the way that I asked and communicate with me as the person that I am, then I had no interest in even dealing with them. I told them that if they weren't willing to communicate with me, then there was no reason for us to continue to work together and that I would be much better off completing my education in an

independent study. After this incident, I noticed that my classmates started using more and more VLOGs and most of them have set up Glide accounts, so communication has gotten much better.

While it is clear that students' comments regarding the negative aspects of their program experiences far outweigh the positive aspects, similar themes are evident in both sets of data. For example, of the beneficial comments students had, the majority of them stated that the main benefit of their program was that they learned more about the interpreting process or, more specifically, the cognitive processes involved in interpreting. One student also mentioned that they benefited from additional ASL skill development in their program.

In analyzing the students' comments on how their programs failed to meet their needs, several trends emerged including lack of Deaf interpreting student peers, lack of support, and general dissatisfaction with assignments. Most of the students felt that their assignments did not apply to them as Deaf interpreting students and that they were often left out of class discussions because they did not have someone to relate to with shared experiences. Additionally, two students shared experiences they had wherein they were both driven to confronting their cohorts due to the hearing students (and in one case, faculty members) not signing. A lack of feedback was another issue that was brought up, as were issues that students had with their assignments. Two students mentioned a need for a restructuring of assignments, to make them more Deaf-centric. One of the students explained a need for what they called Deaf-friendly assignments:

One thing I would like to say about programs across the United States is that we need to be sure to include more Deaf-friendly assignments, especially for

homework. I think that it is important for us to be offered the chance to work in ASL, as it is our first language. That is one thing that I would really like to see in programs across the nation. Allow us, as Deaf interpreting students, to use our first language, rather than having us work in English all the time...I would like to see more assignments in ASL that would fall under the category of reflections or self-assessments. I would prefer to sign my thoughts rather than type them in English because there are no English equivalents for my feelings and my expressions.

Theme: Advice for Improvement

During the interviews, both working Deaf interpreters and Deaf interpreting students were asked to share their insight on how Deaf interpreter education can improve in the future. In regards to improving students' learning experiences, the theme of a stronger Deaf presence in the classroom came up in four interviews. Participants stated that it was crucial to hire more Deaf faculty members to teach in interpreting programs, and that the number of Deaf students in a program was a crucial factor in maintaining success for Deaf interpreting students. One participant shared the following:

We need a stronger Deaf presence. Aside from having more Deaf presence, we also need more inclusion of CODAs and people of color. We don't have enough representation of diversity. Being the only Deaf person in my own program is not enough representation of diversity.

A second participant commented that a program for Deaf interpreting students would only be effective if there were at least five or six Deaf students enrolled in the same cohort; anything less than that would not be effective for them. One Deaf

interpreting student participant reflected on the importance of authentic practices and how crucial this is to students' skill development; they suggested that programs needed to consider inviting the Deaf community into the classroom to offer practice working with those who have non-standard language skills. The participant went on to explain that the models used for gestural practice are often exaggerated examples of what one will actually encounter and that students need to prepare their skills realistically.

Regarding improvements to curriculum design and application, there were several discussions about which skill sets were crucial for Deaf interpreting students' development. It may be of interest to note that all skills mentioned related to the linguistic abilities of the students, both in regards to their command of English and American Sign Language and their abilities to work in gestural capacities while employing expansion techniques to their work. These skill sets can be seen below (Table 15).

Table 15

Skill Sets to be Focused On

Skill Sets to be Focused On

I firmly believe that Deaf interpreters must have strong English skills, both in reading comprehension and composition. This is an absolute must. Likewise, they must be fluent in ASL; and not signed English, that absolutely cannot be the full range of their skills.

These are things they need to focus on, as well as teaching Deaf students how to assess the linguistic needs of a consumer prior to beginning the interpreting assignment and the process of preparing for an assignment.

Some courses would be geared specifically toward Deaf interpreting skill development, such as the most appropriate approach to working with Deaf consumers with non-standard language skills and how to employ expansion techniques, such as using drawings and gestures.

Further, if it is necessary, the Deaf interpreting student must also learn to work in a gestural capacity to convey concepts and ideas to a consumer that may not have standard linguistic capabilities.

I think that if they are Deaf students, they need to continue to work on their ASL skills.

Deaf interpreters need to work to build their signing skills and variation in language abilities.

Minimal composition skills are necessary, but we don't use written English much. The reading comprehension is what we need to focus on. That would fit into the interpreting courses.

One Deaf interpreting student participant reflected on practices they have seen from working Deaf interpreters and expressed their frustration with Deaf interpreters lacking a mastery of register variation; the participant suggested that this skill set is crucial for Deaf interpreters to understand their limitations. They went on to explain that an inability to recognize one's limitations led Deaf interpreters to take over interpreted interactions, because they felt they were capable of doing everything themselves. A working Deaf interpreter participant supported this idea in an afterthought they submitted to the primary investigator:

Perhaps the most important thing for Deaf interpreting students to know, in their hearts, is to be honest with themselves; have integrity with the interpreting process, and recognize the importance of true understanding, so that you can continue to effectively interpret.

One working Deaf interpreter participant shared their perspective on general curriculum design for interpreting programs:

But a good curriculum would incorporate both Deaf and hearing students' needs. Even if a program doesn't have Deaf interpreting students currently enrolled, the hearing students still need to be taught about Deaf interpreters and how to work with them.

Two working Deaf interpreters stressed the importance of applying skills in the classroom, rather than simply discussing theories of practice. One participant stated,

“You cannot simply study skill sets in a book and then be ready to go apply them.” In addition to applying skill sets in the classroom, one participant emphasized the need for implementing more skill development exercises and providing consistent feedback on work samples, as this was the most effective way for students to learn from their mistakes. The final thought on program design and implementation of curriculum came from a working Deaf interpreter who had completed an undergraduate-level interpreting program:

Again, what really matters is that Deaf students have the support that they need and that there are high expectations set for them; don't be easy on them, set high expectations for their work. They should be expected to work hard through the process. If you were to set high expectations for them, while also offering the support they needed, it would be a wonderful thing!

As mentioned in the discussion of areas in need of improvement, several participants discussed their feelings about a lack of support for Deaf interpreter education on a national level. Reflecting on the Deaf Interpreter Conference held in June 2015, participants in attendance of the conference shared their perspectives on the benefits of this type of interaction. Their responses can be seen in Table 16 below.

Table 16

Attending the Deaf Interpreter Conference

Attending the Deaf Interpreter Conference

It was very successful! My goal was to bring together new ideas and new approaches in a way that met our needs. As I mentioned, I participated in many trainings for hearing interpreters (which is fine they were great!), but when you get down to it, what we do is different. How can we get together and discuss what works for us? I think the conference will lead to further sharing of ideas and growth in our field.

I just have to say, the Deaf Interpreter Conference was absolutely phenomenal! To be in a Deaf space with the others for five whole days was remarkable!

Last summer was the first Deaf Interpreter Conference, and I was completely blown away by it. It was such a worthwhile experience; I really hope it continues either annually or biannually. Since it's expected that CDIs, those who have certification, are required to attend trainings to meet certain requirements for their certification, I think it's important to continue to offer these conferences. They have so much to offer for different skill sets, from novice interpreters, to those with moderate experience, to seasoned interpreters; I fit into the novice category. There were so many things I saw that I wanted to learn more about, but I'm not ready for that level of training yet. It's really invaluable! I think that Deaf interpreting students applying to, or already in, programs should be encouraged to attend this conference.

CHAPTER 5: CONCLUSIONS

The purpose of this research study was to identify trends in existing practices in Deaf interpreter education. Through a collection of interviews with six working Deaf interpreters, three of whom were certified and three who were not yet certified, as well as three Deaf interpreting students currently enrolled in interpreting programs, the primary investigator compiled an ethnographic study of current practices in Deaf interpreter education. In conducting semi-structured interviews, the primary investigator allowed participants to share their stories and experiences in an effort to gain a deeper understanding of how Deaf interpreters and Deaf interpreting students view their work and their role. These findings would then lend themselves to identifying key factors in Deaf interpreter education, while simultaneously bringing awareness to ineffective practices currently in place.

Participants were selected through an extensive process, beginning with initial recruitment at the Deaf Interpreter Conference in June of 2015, in which 52 registrants (25% of population in attendance) were willing to participate in the research study and returned consent forms with their contact information. The same consent form was sent to eight contacts not in attendance of the Deaf Interpreter Conference. Of the 60 initial contacts, 17 (28.3%) participated in the online pre-interview survey, which served to collect demographic information that would be used to select a diverse group of interview participants. Interviews with the nine participants were transcribed into English, with the help of a professional transcriptionist in the company of the primary investigator, and transcriptions were returned to the interviewees for feedback and final approval. After

conducting an open coding analysis of the interview transcripts, several recurring themes and topics emerged, which were then categorized to reflect participants' views on instructional design and approach, areas in need of improvement, experiences of Deaf interpreting students in interpreting programs, and advice for improvement of Deaf interpreter education.

Based on the findings of this research study, several concerns became evident in regards to Deaf interpreter education, as well as within the field of interpreting. The majority of concerns with Deaf interpreter education included a lack of resources and limited support for Deaf interpreting students in programs, inadequate curriculum design for an effective learning experience, and a call for support on a national level for Deaf interpreter education. Several participants made suggestions for improving current practices in Deaf interpreter education through describing what an ideal educational experience for a Deaf interpreter would include; the majority of participants' suggestions supported findings in research by Boudreault (2005), Forestal (2011), and the NCIEC (2010).

While conducting an open coding data process, the unexpected, though relevant, themes of intrapersonal and interpersonal conflicts arose. The semi-structured nature of the interview process may have led to these findings, as the majority of participants' comments regarding intrapersonal and interpersonal perspectives were made outside of direct responses to questions asked. While most of the participants' views expressed frustration with the current climate in the field of interpreting, specifically attitudes toward Deaf interpreters, most participants seemed resigned to accept that they should not expect anything to change for the better.

The findings of this research study present a detrimental issue plaguing the field. Deaf interpreting students stated that existing practices in Deaf interpreter education are not effective, and in several cases completely unacceptable; additionally, Deaf interpreting students are not being adequately prepared to enter a profession that is resistant to their work. One student shared that they often assessed their own work due to inadequate support from their instructor; another student explained that their program was a waste of their time. A third student expressed frustration with feeling as though they were being trained to be a hearing interpreter, and that they often showed up to class just for attendance. Several participants, working Deaf interpreters and Deaf interpreting students, commented on their concerns regarding job security, yet felt it was best to avoid confrontation in order to ensure future employment.

The perspectives and experiences shared by participants should serve as a call for awareness and change. In the 14 years since Bienvenu and Colonomos (1992) shared their findings on Deaf interpreter competencies and training, it seems that implementation of their work has been slow. While further research on Deaf interpreter competencies and Deaf interpreter education have been conducted, it is clear that working Deaf interpreters and Deaf interpreting students are still facing opposition and underrepresentation. While it is true that a small population of participants does not represent the experiences and perspectives of all working Deaf interpreters and Deaf interpreting students, the findings of this research study do represent the truths of those who were willing to share their story.

Recommendations for Future Research

The findings of this research study revealed several topics of interest that warrant further investigation. With regards to instructional design and approach, it may be helpful to collect and examine the student learning outcomes of Deaf interpreting students enrolled in Interpreter Preparation Programs to determine the effectiveness of curriculum design and application on a national level. Additionally, investigation of qualifications of instructors of Deaf interpreting students may guide us toward more effective practices. Based on the findings of this research study, examining how ethical decision-making practices are taught to Deaf interpreting students might also increase the effectiveness of Deaf interpreter education.

This research study also revealed intrapersonal and interpersonal concerns for both working Deaf interpreters and Deaf interpreting students. As the primary investigator of this study fits into neither category, it may be beneficial to the Deaf interpreting community—and ultimately the interpreting profession at large—if an insider, rather than an “inbetweener,” conducted an investigation into these matters. A research study of this nature has potential to reveal an even deeper understanding of how best to address the demands faced by working Deaf interpreters and Deaf interpreting students.

Finally, the findings of this study suggest that further investigation is needed into how to promote the quality of education for Deaf interpreting students. As several participants expressed their dissatisfaction with a lack of support on a national level, specifically from the Registry of Interpreters for the Deaf, it would behoove interpreters, hearing and Deaf, to learn how to collaborate toward achieving this goal.

This study also highlights the academic and professional experiences of working Deaf interpreters, as well as Deaf interpreting students; the primary investigator hopes that these stories will elicit change in the field of interpreting and encourage interpreting educators to reflect on their own current practices, making improvements when necessary. Current interpreting students, hearing and Deaf, can also benefit from this study as they may gain a deeper understanding of the personal and professional struggles of the participants and how to avoid contributing to this pattern. It is only when we recognize the consequences of our actions as practitioners, educators, and students that we can truly move toward a more positive future for Deaf interpreter education. As one participant concluded in their interview:

It is my hope that future Deaf interpreting students will excel in their studies and surpass my own skills and abilities. I would be thrilled to see that happen...I would like to see this before I die. That is my dream.

APPENDIX A:

Participant Information Page and Consent Form: Pre-Interview Survey

Dear Colleague,

I am a graduate student at Western Oregon University in the College of Education working toward my Master of Arts degree in Interpreting Studies under the supervision of Amanda Smith. I am conducting a research study for the purpose of identifying patterns in existing interpreter education as they relate to Deaf interpreting students. The results of this study will be used to fulfill the partial graduation requirement for the Master of Arts in Interpreting Studies.

You are invited to participate in this research study focusing on the educational experiences of Deaf interpreters and Deaf interpreting students.

Benefits of the Study

Currently, there is very little research available on the topic of Deaf interpreter education and participants' input will contribute greatly to filling in the gaps in available resources. By contributing to this research effort, participants' insight and experiences can guide Deaf interpreter education toward more effective practice. This research study is designed to identify patterns in Deaf interpreter education, as well as the perceived and actual efficacy of those interpreter education programs. The findings from this study will help identify gaps in existing research available on the topic of Deaf interpreter education. With this newfound information (data), it may be possible for interpreter preparation programs (IPPs) across the nation to provide the most effective educational experiences to Deaf interpreting students, thus encouraging growth and employment of the Deaf interpreter population.

Method of Data Collection

In order to participate in this study, you will be asked to participate in a brief online survey. This survey will be a combination of both multiple choice and short-answer questions. Participation in the survey confirms your consent to participate. The survey should take no longer than thirty minutes. Upon completion of the survey, you will be contacted to arrange for an interview time.

Eligible Participants

Working Deaf Interpreters and Deaf interpreting students who are age 18 and over and reside within the United States.

Confidentiality

During the survey, participants will be asked to answer questions about their professional experiences and academic careers. This survey will be distributed online through Google Forms. To best ensure confidentiality, your name, location, and/or any other identifying information will not be used in the cataloguing of data, nor mentioned in the final thesis. The primary investigator and faculty advisor will have sole access to survey results, and data will be reported in a graduate thesis with no identifying information – specific locations, names, etc. will not be discussed. The records of this study will be kept private. Research records will be stored securely on a password-protected laptop and only the researcher and his faculty advisor will have access to the records.

Potential Risks

There are no perceived physical or psychological risks of any kind associated with this study.

Voluntary Consent

Your participation in this research is completely voluntary; you may discontinue your participation at any time without fear of retaliation. If you decide to discontinue your participation, all data collected from you will be destroyed and will not be included in the research study. Participation in this survey marks your consent.

This study has been reviewed and approved by the Western Oregon University Institutional Review Board (IRB). If you have any questions or concerns about the research, please contact Jeremy Rogers, Principal Investigator at jrogers14@wou.edu or 909-910-2105. You may also contact Amanda Smith, Thesis Committee Chair, at smithar@wou.edu or 503-838-8651. If you have questions about your rights as a participant, you may contact the WOU Institutional Review Board at any time regarding the study at irb@wou.edu or 503-838-9200.

Thank you for your participation!

Jeremy Rogers
Western Oregon University
College of Education
Program of Master of Arts in Interpreting Studies

APPENDIX B: Participant Information Page and Consent Form: Interview

Dear Colleague,

I am a graduate student at Western Oregon University in the College of Education working toward my Master of Arts degree in Interpreting Studies under the supervision of Amanda Smith. I am conducting a research study for the purpose of identifying patterns in existing interpreter education as they relate to Deaf interpreting students. The results of this study will be used to fulfill the partial graduation requirement for the Master of Arts in Interpreting Studies.

You are invited to participate in this research study focusing on the educational experiences of Deaf interpreters and Deaf interpreting students.

Benefits of the Study

Currently, there is very little research available on the topic of Deaf interpreter education and participants' input will contribute greatly to filling in the gaps in available resources. By contributing to this research effort, participants' insight and experiences can guide Deaf interpreter education toward more effective practice. This research study is designed to identify patterns in Deaf interpreter education, as well as the perceived and actual efficacy of those interpreter education programs. The findings from this study will help identify gaps in existing research available on the topic of Deaf interpreter education. With this newfound information (data), it may be possible for interpreter preparation programs (IPPs) across the nation to provide the most effective educational experiences to Deaf interpreting students, thus encouraging growth and employment of the Deaf interpreter population.

Method of Data Collection

In order to participate in this study, you will be asked to partake in a video-recorded interview which may be conducted in person, face-to-face via Skype, FaceTime, Google Hangout, or a similar online platform. The interview is expected to last between thirty (30) and sixty (60) minutes. If you are interviewed via online conferencing platform, you will need access to a high-speed internet connection, one of the video conferencing platforms mentioned above, as well as a webcam with compatible software.

Eligible Participants

Working Deaf Interpreters and Deaf interpreting students who are age 18 and over and reside within the United States.

Confidentiality

During the interview, participants will be asked to answer questions about their professional experiences as well as their academic careers. This interaction will be video-

recorded by the primary investigator to allow for further data analysis once the interview is complete. To best ensure confidentiality, your name, location, and/or any other identifying information will not be used in the cataloging of data, nor mentioned in the final thesis. The primary investigator and faculty advisor will have sole access to interview recordings, and data will be reported in a graduate thesis with no identifying information – specific locations, names, etc. will not be discussed. The records of this study will be kept private. Research records will be stored securely on a password-protected laptop and only the researcher and his faculty advisor will have access to the records.

Potential Risks

There are no perceived physical or psychological risks of any kind associated with this study.

Voluntary Consent

Your participation in this research is completely voluntary; you may discontinue your participation at any time without fear of retaliation. If you decide to discontinue your participation, all data collected from you will be destroyed and will not be included in the research study. By signing the document below, you are giving consent to take part as a subject in this research study.

This study has been reviewed and approved by the Western Oregon University Institutional Review Board (IRB). If you have any questions or concerns about the research, please contact Jeremy Rogers, Principal Investigator at jrogers14@wou.edu or 909-910-2105. You may also contact Amanda Smith, Thesis Committee Chair, at smithar@wou.edu or 503-838-8651. If you have questions about your rights as a participant, you may contact the WOU Institutional Review Board at any time regarding the study at irb@wou.edu or 503-838-9200.

Thank you for your participation!

Jeremy Rogers
Western Oregon University
College of Education
Program of Master of Arts in Interpreting Studies

You have been given a copy of this consent form to keep.

By signing below you indicate your willingness to participate in this study.

_____	_____	_____
Participant's Name (please print)	Participant's Signature	Date
_____	_____	_____
Investigator's Name (please print)	Investigator's Signature	Date

Participant Contact Information

In order to schedule an interview, please provide the following information:

Name: _____

Email address: _____

VP/text number: _____

Preferred method of contact: _____

Preferred time to contact: _____

APPENDIX C: Data Source #1: Interview Questions for Deaf Interpreters

1. How did you become a professional interpreter? Did you attend an Interpreter Preparation Program (IPP)? If yes, continue to question #2. If no, continue to question #3.
2. Did you perceive your course curricula as satisfactory and effective? If yes, please explain your answer.
3. What do you value as the most important aspect of professional interpreter development?
4. What is your preferred method of instruction for Deaf interpreting students?
5. Would you prefer Deaf and hearing students to be taught together or separate?
6. What advice for improvement might you give to an existing IPP that is not equipped to instruct Deaf interpreting students?
7. What advice for improvement might you give to an existing IPP that is already equipped to instruct Deaf interpreting students?
8. What would the ideal Deaf interpreting student education experience include?
9. Is there anything you would like to add?

APPENDIX D: Data Source #2: Interview Questions for Deaf Interpreting Students

1. What interested you in becoming a Deaf interpreter?
2. What is your background? Did you go to a Deaf residential school or a mainstream school?
3. Do you work between languages other than American Sign Language and English? If yes, what languages?
4. Have you worked with a Deaf interpreter before? What experiences have you had working with a Deaf interpreter?
5. What sort of program are you enrolled in? Undergraduate or graduate level?
6. What are your skill development exercises like? What source materials are used/do you use? Do you utilize the same source materials used as your hearing classmates?
7. Who assesses your work for accuracy?
8. How do you feel your interpreter education program has benefitted you?
9. How do you feel your interpreter education program has failed to meet your needs?
10. What suggestions would you like to make to improve interpreter education for Deaf interpreters?
11. Tell me about your readiness to enter the profession upon graduation. Do you feel you will be ready to enter the profession immediately after graduation?
12. In what settings do you hope to work in as a professional Deaf interpreter? Do you feel prepared for those settings? Are your lessons and courses geared toward these goals?
13. Is there anything you would like to add?

APPENDIX E: Data Source #3: Pre-Interview Online Survey

Link: <http://goo.gl/forms/cGr0uXFBsj>

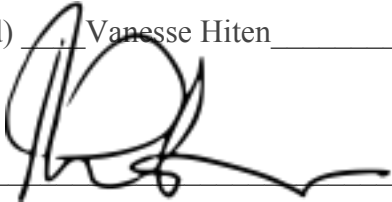
APPENDIX F: Confidentiality Agreement Transcriptionist

I, Vanesse Hiten, transcriptionist, agree to maintain full confidentiality in regards to any and all video recordings and documentations shared by Jeremy Rogers related to his research study titled “Deaf Interpreter Education: From Their Perspective” under the supervision of Amanda Smith. I also maintain that I will only have access to the video recordings and documentations in the presence of Jeremy Rogers and will complete transcription services solely from his spoken translations of the video recorded sources. Furthermore, I agree:

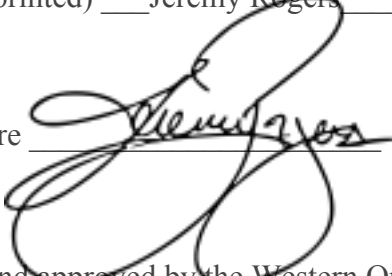
1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of video-recorded interviews, or in any associated documents.
2. To not make copies of any video recordings or computerized titles of the transcribed interviews texts, unless specifically requested to do so by the researcher, Jeremy Rogers.
3. To delete all electronic files containing study-related documents from my computer hard drive and/or any back-up devices.

I am aware that I can be held legally responsible for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the video recordings and/or files to which I will have supervised access.

Transcriber’s name (printed) Vanesse Hiten

Transcriber's signature  Date 3/5/2016

Principal Investigator’s name (printed) Jeremy Rogers

Principal Investigator’s signature  Date 3/5/2016

This study has been reviewed and approved by the Western Oregon University Institutional Review Board (IRB). If you have any questions or concerns about the research, please contact Jeremy Rogers, Principal Investigator, at jrogers14@wou.edu or 909-910-2105. You may also contact Amanda Smith, Thesis Committee Chair, at smithar@wou.edu or 503-838-8651.

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