

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**Second Term, 2025-26**

**Course Code and Title:** BMBL 3002 Introduction to Sign Language Interpreting 手語傳譯導論

**Description:**

This course aims to provide a first introduction to sign interpreting to students with no prior training of the subject. Different modes of interpreting (e.g. sight translation, consecutive interpreting, simultaneous interpreting) and different models of sign language interpreting will be discussed. Discourses commonly found in local sign interpretation will be introduced (e.g. health, education, legal, social work, business and government, etc.). As an international development, the roles of Deaf interpreters to serve a broader purpose of communication are highlighted. Students are expected to be able to compare the development of local sign interpreting to that of Mainland China, Macau, and other countries.

本課程旨在為未受過手語傳譯培訓的學生提供手語傳譯的基本介紹。本課程將討論不同的傳譯方式（如視譯、接續傳譯、同步傳譯）和不同的手語傳譯模式，介紹本地手語傳譯中常見的語境（如健康、教育、法律、社會工作、商業和政府等）。本課程強調聾人譯者的角色在溝通上的重要性，追隨國際間的手語傳譯專業發展。學生將會比較本地手語傳譯與中國大陸、澳門及其他國家的進程。

**Content, Highlighting Fundamental Concepts**

Topic	Contents / Fundamental Concepts
<b>Modes of Interpreting</b>	Sight translation, consecutive interpreting, and simultaneous interpreting serve different purposes in communication access. Sight translation provides signers instant access to written text. Apart from competing in their time duration of interpreting, consecutive and simultaneous interpreting also differ in terms of its translation production clarity and appropriate use in different discourse.
<b>Practitioner Models of Sign Language Interpreting</b>	Answering the needs of service consumers, practitioner models of sign language interpreting develop from helper model, machine model, communication facilitator model, bilingual-bicultural model, to nowadays ally model. Seeming to be rarely adopted, the accomplice model offers a different possibility against structural oppression.
<b>Discourses, Demands, and Controls</b>	Different discourses call for different demands and qualifications of interpreters. They have to equip themselves with different types of knowledge, both encyclopedic and specialized, in order to relay the messages between their service consumers. Interpreters have to be alert to the register choice, as well as the intended and extended meaning implied in different discourses to control their own output through different cognitive resources to meet different ongoing changing demands. On top of Hong Kong Sign Language and Cantonese, other languages, like English and Mandarin, might also be a different demand due to the post-colonial status of our city.
<b>Deaf Interpreters</b>	Deaf interpreters have been introduced as unimodal interpreters in international conferences and as language experts in regional settings. The wide use of deaf interpreters has become an international trend providing better access to the service consumers, especially for those who are Deaf-Blind, elderly Deaf, Deaf-plus, Deaf children, and Deaf foreigners. In terms of human rights empowerment, their roles also serve the purpose of Deaf individuals as language models.

## Learning Outcomes

Students completing this course will achieve a basic understanding that:

1. Different modes of interpreting (e.g., sight translation, consecutive interpreting, and simultaneous interpreting) serve different purpose in communication access;
2. Quality assessment of translation and interpretation products in the essence of faithfulness, expressiveness, and elegance;
3. Due to the minority status of the Deaf community and development of their service demand, different models of sign language interpreting are developed;
4. Sign language interpreters have to equip themselves with and respond to different demands in the discourse setting where control schemas can apply to resolve expected and unexpected circumstances;
5. The roles of Deaf interpreters have been serving a broader purpose of language communication and it is also a form of human rights empowerment.

## Learning Activities

Lecture in /out class	Interactive tutorial in /out class	Field-trip & Deaf activities in /out class	Projects (Presentation) in /out class	Web-based teaching in /out class	Other: Reading in /out class
24 hr	13 hr	4 hr	2 hr    8 hr	3 hr	13 hr
M	M	M	M    O	M	M

M: Mandatory activity in the course

O: Optional activity

## Assessment Scheme

Tasks	Description	Weight
E-learning & Class Participation <sup>#</sup>	Students' active participation in E-learning and class discussion.	10%
Tutorial Presentation** [Group]	Students take turns to analyze an <b>assigned reading</b> . They will present a short critical review of the article and lead a discussion during the <b>tutorial</b> . Any visual aids are welcome.	15%
Experiential Learning*	Students join one <b>HKSL-Cantonese interpreted Deaf activity</b> which involves at least one sign language interpreter; and fill-in a <b>worksheet</b> reflecting concepts learnt in class and at least one aspect of such an activity that impacts them most. The interpreted activity should be face-to-face. Pre-recorded translation videos are out of the scope of this learning activity. <i>The due date of this worksheet is two weeks away from the observation date.</i>	15%
Practical Assignment*	Students are required to submit ONE assignment of <b>translation analysis</b> with a source text and a target text assigned.	20%
Term Project** [Group]	The project adopts a <b>group translation task</b> requiring students to translate a source text into target text. A structural analysis on these texts follows with an oral presentation.	40%

\* Late submission of assignments will have points deducted by 10% each day.

\*\* Missing any oral presentations without providing legitimate reasons with proof will result in 0 points assigned automatically.

# Students are encouraged to be punctual and there is a 15-minute allowance beyond which time the attendance is counted as zero. Points will be deducted from E-learning & Class Participation.

**Assessment Rubric**

Tasks	Grading Criteria	Points Available	Total Points
E-learning & Class Participation	Completion of MCQ/Short Questions	1 for completion 0 for no attempt	10
Tutorial Presentation [Group]	Effectiveness of summary	20	100
	Completeness of analysis	30	
	Depth and accuracy of discussion	30	
	Interaction with audience	10	
	Use of academic language and presentation skills	10	
Experiential Learning	Demographic of the observed event	30	100
	Completeness of analysis upon class contents	40	
	Depth and accuracy of reflection	30	
Practical Assignment	Effectiveness of summary	10	100
	Completeness of analysis	40	
	Depth and accuracy of discussion	20	
	Reflection	20	
	Use of academic language	10	
Term Project [Group]	Introduction and research objectives	10	100
	Analysis of data	30	
	Discussion and interpretation of data	30	
	Suggestions and conclusion	20	
	Language and organization; citations	10	

**Grade Descriptors**

Grades	General Performance
<b>Outstanding A</b>	<ul style="list-style-type: none"> <li>Outstanding performance on all learning outcomes;</li> <li>Competent in theorisation, generalization, hypothesization, and reflection upon issues;</li> <li>Skilled in creating hypotheses and generating proposals to tackle issues with unanticipated extension.</li> </ul>
<b>Excellent A-</b>	<ul style="list-style-type: none"> <li>Generally outstanding performance on all (or almost all) learning outcomes;</li> <li>Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories;</li> <li>Good at applying issues to relevant social contexts and predicting logically related outcomes.</li> </ul>
<b>Good B</b>	<ul style="list-style-type: none"> <li>Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance;</li> <li>Able to enumerate, describe, list, and clarify concepts and topics;</li> <li>Capable of examining a topic from multiple perspectives.</li> </ul>
<b>Fair C</b>	<ul style="list-style-type: none"> <li>Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses;</li> <li>Able to state, recognize, recall, and tell single points of topics of discussion.</li> </ul>
<b>Inadequate D</b>	<ul style="list-style-type: none"> <li>Barely satisfactory performance on a number of learning outcomes;</li> <li>Barely able to state, recognize, recall, and tell single points of topics of discussion.</li> </ul>
<b>Fail F</b>	<ul style="list-style-type: none"> <li>Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements;</li> <li>Missing the points.</li> </ul>

**Learning Resources for Students**

There will be:

- Handouts and reading materials to enhance understanding of the fundamental concepts about sign interpreting research;
- Micromodules on various topics to clarify issues surrounding deafness, sign language, and translation to stimulate students' critical analysis of the social situations involving sign interpreting.

### A. Textbooks

- 陳意軒. (2022). 《手語譯者的育成筆記》. 手民出版社.
- Holcomb, T. K., & Smith, D. H. (Eds.). (2018). *Deaf eyes on interpreting*. Gallaudet University Press.
- Stone, C., Adam, R., de Quadros, R., & Rathmann, C. (Eds.). (2022). *The Routledge handbook of sign language translation and interpreting*. Routledge.

### B. Books and Articles

- Agrifoglio, M. (2004). Sight translation and interpreting: A comparative analysis of constraints and failures. *Interpreting*, 6(1), 43-67.
- Baker-Shenk, C. (1991.) *The interpreter: Machine, advocate, or ally?* National Consortium of Interpreter Education Centers (NCIEC). Retrieved at <http://www.interpretereducation.org/wp-content/uploads/2014/04/The-Interpreter-Machine.pdf>
- Boudreault, P. (2005). Deaf interpreters. In T. Janzen (Ed.), *Topics in signed language interpreting: Theory and practice* (pp. 323-355). John Benjamins.
- Dean, R., & Pollard, R., Jr. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace Independent Publishing Platform.
- Dean, R. K., & Pollard, R. Q. Jr. (2005). Consumers and service effectiveness in interpreting work: A practice profession perspective. In Marschark, M., Peterson, R., & Winston, E. A. (Eds.), *Sign language interpreting and interpreter education: Directions for research and practice* (pp. 259-282). Oxford University Press.
- Dickinson, J., & Turner, G. H. (2008). Sign language interpreters and role conflict in the workplace. In Valero-Garcés, C., & Martin, A. (Eds.), *Crossing borders in community interpreting: Definitions and dilemmas* (pp. 231-244). John Benjamins.
- Forestal, E. (2004). The emerging professionals: Deaf interpreters and their views and experiences on training. In Marschark, M., Peterson, R., & Winston, E. A. (Eds.), *Sign language interpreting and interpreter education: Directions for research and practice* (pp. 235-258). Oxford University Press.
- Geer, S. S. (2003). When "equal" means "unequal" - and other legal conundrums for the Deaf community. In Lucas, C. (ed.), *Language and the law in Deaf communities* (pp. 82-167). Gallaudet University Press.
- Hurwitz, T. A. (2008). Foreword. In Hauser, P. C., Finch, K. L., & Hauser, A. B. (Eds.), *Deaf professionals and designated interpreters: A new paradigm* (pp. vii-x). Gallaudet University Press.
- Kurz, K. B., & Langer, E. C. (2004). Student perspectives on educational interpreting: Twenty Deaf and Hard of Hearing students offer insights and suggestions. In Winston, E. (Ed.), *Educational interpreting: How it can succeed* (pp. 9-47). Gallaudet University.
- McIntire, M. L., & Sanderson, G. R. (2015[1995]). Who's in charge here? Perceptions of empowerment and role in the interpreting setting. In Roy, C. B., & Napier, J. (eds.), *The sign language interpreting studies reader* (pp. 327-337). John Benjamins.
- Morgan, E. F. (2008). Interpreters, conversational style, and gender at work. In Hauser, P. C., Finch, K. L., & Hauser, A. B. (Eds.), *Deaf professionals and designated interpreters: A new paradigm* (pp. 66-80). Gallaudet University Press.
- Morgan, P., & Adam, R. (2012). Deaf interpreters in mental health settings: Some reflections on and thoughts about Deaf interpreter education. In Swabey, L., & Malcolm, K. (eds.), *In our hands: educating healthcare interpreters* (pp. 190-208). Gallaudet University Press.
- Oatman, D. (2008). Designated interpreter-Deaf chief executive officer: Professional interdependence. In Hauser, P. C., Finch, K. L., & Hauser, A. B. (Eds.), *Deaf professionals and designated interpreters: A new paradigm* (pp. 165-179). Gallaudet University Press.
- Patel, N. (2010). Speaking with the silent: Addressing issues of disempowerment when working with refugee people. In Tribe, R., & Raval, H. (eds.), *Working with interpreters in mental health* (pp. 219-237). Routledge.
- Roy, C. B. (2002[1993]). The problem with definitions, descriptions, and the role metaphors of interpreters. In Pöschhacker, F., & Shlesinger, M. (eds.), *The interpreting studies reader* (pp. 344-353). Routledge. [*Journal of Interpretation*, 6(1), 127-154.]
- Russell, D. (2005). Consecutive and simultaneous interpreting. In Janzen, T. (Ed.), *Topics in signed language interpreting: Theory and practice* (pp. 135-164). John Benjamins.
- Schick, B. (2004). How might learning through an educational interpreter influence cognitive development? In Winston, E. (Ed.), *Educational interpreting: How it can succeed* (pp. 73-88). Gallaudet University.
- Shunsuke, I. (2015[1968]). Interpreting to ensure the rights of deaf people: Interpreting Theory. In Roy, C. B., & Napier, J. (eds.), *The sign language interpreting studies reader* (pp. 17-21). John Benjamins. [*Japanese Newspaper for the Deaf*, July 1, 1968]
- SLCO Community Resources (2023). A guide to serving Deaf and hard-of-hearing people for mental health practitioners. SLCO Community Resources Limited. <https://www.slco.org.hk/files/A-Guide-to-Serving-Deaf-and-Hard-of-hearing-People-for-Mental-Health-Practitioners.pdf>

Swabey, L. & Nicodemus, B. (2011). Bimodal bilingual interpreting in the U.S. healthcare system: A critical linguistic activity in need of investigation. In Nicodemus, B., & Swabey, L. (ed.), *Advances in interpreting research* (pp. 241-260). John Benjamins.

Swabey, L., Nicodemus, B., & Moreland, C. (2014). An examination of medical interview questions rendered in American Sign Language by Deaf physicians and interpreters. In Nicodemus B., & Metzger, M. (eds.), *Investigations in healthcare interpreting* (pp. 104-127). Gallaudet University Press.

Tate, G., & Turner, G. H. (2002[1997]). The code and the culture: Sign language interpreting - In search of the new breed's ethics. In Pöschhacker, F., & Shlesinger, M. (eds.), *The interpreting studies reader* (pp. 372-384). Routledge. [*Deaf Worlds*, 13(3)]

United Nations. (n.d.) Convention on the Rights of Persons with Disabilities. Retrieved at <https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx>

Winston, E. A. (2004). Interpretability and accessibility of mainstream classrooms. In Winston, E. (Ed.), *Educational interpreting: How it can succeed* (pp. 132-168). Gallaudet University.

嚴復. (1897). 譯例言. 《天演論》. 商務印書館 1930.

### **C. Additional Reading**

Alcon, B. J., & Humphrey, J. H. (2007). *So you want to be an interpreter? An introduction to sign language interpreting* (4th ed.). H&H Publishing.

Chan, Y. H. (2024). *A Deaf Take on Non-Equivalence in Written Chinese Translation*. Routledge.

Napier, J., McKee, R., & Goswell, D. (2010). *Sign language interpreting: Theory and practice in Australia and New Zealand* (2nd ed.). Federation Press.

### **D. Journals**

Journal of Interpretation Research (Sage)

Journal of Interpretation (JOI - RID)

Interpreting (John Benjamins/JB)

Forum International Journal of Interpretation and Translation (JB)

Translation and Interpreting Studies (ATISA)

Translation and Translanguaging in in Multicultural Contexts (JB)

Sign Language Translation and Interpreting Studies (Academia.edu)

WFD Interpreting Information

### **E. Online Resources**

Instagram: @AccessWus, @HKIDFF

YouTube Channels: Brainfood, Deaf Classroom HK, HKSLized, HKSL From Deaf Star

### **Feedback for Evaluation**

1. There will be a midterm evaluation for the instructor to obtain students' feedback.
2. There is an end-of-term course evaluation.

### **A Facility for Posting Course Announcements**

Blackboard will be used to distribute the reading materials and course handouts, as well as to support discussions among students.

### **Course Schedule**

Wk	Date	Assessment	Topics	Readings / #Tutorial Reading
1	Jan 6		Orientation and Introduction	陳意軒 (2022) 第一章、第二章 Dean & Pollard (2005) #Treviño & Quinto-Pozos (2002) in Stone et al. (eds.) Ch. 1
2	Jan 13		Interpreting as A Human Right	Shunsuke (2015[1968]) United Nations (n.d.) CRPD #Patel (2010) Sze et al. (2022) in Stone et al. (eds.) Ch. 28

Wk	Date	Assessment	Topics	Readings / #Tutorial Reading
3	Jan 20	Sign-Up for Tutorial Presentation (Due Jan 20 by 17:15)	Modes of Interpreting and Cognitive Processing	陳意軒 (2022) 第七章 Agrifoglio (2004) Russell (2005) #Rodrigues (2022) in Stone et al. (eds.) Ch. 14 Wong (2022) in Stone et al. (eds.) Ch. 3
4	Jan 27		Ethics and Professionalism	陳意軒 (2022) 第六章 Geer (2003) Tate & Turner (2002[1997]) #Kurz & Hill (2018) in Holcomb & Smith (Eds)
5	Feb 3		Models of Sign Language Interpreting	Roy (2002[1993]) McIntire & Sanderson (2015[1995]) #Baker-Shenk (n.d.) 嚴復 (1897)
6	Feb 10		Discourse and Demands (1) - Healthcare Settings	Dean & Pollard (2013) Shaffer (2022) in Stone et al. (eds.) Ch. 20 #Swabey, Nicodemus, & Moreland (2014)
	Feb 17	<b>Lunar New Year's Day</b>		
7	Feb 24	Practical Assignment (Due Feb 24 by 23:59)	Discourse and Demands (2) - Mental Health Settings	#Hamerdinger & Crump (2022) in Stone et al. (eds.) Ch.21 Morgan & Adam (2012) SLCO Community Resources (2023)
	Mar 3	<b>Reading Week</b>		
8	Mar 10	Name list for Term Project (Due Mar 10 by 17:15)	Discourse and Demands (3) - Public Service Settings	Wilks (2022) in Stone et al. (eds.) Ch. 15 Skinner & Monteoliva-García (2022) in Stone et al. (eds.) Ch. 22 #Brunson et al. (2022) in Stone et al. (eds.) Ch. 23
9	Mar 17		Discourse and Demands (4) - Educational Settings	Winston (2004) Kurz & Langer (2004) #Kurz (2022) in Stone et al. (eds.) Ch. 26 Schick (2004)
10	Mar 24		Discourse and Demands (5) - Business Settings	#Dickinson & Turner (2008) Morgan (2008)
11	Mar 31		<b>Guest Speaker (TBC):</b> Deaf Interpreters and Advocacy in Hong Kong	Hurwitz (2008) Oatman (2008) #Hauser et al. (2022) in Stone et al. (eds.) Ch 18 陳意軒 (2022) 第八章、第十章 #Forestal (2004)
12	Apr 7	<b>Day off for Easter Monday</b>		
13	Apr 14	Oral Presentation for Group Project (in-class)		
	Apr 21	Experiential Learning Report - Due two weeks away from the date of observation (Last submission by Apr 21, 23:59)		

**Teacher's or TA's Contact Details**

<b>Instructor</b>	
Name:	Ms. Cat H.-M. FUNG (she/her, hearing)
Office Location:	n/a
Telephone:	n/a
Email:	hiumancatfung@cuhk.edu.hk
Teaching Venue:	ERB 401 Tuesdays 14:30-17:15
Website:	n/a
Other Information:	Individual or group meetings will be scheduled with emails in advance

<b>Teaching Assistant</b>	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other Information:	

**Academic Honesty and Plagiarism**

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgments and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having

committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

### Use of Generative AI Tool

Attention is drawn to University policy and regulations on Use of Artificial Intelligence Tools in Teaching, Learning and Assessments, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at [https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students\\_use-of-AI-tools.pdf](https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf).

In this course, **the use of AI tools is allowed with explicit acknowledgement and proper citation**. All the work students submit for assessment should be STUDENT'S OWN ORIGINAL work. Asking AI tools to do the assignment and submitting the work generated by any AI tools, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If any students have decided to use GenAI tools, they are required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA style). A declaration must be attached at the end of the assignment:

*"I/We declare that AI tools have been used to prepare the submitted work. The AI tools used and the manner in which they were used are as follows: \_\_\_\_\_"*

*"I have kept a record of my use of AI tools, including the specific tool(s) used, the prompts submitted, and responses generated. I understand that my teachers may ask me to provide this information."*

### Guideline on sharing lecture recordings

- The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
- Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

<End>