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Hammer, A.; van den Bogaerde, B.

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Sign language interpreting education

Reflections on interpersonal skills

Annemiek Hammer and Beppie van den Bogaerde

Utrecht University of Applied Sciences / Utrecht University of Applied Sciences; University of Amsterdam¹

We present a description of our didactic approach to train undergraduate sign language interpreters on their interpersonal and reflective skills. Based predominantly on the theory of role-space by Llewellyn-Jones and Lee (2014), we argue that dialogue settings require a dynamic role of the interpreter in which s/he constantly makes choices based on contextual, interpersonal and intra-personal factors. Reflection on the interpreter's interpersonal skills (IPS) is essential to improve the interpreter's behaviour. We developed several courses of Interpreting Skills (INS) offered during a four-year tertiary education programme, based on the concepts of competency-based learning and teaching. We provide a short description of one course in particular, INS7, and give some examples of practice (role-play) and (self)assessment.

Keywords: interpersonal skills, competency-based education, reflection, sign language interpreting, role-space

1. Introduction

Dialogue interpreting (DI) is a multifaceted endeavour involving a myriad of professional competencies. Most of the services of sign language interpreters take place in the community, where they encounter different situations all the time. In these situations, interpreters not only make linguistic choices, but also coordinate choices at the level of the interaction. For interpreters to make proper choices in a given situation, we argue that training the interpersonal skills (IPS) of student sign language interpreters is pivotal in the curriculum. In this chapter, we will illustrate the setup of our four-year bachelor programme for sign language interpreters at

1. We would like to express our gratitude to Lianne Houkes for her support in writing this work. A heartfelt thank you also goes to two anonymous reviewers for their helpful suggestions.

the Institute for Sign, Language & Deaf Studies (ISLD) of the Utrecht University of Applied Sciences (UUAS) and specifically focus on the teaching of IPS.

The outline of this chapter is as follows. In Section 2, we will start by giving a brief background on the history of sign language interpreting education in the Netherlands. In Section 3, we will sketch the educational approach of our curriculum and present an overview of our definition of interpersonal competence. We will then explain in Section 4 why interpersonal competence is deemed to be important in DI by giving a theoretical framework. In Section 5, we will describe how interpersonal competence is addressed in the curriculum and provide some examples of practice. Our conclusions will follow in Section 6.

2. Sign language interpreter education in the Netherlands

In the Netherlands the first official educational programme for Sign Language Interpreting (SLI) started in 1984, with a part-time course on upper secondary vocational level (MBO, see Appendix 1 for an overview of the Dutch Education System), which was predominantly attended by hearing CODA's (children of deaf adults). These students had Sign Language of the Netherlands (*Nederlandse Gebarentaal*: NGT) as a first language besides spoken Dutch. The curriculum offered a basic course on NGT and Dutch linguistics, as well as interpreting techniques. As more and more students were non-native signers, in the early 90s the programme was extended to three years. At the time, NGT was barely described, and there was hardly any information on how to teach NGT as a foreign language (Van den Bogaerde 1991; see also Jacobs 1996 and Kemp 1998 for American Sign Language, ASL). Even today, there is only scarce information on how adults learn a sign language (but see for instance Rosen 2004; Quinto-Pozos 2011; Chen Pichler and Koulidobrova 2015). In 1996 it was decided to stop the programme, as all stakeholders, namely NBGT (the professional organization of sign language interpreters),² trainers, students and the Deaf community agreed that the programme urgently needed a qualitative revision. The Deaf Community, especially, which was voicing its concerns about the quality of SLI (see later research by Van der Graaf and Oudenampsen 2001), made an explicit request to establish a highly professional tertiary education programme.

The Dutch Deaf community is estimated to consist of between 8,000 and 16,000 members. Deaf children were traditionally sent to five schools for the deaf, spread all over the country. Most of the children stayed in boarding schools for

2. NBGT is the Dutch Association of Sign Language Interpreters, at the time called NVTD, i.e. Dutch Association of interpreters for the deaf.

years, where generational transfer of NGT and deaf culture took place (Rietveld-van Wingerden and Tijsseling 2010; Tijsseling 2014). Oral education for the deaf, without the support of sign language interpreters, was in place up until the late 80s; a period of bilingual education came to bloom around 1995, parallel to an increased provision of cochlear implants to deaf children (Van den Bogaerde and Schermer 2007). These deaf children were not, and still are not, automatically in contact with NGT or the Deaf community and may need different interpreting services compared to previous generations.

However, in the late 90s it was estimated that approximately 800 interpreters would be needed to provide SLI services to the Deaf community, whereas only about 60–90 were available at the time (Commissie Nederlandse Gebarentaal 1997; Baker et al. 2001).

At the express request of the Deaf community, in 1997 a four-year bachelor programme for NGT-Dutch SLI was launched at UUAS. The need for skilled interpreters in the Netherlands was huge (Commissie Nederlandse Gebarentaal 1997) and the new programme drew many students.³ This programme currently has approximately 350 SLI students, the majority of whom has had no previous education in NGT or professional interpreting skills. In the eighteen years since 1997, we have continuously updated our curriculum, based on SLI research (among others see Roy 2000a; EFSLI 2013a, 2013b; Hale and Napier 2013), good practices (for example Winston and Monikowski 2013), and professional consultation both nationally and internationally.

The programme has a comprehensive curriculum (see Appendix 2) and provides basic education for SLI. In general, students graduate with NGT skills at level B2 of the Common European Framework of Reference for Languages (Council of Europe 2001; ATERK 2013; Van den Broek-Laven *et al.* 2014). This means that, for instance, interpreting for children and interpreting in judicial or medical settings are only touched upon in the main curriculum, and are further offered in elective or post-academic courses.

In this chapter, we will describe the dialogue interpreting courses in the UUAS' SLI curriculum and provide examples of our teaching approach, including in-class exercises and practical assignments.

3. At the same time, a programme was set up for instructors of NGT, which drew many deaf students. We will not discuss this programme further here.

3. Competency-based education

Our four-year bachelor programme for SLI is based on the concepts of competency-based learning and training. According to this educational model, learning is aimed at the achievement of professional knowledge and skills at a predefined level of proficiency. As such, both the curriculum and assessment are organized around the students' professional outcomes and their progress along a series of milestones to achieve these outcomes (Eraut 1994; Lizzio and Wilson 2004).

As learning and training are shaped by professional outcomes, it was necessary to gain insight into the professional standards of SLI's in order to make these outcomes explicit. In the Netherlands, the NBTG (see note 1) has published its code of ethics and professional conduct (NBTG 2014).⁴ The tenets of this professional conduct are confidentiality, respect for participants, knowledge and skills to translate between languages, and IPS.

Recently, the European Forum of Sign Language Interpreters (EFSLI) has provided learning outcomes for a three-year curriculum for SL interpreter education (EFSLI 2013a). These learning outcomes describe different domains of knowledge, of which the third domain – *Interpreting* – is particularly relevant here. Learning outcomes for interpreting are summarized in Figure 1.

The graduates should demonstrate capacity to interpret proficiently and effectively in consecutive and simultaneous modes. They should be able to prepare for an assignment, draw on the literature in the interpreting field and in the domains in which they will work, and apply this to their work as independent interpreters, as members of an interpreting team, and as members of the interpreting profession. This entails that a graduate interpreter demonstrates capacity to manage the social factors that influence interpreters' activities (e.g. turn-taking, overlapping turns, power relations, expectations and requirements, etc.) in a non-dominating manner and that they are able to explain the interpreting process and their scope of practice to consumers. Finally, graduate interpreters should demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and by taking responsibility for the quality of their work.

Figure 1. Summary of learning outcomes for the domain *Interpreting* (EFSLI 2013a, 31)

4. See also their website in Dutch: <http://www.nbtg.nl/>

We took the NBTG and EFSLI tenets as a starting point for the development of a full matrix of competencies for the sign language curriculum (Student handbook Interpreter NGT 2014–2015). Seven types of competencies were formulated in total (*ibid.*, 17–23): (a) Interpersonal competencies, (b) Organisational competencies, (c) Competent to collaborate with colleagues, (d) Competent to collaborate with clients and their environment (e.g. Deaf community), (e) Competent in reflection and development, (f) Competent in interpreting techniques and skills, (g) Vocational competencies.

In the remainder of this chapter, we will focus on the development of interpersonal competencies, as interpreting is a social behaviour. Important elements of IPS are trust, respect and acceptance of the deaf client and the deaf community, as well as professionalism and flexibility to meet the needs of deaf people. These elements are best captured by the concept of “good attitude” of the interpreter (Napier 2011). It is acknowledged that interpreters are involved in verbal interaction and as such actively participate in discourse (Roy 2000a; Harrington and Turner 2001; Pöchhacker 2004; Apostolou 2009). Moreover, as the primary participants do not know each other’s language, the interpreter fulfils a crucial role in building up and maintaining the interaction. Interaction management does not only require good social and linguistic skills, but also IPS to accommodate primary participants and ensure a smooth conversation. In Figure 2, we present a full description of interpersonal competencies as developed in our curriculum in the top box. In the boxes below, the development of these competencies is outlined.

We distinguish three levels of development in the bachelor programme that are derived from the Dreyfus’ (2004) model of adult skill acquisition (see Figure 3 for a schematic presentation of this model). According to Dreyfus’ model, the proficiency levels go from novice (level 1, corresponding to the first year), to advanced beginner (level 2, corresponding to the second and third years) to competent (level 3, corresponding to the fourth year). Within each level, the essential learning outcomes and behavioural indicators (i.e. operational descriptions of these outcomes) are listed.

Interpersonal Competencies		
<p>The NGT interpreter ensures that the conditions for optimal communication between clients and her/himself are met. S/he is at the service of the customers and assumes an independent position which does not extend her/his function as interpreter. The NGT interpreter respects the independence and responsibility of the clients and demonstrates this in her/his attitude and behaviour towards the clients. S/he detects when between her/him and the client, or between the clients, a misunderstanding is emerging due to her/him not being able to handle the assignment, or lack of knowledge of the diverse cultures, languages, norms and customs. S/he can divulge this to the clients and try to find a solution. The NGT interpreter is able to adequately judge her/his own ability to execute the assignment before accepting it, or resigns from the assignment if problems are emerging.</p>		
Level 1	Level 2	Level 3
<p>The student recognizes the importance of optimal communication between the client and her/himself. The student has a respectful attitude towards instructors and fellow students and has an elementary knowledge of culture, norms and customs. The student masters elementary communication skills.</p>	<p>The student adopts an attitude, behaviour and appearance that least disrupts the communication between the clients. The student notices when the assignments seems to be going wrong and can find a solution with the support of the instructor or supervisor.</p>	<p>The student can take an independent position in relation to the clients and shows respect for their independence and responsibility. The student makes it known to the clients when a misunderstanding seems to emerge and discusses solutions. The student can judge whether or not s/he is right for the assignment and/or which preparation is needed in order to be able to handle the assignment.</p>
<p>Indicators: the student...</p> <ul style="list-style-type: none">– is respectful.– communicates by handling verbal and non-verbal techniques.	<p>Indicators: the student...</p> <ul style="list-style-type: none">– demonstrates the desired attitude and behaviour.– is aware of the importance of using appropriate language and cultural/behavioural registers in various settings.– makes contact with the client– shows awareness of the other participants in, as well as her/his own role within, the interaction.	<p>Indicators: the student...</p> <ul style="list-style-type: none">– uses a register that is appropriate to the interpreting assignment, both for NGT and for Dutch.– can apply and evaluate interpreting strategies for optimal communication.– Can reflect on other participants in, as well as her/his own role within, the interaction from different perspectives (e.g. behavioural, linguistic).

Figure 2. Interpersonal Competencies for NGT interpreter students

Figure 3. Dreyfus' model of skill acquisition (2004)⁵

4. Interpersonal competencies in dialogue interpreting

When viewing interpreting as social interaction (Wadensjö 1995; Bélanger 2004; Napier 2011), not only do students need to learn how to translate from one language to another, but they also need to learn how to coordinate interaction to ensure conversational flow. To do this, over the course of four years, students need to develop their professional attitude. Students often report that their behaviour in interpreting settings is regulated by one of the norms derived from the code of conduct – “translate everything from one language into the other”. However, they note that when taking on this rather normative role, they feel like a “machine”, unable to really capture their role as an interpreter. This makes them insecure, because they do not know what makes them a good sign language interpreter. It is essential to address their feelings in the curriculum, as suppression of these feelings, or absence of evaluation of professional behaviour other than translational skills, might lead to stress and burnouts in professional life (Dean and Pollard 2001).

It is pivotal that SLI students know that the interpreter has room for manoeuvre and has a certain amount of freedom to make professional decisions, which is one of the core elements of interpersonal competencies. This is explained by Llewelyn-Jones and Lee (2013; 2014) in their theory on role-space: rather than a static role (i.e. a translation machine), the interpreter has a dynamic role. Interpreters actively

5. Model retrieved from molesyhill.com (April 6, 2015).

make choices based on contextual, interpersonal and intrapersonal factors. The role-space can be determined on the basis of three axes, which are in turn constructed on the basis of theories relating to interaction and conversation, psycholinguistics and interpreting studies. The x-axis represents the participant/conversational alignment of the interpreter, i.e. the amount of communication directed to a specific participant. The y-axis represents interaction management, i.e. behaviour that the interpreter is using to actively manage the interaction. The z-axis indicates the presentation of self. This refers to the interpreter's behaviour when s/he speaks or acts on her/his own behalf.

Interestingly, the theory on role-space can be used to understand how interpreters' behaviour in coordinating social interaction takes shape in practice. Individual (student) interpreter behaviour can consequently be evaluated by colleagues and supervisors, which is important as interpreting is predominantly a solo profession. Peer and instructor evaluation offers a way for students to obtain insight in their professional development and to share their professional doubts with colleagues and supervisors. In other words, the theory provides a means to reflect on the choices the student interpreter makes in, specifically, DI settings. Reflection is a good instrument to unravel the professional choices a student makes and to monitor competence development (Van Berkel *et al.* 2014).

In a survey for a bachelor thesis with 30 certified NGT-Dutch interpreters, Bot (2015) found that this model can be applied by working interpreters in the Netherlands to monitor their own performance with a view to the three axes as proposed by Llewelyn-Jones and Lee (2013). She adopted the method used by Tate and Turner (2001), presenting problematic interpreting situations (three per axis, nine in total) to the interpreters and asking them (a) how they would act and (b) how they would locate their action on the axis (e.g. low presentation of self vs. high presentation of self). Bot's results revealed that actions overlapped considerably between interpreters, but that their perception of role-space (i.e. the room for manoeuvre) were quite different. Some perceived their interpreter's role as highly flexible ($n = 12$), some with moderate flexibility (i.e. limited to one or two axes; $n = 12$) and others indicated minimal flexibility ($n = 6$). Examples of the role-spaces are provided in Figure 4. The results indicate that role-space is variably perceived by interpreters, but that these perceptions do not always correspond to their actions in practice. Bot's (2015) investigation shows that even experienced sign language interpreters struggle with the boundaries of their professional role – what is legitimate and what is not (i.e. stepping out of the role)?

Figure 4. Interpersonal competencies for interpreter students, (a) high flexibility, (b) moderate flexibility and (c) minimal flexibility

Ultimately, the boundaries of the interpreter’s role-space are far from clear (see also Llewellyn-Jones and Lee 2013, 56). This emphasizes the importance of training the interpersonal competencies of student sign language interpreters, as these competencies are fundamental in establishing the interpreters’ role-space.

5. Interpersonal competencies in the UUAS interpreting courses

All competencies described above need of course to be developed by student interpreters. Table 1 presents an overview of our four-year programme arranged per year (period), interpreting course (Interpreting Skills 1 to 7) and competencies addressed in that course. INS stands for interpreting skills. The number of credits is indicated in brackets. One credit (ECTS) is 28 hours of study in total. For a description of the whole curriculum, see Appendix 2.

Table 1. Curriculum of Interpreting courses over the four years by competency. INS means interpreting skills. The number of credits is indicated in brackets. One credit (ECTS) is 28 hours of study in total

Year (period)	Course (ECTS)	Competencies						
		1.	2.	3.	4.	5.	6.	7.
1	(B)	INS 1 (5)	x	x		x	x	x
	(C)	Introduction to the profession						
		INS 2 (5)		x	x		x	x
2	(B)	Simultaneity/ Paraphrases						
	(D)	INS 3 (5) Translation			x	x	x	x
		INS 4 (5)			x	x	x	x
3	(C)	Consecutive						
	(D)	INS 5 (5)			x		x	x
	(CD)	Simultaneous interpreting of texts 1						
		INS 6 (5)				x	x	x
		Simultaneous interpreting of texts 2						
		Practice period (5)	x	x	x	x	x	x
3	(AB)	Observations						
	(AB)	INS 7 (10)	x	x	x	x	x	x
		Role space and role play						
		Practice period (20)	x	x	x	x	x	x
		Interpreting under supervision						

(1) Interpersonalcompetencies; (2) Organisational competencies; (3) Competentto collaborate with colleagues; (4) Competentto collaborate with clients and their environment; (5) Competent in reflection and development; (6) Competent in interpreting techniques and skills; (7) Vocational competencies

Table 1 shows that each interpreting course addresses different dimensions (e.g. knowledge, skill or attitude) of competencies 6 (competencies in interpreting skills and techniques) and 7 (vocational competencies). The level at which these competencies are addressed are from novice (year 1) through advanced beginner (years 2 and 3) to competent (year 4) (see Dreyfus' model in Figure 3). Other competencies are variably addressed depending on the content of the course.

The interpersonal competencies are mainly addressed towards the end of the four-year programme. However, in year one the students acquire basic knowledge about the interaction (e.g. models of interaction and sociolinguistic concepts are introduced), they gain insight in the essential attributes for interpreters, and the role of the interpreter is outlined in the context of the power or influence that the interpreter exerts in interpreting situations. In addition, in the first year, attitudinal and IPS are embedded in many courses besides the INS course (e.g. Deaf Studies, Ethics and Social Awareness). In the second and third year, the focus within INS courses is on the acquisition of translational skills and consecutive and simultaneous interpreting. Knowledge and skills relating to the development of interpersonal competence are embedded in other courses (e.g. study skills and career preparation and Deaf Studies). The fourth year places a strong emphasis on the integration of practical interpreting skills, professional attitude and IPS.

Interpreting skills course 7 (INS7) is the main course that we will focus on here, since in this course interpersonal relations are brought to light not only in theory, but also in practice in the form of assignments. These can take place both in the classroom (simulation) and in the Deaf community.

5.1 Detailed examples of educational materials

The learning outcomes of INS7 are formulated as follows:

At the end of this course, the student is able to interpret a conversation between two people who do not share the same language in a correct and professional way on a linguistic, sociolinguistic and psycholinguistic level.

Keywords: communication, interaction, roles, position.

Figure 5. Learning outcomes for course INS7

The course consists of in-class discussions of parts of the theory on role-space, during and after which the students practice by doing take-home assignments to figure out situations that fit the theoretical subject under discussion. These can be interpreting situations, but also random communicative settings, which can be found on the internet, for instance in TV discussion programmes, talk shows, interviews, conversations, etc. The students are required to analyse the chosen situation and formulate points of interest, such as approaches they may adopt and challenges they might encounter as interpreters in the relevant situation. Together with the instructor, the students are then asked to figure out a situation e.g. by writing a script. In each lesson, one situation is played out and interpreted: while in Period A there is a focus on interpersonal aspects (role-space) and the build-up to an interpreting situation, in Period B interpreting itself is in focus.

The development of skills in this course is also aligned to the Dreyfus' competency model (see Figures 2 and 3). The course is designed in such a way that there is ample room for questions and information exchange between students and instructor, who acts more as a coach. The interactive structure of this course serves the purpose of providing the students with as much insight into the basics of the offered theory as possible, as well as the opportunity to learn from the practical experience of their instructor.

The final assessment of the course consists of three parts: (a) an in-school interpreting session of a one-on-one conversation which is video recorded; (b) an analysis by the student her/himself on her/his positioning (role-spaces) during the recorded session; (c) an analysis of the student on interpreting content and techniques during the recorded session (e.g. linguistic elements and interruptions). Below we will offer two examples of assignments in IPS training from course INS7, in particular from the first and the third lesson in the course. The theory of role-space is discussed by viewing examples in practice.

5.1.1 *Lesson 1 in course INS7 – Introduction to the course:
Communication between people*

Learning outcomes:

At the end of this lesson, you will know what communication between two people implies, which rules are applied, and what these rules are based on.

The students study (via our e-learning environment, HUBL. See screenshot in **Figure 5** below) a webinar presentation by Llewellyn-Jones and Lee (2013).

Figure 6. Screenshot webinar Llewellyn-Jones and Lee (2013)

Students are given the following assignment:

During the in-class meeting, we will discuss the first part of the webinar (see Figure 5). Points of discussion will be:

- what rules are applied?
- what are these rules based on?
- what roles can people have when they are communicating?
- do you have a role? Do you *take* a role, or what happens?
- who or what decides how you view your role?
- how do you determine your view on your own role?
- what are the roles of the signer/speaker and of the addressee?
- how do people collaborate, from a psycholinguistic perspective?
- how do people collaborate, from a sociolinguistic perspective?

After a plenary discussion, you will work in small groups. The next assignment is:

Find on the internet a dialogue between two people, and analyse the conversation based on the points that were just discussed. Subsequently, discuss your in-group findings with the whole class. In subgroups again, name aspects you have recognized regarding the questions formulated above.

5.1.2 *Lesson 3 in course INS7. The roles of the interpreter according to Llewellyn-Jones and Lee, Roy and Bélanger*

Learning outcomes:

At the end of this lesson, you will know the theories developed by Llewellyn-Jones, Roy and Bélanger. You will apply theoretical concepts to practice during the discussions, and reflect on the choices made by participants in the role-play.

During this lesson, we will discuss the following aspects of the webinar assignment (timecode: 17.07–24.08):

- the roles of an interpreter;
- the influence of the interpreter's behaviour on the interpreting setting;
- the interpreter's role according to Lee and Llewellyn-Jones;
- the interpreter's role according to Bélanger.

How can we operationalize the concept of 'role' in such a way as to demonstrate what has actually happened during a successful interaction?

The following quote by Lee and Llewellyn-Jones (2009, 6) is discussed:

There cannot be one right approach to all interactions. To talk of "stepping out of role" is to miss the point. Interpreters are human beings with specialist communication skills and one can't step out of being a human being. Is it possible that the notion of "role" is simply a construct that interpreters have hidden behind to avoid their individual responsibility for professional decision-making? If there are no clear rules to follow, what is there to regulate an interpreter's behaviour? What ensures that the interpreter always acts professionally? The answer, we would suggest, is integrity.

At the end of the lesson, a short role-play (RP) is performed in which the discussed elements (their occurrence, their influence, and the consequences thereof) are evaluated. The interpreters in the RP will be evaluated based on interaction, role-spaces, consequences of their choices, etc. The emphasis is not on linguistic and interpreting skills, as these will be discussed in the second half of the course.

5.1.3 *Role-play and assessment criteria*

Finally, we would like to briefly present here the RPs. The instructions to the students for this part of the course can be summarized as follows:

Imagine a situation with sufficient learning elements (see checklist).⁶ When one RP is chosen in class, the student describes the situation, and provides

6. The checklist is not provided here, for reasons of space. The learning elements are anchored in the theory the students have studied in Period A, and based on the acquired knowledge.

information about the roles to the whole group. This student will not interpret her/his own script. When a student is the interpreter in a RP, this student will ask for specific feedback from fellow students who are observing. When observing, students use a checklist with aspects that have been discussed from the role-space theory. For evaluations of all RPs during this module, attention is paid to, and feedback provided on, the following interpreting elements (in random order): processing time, cohesion, positioning, turn taking and giving, interruption, summarizing, lexical retrieval capacity, grammatical capacity, register, interpreting in a culturally appropriate way, affect, prosody, articulation of signs.

The evaluation criteria used for the RPs (for Periods A and B) are provided in Appendix 3.

One such role play scenario submitted by a student is the following example. There are three role players (one hearing, two deaf), one interpreter and two observers, who note down instances and examples that can be displayed on the axes used in the Role Space theory. The scenario is:

A (hearing) real-estate agent is showing a house to two deaf prospective buyers; there is an NGT interpreter present. The house is an old monument and the deaf clients will want to know details about specific rules for remodelling. The interpreter will have prepared briefly beforehand with the deaf clients about which questions they plan to ask.

The next elements are to be discussed in class: (a) What is the aim of the situation? (b) What is the aim of the deaf clients? (c) What do (a) and (b) imply for the interpreter? (d) which aspects were noted by the observers?

Beforehand, the student who submits the scenario has to describe, and submit to the teacher, the expected challenges and points of attention according to the theory of Role Space, and discuss expected linguistic and interpreting technical aspects. For instance, s/he has to write down which Role Space elements are expected to play a role in this specific situation, and why. In this case, the student submitted: presentation of self (only when the hearing person talks too quickly), interaction management (introduction of role of interpreter to hearing client, role of visual attention) and alignment (interpreter in middle position). Linguistic aspects that were put forward were the formal register, and the specific terminology that is used with sales of monumental houses. Expected interpreting techniques: while visiting the house, the people will be walking around and pointing out specific features; the challenge for the interpreter is to notice all talk/gestures of the hearing agent and at all times be visible to the two deaf clients. The (student) observers find it very difficult to pinpoint details in the three domains (role-space, linguistic and technical aspects), and in the beginning need much support from the teacher. There is a tendency in the observers to focus on linguistic aspects (rule-based), and less on contextual issues. The examples chosen by the observers are discussed with the

whole class. Following Bélanger's interaction patterns the interpreter in the RP is asked why a certain behaviour was shown (related to demand/control and teleological/deontological aspects). The discussion will focus on raising the students' awareness of the key role of *interaction*. Students need to internalize that each and every situation asks for specific actions by the interpreter.

6. Concluding remarks

In this chapter, we have described how we have implemented new didactics for teaching interpersonal skills to student sign language interpreters. Research to date shows that, besides good linguistic skills, good attitude (i.e. willingness to cooperate with the deaf client, trust, respect, personal character) is important in deaf clients' understanding of good interpreting (Edwards et al. 2005; Napier 2011). Therefore, we explicitly address the development of interpersonal competence by means of reflecting on the interpreter's role in dialogue settings. The theory of role-space (Llewellyn-Jones and Lee 2014) provides a means for reflection on the choices students (and professional) interpreters make in interpreting settings. Insights into the construction, functions and forms of role-spaces, and continued reflections on the choices that (student) interpreters have to make during interpreting situations enhance our students' awareness about professional challenges. In referring back to Leeson et al. (2011, 2), Napier (2013, 156) posited that we need "[s]econd-generation research that investigates what students and professionals do with the knowledge gleaned from first-generation research (i.e. how they actually enact their roles in practice in comparison with what they have learned)", first generation research being, for instance, comparisons between student and professional performances.

In order for us to further improve the quality of our dialogue interpreting education, in the near future, we will study the effects of our new didactics on the students' performances.

Appendix 1. The Dutch education system

Figure 7. Overview of the Dutch education system (CIEB 2009)

Brief explanation:

Kindergarten (not in Figure) starts at 2.5 years and is optional. Primary school starts at 4 years (groups 1, 2) and becomes obligatory at the age of 6 (group 3). CITO examination is a national test that all children take before they go to secondary education. VMBO and MBO are professional education programmes, whereas HAVO and VWO prepare for professional bachelors and masters (HAVO) and academic post-graduate and graduate programmes (VWO). It is possible to go from, for example, VMBO to HAVO, or from HAVO to VWO, etc. PhD programmes follow research masters, and usually last three to four years. The Dutch SLI programme is a HBO bachelor programme, with the possibility to follow a master in Deaf Studies afterwards.

Appendix 2. Curriculum of the Interpreter NGT bachelor programme at ISLD, UUAS

1 ECTS is 28 hours of study for the student (7 in-class teaching hours and 21 of self-study / homework, etc.)

NGT Interpreter Curriculum
Hogeschool Utrecht, University of Applied Sciences

Eight semester program, each semester consists of two periods of 10 weeks. Fifth period E is for summer courses and exam resits.

Four year bachelor program, 240 ects (1 ects = 28 hours of study for student, approx. 7 hours in-class contact, 21 hours of independent learning)

First year

Period A	Period B	Period C	Period D
NGT-A (10)	NGT-B (5)	NGT-C (10)	NGT-D (5)
Deaf Studies 1 (5)	Interpreting skills 1 (5)	Interpreting skills 2 (5)	Social awareness (5)
			Linguistics 1 (5)
Study skills and Career preparation (STB) 1 (5)			
Total (60)			

NB: (5) means: 5 ects

Second year

Period A	Period B	Period C	Period D
NGT-E (5)	NGT-F (5)	NGT-G (10)	NGT-H (5)
	Interpreting skills 3 (5)		Interpreting skills 4 (5)
Linguistics 2 (10)		Deaf Studies 2 (10)	
Study skills and Career preparation (STB) 2 (5)			
Total (60)			

Third year

Period A	Period B	Period C	Period D
Minor (30)		NGT-I (10)	
		Interpreting skills 5 (5)	Interpreting skills 6 (5)
		Practice Period A (5)	
Study skills and Career preparation (STB) 3 (5)			
Total (60)			

Fourth year

Period A	Period B	Period C	Period D
NGT-J (10)		Bachelor thesis research (15)	
Interpreting skills 7 (10)			
Practice Period B (20)			
Study skills and Career preparation (STB) 4 (5)			
Total (60)			

Figure 8. Curriculum of the NGT interpreter bachelor programme (Student Handbook Interpreter NGT 2014-2015)

Appendix 3. Evaluation criteria INS7, UUAS: Role-place and Interpreting skills

1. Role-space		
The elements below focus on facilitation as a result of student's behaviour/actions, and on the student's professional choices during the interpreting process. E.g. How does s/he intervene? How does this influence the situation? Is turn-taking smooth? Etc.		
A	From the start of the interpreting situation the student acts in a professional way. I.e.: appropriate introduction, ensuring equal opportunity to deaf client to profile her/himself, behave in such a way that the hearing client quickly becomes used to working with an interpreter and communicating with a deaf person.	0 1 2 3 4
B	The student adjusts to the prevailing [deaf and hearing, ethnic] culture and [status] relationship of the clients and the [formal, informal] situation.	0 1 2 3 4
C	The student's behaviour is such that clients can have an optimal conversation.	0 1 2 3 4
D	The turn-taking management is appropriate to the relationship between the participants in the conversation.	0 1 2 3 4
Total	Max 16 points pass at 55% = 9 points	
2. Interpreting skills		
The elements below focus on the quality of the translations.		
A	Correct processing time	0 1 2 3 4
B	Lexical retrieval and grammar	0 1 2 3 4
C	Correct equivalency	0 1 2 3 4
D	Cohesion in translations	0 1 2 3 4
E	Correct use of NGT / Sign Supported Dutch / Dutch, (appropriate to clients and situation)	0 1 2 3 4
F	Turn-taking management/coordination, including interruptions.	0 1 2 3 4
Remarks		
Total	Max 24 points pass at 55% = 13 points	

Figure 9. Evaluation criteria for course interpreting skills 7 – interpreting a one-on-one conversation