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Walden University
2010

Abstract

Experiences and Training Needs of Deaf and Hearing Interpreter Teams

by

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M.A., Gallaudet University, 2006

B.S., Bloomsburg University of Pennsylvania, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Deaf-hearing interpreter teams are new to the field of interpreting, and little research exists as to the issues that arise for such teams. The purposes of this qualitative phenomenological study were 3-fold and included (a) exploring the experiences of Deaf interpreters and the hearing interpreters with whom they work, (b) understanding whether Deaf and hearing interpreters felt satisfied with the training they received in regard to working as a team, and (c) discovering gaps that could be addressed through training that would lead to the establishment of more qualified teams. The three research questions were designed to address interpreters' experiences within teams, to encourage reflection upon preparation and on training for teamwork, and to elicit recommendations to enhance training and practice. Experiential learning theory and the demand-control schema formed the framework for this study. Interviews were held with 12 interpreters in groups of 2. Six Deaf interpreters were interviewed by a Deaf interpreter, and 6 hearing interpreters were interviewed by a hearing interpreter. Deaf interviews were translated from ASL into English for a written transcription. A combination of open and a priori coding supported interpretive analysis of the data. Findings included the need for curriculum development for Deaf interpreters and Deaf-hearing interpreter teams, understanding the roles of the team members, and for training on how to work effectively as a team. Salient themes included ethics, the effectiveness of the interpretation, and mentoring. This study contributed to positive social change by increasing the understanding of Deaf-hearing interpreter team members' needs. Enhanced preparation and training opportunities will lead to improved interpretations and the effective services to clients of these teams.

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Dedication

This dissertation is dedicated to my husband, Joe, and to the graduating class of 2011 at Bloomsburg University of Pennsylvania. Thank you for your support and encouragement as I went through this process.

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Section 1: Introduction to the Study

Pairing a Deaf interpreter (the capital *D* in Deaf denotes cultural affiliation; Padden & Humpries, 2005) with a hearing interpreter produces interpretations that are more linguistically and culturally accurate than interpretations by a lone hearing interpreter (Boudreault, 2005; Forestal, 2005). Mathers (2009a) noted that a significant number of Deaf people need the accommodation of a Deaf-hearing team to understand the interpreted event. Despite this fact, training opportunities for these Deaf-hearing team professionals are limited (Forestal, 2005, 2006). As a result, the interpreters in these teams may not have had adequate training on how to work together or understand each other's roles and functions. The scarcity of training opportunities may also be a reason why there are few Deaf interpreters available for these teams. Proper training for Deaf-hearing interpreting teams is necessary to provide effective interpretation services to the Deaf and hearing clients they serve. If interpreters are not trained adequately their clients may misunderstand the communication or become confused.

Deaf interpreters, that is, interpreters who are Deaf as opposed to interpreters for the Deaf, are relatively new in the interpreting profession. Because the profession of Deaf interpreters is new, few training opportunities exist for Deaf interpreters (Beinvenu & Colonomos, 1990; Boudreault, 2005; Forestal, 2006). The majority of Deaf interpreters need to be teamed with a hearing interpreter. In these Deaf-hearing teams, the hearing interpreter acts as an intermediary, relaying messages from the hearing client to the Deaf interpreter. When the hearing client speaks, the hearing interpreter signs the message to the Deaf interpreter. The Deaf interpreter takes the message from the hearing interpreter and reformulates it into the language of the Deaf client (Ressler, 1999). According to

Stratiy (2005), when Deaf and hearing interpreters are teamed together, the Deaf client experiences a more linguistically and culturally equivalent message.

Most hearing interpreters are not native users of American Sign Language (ASL). Even though potential interpreters can start learning ASL as a foreign language in high school (Rosen, 2008), most interpreters learn ASL later in life and few immerse themselves in a way that prepares them to culturally mediate the interpreted message (Moody, 2007). In contrast, Deaf interpreters will have grown up using the language and have been immersed in Deaf culture. They can, therefore, reformulate the interpreted message in a way that is both linguistically and culturally appropriate, making the interpreted message equivalent to the original message. Differences between the Deaf and hearing cultures need to be considered in the interpretation to allow for effective communication (Moody, 2007). In addition, the hearing interpreter may not know enough ASL vocabulary or understand ASL grammar sufficiently to correctly or clearly relay the message, while a Deaf interpreter will (Boudreault, 2005). For these reasons, pairing a Deaf interpreter with a hearing interpreter is a more effective interpreting method (Boudreault, 2005; Forestal, 2005).

Deaf interpreters are not unique to the United States. Canada (Boudreault, 2005) and the United Kingdom (Stone, 2007) also have a growing number of these professionals. The Registry of Interpreters for the Deaf (RID), the national interpreting organization in the United States, offers certification for Deaf interpreters through the Certified Deaf Interpreter (CDI) test. Before taking the test, applicants for certification are required to enroll in two trainings: one 8-hour ethics training and one 8-hour training

on the role and function of a Deaf interpreter (RID, 2006). The training RID requires does not specifically mention training on how to work with a hearing team.

Forestal (2005) conducted research on Deaf interpreters and found that many had no formal training in how to interpret. Mathers (2009b) noted that the interpreters who work in a team should be equally proficient prior to working in legal settings. If one interpreter is lacking due to limited formal training, the services to the Deaf clients who need the services of Deaf–hearing interpreting teams could be jeopardized, especially if the Deaf interpreter and hearing interpreter have not taken any training on how to work together as a team. The Deaf and hearing clients who have used the services of an improperly trained Deaf-hearing interpreter team may not gain a full understanding from the interaction. This is why it is important that Deaf-hearing interpreter teams understand how to function as a team.

To work effectively in a team, hearing interpreters must recognize that interpreting is different when a Deaf interpreter is involved (Boudreault, 2005; Ressler, 1999). When hearing interpreters work alone, they produce a direct interpretation. They monitor only their own output and make ethical decisions for themselves. When Deaf interpreters are added to the situation, hearing interpreters become intermediaries between the hearing speakers and the Deaf interpreters. The hearing interpreters' role has changed; not only must they monitor their own interpretations they must increase their processing time (the time from when the speaker starts talking, to the time the interpreter begins to sign). They must monitor the Deaf interpreters' output to ensure that the Deaf interpreters understand the message that they have signed—and that the interpretation is correctly conveyed in the target language. The hearing interpreters must also clarify

information between themselves and the Deaf interpreters, and clarify information between the Deaf interpreters and the speakers (Ressler, 1999). Hearing interpreters need to learn how to negotiate their new role as intermediaries through training with Deaf interpreters. A more detailed discussion of Deaf-hearing teams is addressed in Section 2.

Problem Statement

As of 2010, there were limited training opportunities for Deaf interpreters who worked with hearing interpreters on interpreting teams (Boudreault, 2005; Forestal, 2005, 2006). Despite the fact that Deaf interpreters have not been requested for every interpreting assignment, there had been an upward trend in the use of Deaf-hearing interpreter teams; this was due to several factors. An increasing number of states and cities began mandating the use of Deaf-hearing teams. In Philadelphia, for example, any court case involving a Deaf or deaf person required a Deaf-hearing interpreter team (Forestal, 2005). Deaf interpreters were also used in Maine (Shepard-Kegl, McKinley, & Reynold, 2005), Texas, New Jersey, Washington, D.C., and Los Angeles for court-related matters (Mathers, 2009a). Another factor was the increasing number of foreign Deaf people visiting or relocating to the United States from a country whose language is not ASL (Boudreault, 2005). This population might warrant the need for a Deaf-hearing interpreter team in which the Deaf interpreter uses a more gestural means to communicate. Gestural communication has been an area suggested as specific training for Deaf interpreters (Bienvenu & Colonomos, 1990; Boudreault, 2005).

A Deaf-hearing interpreter team would be necessary if a Deaf client has minimal language skills—meaning he or she is not proficient in either written English or sign language (Boudreault, 2005). Such people are sometimes called semilingual (Andrews,

Vernon, & LaVigne, 2007). Deaf-hearing teams are also needed when there is a mixed audience. Examples of these situations include a large meeting, a conference, or a board meeting that has a variety of Deaf and/or Deaf-blind persons (Boudreault, 2005; Forestal, 2005). In order to accommodate the needs for growing numbers of Deaf-hearing interpreter teams, mandates requiring interpreters, and the people who request the services of a Deaf-hearing team, research needs to be conducted to investigate their experiences and provide the proper training to meet the demand of these teams.

Forestal (2005) conducted research on Deaf interpreters and their training experiences. In her study, she found that Deaf interpreters who did not attend an interpreter training program were dissatisfied with the limited amount of training or seminars that are offered to meet the needs of Deaf interpreters. Forestal did not offer any suggestions on how to provide more training. Nor did she suggest ways interpreter programs could support Deaf students so they would not feel isolated or dissatisfied. Forestal focused only on the training experience of the Deaf interpreter. The hearing interpreter's experience and how both the Deaf and hearing interpreters function when working as a team was not examined.

Research on Deaf-hearing interpreter teams has been limited and often only examined one side of the team. Just as Forestal studied only the Deaf interpreter, Ressler (1999) examined only the hearing interpreter and not the team. Boudreault (2005) examined the various roles of Deaf interpreters as well as the functions Deaf interpreters serve and the ethical reasons they are required. Boudreault (2005) noted that there are no formal training opportunities to prepare fully Deaf individuals to become interpreters. Bienvenu and Colonomos (1990) brought up areas for training, and teamwork was one

aspect they suggested. They did not mention how to orchestrate this type of training opportunity. Their work focused more on the Deaf interpreter than the team as a whole. Forestal (2006) noted that training Deaf students should include student-centered activities and experiential learning that is based on constructivism. Although this information was focused on the Deaf student, it can be applied to hearing students who are also training to become interpreters. Gallaudet University (2006) produced the DVD *Deaf Interpreting Team Strategies*, which explored strategies Deaf-hearing interpreter teams can use in their work. The DVD showed a team meeting beforehand to ascertain what interpreting strategies would best suit the situation. Issues discussed were language use of both of the interpreters (in this model the hearing interpreter would use contact sign and the Deaf interpreter would use Russian Sign Language); how to check for understanding; interpreting mode, whether consecutive or simultaneous; how to deal with unexpected things that might come up during the event; and the process of teaming. As the need for these teams increases, formal training opportunities should increase to ensure that working interpreters are prepared for the challenges related to the field of interpreting.

The problems this study addressed were the potential limited training opportunities for Deaf-hearing interpreter teams and the possible types of training needed for the team to function effectively based on the Deaf and hearing interpreters experience when working as a Deaf-hearing interpreter team. I examined the training Deaf and hearing interpreters have received to prepare them to work in a Deaf-hearing interpreting team. I also explored what needs the interpreting team members identified related to training and support.

Nature of the Study

This qualitative study used a phenomenological approach to investigate the training experiences of Deaf interpreters and the hearing interpreters with whom they worked and whether they believed they had received satisfactory training in how to work as a team. The interpreters who participated in this study had similar experiences in which the hearing interpreter functioned as an intermediary, relaying the spoken message to the Deaf interpreter. The goals of this study were to examine the experiences of Deaf and hearing interpreters who work in a Deaf-hearing interpreter team, determine how satisfied the participants were with their training, and to identify any gaps in the training of these teams. This study also aimed to determine if the training that Deaf and hearing interpreters have taken fully prepared them to work as a team. All participants in the study were experienced interpreters in this type of team and therefore provided insight from their experiences.

To conduct the research, I arranged interviews in locations within a 4-hour radius of my home. Each interview was limited to two Deaf interpreters or two hearing interpreters. I acted as the interviewer for the hearing interpreter group and asked a Deaf interpreter who is RID certified to interview the Deaf interpreter group. Questions related to their work experience, type(s) of training, application of theory to their practice, and the relevance of their training in the field were asked. The discussions were video-recorded and transcripts were typed, coded, and analyzed for common themes related to training experience as well as levels of satisfaction or dissatisfaction with their training.

The interviewers asked the participants in the study to reflect on their experiences and then to communicate what they felt prepared them for working as a member of a

Deaf-hearing interpreter team. Participants were also asked what areas they felt should have been addressed before they started working in this team. Through qualitative inquiry, the participants described their experiences (Polkinghorne, 2005). The participants discussed how they learned through their experiences in either trainings they had attended or working on the job. As researcher, I was careful to only ask questions and not discuss my own experiences, which could have influenced the participants' answers. My goal was to determine whether interpreters who work in Deaf-hearing interpreting teams were satisfied with the training they had received. If they were not, my goal was to identify the salient themes that arose from the discussions and propose for training modifications to enhance future interpreters' experiences.

Research Questions

1. What are the experiences of Deaf-hearing interpreter teams in relation to teamwork?
2. How do the team members describe their training experiences?
3. What recommendations do team members have to enhance team experiences and to improve preparation for teamwork?

Purpose of the Study

The purposes of this qualitative phenomenological study were 3-fold and included (a) exploring the experiences of Deaf interpreters and the hearing interpreters with whom they work, (b) understanding whether Deaf and hearing interpreters felt satisfied with the training they received in regard to working as a team, and (c) discovering gaps that could be addressed through training that would lead to the establishment of more qualified teams. During the study, I also collected feedback on how to develop more training for

these teams. The findings will contribute to enhanced training opportunities including formal coursework, curriculum development, seminars, conferences, and mentorship programs. A byproduct of this study will be further awareness of Deaf-hearing interpreting teams in both the interpreting profession and mainstream society.

This study helped people understand how Deaf and hearing interpreters work as a team. It explored the roles of the hearing interpreter and the Deaf interpreter. Any training that Deaf interpreters may have taken to help them work with a hearing interpreter was examined. With demand rising for Deaf interpreters, any communication gaps that may exist between Deaf and hearing interpreters need to be discovered and addressed to ensure that quality work is taking place. These gaps might arise from logistics or from inadequate proficiency. Logistics include where the hearing interpreter should position him or herself so he or she has a clear line of sight to the Deaf interpreter (see Appendices A and B). The Deaf interpreter needs to see both the hearing interpreter and the Deaf client for the interpretation to be effective. In terms of proficiency, the interpreters both need to have a good command of ASL and English (Patrie, 2005), whether it is spoken or written English. As a result of this study, gaps in the training for Deaf and hearing interpreter teams were discovered, and potential or possible solutions will be offered in section 5 to address them.

Theoretical Framework

ASL/English interpreting is a profession that is relatively new, having been founded by RID in 1964 (Cokely, 2005). Within ASL/English interpreting, the field of Deaf interpretation is even younger, having been recognized by RID in 1972 (Forestal, 2005). To date, there is no formal training established for Deaf and hearing interpreters to

learn how to work together as a team. Most gain experience on the job through trial and error. Learning through on-the-job experience is one way to learn if the interpreters reflect on their work and critically analyze what they can do to improve the services that they provide. Kolb's (1984) experiential learning theory (ELT) addresses learning through experience and is based on the premise that students learn from applying prior knowledge to new experiences, which allows them to develop and redevelop their abilities. This theory can be useful for Deaf interpreters. Kolb's ELT is a cycle comprising four learning modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation (p. 30). Learners construct meaning from their experiences as they "move through the cycle of experiencing, reflecting, abstracting, and acting" (Baker, Jensen, & Kolb, 2002, p. 52). In this study, I demonstrated how Kolb's theory of experiential learning applied to how these teams learn, and I established the need for formal training as explained in section 5.

Dean and Pollard (2001) developed the demand-control schema for the interpreting profession based on the occupational health research of Karasek and Theorell (as cited in Dean & Pollard, 2001). This schema examines what demands are placed on the interpreter and what controls, such as preparation prior to the assignment, the interpreter can use to address the demands (Dean & Pollard, 2005); demands can be environmental, interpersonal, paralinguistic, and intrapersonal. For example, the setting is a demand—the actual room interpreters are working in and all the sights and smells that go along with it (environmental). How the participants interact, power imbalances (interpersonal), and whether the speaker has an accent that is hard to understand are other examples of demands (Dean & Pollard, 2005). Controls that interpreters can use to

address these demands include their education, background knowledge and experience, and preparation for the assignment (Dean & Pollard, 2005). To interpret in legal settings, the interpreter(s) should have taken specialized legal training, which is a control. Through this training the interpreter would probably also learn of resources that are available for interpreters to help them prepare for various legal contexts. These resources would also be controls the interpreter can use to address the demands of the assignment.

Definition of Terms

American Sign Language (ASL) and Contact Sign: the primary language and language variant used by the Deaf community. ASL has its own grammar, which is different from English (Klima & Bellugi, 1979; Liddell, 1980, 2003; Stokoe, Caterline, & Croneberg, 1976). Sign languages are not universal and ASL is specific to North America. ASL was developed naturally over time by Deaf people. There are variants of ASL; a common variant is known as *contact sign*. Lucas and Valli (1992) found that contact sign occurs when ASL comes into contact with English users (hearing, Deaf, or deaf) who have limited sign proficiency. The ASL user modifies his/her grammar to follow English word order. When ASL is used in connection with another sign language, features of that other sign language can interfere with the grammar and sign choice of ASL users, thus creating a contact sign variety (Quintos-Pozos, 2008).

Consecutive Interpreting: interpretation that occurs after the speaker is finished talking (Moody, 2006). The interpreter can begin interpreting after a short phrase or wait until an entire text is read before rendering the interpretation (Patrie, 2004; Pochhacker, 2004). Typically, a speaker will say an utterance and then pause for the interpreter to render an interpretation. Once the interpreter is finished, the speaker picks up where he or

she left off, only to pause again after another utterance for the interpreter to interpret, and so forth. Consecutive interpreting is often more accurate than simultaneous interpreting (Russell, 2005). Interpreters who work consecutively have more time to comprehend the message, analyze the message for the meaning, and then interpret the message into the target language (Russell, 2005). The amount of errors produced is low when interpreting consecutively, increasing the accuracy of the target message (Russell, 2005).

Deaf versus deaf: *Deaf* with a capital *D* denotes cultural affiliation (Padden & Humpries, 2005). Deaf people use ASL as their primary mode of communication; they are also involved in the Deaf community and subscribe to the values of Deaf culture. The term *deaf* encompasses anyone who has a hearing loss regardless of his or her affiliation with Deaf culture (Mindess, 2006).

Deaf Interpreter: a Deaf person who functions as an interpreter, working with a hearing interpreter to relay a message to a person who needs more than a hearing interpreter to understand the message. Deaf interpreters need to utilize various strategies to work with the deaf clients, such as using International Sign Language, the deaf client's sign language, gesturing, using props, and drawing (Boudreault, 2005; RID, 1997).

Deaf-Hearing Team: a Deaf interpreter and a hearing interpreter who work together as a team to provide effective communication services to the clients in the interpreted event (Boudreault, 2005). The hearing interpreter will take in the English text and sign it to the Deaf interpreter, who then reformulates it to accommodate the needs of the Deaf client (Ressler, 1999). The Deaf interpreter also relays what the Deaf client signs to the hearing interpreter, who reformulates it into English for the hearing client.

Dynamic Equivalence: an equivalent word match between the meaning of the source message and the target message, as opposed to a literal match word for word. When interpreting from one language to another it is important to focus on the meaning of the message (Larson, 1998). During the interpreting process, the interpreter must find an equivalent of the source language in the target language. To do this, the interpreter needs to take into account the grammar of the target language, the cultural and linguistic differences between the source and target languages, and the goals of the speaker (Russell, 2005). Once all of this information is taken into consideration, the interpreter can render a target language that is equivalent to the source language.

Experiential Learning: learning through what you experience. Experiential learning occurs through hands-on activities. Experiential learning components also include reflection on, and critical analysis of, the activity (Kolb, 1984).

Faithful Interpretation: an equivalent and accurate translation of the original message (Apostolou, 2009). The interpreters need to find the meaning of the message in order to interpret it faithfully (Moody, 2007). The interpreter must understand the intent of the speakers as well as their cultures to interpret the message as accurately as possible. RID in its Code of Professional Conduct notes that to stay faithful to the message the interpreter must not advise or add his or her opinion (RID, 2005).

Intermediary: the hearing interpreter in a Deaf-hearing team (Ressler, 1999). Working as an intermediary, the hearing interpreter listens to the source message, such as what the speaker is saying in spoken English, interprets the message (using either ASL or a contact variety) for the Deaf interpreter, who then interprets the message for the target audience.

Processing Models: schema that show how interpreters cognitively process a message in order to reproduce it in the target language. There are several process models and they all explain the various stages in processing (Pochhacker, 2004). The models depict the complexities of interpreting.

Semilingual or Minimal Language Skills: a Deaf person who has not mastered ASL or written English is labeled semilingual. A semilingual person may also be described as having minimal language proficiency. People who are semilingual find it hard to express themselves in any language. This could be because of deficiencies in vocabulary and grammar (Andrews et al., 2007) arising from limited education, cognitive challenges, or delayed exposure to language (Mathers, 2006).

Simultaneous Interpreting: interpretation that begins slightly after the speaker has begun talking (Patrie, 2005). The interpreter signs while the speaker is still talking. In simultaneous interpreting, the interpreter must attend to the source message while processing what is being said, and then produce an interpretation in the target language (Patrie, 2005). Simultaneous interpreting is the mode most often employed by sign language interpreters (Russell, 2005).

Source Language: the originating language of the speaker. The source language can be either spoken or signed (Patrie, 2005).

Target Language: the output of the interpreter's rendition for the intended audience. The target language can also be either spoken or signed. It is the product of the interpretation (Patrie, 2005).

Assumptions, Limitations, Scope, and Delimitations

It was assumed that the participants shared openly what they felt their training needs were and it was assumed that the Deaf interpreter who interviewed Deaf interpreters understood the purpose of the study and represented it accurately. It was also assumed the method of inquiry was the most appropriate for a study seeking to improve understanding of Deaf-hearing interpreter teams.

The interpreters who participated lived in a Northeastern state and within a 4-hour radius of where I lived. This population was able to describe the research study at a localized level. Phenomenological studies generally limit samples to 25 participants (Polkinghorne, 1985); my study consisted of 12 participants: six Deaf interpreters and six hearing interpreters. This group represented a small portion of the interpreting community within the state. Their reflections do not necessarily reflect those of interpreters in other parts of the country. The study included purposive selection of participants (Polkinghorne, 2005) in which individuals were chosen based on their experience and the relevance to the research. Hearing interpreters had to be certified to participate in this study. Deaf interpreters did not have to be certified, but preference was given to those who are. The hearing and Deaf interpreters must have experience working in a Deaf-hearing interpreter team. Criteria for this study are further explained in section 3. To develop my pool of possible participants, I used what Creswell (2003) termed the “backyard” approach in relation to the proximity of the participants and the researcher. I also used the “snowballing strategy” (Polkinghorne, 2005), meaning that I asked Deaf interpreters what hearing interpreters they had worked with and what other Deaf

interpreters they knew. While both approaches could have caused a thread of bias, I made every effort to remain neutral by selecting only those interpreters who fit the criteria.

Significance of the Study

As the demand for Deaf-hearing interpreter teams is growing (Forestal, 2005), the training and teamwork experiences of these interpreters needed to be examined. Moody (2007) noted that there is a shortage of certified interpreters; in fact, he stated that the need is so great that there are interpreters who are not certified and are not members of RID who are working as interpreters. Without training, the interpreters in the team may not be prepared or have the skill needed to interpret. The hearing interpreter might be qualified to interpret solo, but when paired with a Deaf interpreter and with no training on how the team functions, that interpreter can be unqualified for this role. However, because training opportunities were limited, it was important to determine how both of the interpreters in the team got the experience they needed to understand how the team should function. In this study, I posited that if the team was not working well it was because the interpreters were unsure of how to work together, and the deaf and hearing clients suffered. To ensure that services are provided to the clients in an effective manner, these team members need to be properly trained. Many Deaf-hearing interpreter team members have expressed a desire for more training (Cogen, Forestal, Hills, & Hollrah, 2006).

Working as a team requires understanding of how the team should work. Ressler (1999) described the process used by Deaf and hearing interpreter teams. The hearing interpreter listens to the source language, in this case spoken English. This message is then signed to the Deaf interpreter. Lastly, the Deaf interpreter interprets the message into

the target language. Often this work is conducted consecutively, but it can also be interpreted simultaneously. The team needs to discuss which communication mode to use, either consecutive or simultaneous, prior to the interpretation event. There are different strategies associated with each communication mode and interpreters must be ready to use them as they begin the interpretation.

Expanding on Forestal's (2005, 2006) research, this study focused on the training needs of Deaf-hearing interpreter teams. I wanted to examine further the types of training these teams needed to work effectively for the consumers they serve. As the use of these teams becomes more prevalent, it is important that the team members take specific training on how to work as a team so that the product of the interpretation rendered will be effective. If training is offered infrequently, another alternative could be a mentorship program. Certified Deaf interpreters could be paired with aspiring Deaf interpreters and the hearing teammate could have a protégé. Through practicing interpreting with experienced mentors, the protégés can learn experientially, going through the learning cycle outlined in Kolb's (1984) theory.

As the profession of Deaf interpreters becomes more prevalent, awareness of Deaf people as interpreters will spread. This research was socially significant because it validated Deaf interpreters as professionals and recognized the important service Deaf-hearing interpreter teams provide. Future implications for social change as a result of this study include enhanced training and continuing education requirements for these teams. The interpreters will be better prepared to work in venues such as the court system or mental health arena, providing more effective services for both the Deaf and hearing clients. Expanded training will open up more opportunities for aspiring Deaf interpreters

to become professionals in the field. The growth of these interpreters will satisfy the mandates of some states and cities for Deaf-hearing interpreter teams in the courts. This will also increase the self-worth of Deaf interpreters within the field of interpreting as they are getting the specialized attention necessary to assist in achieving certification and professional status.

Summary

This first section included the introduction to the study of Deaf-hearing interpreter teams and an explanation of the need for more research into the experiences of the teams. Section 2 provides a review of the literature related to Deaf-hearing interpreter teams, interpreting in general, and experiential learning. Section 3 presents the design and methodology of the study, including the locations, sample, data collection procedures, and a discussion of data analysis methods for each research question. The results of data analysis and findings are presented in section 4. Section 5 includes a discussion of the findings, implications of the findings, and recommendations for further research.

Section 2: Literature Review

Deaf-hearing interpreter teams are emerging as an integral part of the interpreting process (Forestal, 2005); however, little has been written about these teams specifically. To understand more about how these teams function, I first examined the field of interpreting and its history including the roles of hearing interpreters, the framework guiding them, and their specific training needs.

Organization of the Review

The review of literature will begin with a historical background of ASL/English interpreting, touching upon the roles of interpreters and the process of interpreting. Next, I will discuss the history of Deaf interpreters entering the field of ASL/English interpreting, as well as what research has been conducted related to Deaf interpreters working with hearing interpreters on a team. Finally, I will provide an overview of Kolb's (1984) theory of experiential learning, which is the theoretical foundation of this study. The sources, some of which were acquired through interlibrary loan, were identified and obtained from the libraries of Walden University and Bloomsburg University of Pennsylvania, databases such as ERIC, EBSCO, and ProQuest, as well as online bookstores. Key search words were *Deaf interpreters*, *American Sign Language*, *sign language*, *experiential learning*, and *interpreting*. Bibliographies of several journal articles also led to useful sources.

History of the ASL/English Interpreting Profession

Prior to 1964, ASL/English interpreting was not recognized as a profession, but was considered simply a means of assisting others in the Deaf community (Cokely, 2005). Historically, interpreters did not receive compensation for their time, in fact, most

interpreters were children of Deaf parents, or relatives of a Deaf person (Cokely, 2005). The situation began to change when, in 1964, a group of interpreters met at Ball State Teacher's College to establish the Registry of Interpreters for the Deaf (RID), thus creating the profession of ASL/English interpreters (Bruson, 2006; Cokely, 2005). In his article about the shifting positionality of the interpreting profession, Cokely (2005) noted that the establishment of RID did not change the field of interpreting overnight. Many years passed before RID became an established entity with an office and full-time personnel. The process was slow, but interpreter training programs gained attention as the need for interpreting services grew. This directed a shift toward professional practice, and sign language courses that had been offered at churches and community centers relocated to colleges and universities (Cokely, 2005). This move to a college setting allowed students to learn sign language under the supervision of professionals and experts in the field of ASL and interpreting. The increasing need for trained ASL/English interpreters became more prevalent after laws were passed that gave rights to people with disabilities, including people who are Deaf (Stauffer, 2006; Vernon, 2006).

One law that provided for interpreters in the educational setting was Public Law 94-142 (the Education of All Handicapped Children), now known as the Individuals with Disabilities Education Act, or IDEA (Marschark et al., 2005; Rosen, 2008). The Rehabilitation Act of 1973, specifically Title V, mandated accommodations for people with disabilities in settings such as employment, education, health, welfare, social services, state and local government, police, and legal service programs (McEntee, 1995). This Act also prohibited discrimination against people with disabilities in programs that receive federal aid (Stauffer, 2006). Finally, the Americans with Disabilities Act of 1990

expanded the civil rights of people who have disabilities. This law permitted Deaf people to attend postsecondary education with accommodations for communication provided by the college (Miller, 2008). An accommodation for Deaf people could include sign language interpreters.

Originally, the intent of RID was to maintain a registry of interpreters throughout the United States, as well as provide training for interpreters and offer recruitment opportunities for more interpreters (Cokely, 2005). Today, according to RID (2006), their mission strives to “support the continued growth and development of the profession” (para. 3) the philosophy is to “ensure effective communication” (para. 4) and the goal is to “promote the profession” (para. 5).

Contracting Interpreting Services

The RID provides a registry of its members, and this list helps people and businesses find an interpreter. The RID was not established with the intent of being an agency for interpreters; therefore, most interpreters work as freelancers who contract with local or national interpreting agencies or work on their own (Demers, 2005; Napier, 2006). Companies contact interpreting agencies to contract interpreting services. For example, if a doctor has a patient who is Deaf, he or she can call an interpreting agency. The agency then calls interpreters who contract with them to fill the assignment. When the interpreter accepts the job, the agency gives the interpreter the assignment details. The interpreter then goes to the doctor’s office on the appointed day to interpret the assignment. The agency bills the doctor for the interpreting services. This is how the majority of interpreters work, freelancing by contracting with various agencies (Napier,

2006). The same process applies when a Deaf interpreter is requested to work with a hearing interpreter on an assignment.

Code of Ethics

As with other professions, interpreters must follow ethical and professional standards as outlined in RID's Code of Professional Conduct (RID, 2005). Interpreters are expected to strive to adhere to the Code of Professional Conduct (CPC). Seven tenets describe how interpreters should behave when working, requesting compensation, and interacting with colleagues and consumers. The RID's CPC also encourages interpreters to continue to seek professional development (RID, 2005).

The first tenet of the CPC is to maintain confidentiality (RID, 2005). Interpreters cannot talk about specific information that took place at an assignment, who was involved, or the exact location. If confidentiality is breached, an interpreter risks having her certification revoked. The second tenet speaks to professionalism in regards to skill and knowledge required for specific settings (RID, 2005). This tenet states that an interpreter should remain faithful to the source message when interpreting into the target message. Remaining faithful ensures that the intent and tone of the speaker is conveyed to all audience members whether they received it from the speaker directly or through an interpretation. When interpreting an event, such as a doctor's appointment, interpreters are also expected to make ethical decisions, remaining faithful to the source language (Apostolou, 2009; Moody, 2007). For example, if the doctor is telling the Deaf patient bad news about his or her condition, the interpreter must interpret what the doctor is saying. If the doctor approaches the matter gently, the interpreter must convey this tone in the target message.

Next, the interpreters are expected to conduct themselves in a manner that fits the situation (RID, 2005). If a situation presents itself as a conflict of interest, the interpreter should turn down that assignment.

The fourth and fifth tenets relate to respect (RID, 2005). The former discusses respect for consumers and the latter respect for colleagues, including interns. In a service profession such as interpreting, it is important for interpreters to respect all parties involved. Interpreters should work collaboratively and civilly with other interpreters in teams and behave in a professional manner toward all parties involved (Janzen & Korpinski, 2005).

The next tenet speaks to ethical business practices (RID, 2005). Interpreters need to be ethical when they send bills for payment of services. Continued professional development is the final and seventh tenet (RID, 2005). Interpreters are expected to strive to improve their interpreting skills, which they can accomplish through higher education, conferences, seminars, and mentoring programs (RID, 2005). The seven tenets of the CPC are guidelines for the profession and interpreters are expected to adhere to them.

Best Practices

The RID's website also has Standard Practice Papers that explain the best practices of interpreters in various settings (RID, 1997, 2007). These papers are written for both the client and for the interpreter. An example of a setting is health care. The Standard Practice Paper explained various situations that warrant the need of a sign language interpreter, including medical procedures, admission to emergency care, and treatment planning (RID, 2007a). The paper also contained an explanation of what a qualified interpreter is under the Americans with Disabilities Act. For RID, a qualified

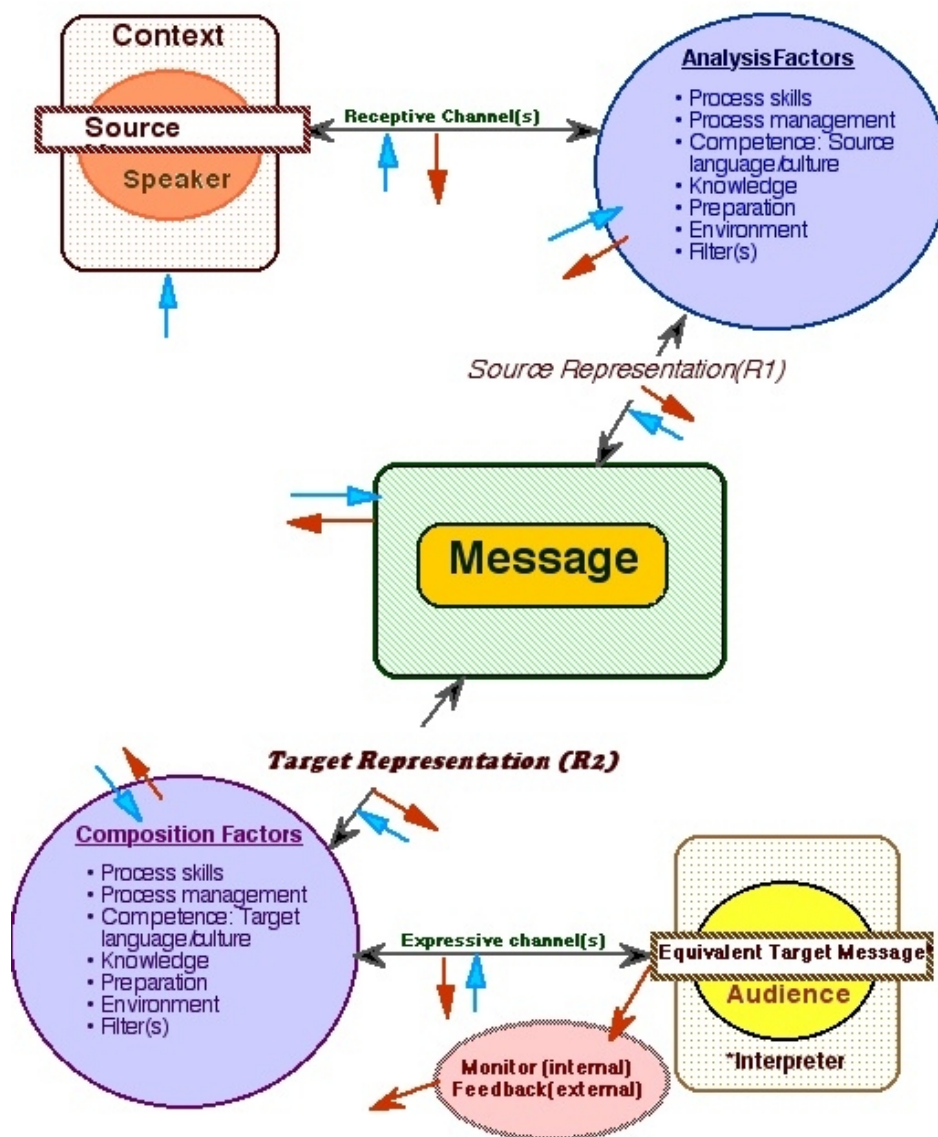
interpreter is nationally certified and can include Deaf interpreters who are certified (RID, 2007a). The reader can find out what the interpreter's role is in a health care setting and other information regarding how to find a qualified interpreter.

Interpreting Process

An interpreter facilitates communication between two parties who do not know each other's language or culture (Demers, 2005). In order to take on such a task, the interpreter must be fluent in English and ASL (Bruson, 2006; Dean & Pollard, 2001; Hoza, 2007; Janzen & Korpiniski, 2005). The interpreter must also understand how to process the languages from ASL to English and from English to ASL. Several processing models have been developed to depict the mental steps interpreters employ to transfer information from one language to another. A few of the models used in the field of interpreting follow.

The Colonomos (1987/2007) model is depicted in Figures 1 and 2. Figure 1 represents the interpreting process itself: a message is heard and analyzed; then the message is transformed from the source language into the target language, taking into account the composition factors and finally it is produced into the target language. Figure 2 represents the interpreter's responsibilities when actively processing the message. The interpreter needs to *concentrate* on the source language and the setting/context to begin to analyze the message. *Representing* refers to how the interpreter finds an equivalent meaning to the source language in the target language, through visualization techniques. Finally, via *planning*, the interpreter translates the message from the source into the target language making sure dynamic equivalence is addressed.

The Interpreting Process



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Figure 1. The Colonomos model of the interpreting process. Copyright Betty M. Colonomos, Bilingual Mediation Center, Inc. Used by permission (Appendix C).

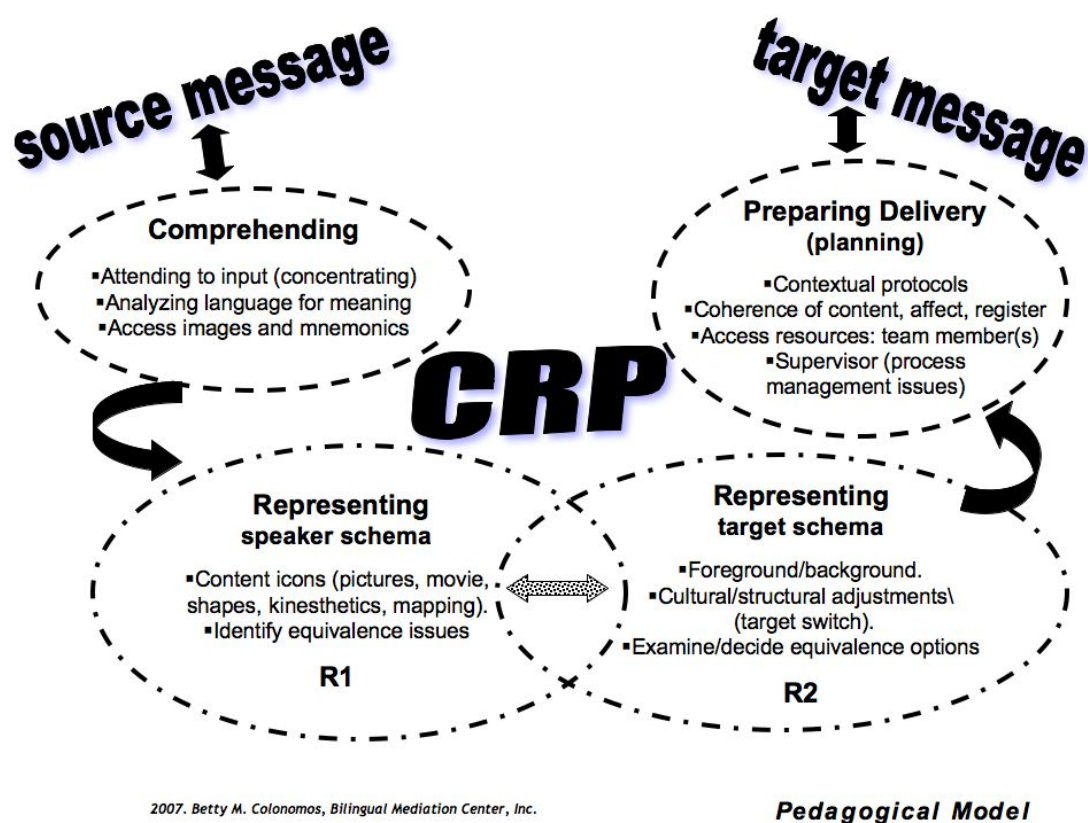


Figure 2. The Colonomos pedagogical model of the interpreting process. Copyright Betty M. Colonomos, Bilingual Mediation Center, Inc. Used by permission (Appendix C).

Cokely (1992) took a different approach with his model of the interpretation process. In his sociolinguistic-sensitive process model, Cokely described seven stages of the interpreting process: message reception, preliminary processing, short-term message retention, semantic intent realization, semantic equivalence determination, syntactic message formulation, and message production. Figure 3 illustrates Cokely's (1992) model and the factors that influence each stage in the process.

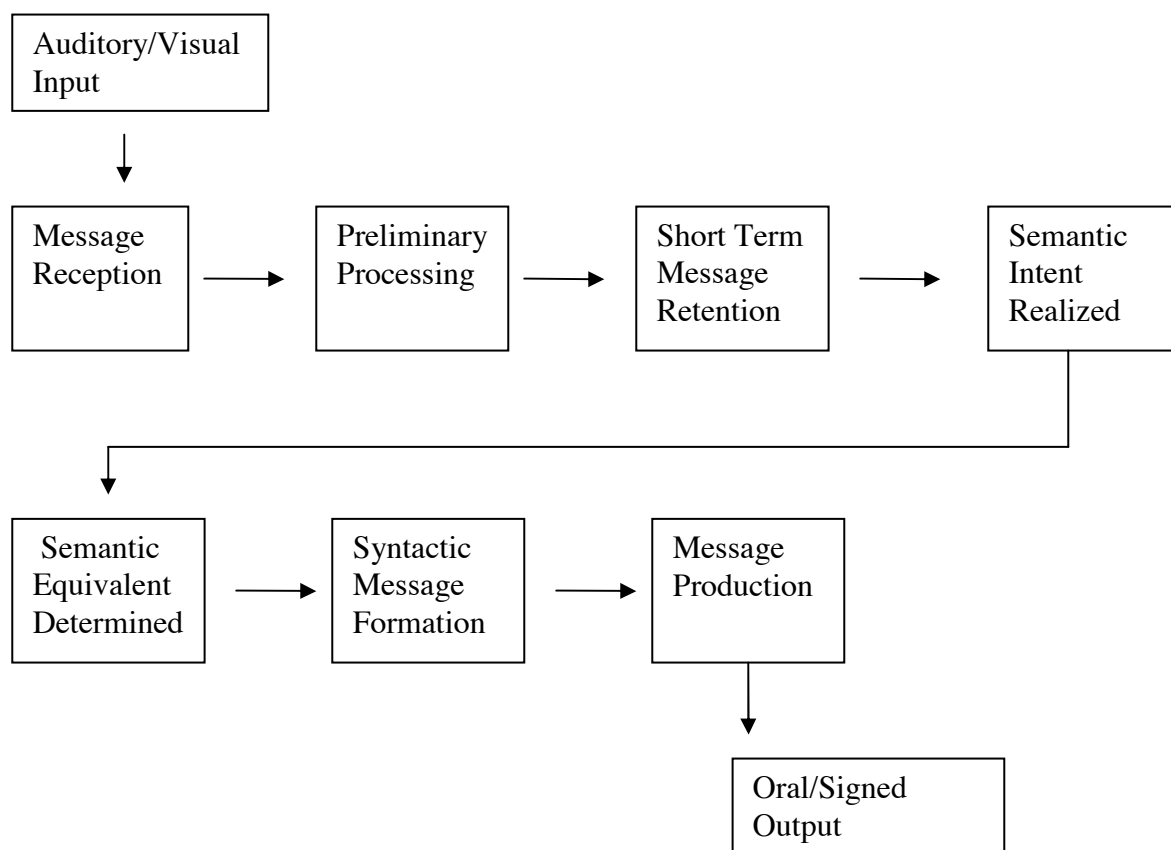


Figure 3. A condensed version of the Cokely sociolinguistic-sensitive model. Adapted from *Interpretation: A sociolinguistic model*, by D. Cokely, p. 124. Copyright 1992 by D. Cokely, Burtonsvill, MD: Linstock Press.

Another model that looks at the interpretation process was created by Gile (1995). Gile presented an effort model, which looks at the amount of effort used during the interpretation process. His model was based on two principles: (a) interpreting requires the use of mental energy, which is limited; and (b) the action of interpreting takes up nearly all of the mental energy available to an interpreter. At times, an interpreting assignment may need more mental energy than an interpreter has. When this happens, the interpreter's performance deteriorates (Gile, 1995; Leeson, 2005). Gile divided the

simultaneous interpreting (SI) process into three efforts: listening and analysis (L), short-term memory (M), and speech production (P). Giles also proposed a fourth coordination effort (C), which coordinates the three other efforts. If interpreters put too much effort into one area of the model, they may reach their effort capacity and the next area will suffer, increasing the errors in the interpretation (Patrie, 2005). The model is coded as

$$SI = L + P + M + C$$

When all the efforts are even in each phase, the interpretation will be effective.

The processing models described explain how interpreters take in the source language and interpret it into the target language. There is a lot of cognitive effort involved in this process. Jacobs (2005) developed a synthesized model of the interpreting process by incorporating various components from the Cokely model (1992), the Colonomos model (1997), and the Seleskovitch model (1978). Jacobs's resulting model included the following steps:

1. Receive–Take in the source language in either spoken English (aurally) or American Sign Language (visually).
2. Analyze–Understand the source language, taking into account the context and the culture of what is being said.
3. Release form–Understand the source language, but do not retain the grammar of that language.
4. Meaning–Ascertain the meaning of the source language.
5. Analyze (Receiver)–Figure out how the target audience will best understand this message by taking into account the audience's culture.
6. Add form–Reconstruct the message mentally in the target audience's grammar.

7. Deliver interpretation–Render the message into the target language. (Jacobs, 2005)

During this process interpreters are constantly monitoring their message, correcting errors as needed, and looking for feedback from the audience to ensure understanding (Jacobs, 2005). Ressler (1999) noted that when interpreters produce the target language, it must be “a near equivalent meaning according to the linguistic and cultural norms of the target population” (p. 72). This is an important consideration during step 5, before the message is produced. Interpreters work from English to ASL or from ASL to English. Interpreters must also know when to culturally mediate a message, make sure their interpretation is aligned with the speaker’s goal or intent, and orchestrate turn-taking of the participants if needed (Hoza, 2007; Moody, 2007).

Interpreter’s Role

The interpreting profession is still young. In these early years, the role of the interpreter has changed as the profession has defined and redefined its boundaries and responsibilities (Mindess, 2006). The following are different ways the interpreter’s role has been conceived.

Helper Model

When RID was established, many of the interpreters did not receive pay for their services and considered themselves just doing their part to “help out.” This led to the first model for interpreters, aptly named the *helper model* (Mindess, 2006). Humphrey and Alcorn (2007) noted that because Deaf people were viewed by society as being handicapped and unable to make decisions, interpreters felt, to some degree, the need to take care of the Deaf client. Interpreters who subscribed to the helper model tended to

take control of situations and censor information that they felt was negative (Mindess, 2006). This model took power away from the Deaf clients. When ASL was recognized as a language and became more popular, Deaf people wanted interpreters who acted as professionals, not helpers (Janzen & Korpinski, 2005). Deaf people began to reject the paternalistic attitude of the helper model.

Conduit/Machine Model

The RID developed a Code of Ethics (now called the CPC) that provided guidelines for the role, responsibilities, and boundaries of the interpreter (Humphrey & Alcorn, 2007). The next model saw RID's Code of Ethics not as guidelines but as rules requiring strict adherence (Humphrey & Alcorn, 2007). The conduit/machine model stood at the opposite end of the spectrum from the helper model. Interpreters saw themselves as conduits that merely relayed the message from one party to another without any responsibility to ensure everyone understood the messages (Mindess, 2006). The interpreter was to remain impartial and not allowed to influence the outcome of the interpreted situation in any way (Janzen & Korpinski, 2005). The interpreters refused to do anything except interpret in an attempt to empower the Deaf clients (Janzen & Korpinski, 2005). Cultural conflicts resulted from the conduit/machine model, because the interpreters felt they must remain neutral throughout the process (Janzen & Korpinski, 2005).

Communication Facilitator and Bilingual Bicultural Models

In direct contradiction to the preceding model, the communication facilitator and bilingual, bicultural model assumes that, because language and culture are interrelated, the words and signs the interpreter chooses to sign are not completely neutral (Janzen &

Korpiniski, 2005). Interpreters are involved in the interpreted event; they monitor turn-taking (Roy, 2000), make linguistic decisions that will facilitate understanding, and make ethical decisions during the interpreted event (Humphrey & Alcorn, 2007). This understanding of the interpretation event led to the communication facilitator and the bilingual bicultural models. These models focused on the communication event, the participants, and the cultural aspects that can influence the communication context (Janzen & Korpiniski, 2005; Mindess, 2006). Even with a heightened focus on the communication context and culture, these models still left the interpreter with a lot of control over the situation (Janzen & Korpiniski, 2005). To remedy this power imbalance and redefine the role of interpreters, a new model has been proposed—the ally (Janzen & Korpiniski, 2005; Mindess 2006). This model has not yet been fully defined, but it focuses on empowering Deaf clients so they can make decisions (Janzen & Korpiniski, 2005).

Interpreters may vacillate between these models as the situation dictates (Mindess, 2006). The overall objective is that interpreters cause no harm to the clients involved (Janzen & Korpiniski, 2005).

Dynamic Equivalence

Apostolou (2009) asserted that the role of the interpreter is to remain faithful to the source language. This means that if a speaker is passionate about a topic, the interpreter must be able to convey that passion in their interpretation. The interpreter is responsible for understanding and maintaining the intent of the speaker (Humphrey & Alcorn, 2007). The target language audience should receive a message that is equivalent

to the source message, so that they have the same experience that the rest of the audience does (Janzen, 2005; Leeson, 2005).

Interpreters should not censor any information. Mindess (2006) gave an example in which a Deaf client in court was very upset with the judge and the interpreter chose to use the “F” word because it appropriately matched the Deaf client’s intensity. Regardless of social propriety, the interpreter must convey the message in an equivalent manner. The same applies to the clients’ personalities. If there is miscommunication due to personality differences, it is not the interpreter’s responsibility to smooth out the situation (Mindess, 2006). The interpreter also cannot intervene when power dynamics are involved. Whether the Deaf client is the one with more power, or less power, the interpreter cannot alter the dynamics of the situation (Mindess, 2006). Interpreters must remain faithful to the message and the communication context.

History of Deaf Interpreters

The roles for interpreters were developed in the context of hearing interpreters, for the most part. Deaf interpreters add a new element to interpreting situations. Professional Deaf interpreters were first recognized in 1972 when the Reverse Skills Certification through the RID was established (Bienvenu & Colonomos, 1990; Forestal, 2005). This certificate was not specifically developed for Deaf interpreters but rather for Deaf people to become raters for RID’s certification examinations (Bienvenu & Colonomos, 1990). New evaluations were developed (Bienvenu & Colonomos, 1990; Shepard-Kegl, McKinley, & Reynold, 2005) in 1986, and the Reverse Skills test was suspended in 1986. Currently, RID offers the Certified Deaf Interpreter certification (RID, 2006). Before Deaf interpreters were recognized as professionals, many Deaf

people helped hearing interpreters in an informal partnership when the hearing interpreter was struggling with understanding a particular client (Forestal, 2005). The hearing interpreter would suggest that a Deaf person be called in to assist the interpreter in the communication process (Forestal, 2005; Humphrey & Alcorn, 2007). This spawned the use of and need for Deaf interpreters.

Settings in Which Deaf-Hearing Teams Are Used

To understand more about Deaf-hearing interpreter teams, it is important to look at the settings in which they occur and the consumers with whom they work. Cokely and Winston (2008) published the Phase I Deaf Consumer Needs Assessment for the National Consortium of Interpreter Education Centers (NCIEC). This report noted that 31% of respondents had used the services of Deaf interpreters in all the settings listed in their survey. The settings where Deaf interpreters are used included employment, conferences, health care, school, entertainment, religious services, daily business, legal, social series, vocational rehabilitation, and mental health (Cokely & Winston, 2008). The NCIEC Phase I included a study of the Deaf consumers who have utilized the services of Deaf interpreters. The findings were presented at the 2008 Conference of Interpreter Trainers (NCIEC, 2008). Phase I of the Deaf Consumer Needs Assessment found that the Deaf interpreter participants worked in social service, legal, vocational, professional meetings/trainings, and health care settings. A number of RID's Standard Practice Papers also addressed the use of Deaf interpreters in settings such as health care (RID, 2007a), mental health (RID, 2007c), and legal (RID, 2007b). By mentioning Deaf interpreters who are certified in their Standard Practice Papers, RID acknowledged the increasing need for Deaf-hearing interpreter teams in various settings. Shepard-Kegl, McKinley, and

Reynold (2005) stated that in their vision for the future, Deaf-hearing interpreter teams are the norm.

In Phase II of the Deaf Consumer Needs Assessment, Cokely and Winston (2009) found that 51% of the respondents, Deaf consumers who utilize the services of interpreters, would like to use Deaf interpreters. Cokely and Winston also reported that the respondents perceived that 67% of interpreters they work with are not always knowledgeable about what they are doing. The Deaf consumer felt that the hearing interpreter was not qualified or prepared. A substantial portion of the respondents (89%) used ASL as their primary means of communication (Cokely & Winston, 2009). A need for Deaf-hearing interpreter teams arises from the language discrepancy between these native ASL users and interpreters who use ASL as their second language (Shepard-Kegl, McKinley, & Reynold, 2005). Stauffer (2006) conducted a comparative study between spoken and sign language interpreters and found that the sign language interpreters who are in interpreting programs have studied the language for far fewer years than spoken language interpreters have. Even though ASL can now be taken in high school as a foreign language (Rosen, 2008), many people who enter the field learn ASL in college. Because not all hearing interpreters are fluent in ASL, there is an imperative need for Deaf interpreters to provide clear communication (Stratiy, 2005).

Deaf Culture

Hearing interpreters learn about Deaf culture in courses in their interpreter training programs, but many have not lived in the Deaf community. At times when a hearing person is conversing with a Deaf person, the hearing person will use signs that are appropriate to their native language (English) and culture, but are not appropriate in

ASL (Stratiy, 2005). Deaf interpreters identify with the Deaf community, more so than hearing interpreters, and can therefore produce a target language that takes into account the culture and experience of the Deaf community (Janzen, 2005). Stratiy (2005) recommended that Deaf-hearing teams be used more frequently because the Deaf interpreters act as a bridge from the hearing culture to the Deaf culture.

Mindess (2006) provided some examples of how Deaf culture differs from that of mainstream American culture. For instance, a teacher asked a Deaf student about his educational background. The student answered by talking about his experience at a residential school for the Deaf. In mainstream American culture, residential schools often evoke the negative connotation of a mental institution. The Deaf person, in contrast, usually has a positive feeling toward the school because that is the place where he or she learned about Deaf culture and found his or her sense of identity (Mindess, 2006). This is the type of Deaf-culture-specific information that a hearing person may not fully understand.

Interpreting Process Using Deaf Interpreters

Today, Deaf interpreters are becoming more prevalent in the United States (Bourdeault, 2005; Forestal, 2005), Canada (Bourdeault, 2005), and the United Kingdom (Stone, 2007). However, there is a lack of research addressing the dynamics and relationships within Deaf-hearing interpreter teams; such research could improve the effectiveness of interpretation. The interpreting procedure differs when a Deaf interpreter is involved because there is an added component. Ressler (1999) described the interpreting procedure when a Deaf interpreter was involved: (a) spoken English is channeled through the hearing interpreter, then (b) the hearing interpreter signs the

message to the Deaf interpreter, who (c) reformulates the message, then (d) produces an ASL interpretation. While the procedure differs with a Deaf-hearing interpreter team, Deaf interpreters themselves process information in the same way as hearing interpreters do (Beldon, Forestal, Moyers, Peterson, & Napier, 2008).

Although they process information in the same way that hearing interpreters do, Deaf interpreters often use more techniques than hearing interpreters do as they strive for dynamic equivalence. For instance, Andrews et al. (2007) noted that a Deaf interpreter working with a semilingual client might break down the ASL into gestures for this client. That is, the Deaf interpreter will take a more visual approach, similar to miming or the game of charades, where events are acted out. Some hearing interpreters forget to use their signing space, which is the space in front of their bodies (Lawrence, 2003). Deaf signers employ the signing space to make the message rich and visual. Nonnative interpreters struggle to incorporate some features of ASL, such as this use of signing space (Finton & Smith, 2005). Deaf interpreters understand how to use their space and spatial relationships to create an appropriate target language. A final example of a technique that Deaf interpreters can employ is the use of props to show what is happening. Andrews et al. advocated for specialized training in the above communication techniques for Deaf interpreters.

As ASL is a visual language, all information is visually organized. The grammar of the language conveys what is happening by utilizing the space in front of the signer (Lawrence, 2003). A person from a culture that relies on hearing and a person from a culture that relies on sight will have different ways of viewing their surroundings. Deaf people communicate by using their signing space in a descriptive manner (Lawrence,

2003). ASL language users utilize the space in front of the body to represent people or objects. Once the people or objects have been identified in the space in front of the signer, the signer can use that space to make the objects interact (Finton & Smith, 2005). For example, a Deaf signer might set up a house on her left side, and then show two people walking toward the house from her right side. Hearing people tend to think more linearly, rather as English is written on a page, and often miss incorporating the visual aspects of what's around them (Lawrence, 2003). In her research on Deaf-hearing teams in the court system, Mathers (2009a) noted that “interpreters who can hear tend to choose ASL constructs that are colored by the spoken English schema of a person who can hear” (p. 20). This means that the hearing interpreter will experience more English intrusion in his or her ASL interpretation. A Deaf interpreter receives the message from the hearing interpreter and then recognizes and uses the appropriate ASL constructs based on a visually organized world (Mathers, 2009a). This is a reason why pairing hearing interpreters with Deaf interpreters will result in clearer communication.

Deaf Interpreter's Roles

The role of the Deaf interpreter varies slightly from the role of the hearing interpreter. Andrews et al. (2007) noted that Deaf interpreters are brought in to meet the Deaf or deaf client's linguistic needs. Mathers (2009a) noted that Deaf interpreters must interpret accurately while “conveying information which conforms to the experiential and linguistic framework” (p. 20) of their clients. To meet the linguistic needs of the Deaf/deaf client, Deaf interpreters must be bilingual, in this case fluent in both English and ASL (Boudreault, 2005). Deaf interpreters are members of the Deaf community; therefore there is a sense of trust between the client and Deaf interpreters (Mindess,

2006). The Deaf interpreter's presence at times can put the Deaf client at ease since they know a person who understands Deaf culture will be interpreting for them. Even though Deaf interpreters are members of the Deaf community, they are bound to the CPC, just like the hearing interpreter. The Deaf interpreter is expected to follow the CPC and practice ethical decision-making when working. When at social events, Deaf interpreters cannot divulge any information about assignments on which they have worked, thus maintaining confidentiality according to the CPC (RID, 2005).

Fluency

It has been noted by several authors that many hearing interpreters, including those who are certified, are not fluent in ASL (Mathers, 2009a; Moody, 2007; RID, 2007d). Patrie (2005) reported that after several years of interpreting, higher level skills become visible. Hooper, Miller, Rose, and Veletsianos (2007) conducted a study on the use of digital media for students learning ASL. They defined fluency as the ease with which a student uses ASL, the ability to connect concepts, and the accuracy of utilizing space. Fluency in ASL and interpreting does not happen overnight; it can take years to develop. Interpreters should continually improve their skills, through training opportunities such as mentoring programs (Patrie, 2005). Due to the amount of time it takes a hearing interpreter to master ASL, and taking into consideration the fact that some hearing interpreters never master ASL, the need for Deaf-hearing interpreter teams becomes clear. When interpreters work together as a team, they produce a more accurate message, and they can better facilitate the interaction between participants (Demers, 2005). The driving force for these teams is to ensure that Deaf or deaf clients are getting the services they need.

Conceptual Framework

Learning how to interpret requires a solid foundation in theory and ethical decision making that is incorporated into hands-on practice in real-world scenarios (Sawyer, 2005; Shaw & Craw, 2007; Witter-Merithew & Johnson, 2005). Interpreters in training need simulated learning in a safe environment prior to their practicum, where they then interpret under the supervision of a mentor (Shaw & Craw, 2007). Kolb's (1984) theory of experiential learning can be applied to the process of learning how to interpret. It is also important to explore how interpreters make decisions while interpreting. Dean and Pollard (2001) developed the demand-control schema that specifically related to the field of interpreting. This schema enables interpreters to utilize critical thinking skills to balance out the needs of the assignment.

Kolb's Experiential Learning Theory

Kolb's (1984) book *Experiential Learning: Experience as the Source of Learning and Development* introduced the ELT and discussed the theories that led to it, including those of Dewey and Lewin. Kolb (1984) defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 38).

Kolb (1984) stated that in order for learners to be successful, four modes of learning are necessary. The modes are concrete experience, reflective observation, abstract conceptualization, and active experimentation (p. 30). Students go through these four modes and their associated forms of knowledge. In a four-stage cycle, Kolb described these modes in relation to learners:

[Learners] must be able to involve themselves fully, openly, and without bias in new experiences (CE). They must be able to reflect on and observe their

experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC), and they must be able to use these theories to make decisions and solve problems (AE). (p. 30)

Figure 4 portrays the ELT cycle. As depicted in the cycle, learners need to experience each of the abilities for effective learning to occur. The abilities complement one another as the learning goes through the cycle. As the learner progresses through concrete experience, reflective observation, abstract conceptualization, and active experimentation, their learning experience will be most beneficial.

The four types of knowledge or learning styles are divergent, assimilative, convergent, and accommodative. The convergent learning style is greatly influenced by the active experimentation and abstract conceptualization modes. This type of learner prefers “problem-solving, decision making, and the practical application of ideas” (Kolb, 1984, p. 77). The divergent style is the opposite of convergence, and draws from the CE and RO modes. “Imaginative ability and awareness of meaning and values” (Kolb, 1984, p. 77) describes the attributes of this learner. The third style is assimilation, which is grounded on abstract conceptualization and reflective observation. This learner prefers “inductive reasoning and the ability to create theoretical models” (Kolb, 1984, p.78). The final style is accommodative and draws from concrete experience and active experimentation modes. This learner wants to do things, see plans come to fruition, and experience new situations.

The ELT can be applied to a learner’s development in higher education as when learning a skill set in college. Experiences learned in the post-secondary environment are applied to the job. Lifelong learning allows one to assess where he or she is in relation to

career and family demands, consequently developing the ability to integrate new information into everyday life. This directly relates to the field of interpreting and how student interpreters learn from their experiences while in an interpreting program. Those experiences from the program are then applied to their work as a professional interpreter.

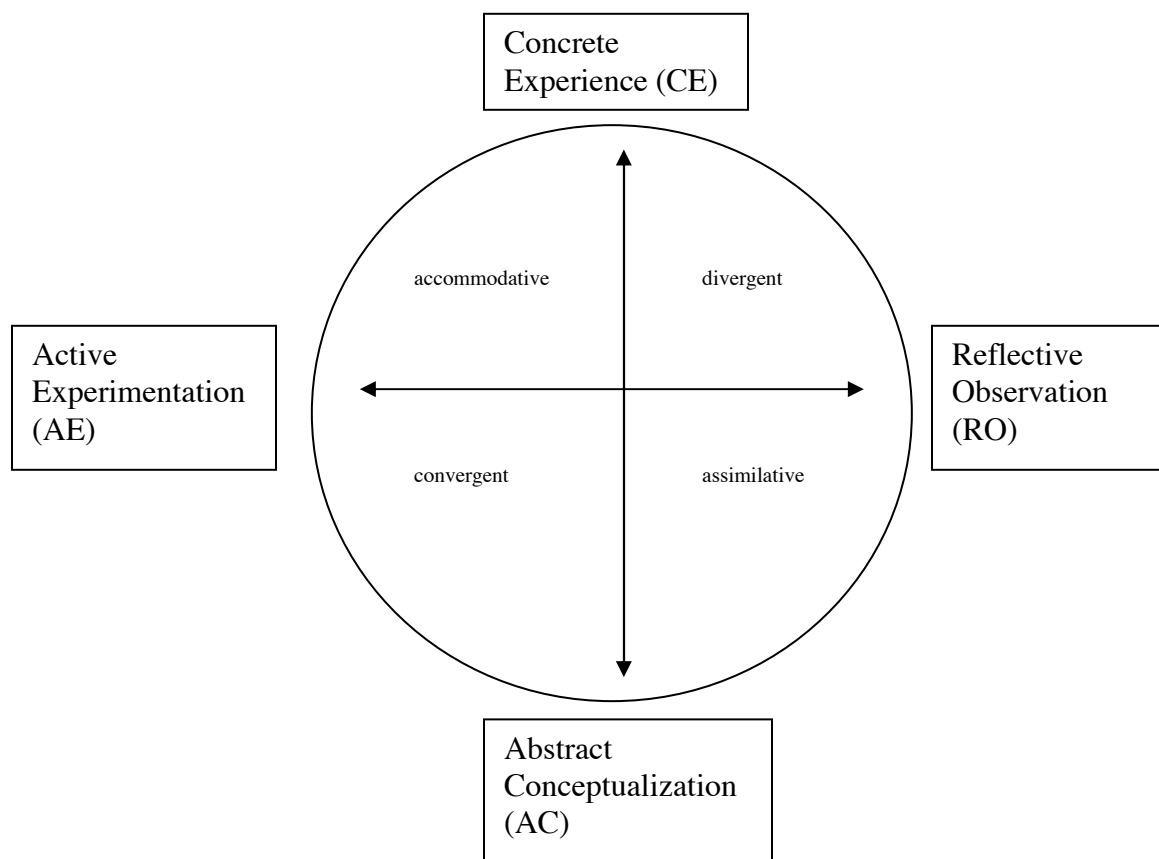


Figure 4. The experiential learning theory cycle. Adapted from Experiential Learning: Experience as the source of learning and development, by David Kolb, 1984, p. 141. Copyright 1984 by D. A. Kolb, Englewood Cliffs, NJ: Prentice-Hall.

Demand Control Schema

Dean and Pollard (2001) developed the demand-control schema based on the occupational health research of Karasek and on Theorell's demand-control theory. The "demand-control theory is a job analysis method useful in studies of occupational stress and reduction of stress-related illness, injury, and burnout" (Dean & Pollard, 2001, p. 1). The demand-control schema applied to the field of interpreting assists interpreters in making decisions based on the demands of the assignment and the controls that they possess.

Demands are defined as the requirements of the job (Dean & Pollard, 2001). The demands of the interpreting assignments were broken into four categories: environmental, interpersonal, paralinguistic, and intrapersonal demands (Dean & Pollard, 2005). Environmental demands pertained to the setting of the assignment, and included roles of the participants involved, specialized terminology, space constraints of the location, weather, and odors (Dean & Pollard, 2005). Interpersonal demands consisted of the "interaction of the individuals involved" (Dean & Pollard, 2001, p. 4) and could involve cultural differences, power dynamics, perceptions, or goals for the event (Dean & Pollard, 2005). Paralinguistic demands related to the "expressive communication of consumers" (Dean & Pollard, 2005, p. 274). Examples of paralinguistic demands are consumers with heavy accents, or a Deaf individual holding something in his or her hand while signing, which can make the signs harder to understand. Finally, intrapersonal demands were defined as the interpreter's internal physical and psychological state (Dean & Pollard, 2005). All these demands are placed on interpreters as they work on assignment.

Controls are the resources one possesses and can draw upon to respond to various situational demands. For interpreters, controls include “education, experience, preparation for the assignment, behavioral actions or interventions, particular translation decisions” (Dean & Pollard, 2005, p. 274). Dean and Pollard (2005) listed three areas where controls can be used: preassignment, during the assignment, and postassignment. Leeson (2005) noted that preparation for the assignment (preassignment) would increase the interpreter’s accuracy during the assignment.

Experiential Learning and the Demand-Control Schema Applied to Training Interpreters

Educators should attempt to develop experiential learning opportunities; as Sawyer (2006) phrased it, they should have “the ability to bring the field into the classroom and the classroom out into the field, for example through a reflective practicum” (p. 118) to give students a taste of their future career. Experienced and certified Deaf and hearing interpreters who have worked together as a team can lead students through hands-on practices that are applicable to the real world. Forestal (2006) mentioned that strategies such as experiential and collaborative learning should be implemented in training Deaf-hearing interpreter teams. Forestal (2006) proposed that this kind of training could involve Deaf interpreters sharing their experiences with others and applying it to hands-on learning.

The Deaf and hearing students can begin with a simulated event between Deaf and hearing consumers. A simulated event allows students to practice interpreting in a safe environment. The students should begin with a concrete experience, their interpretation of the event. Working in a team, a Deaf interpreter student would be paired

with a hearing interpreter student to interpret the situation. At the end of the experience, they both should have feelings associated with their work. In order to effectively reflect on their work and analyze it, the interpreted scenario should be videotaped.

Next, the team needs to reflect on their work, both as individuals and as a team; this is reflective observation. In their research on competencies for graduating interpreters, Witter-Merithew and Johnson (2005) discovered that students “gain deeper levels of understanding” (p. 45) when they reflect on their work. By videotaping their work, students can go back and examine what they did, how they functioned as a team, and reflect on the interpretation’s effectiveness.

Reflecting on the interpretation is only one part of the learning process. Students need to analyze their work critically; this is abstract conceptualization. Applying the demand-control schema allows the students to analyze their work critically. Here the students can examine the demands that were placed on them during the interpreted event. Demands such as specialized terminology (environmental), the dynamics between the clients (interpersonal), if the speaker had an accent or the Deaf person was holding something in his/her hand (paralinguistic), and how the interpreter was doing physically and emotionally (intrapersonal) all affect the interpretation (Dean & Pollard, 2005). An important consideration is that since each person is different, the students may not have experienced the same demands (Dean & Pollard, 2006). The students can pinpoint the type of demand, and then begin to discuss the controls that were or could have been used to address the demand. As a team the students can examine what they could have done better to make the team process run smoother. The teacher should be practicing active listening during the analysis stage and offer feedback to the students after they have

discussed the interpretation. The teacher can provide suggestions that the students can then choose from to incorporate into their work (Gordon & Magler, 2007).

Through the analysis of their work, the students can incorporate what they have learned into the next simulated activity, or into their next assignment in the field. The application of what they learned is active experimentation. It is important that when the students are learning, they are put in a variety of settings to give them experience with the broad scope of jobs they may one day see. Then through the ELT cycle, they will know how to apply what they have learned to the assignment.

Curriculum for Deaf Interpreters and the Deaf-Hearing Interpreting Team

Forestal (2006) examined the need for curricula to include collaborative learning in Deaf interpreter instruction. Research has shown that there are few training opportunities offered to Deaf-hearing interpreter teams, and little available instruction on the teaming process (Bienvenu & Colonomos, 1990; Bourdeault, 2005; Forestal 2005, 2006). The reason given is that many instructors are not qualified to teach Deaf students to become interpreters due to sparse information on training techniques and strategies (Bienvenu & Colonomos, 1990; Forestal 2005). This shows a need for more professional development opportunities in this area.

Bienvenu and Colonomos (1990) listed subjects that they felt were necessary in a training curriculum for Deaf interpreters. Some of the topics were understanding minority group dynamics and oppression, how people acquire language, the process of interpreting, teaming, and the use of consecutive interpreting (Bienvenu & Colonomos). Boudreault (2005) also noted that Deaf individuals who want to become interpreters often do not have a strong foundation in linguistics, cultural studies, the role of the interpreter,

interpreting skills, and how to work as a team. While he felt that Deaf individuals should take extensive training to become efficient in interpreting. Boudreault also recognized the limited formal education opportunities for Deaf interpreters.

Strategies

As opportunities for training are limited, many Deaf interpreters learn on the job. Boudreault (2005) noted that Deaf interpreters should *not* learn on the job, but have prior training. Deaf-hearing teams should also have prior training on how to work together (Boudreault, 2005). Andrews et al. (2007) stated that 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. However, they do not mention where training in these areas can be obtained. They assume that Deaf interpreters who become certified will have these abilities. Where and how can Deaf interpreters learn these strategies is not mentioned. Bienvenu and Colonomos (1990) noted that a Deaf interpreter needs to develop various strategies, but again there is no mention of how to develop them. The literature shows that the need for learning strategies is important to the role of a Deaf interpreter. However, more research needs to be conducted as to how Deaf interpreters learn these strategies.

Mentoring

One possible way to learn new strategies is from a mentor who is experienced in the field. Mentoring is a viable training option for Deaf individuals who want to become interpreters, but the opportunity for such is rare (Forestal, 2006). Mentoring can offer an experiential process where students engage critical thinking and self-assessment through

interactive hands-on practice (Forestal, 2005, 2006; Sawyer, 2005; Witter-Merithew & Johnson, 2005) under the guidance of a seasoned interpreter.

Certification for Deaf Interpreters

Becoming a Certified Deaf Interpreter (CDI) though RID does not require Deaf individuals to take the specialized training mentioned above. They are required only to take 8 hours of ethics training and 8 hours of training on the role and function of a Deaf interpreter (RID, 2006). Also noticeable is that there are no requirements specifically related to how to work with a hearing interpreter. Boudreault (2005) noted that the requirements for taking the CDI exam do not adequately prepare Deaf interpreters for the actual tasks that they will be performing when interpreting. Based on a member search I conducted on RID's website, there are approximately 110 certified Deaf Interpreters in North America. Another search showed that RID has 8,679 certified interpreters, including Deaf interpreters. Although the number of Deaf interpreters who hold national certification is small now, it is growing.

Deaf-Hearing Interpreter Teams Tools

Even though more information about Deaf interpreters is being published now, there is still limited information on how hearing and Deaf interpreters work together as a team. Cogen et al. (2006) developed a DVD called *Deaf Interpreting Team Strategies*, which showed Deaf and hearing interpreters meeting to prepare before an assignment. The interpreters in the DVD discussed roles, responsibilities, language use of the hearing and Deaf interpreters, how to ask for clarification, and how to mediate situations where information is exchanged between the two interpreters. The DVD showed that with regard to language use, it is important to establish the preferred communication systems

of the interpreters. The Deaf interpreter in the DVD preferred the hearing interpreter to use a contact sign variety when signing to him. Then he would sign in Russian Sign Language to the consumer. The Deaf interpreter would interpret what the client signed in Russian Sign language into ASL so the hearing interpreter could speak what the client said. After the assignment was completed, the team sat down to discuss how things went and how they could improve their interaction the next time they worked together.

Before 2009, this video was the only training tool available through Gallaudet University that shows how an experienced Deaf-hearing team interacts. In 2009, the Deaf Interpreting Institute (DII) website was launched. The website offered a video case study of an interpreted situation. After the case study was presented there were comments from three Deaf interpreter experts. They provided strategies that the interpreters could apply to the case study but also to their job when interpreting (DII, 2009). There are still limited training materials for Deaf-hearing teams to learn how to work together as this website is geared towards only training Deaf interpreters, although hearing interpreters may also view it.

Hands-on Experience

At the RID's 2009 National Conference Forestal and Darragh-MacLean led a 5-hour seminar entitled Teaming and Partnership: Deaf and Hearing Interpreters. The first part of the seminar focused on the settings in which Deaf-hearing teams work and provided a model for Deaf-hearing teams. This model included the four stages: preparation, preconference, in-process (in-situ), and closing (postconference). For the second half of the seminar, the interpreters split into groups, with each group including

both Deaf and hearing interpreters. Next, the participants had to role-play following the model.

The interpreters were given a scenario. During the preparation time, the Deaf and hearing interpreters talked about the participants and the situation. Next, the Deaf and hearing interpreters met with the hearing client (who was posing as a therapist) to introduce themselves and explain their roles. The Deaf interpreter was the lead interpreter and did all the explaining; the hearing interpreter interpreted the conversation between the hearing client and the Deaf interpreter. After meeting with the mock therapist, the interpreters met with the mock client. It is important to meet with the client ahead of time to establish effective communication. As mentioned above, the client could be semilingual, so the Deaf interpreter needs time to interact with the client (not discussing anything pertaining to the situation) to establish the appropriate communication method (Forestal & Darragh-MacLean, 2009; Mathers, 2009a).

Once the separate meetings with both the hearing and Deaf clients finished the interpreters were ready to begin the mock interpretation. The in-process portion focuses on the dynamics of the team while they are working. If the hearing interpreter notices something that the Deaf interpreter did not, he or she needs to clarify with the Deaf interpreter. An example appeared in the role-play. Table 1 is a transcript of what was said (the interpretation is left out, only what was said by the hearing and Deaf clients is included).

Table 1

Transcript of Mock Interaction Between a Hearing Therapist and Deaf Client

Hearing therapist question	Deaf client response
Are you married?	Yes.
How many people live in your house?	Three.
Who are they?	Me and my parents.
I thought you were married. Where is your wife?	

When the Deaf client said “Me and my parents,” the Deaf interpreter should have interjected and asked for clarification. If the Deaf interpreter did not ask for clarification, the hearing interpreter should be monitoring what is going on and if she caught the discrepancy, she should have asked the Deaf interpreter for clarification (Forestal, personal communication, August 4, 2009).

Finally, the Deaf-hearing teams were given a few minutes to conduct the closing postconference. The team discussed how the interpretation went and what could be improved for next time. Forestal (2005) found that many Deaf individuals who were training to become interpreters were disappointed with the lack of available training materials. Forestal also noted that participants felt they best learned by role playing and hands-on activities, like the one explained above. These experiential learning activities increased the participants’ awareness of what they should be doing as Deaf interpreters.

This type of hands-on seminar reflects what research has suggested is the way to teach Deaf-hearing teams how to work together in a safe environment (Forestal, 2006). Unfortunately, these opportunities are few and far between. The RID National Conference is only held biennially. A group of experts in the field of Deaf interpreting, established through the NCIEC, recently began studying the needs of Deaf interpreters (NCIEC, n.d.). However, the group is only studying what is needed to educate Deaf

interpreters. Currently there is no plan to study how to train Deaf and hearing interpreters to work together as a team.

Future Research on Deaf Interpreters

Currently, the Deaf Interpreting Institute and the National Consortium of Interpreter Education Centers are examining the facets of Deaf interpreters such as the Deaf interpreting process, communication/language foundations, consumer assessment, and ethical decision-making (NCIEC, 2007). Through focus groups, these organizations plan to find out what are the training needs of Deaf interpreters. This research also intended to shed more light on how Deaf-hearing teams function.

Summary

This section included a review of the literature related to the field of interpreting and more specifically to Deaf interpreters and Deaf-hearing interpreting teams. The history of interpreting was explained to provide background knowledge of the field of interpreting. The literature on Deaf-hearing interpreter teams was limited, showing that there has been little research conducted on these teams to date. Most research has only examined the hearing interpreter or the Deaf interpreter, not the team as a whole. I also explained the conceptual framework utilized in this study. In the following section, I describe the design and methodology of the study. Information related to where the study took place, the criteria for the participants, and the data collection procedures is presented.

Section 3: Methodology

This section presents the data-gathering methods for the study. First, the research design and questions guiding the research are discussed. The context of the study is defined and ethical considerations for the participants addressed. The role of the researcher and how the participants were selected will be explained. The methods for data collection are discussed. Finally, the analysis and validity of the study is addressed.

Understanding how Deaf and hearing interpreters learn to come together to work as a team is important part of the team process. The teammates need to understand each other's role and function in order to have an effective interpretation. Deaf interpreters are a relatively new addition to the interpreting profession (Forestal, 2005). Some Deaf interpreters can work alone if they have enough residual hearing (RID, 1997), however most Deaf interpreters need to work (or be teamed) with a hearing interpreter who acts as an intermediary, relaying messages from the hearing client to the Deaf interpreter. This transaction allows the Deaf interpreter to reformulate the message to the target audience (Ressler, 1999). A Deaf-hearing team provides the deaf clients with a more culturally equivalent message (Stratiy, 2005). Forestal's (2005) research on Deaf interpreters revealed that many had no formal training in how to interpret. Based on Forestal's research, the study was designed to learn more about not only the training of Deaf interpreters, but also the training of the hearing interpreters with whom they work.

The study questions that guided this research were:

1. What are the experiences of Deaf-hearing interpreter teams in relation to teamwork?
2. How do the team members describe their training experiences?

3. What recommendations do team members have to enhance team experiences and to improve preparation for teamwork?

The purposes of this qualitative phenomenological study were 3-fold and included (a) exploring the experiences of Deaf interpreters and the hearing interpreters with whom they work, (b) understanding whether Deaf and hearing interpreters felt satisfied with the training they received in regard to working as a team, and (c) discovering gaps that could be addressed through training that would lead to the establishment of more qualified teams. The study participants took part in interviews of no more than two interpreters and an interviewer. The interviewer collected feedback from the participants on how training could be improved for these teams. The information gathered during this study could also be used to create future training for Deaf-hearing teams.

Research Design

In this study, I used a qualitative, specifically phenomenological, research method. A qualitative approach to research is an inductive process in which the researcher examines the people's experiences to describe a phenomenon (Polkinghorne, 2005; Shaw, Grbic, & Franklin, 2004). In inductive studies, researchers collect data from which they develop concepts (Merriam, 2002) and identify themes (Creswell, 2007). Qualitative studies examine particular situations and how the people involved construct meaning from the experience and interact with the world around them (Merriam, 2002). Creswell (2003) stated that qualitative approaches focus on developing a theory or identifying a pattern based on an individual's experience and meanings that they have constructed. Creswell (2007) presented five main approaches to qualitative data: narrative research, phenomenology, grounded theory, ethnography, and case studies. In qualitative

settings, the researcher is the data collection instrument, orchestrating interviews, making observations, and collecting artifacts to better understand the individual's experience (Creswell, 2007). Qualitative analysis results in a "complex description and interpretation of the problem" (Creswell, 2007, p. 37). Through data analysis researchers can find patterns and commonalities that are used to draw conclusions about the data.

This qualitative study was conducted following the phenomenological approach. Out of the five approaches detailed by Creswell (2007), this approach best suited my study. Each type of qualitative method differs in its approach to collecting data. For example, in narrative research, the participants give detailed stories of their life experiences (Creswell, 2007). The research I conducted did not need such in-depth personal information, but rather a shared experience by a specific group of interpreters. Phenomenological research focuses on describing an experience that participants have in common (Creswell, 2007). Moustakas (1994) added that data could be analyzed to reflect the essence of the experience. The interpreters who participated in this study were experienced in how to work as a team in which the hearing interpreter functions as an intermediary relaying the spoken message to the Deaf interpreter. The purpose of this study was to determine how the participants felt about working in a team based on their training experience, or lack thereof. All participants in the study were experienced interpreters in this type of teaming and therefore provided insight and expertise from their experiences. The phenomenological approach seeks to clarify the situations of the participants as lived through their experience (Giorgi & Giorgi, 2008).

This study investigated the personal experiences of interpreters who have worked in Deaf-hearing teams. Smith and Osborn (2008) asserted that in phenomenological

approaches the participants give an account of an event. This event was working as part of a Deaf-hearing team. The goal was to obtain detailed descriptions of the participants' experiences. Following the phenomenological approach to analyzing data, I identified themes within the participants' experiences.

Research Questions

Questions asked during the interview sessions were geared toward the interpreters present. For example, the questions posed to Deaf interpreters were asked in relation to their experiences with hearing interpreters. Likewise, the questions for the hearing interpreters were about their experiences with Deaf interpreters. Appendix D includes all the questions that guided the interviews.

The questions were developed from a pilot interview with an interpreter during my participation in a qualitative research course. During the pilot interview, questions were tested. I then altered the questions to avoid ambiguity and ensure clear understanding. After revising the questions, I met with the alternate interviewer and signed the questions in ASL. The alternative interviewer is a certified Deaf interpreter. The alternative interviewer understood the questions as signed.

The participants filled out a demographics questionnaire, shown in Appendix E. The questionnaire was emailed to the participants, who had the opportunity to email or send the questionnaire back before the interview session. Some participants filled out hand delivered copies on the day of the interview session. Copies were also available at the interviews to ensure that the demographics were collected.

Context of the Study

Data were collected at a minimum of two locations. The first location was in the southeastern part of a northeastern state. An interpreting agency in the area provided a conference room where the sessions were held. Accommodating up to 20 people, the room was ample in size for this small study, as each interview session included only three people. There was plenty of space for video cameras as well. The interpreter coordinator at the agency let me know that rooms were available, as long as they were reserved in advance. Dates for the study were relayed to the interpreter coordinator once the IRB review was completed and permission given to begin collecting data.

The second location was at the university where I worked. This university is located in the Northeastern part of the same state. There are several conference rooms that can be reserved as well as the student interpreter lab in the interpreting program. This venue also had ample space for the interview sessions to take place.

There was no need to travel to the western part of the state. Had the need arose, a location would have been found. There is an interpreting agency in that area as well as several community colleges and universities that could have served as locations for the interview sessions. The middle part of the state is rural and does not have large interpreter populations. The areas that were identified for this study had many interpreters who could have participated in this study.

Criteria for Selecting Participants

The participants in this study were limited to six Deaf interpreters and six hearing interpreters who had previously worked in a Deaf-hearing interpreter team. Qualitative studies typically have smaller sample sizes (Polkinghorne, 1989). Moustakas (1994)

noted that interviews can exceed an hour in length and can convey rich information. This was the reason why the sample size for these interview sessions consisted of only 12 participants. Hatch (2002) noted that the researcher must develop a good rapport with the participants in the study. A smaller sample size allowed rapport to be developed. The study was limited to interpreters in a Northeastern state. I was willing to travel up to 4 hours from home to collect data.

Selection of participants followed the purposive selection. Participants who had worked in a Deaf-hearing interpreter team were sought out. These were people from whom, as Polkinghorne (2005) stipulated, “the researcher can substantially learn about the experience” (p. 140). The Deaf interpreter participants in this study were found through RID’s membership database, which I searched for members who held the CDI and lived in my state. The search for Deaf interpreters began with those who held the CDI. All Deaf interpreters holding the CDI and who resided in my state were contacted via email to see if they would like to participate in this study. Six Deaf interpreters who hold the CDI were contacted, three participated. Next, a snowballing approach (Polkinghorne, 2005) was used. The snowballing approach is when a pool of potential participants builds from personal contact—one participant may know of other participants who may meet the criteria set forth for the study, who each know others, and so on. Those leads were investigated to see if the interpreters indeed satisfy the criteria to be involved in the study. This is how the non-certified participants for this study were found.

Four other Deaf interpreter participants who are not certified were contacted, three participated. This mix of certified and noncertified fit the criteria of the study set

forth for Deaf interpreters. The Deaf interpreters did not have to be certified although preference would be given to (a) those who were certified, then (b) those who had passed the written test, and finally, (c) those who were not certified and had not taken the written test. I found the three noncertified Deaf interpreters by asking interpreting agencies if they knew any Deaf interpreters in the area.

The Deaf interviewer, who holds the CDI, gave me a list of hearing interpreters who had worked with Deaf interpreters, from which I selected possible hearing interpreter participants. Two criteria were used. First, the interpreters had to have worked in a Deaf-hearing interpreting team at least five times. Second, the hearing interpreters had to be nationally certified. Those interpreters were contacted via email and if they could not participate, I asked them if they knew other interpreters who worked with Deaf interpreters. I also contacted interpreting agencies for assistance finding interpreters who had worked with Deaf interpreters. Approximately 25 hearing interpreters were contacted. Of those interpreters, 15 were invited to participate, and six participated. All six of the hearing interpreters were certified and had experience working in a Deaf-hearing team a minimum of five times. Bias was not shown in selecting participants; the criteria of credentials and experience determined the participants.

Interview Procedures

Each interview consisted of two participants and one interviewer who moderated the session. The Deaf participants' interviews were conducted in ASL by an alternative interviewer, who was Deaf and a certified Deaf interpreter. As I am a person who can hear, my presence might have affected the Deaf participants' comments when talking about the hearing interpreters with whom they work. To avoid this potential influence, I

did not participate in the Deaf participant sessions, but rather used the alternative interviewer. If there had been any information that needed a follow up discussion, I could have contacted the Deaf participant directly through the Video Phone. This option, however, was not necessary. The hearing interpreter interviews had the same set up; two hearing interpreters were involved in the session. I served as the interviewer in the hearing interpreter sessions.

Ethical Protection

Research approval of this study was granted through Walden University's Institutional Review Board (IRB) number 04-20-10-0380239. Once IRB approval was granted, data collection commenced in the spring of 2010. In order to ensure that all participants' privacy was protected, no names were used. All participants filled out a consent form (Appendix F) prior to participating in the interviews. The consent form included the title, purpose, risks, benefits, and confidentiality of this study. Participants had the choice to participate in this study and were by no means coerced or forced to take part. Participants were informed that they could withdraw from the study at any time, and, were encouraged to ask the alternative interviewer or myself any questions prior to, during, and after the interview sessions. I explained the participants' rights and let them know they could obtain a copy of the results of the research. To provide confidentiality, no names were used; instead, I identified participants by number and whether they were Deaf or hearing. For example, Deaf interpreter 1 was labeled as D1 and hearing interpreter 1 as H1. There were no artifacts collected for this research.

The opportunity did not arise for observations of the participants at work. Deaf-hearing teams did not work every day and thus their schedules were unpredictable.

Observations would have given the study more validity through triangulation (Creswell, 2003, 2007). Even though I did not go on an observation, I have experience working in Deaf-hearing teams and relied on my background knowledge to describe settings in which the teams are used.

The data were transcribed and all paper or digital data were secured. All the videos and written transcriptions were kept in my office in a locked drawer to ensure that no other person could access the materials. The only exception was during the transcription process, when the alternative interviewer and/or another certified interpreter had to check the transcription for accuracy and validity (Confidentially Agreement Form, Appendix G). For these validity situations, I was present the entire time to discuss the transcription with the other interpreters and I did not give them a copy of the data. The data will continue to be kept in a secure location locked in my office for 5 years.

Role of the Researcher

I am a nationally certified interpreter through RID and have experience working with several Deaf interpreters in Deaf-hearing interpreting teams. I have worked with Deaf interpreters in four states. During this study, I interviewed the hearing participants, asking questions related to the experiences of Deaf-hearing teams and the training experiences interpreters had received. I made field notes and observations during interview sessions. Personal involvement of talking about my experiences working in a Deaf-hearing interpreter team was deferred in attempt to avoid any bias. I kept to the research questions and summarized the participants' comments, being careful not to interject my own experience.

As the research was conducted in the state where I lived, I knew and/or had worked with some of the interpreters who were chosen for this study. This is one reason I asked a Deaf interpreter to be the alternative interviewer. I wanted to remain as neutral as possible and to limit my impact on what the Deaf participants said. Deaf interpreters with whom I had worked may have felt uncomfortable recounting their experiences as they may have had experiences working with me as their hearing teammate. Having a fellow Deaf interpreter administer the Deaf interviews hopefully alleviated any feelings of discomfort. The alternative interviewer held the CDI, had experience working as a Deaf interpreter, and was able to put the Deaf interpreter participants at ease. The Deaf alternative interviewer also served as a peer reviewer for this study. For the hearing interpreters, I was the interviewer. I have worked with some of them as teammates, but I have never worked with them in a Deaf-hearing interpreter team. Therefore, I did not know about the specifics of their experience and had little to no impact on what they chose to share.

Data Collection Tools and Procedures

Data were collected in two locations in a Northeastern state. The southeastern part of the state was one area chosen because many interpreters work there. The first three interviews occurred in this southeastern part of the state, one interview on a first trip, and two other interview sessions on a later trip. The two sessions on the second trip were staggered to ensure that the participants did not see each other. One interview session consisted of two Deaf participants and was led by the alternative interviewer. The alternate interviewer holds the certified Deaf interpreter certificate (CDI) and has over a decade of experience working in the field. The alternative moderator is bilingual and had

presented many seminars for Deaf interpreters. The questions were signed to the alternative interviewer over the videophone prior to the sessions to ensure understanding and that the questions were clearly translated into ASL. A practice run of the questions took place again, on site, prior to the actual interview. I discussed data collection procedures with the alternative interviewer. I was present at the location during the sessions, but was only involved in interviewing the hearing participants.

The other interview session consisted of me and two other hearing interpreters. I interviewed the hearing interpreter-participants, asking questions related to the participants' experience working as a member of a Deaf-hearing interpreter team. Interviews are conversations that are structured around questions (Rubin & Rubin, 2005). The participants were asked to reflect on their training experiences or how they learned to work as a team. After the first group of participants left, a meeting took place between the two interviewers to discuss how things went, take a break, and then a second group session took place. Each interview session lasted 30 minutes to 1 hour.

The second location was in the Northeastern part of the state. This portion of the state was chosen due to number of working Deaf interpreters. The interview sessions followed the same procedures as above and were led by either the Deaf alternative interviewer or myself. The sessions also lasted approximately 30 minutes to 1 hour. The interview sessions were limited to a maximum of three people because of the constraints of video-recording: All participants needed to be clearly seen for the analysis. As the Deaf participants used ASL to communicate, the only way to collect data was to videotape the session. The hearing interpreter-participants were also video-recorded since nonverbal communication can be important for the analysis. Some interpreters gave

examples in ASL during the interviews. The video-recordings were transcribed and analyzed later.

As the goal of this study was to gain a better understanding of the opinions of Deaf and hearing interpreters on how they work as a team, this research used interview sessions. These sessions contained two participants and one interviewer. There were two separate groups, a group of Deaf interpreters and a group of hearing interpreters. In the group of Deaf interpreters, there was a Deaf alternative interviewer who interviewed this group. There were a total of three Deaf interpreter sessions for a total of six participants. For the hearing participants, I acted as the interviewer in groups of a maximum of two interpreters. Three sessions occurred, for a total of six interpreter-participants.

When the participants arrived for the interviews, they were greeted. For the hearing interpreter-participants, the Deaf interviewer was not present so I alone greeted them. For the Deaf interpreter-participants, both the Deaf interviewer and I greeted them. The video camera and chairs were arranged ahead of time. The video camera and mini-DV were tested to ensure that they did work. Another video camera was brought along as backup in case the first video camera did not work. An extension cord was brought as well as several mini DVs to ensure that the entire interview was captured on video, regardless of length.

Participants sat next to one another with the interviewer to one side. All of the people could be clearly seen on the video camera. The participants were told before the interview started to talk to one another and engage in conversation with each other about the questions. The role of the researcher was explained. The participants understood that the interviewer was not to join in the conversation, but instead moderate it to ensure that

the participants understood the questions and were talking about their experience as it related to the questions. Participants were encouraged to ask any questions before the interviews began to ensure that all parties had the same understanding of what was to take place. The participants were encouraged to look at each other and they could position their chairs to face one another. This was all arranged prior to recording to make sure the participants could still clearly be seen in the camera view.

When the interview concluded, Deaf alternative interviewer and I, or I alone, thanked the participants for their time. If the participants had any further questions, I answered them. Three of the participants asked the same question, when they would receive the transcript of the interview. I let them know I hoped to get the transcript to them within a month. The participants did not ask any other questions, but I did reiterate that my email address was on the consent form and they could email me with any further questions. Participants were all told that they would receive a copy of the transcript via email when it was completed. I also informed them that later they would receive a copy of the data analysis interpretations, also to be sent by email. All participants and the alternative interviewer received a hand-written thank you card for their participation in this study. The interviews took place over the span of 2 weeks.

Data Analysis and Interpretation

I translated the conversations from ASL into English and had the alternative interviewer check for accuracy. I used a transcription method similar to that described in Cerney's (2004) dissertation on relayed interpreting (another term for Deaf-hearing interpreting teams). I viewed and stored the signed data in Quicktime. I also used it to store the hearing interpreter interviews. Once the data were transcribed into a Microsoft

Word document, the transcriptions were read carefully to identify themes and significant statements (Creswell, 2007), that is, reoccurring statements or terms, in the interviews. Statements that directly related to the training experience and to interpreting team experience that benefit future interpreters were considered significant. These themes served to demonstrate whether the participants believed they had received satisfactory training for working in a Deaf-hearing interpreting team. The themes helped me to better understand the current team training experience and how to improve future training. Significant statements were color-coded by theme and coded with abbreviations for easy identification. Coded abbreviations were similar to that demonstrated in Janesick (2004).

Analysis of the transcriptions was set up as suggested by Smith and Osborn (2008). The left-hand margin of the transcript was used to annotate interesting or important statements. The right margin was used to identify emerging themes. Themes again were identified as terms or phrases that directly related to effective training experiences and to perceived gaps in the training. These notes were made throughout the transcripts. As the transcripts were reviewed, patterns and reoccurring themes were identified and connections were made between those themes. Smith and Osborn suggested that the researcher start out with a list of initial themes; certain themes may be clustered together. Then the themes should be correlated to the participants to show that specific themes were identified by a certain number of participants. Following this plan for analyzing the data made it easier to identify themes and find out what themes were reoccurring.

Validity

My bias could be a threat to quality (Creswell, 2003). I am knowledgeable about the topic and am an experienced interpreter. I also have preconceptions about the topic that I had to control as they could have influenced the interpretation of my data. Creswell (2007) noted that the researcher should begin with a description of his or her own experience with the phenomenon as a way to put aside personal bias. It was important to me to examine the data with my feelings put aside. Another way to combat my bias was to restrict my role to that of interviewer during that the sessions with participant, so my opinions did not influence the group. As another language was involved, I asked two other certified interpreters to check the transcriptions from ASL to English to ensure accuracy of the transcribed message. This is what Creswell (2007) called a peer reviewer. The certified interpreter who was the alternative interviewer and another external CDI who was not involved in the study served as my peer reviewers.

After the transcriptions were typed and reviewed by the alternative interviewer and another certified interpreter, and after themes were identified, I sent a copy of my translation and the themes that I saw emerging to the participants. They reviewed what I had written to ensure that their perceptions of their training experiences had been accurately portrayed in my translation. Creswell (2007) noted that the identified themes should be shown to the participants to find out if their views were conveyed and to see if anything is missing.

Summary

This section examined the qualitative phenomenological approach that was used to collect data for my study. Open-ended research questions were used in a small

interview format. Data analysis transcription followed Smith and Osborn's (2008) method, using the margins to identify themes. I used purposive selection to find participants who met the criteria to be involved in my study. In the following section, section 4, I will describe my analysis of the data. Recurring themes will be identified based on the participants' experiences.

Section 4: Findings

The purposes of this qualitative phenomenological study were 3-fold and included (a) exploring the experiences of Deaf interpreters and the hearing interpreters with whom they work, (b) understanding whether Deaf and hearing interpreters felt satisfied with the training they received in regard to working as a team, and (c) discovering gaps that could be addressed through training that would lead to the establishment of more qualified teams. This section discusses the process of generating and gathering data collection, transcription, analysis of the data, and the findings from this study.

Process for Generating, Gathering, and Recording Data

Once the interpreters who committed to participate in the study were confirmed, I communicated through email to set up the dates, times, and locations for the Deaf interpreter interview sessions and then for the hearing interpreter interview sessions. Once dates, times, and locations were set, I emailed each participant the demographic questions and the letter of invitation to the study consent form. The consent form not only informed the participant of the study but also was an agreement to have the session videotaped. Hard copies of the consent form and demographics were provided to the participants on site as well.

Each session consisted of two participants and an interviewer. A digital mini DV video camera was used to capture the discussion. The participants sat next to one another with the interviewer to one side. The interviewers lead the discussion group with a list of seven questions. The participants were encouraged before the questions began to feel free to interact with one another when answering. They were informed that the interviewer's

responsibility was to ask the questions and moderate the conversation flow ensuring the participants stayed on the topic.

Participant Profiles

Following the phenomenological qualitative approach, a small number of participants took part in this study (Polkinghorne, 2005). There were 12 interpreters, of whom six were hearing and six were Deaf. All of the hearing interpreters were certified and had had experience working in a Deaf-hearing interpreter team. All of the hearing participants were female. The majority of interpreters in the profession are female (E. White, personal communication, July 22, 2010). All hearing interpreters graduated from an interpreting program. The number of years working as a certified interpreter varied from slightly less than 1 year to 20 years. The amount of time working in a Deaf-hearing team ranged from slightly less than 1 year to 15 years. The age of the hearing interpreters spanned from 31 years old to over 51 years old.

The Deaf interpreters consisted of three CDI interpreters and three noncertified interpreters. Four of the Deaf interpreters were male and two were female. Only one Deaf interpreter participant had attended an interpreting program. All the Deaf interpreters had attended trainings specifically for Deaf interpreters. The Deaf interpreters' work experience ranged from slightly less than 1 year up to 15 years. Of the three participants who held the CDI, the time certified spanned from slightly less than 1 year to 10 years. The age of the Deaf interpreters spanned from 31 years old to over 51 years old.

Keeping Track of Data and Emerging Understandings

Once the interviews were completed, the raw data were imported into Quicktime and burned onto DVDs. By importing the data into Quicktime, I was able to see the

messages on a larger screen than the video camera and also to navigate through the data quickly. Even though the hearing interpreters spoke English in their interviews, some of them signed small portions of their discussion to give examples. The Deaf interviews had to be translated from ASL into English for a written transcription. I translated what the Deaf participants had said. If I was unsure of my translation, I did contact the Deaf alternative interviewer for assistance. I used Microsoft Word to type the transcripts. I utilized the table tool and put the transcript of what the participants said in a two-column table. The right side of the table contained the transcript and the left side held my coding. Participants were identified by a letter and a number. For example, *HI* stood for hearing interpreter number one and *DI* for Deaf interpreter number one. When all interviews had been transcribed, the participants were emailed a copy of the coded transcription, as well as the transcription code key for member checking (see Appendix H). Each participant had a chance to make any edits that were necessary. I incorporated any edits that participants gave me into the finalized transcripts.

As I read the transcripts, common themes emerged from the participants' comments. Following Janesick (2004), I coded my data with simple abbreviations of the main themes. I then color-coded the main themes and developed abbreviations for subthemes. Following Smith and Osborn (2008), I placed these codes in the margins to document themes that I saw emerge. The themes were based on the accounts of the participants' experiences.

In response to the first research question, which ask for the experiences of Deaf-hearing interpreter teams in relation to their teamwork, the following themes and

subthemes emerged: teamwork experiences (positive and negative), interpreting product (effective and ineffective), and trust.

From the responses to the second research question, which asked how team members described their training experiences, the main theme of adequacy in the types of training, with many subthemes such as training taken at college, at seminars, or skills learned while on the job. The responses to the third research question, which asked for recommendations, led to the identification of several themes”: (a) roles, (b) ethics, (c) mentoring, and (d) curriculum (basic interpreter education and specialized tracks for Deaf interpreters).

Findings

This study was limited to a northeastern state and utilized interviews for data collection. There were three interview sessions that consisted of two hearing interpreters in each group and three interview sessions that consisted of two Deaf interpreters in each session. Participants described their experiences working in Deaf-hearing interpreter teams, the training they had undergone, and how those teams could be improved. This section presents the findings from the interviews. Salient themes were identified as they related to the purpose and research questions that guided this study. Each theme will be discussed and supported with comments made by the participants. Direct quotes of the participants’ comments are used. Filler words such as *um* or *uh* were deleted for readability, however those fillers were not pertinent to the study and therefore did not need to be included in the quotes used in this paper.

Research Question 1

In regard to the first research question, what are the experiences of Deaf-hearing interpreter teams in relation to their teamwork, three themes and some subthemes emerged from the data: teamwork experiences (positive and negative), interpreting product (effective and ineffective), and trust.

Theme 1: Teamwork. When interpreters work in a traditional team of two hearing interpreters, the interpreters take turns interpreting, replacing one another after about 20 minutes. While one interpreter is “off,” meaning not interpreting, he or she still monitors the other teammate who is actively interpreting, and provides support when needed (Napier, Mckee, & Goswell, 2010). Working in a Deaf-hearing team, the dynamics are a bit different. The hearing interpreter monitors the Deaf interpreter to make sure the meaning of the hearing client is getting across to the Deaf client. The Deaf interpreter monitors the hearing interpreter to ensure that what the Deaf client said is clearly understood by the hearing interpreter. Both the hearing and the Deaf interpreter are working at the same time and one is not off while the other is working. Mathers (2009b) noted that the hearing interpreter, during the team interpreting process, focuses on what the hearing client is saying, whereas the Deaf interpreter’s attention is on the act of interpreting into a language that meets the Deaf client’s needs.

Positive experiences. Nearly all of the participants noted that the times they had been able to meet with their team interpreter before an assignment took place, it resulted in a successful interpreted event, and therefore a positive experience. Meeting beforehand is called preconferencing. This allows the interpreters to talk about the situation ahead of time, work out any logistics of the setting, and get preparation materials, if any are

needed (Napier, 2008). Interpreters D1, D2, D5, D6, H1, H2, H4, H5, and H6 all mentioned that meeting ahead of time led to good teamwork during the interpreted situation. D1 said:

I like to let the interpreter know how I feel we know how to support one another and can work it out. I feel comfortable letting them know how I feel so we can understand how to support each other better ... I can text the [hearing] interpreter to find out where we can meet beforehand, like the lobby, and we can talk about how we are doing, then preconference. That develops good teamwork relations.

D5 noted the importance of preconferencing with the hearing teammate in order to get a feel for their signing style and said:

It is important to meet beforehand and talk so I can get used to her [hearing interpreter's] style ... I will then call that hearing interpreter to see if we can agree to meet 15 minutes before the assignment starts. It is important to see the area if it is a new environment. If we meet beforehand and discuss what we are going to do, it makes the job go smoothly.

D2 also had a similar comment about assessing the language not only of the hearing interpreter team, but also the deaf client. H2 noted that "I always had better experiences when we have had time to meet ahead of time.... if we have that time together it's almost always gone really smoothly." Preconferencing as preparation is a control that interpreters can use to address the demands of the assignment (Dean & Pollard, 2005).

Often after an interpreted event is over, the interpreters will debrief, or postconference, to discuss how they felt about the interpretation. This provides the interpreters an opportunity to discuss strategies on how to improve teamwork for the

future (Napier, 2008). D2 noted that “I like debriefing after the assignment to see how we worked together and how I can improve and be a better interpreter.” Based on the participants’ comments, a factor in having a positive team experience is to take the time to meet before and after the assignment. Reflection on the experience and the debriefing afterwards is part of learning through the experiential learning theory cycle (Kolb, 1984).

Another positive experience that relates to what happens after the team has had a chance to preconference, but before the assignment has actually started, is the explanation of the role and function of the Deaf-hearing interpreter team. Deaf-hearing interpreter teams are still relatively new (Forestal, 2005). Due to the newness of these teams many professionals may not understand why both a hearing interpreter and a Deaf interpreter have showed up to interpret the assignment. Working as a team, the Deaf and hearing interpreters need to decide how to explain how to use a Deaf-hearing team. Explaining the role and function of the Deaf-hearing team is another positive experience when working as a team. H1 provided an example of how, when the reason for the team is clearly explained to the parties involved, the interpreting process is more successful. H1 said:

A positive experience I had working with, with an [Deaf] interpreter who was able to actually articulate to the, the hearing person that we were working with to explain the whole role, the whole dynamic of what was happening so all I had to do was interpret. They [the Deaf interpreter] provided examples [of how the interpreting team works]...[the setting] was psychiatric testing [therefore]...it was necessary to have a Deaf team because of the different language, the things that

were going to come up and proceeded to interpret the entire time. My job was very simple it was, this Deaf interpreter made my job effortless.

D1, D2, H2, H5, and H6 also commented on explaining the role of the team, saying that sometimes the hearing interpreter will take the lead and explain the role of the team, other times the Deaf interpreter will take the lead while working together with the hearing team to make sure that all the pertinent information is conveyed. H5 noted that when the roles were explained to everyone in the room, the interpreted event “went pretty smoothly.”

A final positive team experience that reflected most of the participants’ comments was about being able to monitor one another. D4 commented that when the team monitors what each other is signing, the interpretation becomes easier. Through monitoring, D4 also noted that “Sometimes I misinterpret something, I make mistakes. The hearing interpreter can notice that and correct me. Then I can change my interpretation.” D5, D6, and H3 also commented on the importance of monitoring while working as a team.

Negative experiences. At times, working with one teammate may not be a positive experience. There are several factors that could lead to a negative experience, such as interpreting style/fluency, a domineering style, lack of experience in certain settings, stepping out of the role of the interpreter, or even not having the time to preconference. All of these factors were mentioned in the sessions.

Negative experiences differed somewhat between the Deaf and hearing interpreter perspectives. For the Deaf interpreters, a negative experience was when working with a hearing team who had poor receptive skills. D3, D5, and D6 all commented that when the

interpreter's receptive ability (the ability to watch and understand ASL) is weak, then the Deaf interpreter feels as if they have to monitor the hearing interpreter to ensure that the message is conveyed accurately.

Domineering attitudes was another negative experience for Deaf interpreters. Several Deaf interpreters commented that some hearing interpreters feel threatened by the presence of a Deaf interpreter. When the hearing interpreter feels that way it seems, based on the comments, that she tells the Deaf interpreter that they are not needed. D1, D2, and D4 mentioned hearing interpreters who think they can interpret on their own. D2 commented "I let her know I won't leave you, I am still here to work as your team." D2 also said that "once the HI realizes they can't continue, then I join in and finish the job." D4 commented that "many hearing interpreters feel threatened by Deaf interpreters . . . having a Deaf interpreter there makes the hearing interpreter's job easier." D6 said that a negative experience was when the hearing interpreter wanted to go in and set up everything without the input of the Deaf interpreter team.

The hearing interpreters' negative experiences were different from the Deaf interpreters. The most frequent comment that came up was related to the role of the Deaf interpreter. One thing that led to the experience being negative was when the Deaf interpreter stepped out of the role of interpreter and began to act as an advocate. H1 noted, "I needed a team I didn't need an advocate for the Deaf person and if I was going to have an advocate I would've liked to know ahead of time so we could've gotten another Deaf team." D1 made a comment in the interview about this: "Deaf interpreters as a team but also advocacy. I feel like oftentimes we [Deaf interpreters] want to be the advocate but we cannot cross that line."

Another example of a negative experience related to the role was mentioned by H3 and H4. In some cases Deaf interpreters have residual hearing and are able to speak. H3 commented that the Deaf interpreter started interpreting before the hearing interpreter even began interpreting. Normally the hearing interpreter is the one who begins interpreting what the hearing client says, signs it to the Deaf interpreter, who then relays the message to the Deaf client. H4 said that she experienced a similar situation. H3 and H4 in their conversation said that the Deaf interpreter stepping out of the role led to a negative experience because the hearing client in each of their experiences probably began thinking if the Deaf interpreter can hear and speak, then why do I need the hearing interpreter? Which may have led the hearing client to wonder, why am I paying two interpreters when one can do the job? If the team members kept to their roles, this client would not have begun to question the need for a Deaf-hearing team.

Theme 2: Interpreting product. The interpreting product is the visible or audible part of the interpretation (Patrie, 2005). The product of the interpretation is vital to ensure that all parties leave the interpreted event with the same understanding (Humphrey & Alcorn, 2007).

Effective product. The effectiveness of the interpreting product related closely to the teamwork aspect discussed above. When the interpreters could prepare for the assignment ahead of time and preconference, they felt it impacted the effectiveness of the interpretation. This perception was communicated by most of the participants: D1, D2, D5, D6, H1, H2, H4, H5, and H6. D2 said, “My work is better when I do this – meet both my team and the client ahead of time...From my experience I think my work is more

effective.” D1 added that when the team works effectively, the clients will request them again for future assignments.

Being able to match the language level of the client is another way that the interpreters said they could see the effectiveness of the interpreted product. Ten of the 12 participants specifically mentioned matching the language level of the client and the interpreter led to an effective interpreting product. D3 commented that with a hearing person, the client did not understand the message “so I put it [the language] in a way they could understand.” D4 stated:

Deaf interpreters should have a good understanding of the English language. We sign with hearing interpreters and their first language is English. I need to meet them at their level as well as meeting the client at their level of ASL.

The Deaf interpreters not only have to be able to match the hearing interpreter’s signing style, they must match the Deaf client’s signing style. That way when the Deaf client signs to the Deaf interpreter, the Deaf interpreter can put what the client said in a way that the hearing interpreter will be able to understand and appropriately interpret into English. H2 commented about the Deaf interpreter accommodating to her style, making it easier for her to interpret into English by saying, “he [the Deaf interpreter] was fantastic at watching the Deaf person’s language and signing it in more of a signed English form to me.”

Ineffective product. Just as preconferencing led to an effective interpretation, the lack of preconferencing can result in less effective interpretations. D5 shared, “[I]f they [the hearing interpreter] arrives at the last minute, things can get messed up [meaning the interpretation], it [the interpretation] can take more time, and it does not look

professional.” Other factors that lead to ineffective interpreting products were when the hearing interpreter tried to go it alone without the Deaf interpreter. As mentioned above with negative teamwork experiences, some hearing interpreters do not feel they need a Deaf interpreter and that they can convey the message clearly alone. Often this attitude can lead to misunderstandings. D5 noticed that “when interpreting sometimes deaf clients will nod their head pretending to understand.” D3 also said that when a Deaf friend would return home from a doctor’s appointment, they would still have no idea what the diagnosis was because there was no Deaf interpreter. If a hearing interpreter does not realize that the client does not understand, this will lead to an ineffective interpreting product. H2, H3, and H4 commented that they had been in situations in which they saw their interpretation was ineffective and requested that a Deaf interpreter be called to the assignment.

A third factor that led to ineffective interpreting products was the lack of training. D6 said that “HI need to learn that working with a DI makes the interpretation effective.” H4 commented that “had I had that [practice at college], it would have been a lot smoother for me that first time.” H6 made a similar comment. H1 noted that she could see a difference between Deaf interpreters who were certified and those who were not. The interpreting product was better for HI working with Deaf interpreters who had taken the training and were certified. From the comments of the participants, it does appear that training correlates with effective interpreting products.

Theme 3: Trust. Several Deaf interpreters and hearing interpreters said that once they worked on a team, they got an understanding for that teammate’s style. They became comfortable with that teammate and preferred to work with him or her over other

interpreters. The reason that they prefer to work with one interpreter over another is the sense of trust. This came up numerous times throughout the focus group conversations. A few Deaf interpreters commented that they prefer to work with particular hearing interpreters because they have developed a working relationship based on trust. D1 noted that when working with a preferred interpreter, she feels relieved and not stressed. Hearing interpreters also made this comment. Once they have worked with a Deaf interpreter and developed a level of trust, they feel comfortable and the process flows smoothly.

Research Question 2

For the second research question, how do the team members describe their training experience, the main theme that emerged was the adequacy in the types of training. Three subthemes that are related are the types training: training taken at college, in seminars, or through on-the-job experience. In 2009 RID's education mandate went into effect (RID, 2010). This mandate now requires that hearing interpreters who want to take the certification test have a minimum of an associate's degree by 2009 and a bachelor's degree by 2012. Subsequently, Deaf interpreters must have an associate's degree by 2012 and a bachelor's degree by 2016 (Humphrey & Alcorn, 2007). Prior to this education requirement, interpreters did not have to attend a formal interpreting program at a college. In an effort to standardize the profession RID has established these education mandates.

College Training. Only one of the Deaf interpreters had attended a college interpreting program. In contrast, all of the hearing participants had attended an interpreting program. Some of them did recall brief discussions about working in a Deaf-

hearing team. Most of them said that their interpreting program did not adequately train them to work with a Deaf interpreter. One said that she recalled the textbook had mentioned where to stand when working with a Deaf interpreter. There was discussion on teaming protocol, but only with other hearing interpreters. Even though the hearing interpreters may not have learned about working with a Deaf team, they did learn and understand the processes of how to interpret and their role as an interpreter. The only Deaf interpreter who attended a program commented that the program was not prepared to have a Deaf student. That participant noted that the classes in this interpreting program were focused on the hearing students. From the comments of the participants, it is evident that college did not adequately prepare them to work in a Deaf-hearing interpreter team.

Seminars. All of the Deaf interpreters mentioned that they attended seminars. RID requires Deaf interpreters to take two trainings, one 8-hour ethics training and one 8-hour training on the role and function of a Deaf interpreter, before they can sit for the certification exam (RID, 2006). Nearly all of the Deaf interpreters said that they underwent this training. Four of the Deaf interpreters noted that these 16 hours of training was not enough. Most of the training that Deaf interpreters took was for Deaf interpreters and did not include hearing interpreters.

Five of the hearing interpreters had taken one or a few seminars related to Deaf-hearing teams. From the both the Deaf and hearing participants' comments, seminars related to Deaf-hearing interpreting teams are rarely offered. Based on the participants' comments, there is a need for more seminar training that explores the work of Deaf-hearing interpreter teams on a deeper level. This training should be offered to both Deaf and hearing interpreters.

On-the-Job Training. Five Deaf and four hearing interpreters mentioned that their training took place on the job. What seemed fortunate is that in many cases if the Deaf interpreters did not know what to do, the hearing interpreters helped them. Likewise, if the hearing interpreters did not know what to do, the Deaf interpreters helped. D2 said this about his first experience working in a Deaf-hearing team:

Luckily, my team helped guide me through that process. Where I should stand, where the client and I can see each other... Thank God my team helped me because I had never had any experience as it was my first time working as a Deaf interpreter.

D6 said something very similar. H3 looked back to her first time and said that the Deaf interpreter was the one who set up where to stand and what to do. H5 and H6 also had similar first experiences where the Deaf interpreter knew what to do. H4 had never taken any training related to Deaf-hearing interpreting teams and learned it all on the job. The interpreters learned through their on-the-job experience.

Research Question 3

In response to the third research question, what recommendation do team members have to enhance team experiences and to improve preparation for teamwork, three themes and subthemes emerged related to gaps in current training. The themes are roles, ethics, mentoring, and curriculum (basic interpreter education, specialized tracks for Deaf interpreters, and in seminars).

Roles. Naiper, McKee, and Goswell (2010) stated that “roles depend on a reciprocal, understood relationship between two parties” (p. 63). When both parties understand the role of the other, the process flows smoothly. Napier et al. further

explained role by what is outside the role of an interpreter such as advising clients, providing emotional support, teaching, and resolving a conflict the client is facing. From the participants' comments it was clear to see that one role of the Deaf interpreter is to take the language that the hearing interpreter is signing and put it into a language that meets the Deaf client's level and understanding. D3 commented that an event was explained "by using gestures and simple signs so that she [the Deaf client] would understand." D1 said that her responsibility is to "make sure everything is clear." Not only is their role matching the Deaf client's needs, but also making sure the interpreter understands the Deaf client's comments. D1 explained the role as being like a chameleon that changes colors to fit the environment; the Deaf interpreter must modify the language to match not only the Deaf client's, but also the hearing team's.

There also appeared to be what Napier et al. (2010) termed *role tension*. This is when roles overlap or boundaries are unclear. Several participants commented on the line between interpreter and advocate. The hearing interpreters all went through an interpreting program and learned that the interpreter is there to facilitate communication between parties who do not share a common language (Mindess, 2006). Interpreters are expected to remain neutral and not interject their opinions when working (Mindess, 2006). The majority of Deaf interpreters have not taken any formal college training and this could cause the role tension that many of the hearing interpreters described. Deaf interpreters are required to take an 8-hour training on the role and function of a Deaf interpreter before they are permitted to take the certification test. One Deaf interpreter who is certified said, "There needs to be something set up to guide Deaf interpreters. Hearing interpreters have a list of expectations, but it seems there are not many

expectations for us [Deaf interpreters].” It seems that the 8-hour training is not enough or that RID has not established a clear list of expectations for Deaf interpreters.

Several hearing interpreters noted that from their experiences working with Deaf interpreters, they felt that Deaf interpreters do not understand the boundary between interpreter and advocate. H2 stated that, since Deaf interpreters are also members of the Deaf community, it is “easy for them [Deaf interpreters] to overstep that line as the advocate ... I don’t see that with hearing interpreters but I have seen that working with a Deaf interpreter.” H6 noted that when working with Deaf interpreters, they “tend to get a little too involved.” This causes strain on the teamwork and interpreters look at this as negative. H1 said about a negative experience with her Deaf team,

If I feel that the Deaf interpreter that I’m working with is not functioning as an interpreter but is functioning more as a as an advocate then it - it throws me off and it makes me question what’s happen and kind of the dynamics of the situation.

D1 commented about the boundary between advocate and interpreter, “I feel like oftentimes we [Deaf interpreters] want to be the advocate but we cannot cross that line.”

Ethics. Interpreters are to adhere to the RID CPC which guides ethical behavior and decision making when working (RID, 2005). From the conversations in the interview sessions, all participants knew about the CPC. Some hearing interpreters specifically noted that, based on their experiences, Deaf interpreters need more training in ethics. The hearing interpreters noted that Deaf interpreters need to understand the confidentiality tenet as well as the conduct tenet better. When on assignments, if an interpreter realizes that there is a conflict of interest, the interpreter should turn down that assignment (RID,

2005). One hearing interpreter gave an example of a conflict of interest in a legal situation. The Deaf interpreter who was working on interpreting a will for the Deaf client was also mentioned in the will. This is a clear conflict of interest. Again, this conflict could be linked to the limited amount of time spent on ethics—an 8-hour training.

Mentoring. A mentor is an interpreter who has more experience who is paired with an interpreter with less experience in the field (Humphrey & Alcorn, 2007). The less experienced interpreter can bring questions to the mentor and get feedback about ethical decision making, professionalism, and whether or not an interpretation was rendered equivalently. The mentor is someone who will listen and provide support. Interpreters can work with a mentor one-on-one or with a small group of other interpreters as a support group (Humphrey & Alcorn, 2007). In the field of interpreting there has been an effort to use mentoring to “support the gap” between graduation from an interpreting program to certification. Deaf interpreters in this study commented that they would like a mentor with whom to talk about their experiences or a support group to learn from one another. D2 commented that in a group, Deaf interpreters can “give feedback to help each other improve the quality of the interpretation.” He also mentioned that “mentoring with the right person who is happy to teach” where they can discuss “our good and bad experiences.” D2 agreed, adding that the mentor “should share knowledge with others to show team work.” D1 and D2 specifically said that mentoring was needed for Deaf interpreters. D3 commented that she wanted to be able to observe a team at work. D1 made the same point that mentors would allow interpreters to observe them working.

Shepard-Kegl, McKinley, and Reynolds (2005) stated in their article that the University of Southern Maine has a mentoring program that has “proven very successful

with Deaf protégés” (p. 18). The participants in this study noted that this was an example of how far away any programs are. H3 and H4 commented that students in an interpreting program should also be able to observe a Deaf-hearing teamwork, then debrief with them in a mini-mentoring session to learn about teamwork. They both agreed that a Deaf interpreter should also help to mentor hearing interpreter students are on their practicum. The expressed need for mentors for both Deaf and hearing interpreters who want to work in Deaf-hearing teams is evident in the participants’ comments.

Curriculum. Mathers (2009b) brought up the point that most interpreting programs are “ill-equipped to admit deaf students” (p. 69). Both Deaf and hearing interpreters saw post-secondary education as a current gap in training opportunities. D2 said that there “is no curriculum for Deaf interpreters.” D1 agreed that this is a gap for Deaf interpreters. D5 said that the interpreting programs in the state “don’t do enough.” He also added that there should be advertisements to perspective Deaf students so that they know they can apply to an interpreting program. H1 noted that “basic interpreter education is missing... that’s because they [Deaf interpreters] weren’t educated as an interpreter.” H5 echoed that thought when she noted there is no college program for Deaf interpreters. H3 wondered if the reason that Deaf interpreters lack training is due to the high demand for them. She commented that some Deaf interpreters are pulled into the field with no training in order to meet the demands. D1 said that “a training program is what is missing for Deaf interpreters, period.”

College curriculum: Basic interpreter education. Boudreault (2005) noted that if the interpreting profession expects Deaf interpreters to be professionals, they need more training. Boudreault specifically asserted that curriculum is necessary to train Deaf

interpreters. In the interviews in this study, H1 supported that claim, stating that the gap in education can be addressed through training: “I think Deaf interpreters should also be attending interpreter training programs just like hearing interpreters.” D2 noted that if a curriculum were developed and classes offered, they should be taught by “a Deaf person who is really involved in the field of interpreting, the mental processes of interpreting and everything that is required to be an interpreter.” Bienvenu and Colonomos (1990) said that a teacher for Deaf interpreters should have experience working as a Deaf interpreter and be proficient in language and culture.

H2 noted that from her experiences, “basic interpreter education is missing” and that by attending courses, the Deaf interpreters can learn the basics. H4 reflected on the lack of training for Deaf interpreters when she stated, “there is a whole program for hearing people to have to go through on how to become an interpreter. I think that, that’s an imbalance [the lack of training for Deaf interpreters].” She also added that “hearing interpreters are required to understand this process [of interpreting]; deaf people who want to become interpreters need to learn the process of interpreting.” H6 mentioned that formal classes should be mandatory prior to certification. This is aligned with RID’s degree mandate.

H4 and H3 talked about their own experiences going through an interpreter training program and how they were not exposed to working with Deaf interpreters. They both felt learning how to work with Deaf interpreters should be included in the curriculum at college. They added that Deaf interpreters should be involved in Deaf-hearing interpreter team training at the college level. It is evident that both the hearing and the Deaf interpreters feel that curriculum at the post-secondary level needs to be

developed for Deaf interpreters and for both Deaf and hearing students to learn how to work together as a team.

Boudreault (2005) suggested that Deaf interpreters take some courses with hearing interpreter students, but have a separate track of courses that also focuses on the needs and skills specific to Deaf interpreters. The participants in this study echoed these remarks in their comments. D3 noted that Deaf people should be “involved in the training process,” meaning with the hearing students as they learn how to interpret. In relation to teamwork, D5 noted that “it is important to include them [hearing interpreters] in the training and participate with us so they understand and benefit from it.” D6 added that by having both Deaf and hearing students in a class they “have opportunities to learn the language and how to team in class.” Learning how to team in the class can alleviate the stress of learning on the job. D6 also mentioned that closing the gap in training “can be done by having more Deaf students major in interpreting.” H1’s comments followed suit with the Deaf interpreters’:

I would love to see either specific courses in an interpreter training program specifically for Deaf interpreters because a lot of the course work could be the same as hearing interpreter. There probably are a couple of things that should be a little bit different. But training for both the hearing and the Deaf interpreters on how that should all work and I think Deaf interpreters should also be attending interpreter training programs just like hearing interpreters.

College curriculum: Specialized track. The participants’ comments also mirrored what Boudreault (2005) suggested about having specialized tracks for Deaf students within an interpreting program. A few specialized areas were mentioned, such as working

with clients who have minimal language skills or who are developmentally delayed, with Deaf people from other countries, and with Deaf-Blind individuals. Another area highlighted was legal training. D3 felt an area that needed to be addressed in interpreting programs (and is currently not in the program she visited) is how to work with people who are developmentally delayed. She feels that there needs to be a specific course that teaches strategies on how to work with this population. D2 and D5 mentioned that when working with some Deaf clients, they had to use gestures to communicate. The participants' suggestions reinforced the point made by Boudreault (2005), who said that courses should be offered to Deaf interpreters on a specialized track, and listed some, such as "International Sign Language, alternative communications for individuals who are semilingual or without language, Deaf-blind interpreting" (p. 351). D1 commented that Deaf interpreters should be screened to see if they can work with types of clients that utilize the services of a Deaf interpreter. If such specific courses were available, the Deaf interpreters would know how to approach the diverse clientele.

Curriculum: Seminars. Upon researching what types of seminar training are available to Deaf people who wish to be interpreters, I found a new program offered in the fall of 2010. The Veditz Center in Colorado offered the first 9-month program for Deaf interpreters (DII, 2010b). This program comprises 11 seminars and 22 workgroups (DII). Offering seminars is another way to address the gap in training opportunities for Deaf interpreters and Deaf-hearing interpreting teams. Out of the 11 seminars, only two specifically address teamwork (Veditz Center, 2010). This program is geared toward Deaf interpreters who are preparing for the CDI exam. Although recognizing this program as a welcome development for Deaf interpreters, none of the participants

mentioned it. It would appear, based on the participants' comments, that they are unaware of this program. In addition, participants noted that there is nothing offered locally. D6 took a workshop in 2000, but it was not until 2006 that another one came to the area. D6 said that from 2000 to 2006 all the seminars offered were "far away, but I wanted something here." D3 also commented on the fact that most workshop offerings were held at a distance, not locally. H5 made an astute comment when she talked about how we want more Deaf interpreters in the field, but with the lack of training programs, Deaf interpreters have a difficult time entering the field "because we're [the interpreting profession] not making it easy for them [Deaf interpreters]."

Deaf interpreters see a discrepancy in the number of seminars geared towards hearing interpreters and the sparse opportunities for Deaf interpreters. D1 commented that some of the seminars that hearing interpreters set up are not Deaf friendly. She expanded on this by saying that those seminars are not always accessible to the Deaf participants because the hearing participants do not communicate in sign language at the seminars, cutting off the communication access to the Deaf participants. Alternatively, they do not provide interpreters at the seminars so that Deaf people can attend. D1 said that seminars set up by hearing interpreters need to be signer friendly so that Deaf people can attend them.

Another way to address training gaps is by petitioning RID to change the required 16-hour training for Deaf interpreters by adding more in-depth training. D1 commented that Deaf interpreters need to "take more training than only the two 8-hour workshop requirements." D2 agreed, and added that the 16-hour training is "superficial." Based on the data, there was no specific number of hours, but the consensus among the

participants is that there needs to be more in depth trainings. H1 and H4 said something very similar regarding the 16-hour training not being enough to prepare the Deaf interpreters. D3 and D4 both stated that there needs to be more hands-on practice for Deaf interpreters. D5 noted that the hands-on practice needs to be with a hearing team. H2's comments aligned with the Deaf participants' when she said that there needed to be role-playing on how to handle different situations. She suggested that role-playing should be done with a hearing team so the team can learn how to work through the situation together. This hands-on role-playing could be another 8-hour training that could be added onto the mandatory 16-hour training that already exists.

Discrepant Cases

One piece of data emerged as discrepant. One Deaf interpreter made the comment that training to be a Deaf interpreter was intuitive. D1 commented, "I felt like the training was naturally inside of me...Training, but also it is intrinsic, a natural thing that we have inside." H2 had a conflicting comment about the interpreting process, stating that "[I]t's a skill that they don't necessarily have; it's not something that's innate, that skill has to be learned." These comments did not fit within the themes indicated by the rest of the data.

Themes and Pattern

The overarching theme that emerged from participants' comments was the need for more training for these teams and for Deaf interpreters to be most effective. It seemed that there was, as one participant put it, an imbalance between the training that hearing interpreters received and that Deaf interpreters received. This imbalance needs to be examined by educators in the field of interpreting as well as by RID.

The pattern related to the question, what is the role of the Deaf interpreter, was also prevalent in the hearing interpreters' comments. When Deaf interpreters understood their role, the interpreting product was effective and the teamwork experience was seen as positive. This is another area that the participants' believed is not adequately addressed in the Deaf interpreter's 16-hour training. Having a college program with a curriculum track for Deaf interpreters within an interpreting program will satisfy RID's mandate that Deaf interpreters must have a minimum of an associate's degree by 2012. As interpreter training happens at a post-secondary level, postsecondary curriculum development will make it possible for Deaf interpreters to earn a degree in the field of interpreting that meets the specific needs identified in this research and satisfy RID's degree requirement.

Evidence of Quality

In this phenomenological study, the goal was to have participants discuss and describe their experiences working in a Deaf-hearing team. The study validity was ascertained in several ways. First, the Deaf alternative interviewer reviewed sections (those with which I had some difficulty) of my translation from ASL to English to ensure accuracy. Second, once the transcriptions were made, a copy was emailed to each participant to review. At that time, they could add any further comments on the subject. Participants then emailed the transcript back, with changes made in a different colored font. Those corrections, typically spelling errors, or additions, such as a word or phrase, were incorporated into the transcripts. Next, after the data were coded I again emailed all 12 participants the coded transcript from their interview session to ensure I understood their intent. This form of member checking allowed the participants to read over my analysis of the data and let me know if I was correct. Member checking allows the

participants to ensure that the coding and transcription accurately reflect on the creditably of analysis (Creswell, 2007).

During the interviews, I took notes about comments that I felt were important. These comments revolved around the training participants had taken, training that participants felt was needed, and when teamwork had been perceived as positive or negative. I followed up with questions and summarized the participants' points at times to ensure I understood what they said. I did not mention my own experience during the interviews, but instead acted as the interviewer in an effort not to allow my opinions to cause any bias. I kept my personal thoughts about working in a Deaf-hearing interpreter team to myself so that my experience did not influence the participants' comments (Rubin & Rubin, 2005). When I began coding the data, I set aside my personal bias as the words were not mine, but others' and my bias had no place in the analysis of their words. Merriam and Associates (2002) noted "[f]or those who have similar experiences, your findings should resonate with their own experience as a way of personal validation" (p. 141). In my case, this was true. As an interpreter who has worked in a Deaf-hearing interpreter team, I could relate to many of the comments of both the Deaf and hearing interpreter participants. Section 5 will address the interpretation of the findings, implications for social change, and recommendations for future studies.

Section 5: Discussion, Conclusion, and Recommendations

Overview

In this qualitative study I explored the experiences of interpreters working in Deaf-hearing interpreter teams, how well the interpreters felt their training had served them, and what training they felt they needed to function effectively as a team. The participants reflected on the training they had received or that they felt they should have taken to be more effective interpreting and working on a team. When the team works well together, the Deaf and hearing clients will have the same understanding of the interpreted event.

I arranged interviews with interpreters and used a phenomenological approach to find the essence of their experience working in Deaf-hearing interpreter teams. In a phenomenological approach, participants describe their first-hand experiences of a particular phenomenon (Giorgi & Giorgi, 2008). The researcher then analyzes what was said to better understand the phenomenon in question.

In the interview sessions, an interviewer asked participants a structured set of questions. The questions were designed to shed light on the following research questions: (a) What are the experiences of Deaf-hearing interpreter teams in relation to teamwork, (b) How do the team members describe their training experiences, and (c) What recommendations do team members have to enhance team experiences and to improve preparation for teamwork? The interviewers asked the participants the same structured, open-ended questions in each of the interview sessions.

Twelve interpreters participated in this qualitative study, six Deaf interpreters and six hearing interpreters. The interviews lasted a half hour to an hour. Participants met at

locations convenient to them. These locations had been arranged before participants were recruited for the study. The participants freely shared their experiences working as a member of a Deaf-hearing interpreter team. Through their discussions, the three research questions were addressed.

This study examined the experiences of Deaf interpreters and the hearing interpreters with whom they work. Based on the participants' comments overall, their experiences were positive. The analysis of the data did indicate, however, that Deaf-hearing interpreters were not completely satisfied with the training they had received in regards to working as a team. Many of participants had very limited training for working in a Deaf-hearing interpreter team; one interpreter, in fact, had had no training prior to working in a Deaf-hearing team. Participants were asked to identify gaps in their training. If some participants had not had any training, they were still able to identify ways in which interpreters could be better trained based on their on-the-job experience. The data from this study has shown that extensive training needs to be offered to Deaf interpreters. College training, specifically, was identified as a need for Deaf interpreters by 11 out of the 12 participants, who also suggested that the curriculum should incorporate courses with hearing interpreters. In this way, the training would prepare both Deaf and hearing interpreters to work effectively together as a Deaf-hearing interpreter team.

Interpretation of Findings

The purposes of this qualitative phenomenological study were 3-fold and included (a) exploring the experiences of Deaf interpreters and the hearing interpreters with whom they work, (b) understanding whether Deaf and hearing interpreters felt satisfied with the training they received in regard to working as a team, and (c) discovering gaps that could

be addressed through training that would lead to the establishment of more qualified teams. There is limited information in the literature about what the training needs are for these teams. Boudreault (2005) mentioned some places where Deaf interpreters could take courses to build their skills. Boudreault specifically stated that Deaf people who want to become interpreters need training in “theoretical knowledge of linguistics, cultural studies and communication skills for interpreting” (p. 350). Bienvenu and Colonomos (1990) also mentioned that a Deaf interpreter curriculum should cover a wide range of sign language varieties, the understanding of oppression, language acquisition, the interpreting process, and how to team with a hearing interpreter. The participants seemed to echo many of the recommendations in the literature.

Interpretation of Research Question 1

The first research question was: what are the experiences of Deaf-hearing interpreter teams in relation to teamwork? The participants’ responses indicated that teamwork was a positive experience if the members of the team had the opportunity to meet prior to the beginning of the assignment.

There are many demands on an interpreter during an interpreted event, such as specialized terminology, the power dynamics in the setting, speakers’ accents, and how the interpreter is feeling (Dean & Pollard, 2005). Interpreters can address these demands with controls. Some controls are background knowledge, education, preparation, and taking care of one’s mental and physical state prior to interpreting (Dean & Pollard, 2005). By meeting before the assignment, the interpreters were able to discuss how to approach the situation, the needs of the clients, the best placement for the interpreters, any technical terms that may come up during the assignment, and other issues.

Preconferencing is one way that the interpreters have control over the demands that the assignment will present. The participants noted that the times when the teamwork experiences were negative was when they had not had the opportunity to meet with their team ahead of time. Meeting with a teammate before the assignment and having time to prepare by preconferencing is a control that can combat the demands of that assignment (Dean & Pollard, 2005). This finding ties in directly to the demand-control schema.

After the assignment, when the interpreters had the opportunity to postconference, they talked about how the assignment went and gave feedback for future assignments. This type of debriefing allowed the interpreters to reflect on their experiences and learn how to improve for the future. Taking the time to discuss how the assignment went allowed for reflective observation (Kolb, 1984). When the interpreters gave feedback to one another on what could be improved for the future, they moved to the next part of the experiential learning cycle, abstract conceptualization. If the interpreters incorporated what they learned in their next assignment, they would be doing what Kolb (1984) called active experimentation.

The experiential learning theory cycle identifies four learning modes people can use to learn from experience: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). The first mode is the concrete experience. When the Deaf-hearing interpreter team finishes an assignment, the team members have feelings associated with their interpreting product and teamwork. After this concrete experience of interpreting the assignment, the interpreters should reflect on their feelings about the interpreting product and teamwork. After reflecting on what happened, the interpreters can postconference and offer feedback to one another on

the assignment. Abstract conceptualization occurs when the interpreters think critically about their work, discussing the areas that went well and those areas that could be improved in future assignments. Having learned from the experience, the next time the interpreters work in a Deaf-hearing interpreter team, they can incorporate specific actions into the new interpreting situation. This is what Kolb (1984) called active experimentation.

The preconferencing also influenced the effectiveness of the interpretation. Because the team was working with the same understanding of who was doing what, the interpretation went smoothly for all participants involved. If there was not time for preconferencing, D5 said then there could be misunderstanding and take more time to get the correct interpretation.

Many of the negative experiences that the participants reported related to either their or their teammate's lack of education or experience. For instance, had interpreters had training on working in a Deaf-hearing interpreter team, they would have understood the logistics of where to stand to see all parties. Not having had any training, a few of the interpreters said they did not know what to do at their first assignment. D2 noted that, luckily for him, the hearing interpreter he worked with told him where to stand. D5 said that at his first team experience, the placement of the hearing interpreter was awkward for him and he felt it caused some loss in the interpretation. After that experience, he knew better where everyone should be placed so that the interpreted situation was effective. Learning from that first concrete experience, reflecting on what did work and what did not, then applying changes for the future is how experiential learning takes place.

Preparing for assignments can entail researching the topic on the Internet. For example, an interpreter may be called to interpret for a person who has a pulmonary embolism. The interpreter may not know what that means, so she prepares for the assignment ahead of time, finding out as much information as possible about pulmonary embolism. Deaf-hearing interpreter teams prepare by meeting ahead of time to discuss what they know about the situation, the clients, and the logistics of the assignment. This exchange of knowledge is one way they have control over the demands of the assignment.

Meeting ahead of time and postconferencing when the assignment is completed also develops trust. Many of the Deaf interpreters who participated in this study commented that they preferred to work with certain interpreters because they trust them. The trust, as was made clear from their comments, was built on having the opportunity to give one another feedback and the willingness to work as a team that this exchange indicated.

Interpretation of Research Question 2

The second research question was: how do the team members describe their training experiences? Even though all of the hearing interpreters had attended an interpreting program, none of them had received hands-on training in their post-secondary program on how to work with a Deaf interpreter. All of the Deaf interpreters who participated in this study had taken training seminars; however, not all of the Deaf interpreters had received training before they began interpreting. Boudreault (2005) noted that Deaf interpreters should not learn on-the-job. Several of the hearing interpreter participants noted that they did not feel prepared to work with in a Deaf-hearing team

their first time because they had not had any preparation in their interpreting program. H6 said that she recalled where to stand based on a diagram in a book used in the program, but other than that, she was not prepared. Several participants noted that in their interpreting program they had learned how to work as a team with a fellow hearing interpreter, but not with a Deaf interpreter. Ressler (1999) noted that interpreters were trained to work solo or with another hearing team, but were uncertain if the approaches used alone or with a hearing team could be applied to working with a Deaf interpreter.

Several of the Deaf interpreters recalled that in their first time working in a Deaf-hearing interpreter team, the hearing interpreter told them where to stand. H1 noted that in working with Deaf interpreters who have had more training than others, she could “definitely see a difference in their ability to work as a team.” H2 commented that she had taken a lot of training on how to work with Deaf interpreters and had learned some useful tips on how to communicate with the team, such as different signals to clarify something that has come up.

The comments from the participants show that training can lead to effective teamwork. The comments also show that there had not been much, if any, training for most of the interpreters specifically on how to work in a Deaf-hearing interpreting team prior to their first time working in the team. The data show that many of the participants were not satisfied with their training in terms of working in a Deaf-hearing team and would like to see more trainings offered. This finding supports Boudreault’s (2005) statement that there needs to be more extensive training before on-the-job interpreting takes place.

Interpretation of Research Question 3

The third question was: what recommendations do team members have to enhance team experiences and to improve preparation for teamwork? A salient theme in participants' responses was the lack of a curriculum for Deaf interpreters. This gap in interpreter training is related to the negative experiences participants' reported. For example, one negative experience (for the hearing interpreters) arose when Deaf interpreters stepped out of the role of the interpreter and began to advocate for the client. Another example, mentioned by H6, involved conflict of interest issues (the Deaf interpreter was interpreting for a legal proceeding involving a client's will, but was also in the will). H1 and H2 mentioned that interpreting programs discuss topics such as role, ethics, and conflict of interest. Without a curriculum for Deaf interpreters, they do not receive instruction about these topics. Deaf interpreters can attend an interpreting program, as D4 did, but D4 noted that the program he attended was not prepared to serve Deaf students. Mathers (2009b) also said that interpreting programs are not equipped to have Deaf interpreters as students.

H1 and H2 commented that basic interpreter training was lacking for Deaf interpreters. Mathers (2009b) noted that Deaf interpreters need to be trained in the "mechanics of interpreting" (p. 74). Several interpreters in this study, both Deaf and hearing, commented that RID's required 16-hour training was not enough to prepare Deaf interpreters to work. It should be noted that the two 8-hour trainings do discuss the role and function of the Deaf interpreter, as well as ethics (RID, 2010). However, H4 commented that hearing interpreters cannot attend a similarly brief training and then "become an interpreter; it's impossible." H1 commented that the 16-hour training is not

enough and that is why hearing interpreters attend interpreting programs for a few years. To address the need for interpreters it is evident based on the participants' comments and the literature that training in the form of a college program curriculum must be developed (Bienvenu & Colonomos, 1990; Boudreault, 2005).

Participants stated that when both the Deaf and hearing interpreters understood their roles as interpreters, and both had training, the team worked smoothly. Education is one of the controls that interpreters can use to address the demands of the interpreted assignment (Dean & Pollard, 2005). Without an available program, many participants' commented, they simply learned on the job, and then applied that knowledge to their next interpretation assignment. D5 addressed this process when he commented, "sometimes I made mistakes, but that helps you to grow more with experience. Once I became used to it [interpreting in a Deaf-hearing team], it has been fine." D5 learned from his experience by reflecting on what worked or did not work and then applying that knowledge to his next assignment. His learning process thus aligned with the experiential learning theory cycle (Kolb, 1984).

Participants recommended the creation of a college curriculum that included courses with both hearing and Deaf interpreters as well as some specialized tracks for Deaf interpreters (Beinvenu & Colonomos, 1990; Boudreault, 2005). The participants also commented that there should be hands-on training and role-playing when learning how to work in a Deaf-hearing team. The literature supports what the participants said about hands-on training and role-playing (Boudreault, 2005; Forestal, 2005, 2006; Shepard-Kegl, McKinley, & Reynolds, 2005). Deaf interpreters should also have a practicum at the end of their college experience to receive training under the supervision

of a mentor (Mathers, 2009b). H3 and H4 talked about the need for hearing students in an interpreting program to be able to observe and work in a Deaf-hearing team on their practicum. Guided supervision, such as a practicum, provides the students the experience they need to work successfully in a Deaf-hearing team as a professional interpreter.

Participating in a practicum would offer students the mentoring experience that several Deaf interpreters mentioned. Mentoring does not have to end once students have completed their practicum, either. Opportunities exist for novice hearing interpreters to work with a seasoned interpreter as a mentor (Gordon & Magler, 2007). The opportunity for Deaf interpreters to work with a mentor, however, appears to be limited, based on D1's comments.

More seminar trainings also need to be offered for interpreters who are certified and/or already have degrees. Participants in the study indicated that seminars related to Deaf-hearing teams, and seminars specifically focused on Deaf interpreter skill development, needs to take place in the state, so that they are accessible to attend. Also, the participants desired such seminars to be offered more frequently. Deaf interpreters who are certified have to earn 80 continuing education units in 4 years, just as hearing interpreters do. It is harder for the Deaf interpreters to do so, as shown by D1's comments that many seminars offered by hearing interpreters are not Deaf friendly or accessible to Deaf interpreters. If more trainings were available, whether at the post-secondary level or through seminars, Deaf-hearing interpreter teams would be prepared to work together effectively as a team.

Implications for Social Change

Demand for Deaf-hearing teams is on the rise (Napier et al., 2010). As Deaf-hearing interpreter teams become more prevalent in more situations, such as legal and medical settings, awareness of these teams will spread (Mathers, 2009b; Napier et al., 2010). This research was socially significant because it validated Deaf interpreters as professionals by recognizing that they need access to curriculum just as hearing interpreters do. In addition, this study recognized the important function of Deaf-hearing interpreter teams to the clients they serve. The implementation of degree requirements is a way that RID and the field of interpreting recognizes the significance of having qualified Deaf interpreters. The research presented here promotes social change in its finding that enhanced training requirements will improve the effectiveness of these teams. The participants recognized that the 16-hour training for Deaf interpreters does not adequately prepare them to work in a Deaf-hearing team. Developing a curriculum for Deaf interpreters that will also include hearing interpreters at the postsecondary level will positively impact Deaf-hearing teams. The interpreters will be ready to work in a Deaf-hearing team in a variety of settings and will be able to provide more effective services for their Deaf and hearing clients. Deaf-hearing interpreter teams will have had, in a classroom setting, the hands-on practice that they need to produce accurate interpretations in the field. There will be more opportunities for aspiring Deaf interpreters to become professionals in the interpreting field.

The opportunities for postsecondary education for these interpreters will produce more Deaf-hearing teams. A byproduct of graduating qualified Deaf-hearing teams is meeting the mandates of some states and cities to provide Deaf-hearing interpreter teams

in the courts (Mathers, 2009b). A postsecondary curriculum for Deaf interpreters will increase their sense of worth within the field of interpreting. Deaf interpreters will receive the specialized attention necessary to assist in satisfying the degree requirements to achieve certification and professional status.

Recommendations for Action

As revealed by the participants' comments, the main action item needs to be curriculum development for Deaf interpreters. This curriculum should involve hearing interpreters in some of the course work. Interpreter educators, Deaf interpreters who hold the CDI, and hearing interpreters who have experience working with Deaf interpreters should establish work groups to develop curriculum for Deaf interpreters. The curriculum for the Deaf interpreters should also take into account how Deaf students will impact the current curriculum, which is now designed for hearing students. Workgroups should be developed to examine current curriculum and determine how that curriculum would need to be modified to include Deaf students who want to become interpreters. As RID has set forth a degree requirement, action needs to be taken to develop and implement curriculum.

Currently the DII is working on goals to develop and improve education for Deaf interpreters through the use of focus group studies (DII, 2010a). The data gathered in this study can assist the DII with its exploration of curriculum development and the training needs of Deaf interpreters and hearing interpreters to work effectively as a team. The goal of these teams is an effective interpreting product for both the hearing and the Deaf clients. Deaf interpreters who are already certified should be sought out to see if any are willing to take training to become teachers in interpreting programs. Based on

participants' comments and the literature, a person who will teach Deaf interpreters the skills they need should be one who is experienced in the field of interpreting.

RID or state affiliates of RID should develop a mentoring program for Deaf interpreters and for Deaf-hearing teams. If certified Deaf interpreters do not want to teach in an interpreting program, they may be interested in becoming mentors and those mentoring skills could be fostered. The state in which I live offers mentorship programs through the state affiliate chapter of RID. The Board of this affiliate chapter has discussed the need for noncertified Deaf interpreters to be paired with a mentor who is certified. The Board has not yet put this requirement in place, but has recognized the need and plans to offer Deaf interpreter mentorships in the future.

Training for both Deaf and hearing interpreters should be made Deaf friendly. Seminars should be offered in a way that Deaf and hearing interpreters can both attend and should allow open communication to take place. Deaf interpreters in this study commented that there are not enough seminars for Deaf interpreters. Hearing interpreters in this study said that they would like attend seminars for Deaf interpreters to learn more about working in a Deaf-hearing team. Deaf interpreters in this study also said that the seminars that hearing interpreters offer should be accessible to Deaf participants. Hearing interpreters should be sensitive to the communication needs of Deaf interpreters when designing seminars. Deaf interpreters should allow hearing interpreters to come to seminars for Deaf interpreters so that the hearing interpreter can better learn how to work in a Deaf-hearing interpreter team.

This study will be disseminated to DII, as well as the Conference of Interpreter Trainers (CIT). The CIT publishes the annual International Journal of Interpreter Educators, which includes dissertation abstracts related to the field of interpreting. The abstract for this dissertation will be submitted to the editor for inclusion in a future volume. The biennial RID conference, as well as the CIT conference, accepts submissions for researchers to present their findings in a seminar. I will also submit a paper for both of these conferences to present my findings to fellow interpreters and interpreter educators.

Interpreter educators can use the information in this research study to develop experimental courses for Deaf interpreters and for joint classes with both Deaf and hearing students. These courses will help prepare both the Deaf and hearing interpreters to work together as a team and will increase the Deaf interpreter's understanding of basic interpreter roles and responsibilities. The Deaf and hearing clients that use the services of Deaf-hearing teams will potentially receive better services as the team will be better educated.

Recommendations for Further Study

The following are recommendations for future studies related to Deaf interpreters and Deaf-hearing interpreter teams:

Recommendation 1: A larger study should be conducted to take into account other Deaf interpreters and hearing interpreters' opinions. This study was localized to a northeastern state and therefore was limited to participants who lived in that state at the time of the study. A larger nationwide study will be able to gather more data as to the needs of Deaf-hearing teams from a more diverse population.

Recommendation 2: A study should be conducted on the interests of Deaf interpreters in becoming educators. The participants in this study commented that there needs to be more Deaf interpreters who hold the CDI as trainers. The participants noted training is limited. Having more Deaf interpreters who are willing to become educators may help to increase the pool of Deaf interpreters in the field and enhance the education of those Deaf interpreters.

Recommendation 3: A quantitative study should be conducted. This qualitative study showed the needs of Deaf interpreters in a localized area. A quantitative study may be used nation-wide to poll Deaf interpreters on what their needs are related to training.

Recommendation 4: Explore the perceptions of Deaf-hearing team clients. Clients who utilize the services of Deaf-hearing interpreter teams should be interviewed. This study could focus on experiences of the clients and how they feel about the interpreting process.

Reflection

This study allowed participants to describe their lived experiences of working in Deaf-hearing interpreting teams. They were able to share openly about their experiences, whether those experiences were positive or negative. The purpose of this phenomenological study was to understand the experience of interpreters who work in Deaf-hearing interpreter teams. There has been no research about the experiences of Deaf-hearing teams and how they feel about their past training, or about training they need for the future.

As a certified interpreter who works in Deaf-hearing interpreter teams, I was fortunate enough to have had the opportunity to observe such a team while I was on my

practicum. I was also able to get firsthand experience on such a team with a mentor present to monitor my work and supply feedback when I finished interpreting. Since that time, I have worked in Deaf-hearing interpreter teams in legal, mental health, and medical settings. This study personally affects me as it has helped me learn more about the work I do as a hearing interpreter in a Deaf-hearing interpreter team. When conducting this study, I acknowledged that I needed to keep my personal feelings and biases aside. I did so by following the structured questions in the focus group participants. At times, I would summarize the participants' comments to ensure I understood what they meant. I did not become a participant and did not talk about my personal experience working in a Deaf-hearing team.

I did not know all the participants before I conducted this study. Spending some time to meet with them before the study began helped to put them at ease. I let them know who I was and why I was conducting this research. All the participants seemed comfortable in the setting. They willingly talked about their experiences. The alternate interviewer also developed a rapport with the Deaf interpreters. The Deaf interpreters were comfortable with the alternate interviewer and shared openly.

I originally thought the interviews would last an hour to an hour and a half; I was surprised when they were completed in a half hour to an hour. Even though some of the interviews were shorter than I had anticipated, the data were still rich with useful information. Coming into this study, I had also assumed that there would be a desire for more training to work in a Deaf-hearing interpreter team. This assumption was true.

D1's comment that seminars offered by hearing interpreters are not always accessible to Deaf interpreters or are not signer friendly made me reflect on workshops I

have attended. I am ashamed to admit that there are not many at all that I would call “Deaf friendly,” that is, that included both Deaf and hearing interpreters and where all the participants signed. Interpreters are provided at seminars and conferences, but Deaf participants may prefer direct interaction instead of communicating through an interpreter, especially when all the participants can sign. This study has helped me to better understand the needs of Deaf interpreters and Deaf-hearing interpreter teams.

Closing Statements

In the future Deaf-hearing interpreter teams will be more prevalent. For these teams to produce effective interpretations, hands-on training must be provided for both sets of team members. Interpreting programs will need to include Deaf interpreters in the classroom with hearing students, and appropriate curricula need to be developed. Deaf interpreters need more ways to learn specializations. Allowing students time in the classroom setting to have an interpreted experience, to reflect on their interpretation, to analyze their work, and to implement changes for the next interpreted scenario fosters learning in the context of the classroom. Hands-on training in a safe environment, such as a classroom, allows students to make mistakes and learn from them before going out into the field. Then, when they are in the field, the interpreters, whether Deaf or hearing, will have the background experience and the education to use as controls to deal more comfortably and effectively with demands that emerge on the job. The Deaf and hearing interpreters will also have a good working relationship as they have both been trained. This good relationship will enhance the communication between the Deaf and hearing clients through effective interpretations.

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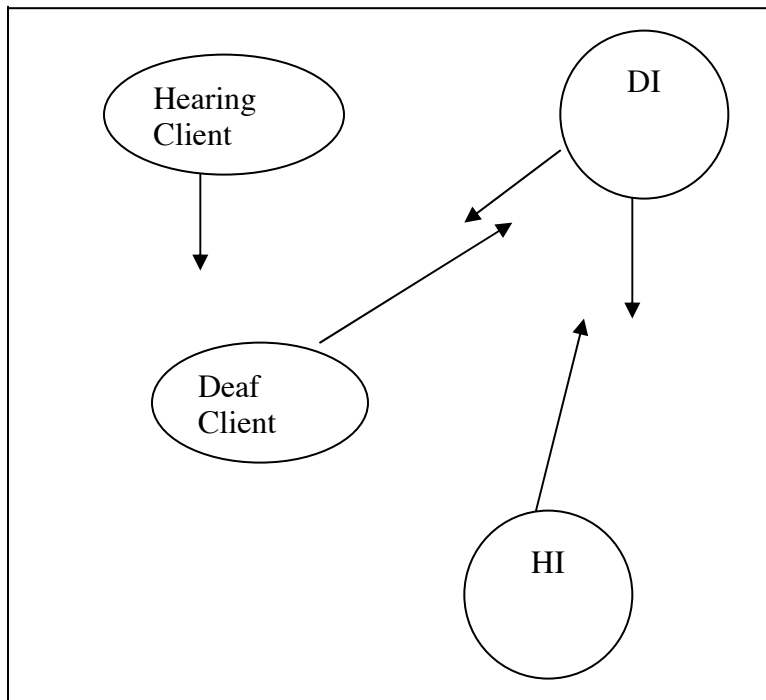
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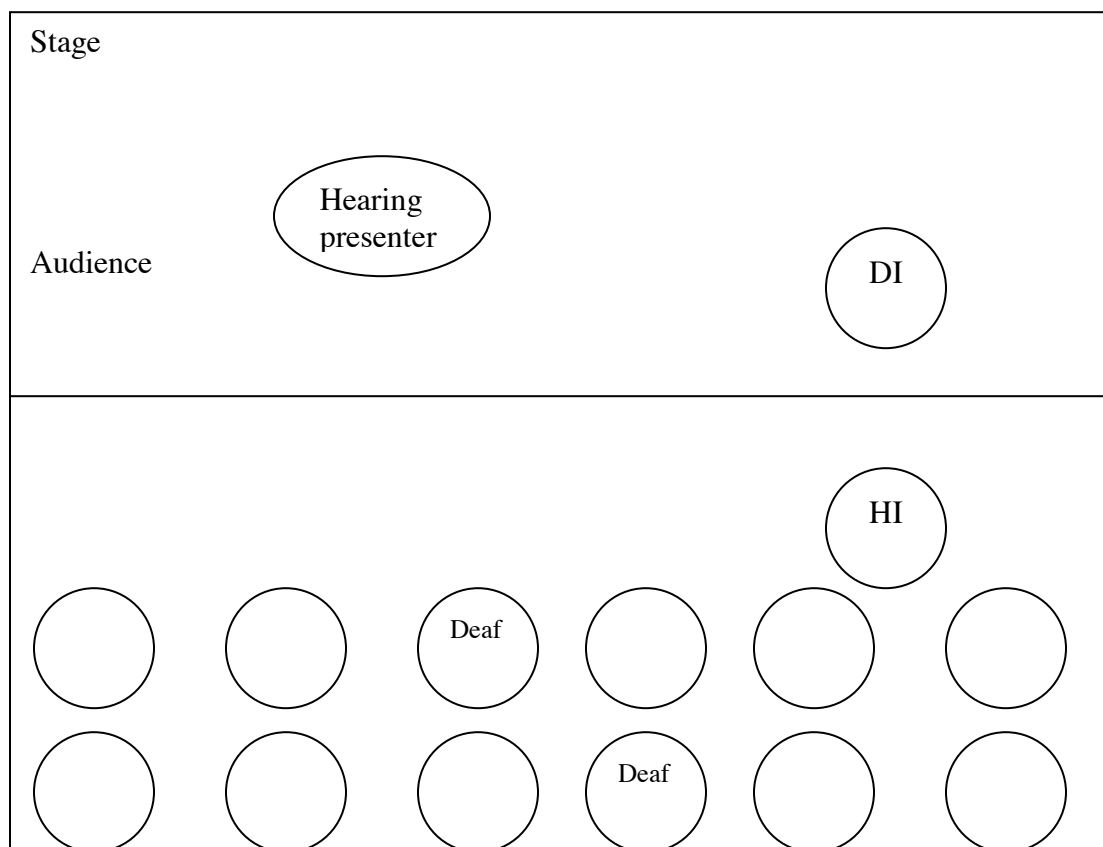
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Appendix A: Deaf-Hearing Interpreter Team in One-on-One Setting



In this illustration, the hearing client is sitting directly in front of and looking at the deaf client. The Deaf interpreter (DI) is next to the hearing client and can see both the deaf client and the hearing interpreter. The hearing interpreter (HI) is slightly behind the deaf client but can see the Deaf interpreter and hear and have a partial-to-full view of the hearing client. The arrows indicate where the participants are looking. The Deaf interpreter must look at the hearing interpreter to get the message, then at the deaf client to interpret the message.

Appendix B: Deaf-Hearing Interpreter Team in a Platform Setting



This illustration depicts platform interpreting with a Deaf and hearing interpreter team.

The Deaf interpreter is on stage with the presenter. The hearing interpreter is positioned on the floor level, seated in front of the Deaf interpreter. Deaf clients are dispersed throughout the audience.

Appendix C: Permission to Use Betty Colonomos's Models

Dear Jessica,

I was surprised to see the link showing somewhat out-of-date graphics that were printed without my permission.

I am attaching the latest versions and ask that you 1) cite me correctly, and 2) I would love to have a copy of your dissertation if possible as I am writing a book and would cite you in it. I'm not sure how far along you are in that process.

I really would like to know what your dissertation is about and have a dialogue with you about how to interpret these pictures. If you are just doing a literature review, then I prefer you use the updated versions...not the ones in the unauthorized publication.

Feel free to contact me with any questions you may have.

--

Betty M. Colonomos
Director,
Bilingual Mediation Center, Inc.
www.visitbmc.com

Appendix D: Interview Questions

1. Think back to the first time you worked in a Deaf-hearing interpreting team.

Please reflect on your experience working as a team and also the product of your interpretation. For example, did you feel prepared to work with a hearing/Deaf interpreter?

2. What are your experiences in Deaf-hearing interpreter teams in relation to interpreting team work, based on either your training or on-the-job experience?

3. What do you feel training should include in order to achieve the most effective interpreting team functioning?

4. Where are lacking areas that you perceive in the training that is provided specifically on how Deaf-hearing teams function?

5. How do you feel those gaps can be adequately addressed to produce qualified teams?

6. When working as a member of a Deaf-hearing team, do you apply/have you applied any theory or models of interpretation?

7. Please give me one negative and one positive experience that you have had when working in a Deaf-hearing team.

Appendix E: Demographic Questions

1. How many years have you been working as an interpreter?
0-5 6-10 11-15 16-20 21 +
2. How many years have you worked in a Deaf-hearing interpreter team?
0-5 6-10 11-15 16-20 21 +
3. Are you a certified Interpreter?
Yes No
4. Which certifications do you hold?
CI CT NIC Level: _____
CDI RSC Other: _____
5. How many years have you been certified?
0-5 6-10 11-15 16-20 21 +
6. Did you receive your training from an interpreter training program?
Yes No

If yes, where, and what courses did you take related to working in a Deaf-hearing interpreter team?

7. Is your age between:
20-25 26-30 31-35 36-40 41-45 46-50 50+

Appendix F: IRB Approved Letter of Invitation and Consent Form

CONSENT FORM

You are invited to take part in a research study of the Experiences and Training Needs of Deaf and Hearing Interpreter Teams. You were chosen for the study because you are a certified Deaf interpreter, or have passed your written test to become a certified Deaf interpreter or you are a certified hearing interpreter with experience working in a Deaf-hearing interpreting team. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Jessica Bentley-Sassaman, who is a doctoral student at Walden University. Jessica is also the instructor at Bloomsburg University of Pennsylvania’s American Sign Language/English Interpreting Program. She is a certified interpreter and has experience working as a member of a Deaf-hearing interpreter team.

Background Information:

The purpose of this study is to examine the experiences of Deaf interpreters and the hearing interpreters with whom they work, and whether they feel satisfied with the training they have received to come together and work as a team.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in a focus group session to last approximately one hour to an hour and a half
- Be video recorded during the focus group session (recording will remain confidential)
- The focus group will be you and one other participant with a moderator
- Groups will be separated into Deaf only or hearing only participants

Voluntary Nature of the Study:

Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one involved in this study will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:

Risks to this research study are minimal. The risks include you deciding to be involved in a focus group and talk about your experiences working in a Deaf-hearing interpreter team. To minimize the risks, you will be separated into Deaf only and hearing only groups so that you can share openly without any pressure from a team member with whom you may have worked. The anticipated benefits are a better understanding of how to train Deaf-hearing interpreting teams on how to work together and the needs that need to be incorporated into future trainings. What you say in the focus group will assist in providing enhanced training that will ultimately impact the consumers which you serve positively.

Compensation:

There is no compensation for participating in this study other than knowing that your participation will enhance the field of interpreting.

Confidentiality:

Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via Jessica.bentleysassaman@waldenu.edu, cell phone 717-215-2671, or video phone 570-245-3160. Jessica's faculty advisor at Walden University is Dr. Debra Maddox, her email is debra.maddox@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is 04-20-10-0380239 and it expires on April 19, 2011.

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I am agreeing to the terms described above.

Printed Name of Participant

Date of consent

Participant's Written or Electronic* Signature

Researcher's Written or Electronic* Signature

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Appendix G: Confidentiality Agreement From

CONFIDENTIALITY AGREEMENT

Name of Signer: _____

During the course of my involvement in collecting data for the research study, Experiences and Training Needs of Deaf and Hearing Interpreter Teams, I will have access to information that is confidential and should not be disclosed. I acknowledge that the information must remain confidential and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others.
2. I will not in any way divulge copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information with anyone not involved in the study I even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will not access or use any systems or devices that I am not authorized to access.
8. I will not alter or delete any data generated from this study.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: _____ Date: .

Appendix H: Transcription Codes

Training (tr):

College training (tr:c)

Workshop training (tr:w)

Mentor training (tr:m)

On the job training (tr:otj)

Need more training (tr:nm)

Intuitive (tr:i)

Specialization (tr:s)

Teamwork (tw):

Positive experiences (tw:pos)

Negative experiences (tw:neg)

Interpreting product

Effectiveness (ip:eff)

Ineffectiveness (ip:ineff)

Role of the interpreters

DI role (R:DI)

HI role (R: HI)

Ethical decisions

Code of Professional Conduct (E:CPC)

Theory

Demand-Control Schema (T:DCS)

Betty Colonos (T:BC)

Bilingual-Bicultural Model (T:Bi-Bi)

Gish (T:Gish)

CURRICULUM VITAE

Jessica Bentley-Sassaman

EDUCATION

Gallaudet University

2006: Masters of Science in Linguistics

Bloomsburg University of Pennsylvania

2001: Bachelors of Science in Interpreting for the Deaf and Hard of Hearing
Concentration in Deaf Education

CERTIFICATIONS

Administrative Office of the Pennsylvania Courts

2008: Certified Interpreter

The Registry of Interpreters for the Deaf, Inc.

2007: Educational Certificate: K-12

2006: Certification of Interpretation

2004: Certification of Transliteration

PROFESSIONAL EXPERIENCE

Instructor, January, 2007 – Present

Bloomsburg University of Pennsylvania

Adjunct Instructor, August, 2006 – December, 2006

Bloomsburg University of Pennsylvania

Professional Sign Language Interpreter, December 2001 – Present

PRESENTATIONS

Preparing for Graduation and Stepping out on my Own, 2010

Introduction to ASL Linguistics & Multiple Meanings in ASL, 2009, 2010

Linguistics for Interpreters, 2009

Advanced Linguistics: Real and Conceptual Entities, 2009

Working with Interpreters in Health Care Settings, 2008
ASL Grammar and Usage, 2006, 2008
Religious Interpreting, 2004, 2006

PUBLICATIONS

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