The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2026-27

Course Code:	BMBL 3002
Title in English:	Introduction to Sign Language Interpreting
Title in Chinese:	手語傳譯導論

Course 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。

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.

Course Syllabus

Topic	Contents / Fundamental Concepts
Modes of Interpreting	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.
Practitioner Models of Sign Language Interpreting	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.
Discourses, Demands, and Controls	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.

Topic	Contents / Fundamental Concepts
Deaf Interpreters	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 Activities

Lecture		Interactive tutorial		Field-trip & Deaf activities		Projects (Presentation)		Web-based teaching		Other: Reading	
in /out class		in /out class		in /out class		in /out class		in /out class		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[#]	Students' active participation in E-learning and class discussion. MCQ's and short questions will be given to students during in-class activities.	10%
Tutorial Presentation [*Group*]	Students take turns to analyze an **assigned reading**. They will present a short critical review of the article and lead a discussion during the **tutorial**. Any visual aids are welcome.	15%
Experiential Learning	Students join one **HKSL-Cantonese interpreted Deaf activity** which involves at least one sign language interpreter; and fill-in a **worksheet** 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. *The due date of this worksheet is two weeks away from the observation date.*	15%
Practical Assignment	Students are required to submit ONE assignment of **translation analysis** with a source text and a target text assigned.	20%
Term Project [*Group*]	The project adopts a **group translation task** requiring students to translate a source text into target text. A structural analysis on these texts follows with an oral presentation.	40%

[#] 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.

Late Submission Policy

Assessment Task	Extension Allowed	Possible Descriptions
E-learning & Class Participation	No	No extensions will be granted. Late submissions will not be graded.
Tutorial Presentation	No	No extensions will be granted. Late submissions will not be graded.
Experiential Learning	Yes	Unless an extension is granted, late submissions will result in a deduction of 10% of the marks awarded per day, with no marks to be given for a delay beyond 5 calendar days. Extension requests, supported by appropriate documentation, should be submitted to the

		course teacher for approval at least one week before the deadline in writing. Only unforeseen or exceptional circumstances beyond a student's control will be considered.
Practical Assignment	Yes	Unless an extension is granted, late submissions will result in a deduction of 10% of the marks awarded per day, with no marks to be given for a delay beyond 5 calendar days. Extension requests, supported by appropriate documentation, should be submitted to the course teacher for approval at least one week before the deadline in writing. Only unforeseen or exceptional circumstances beyond a student's control will be considered.
Term Project	No	No extensions will be granted. Late submissions will not be graded.

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	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	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	

Required and recommended readings

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

Abulhab, A., & Pinto, R. M. (2022). Teaching note—Critical issues in sign language interpretation for social work practice. *Journal of Social Work Education, 58*(4), 809-816.
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
Ballentine, P. M., Dixon, L. K., Eberwein, A. A., & Clark, M. D. (2025). Exploring Perceptions of Beliefs and Attitudes Toward Deaf Interpreters. *Journal of Interpretation, 33*(1), 1-15
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.

Harrelson, P. B, Nicodemus, B.S. (2022). "It felt like having a second job": Perspectives from deaf professionals on communication equity in the workplace. *Journal of the American Deafness and Rehabilitation Association, 55*(1), 1-35.

Haug, T., Botempo, K., Leeson, L., & Napier, J. M. (2017). Deaf leaders' strategies for working with signed language interpreters: An examination across seven countries. *Across Language and Cultures, 18*(1), 107-131. DOI:10.1556/084.2017.18.1.5

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.

O'Brien, D., Hodge, G., Gulamani, S., & Rowley, K. (2023). Deaf professionals' perceptions of 'trust' in relationships with signed language interpreters. *The International Journal of Translation and Interpreting Research, 15*(2), 25-42. DOI:10.12807/ti.115202.2023.a02

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 Pöchhacker, 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 Pöchhacker, 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. The Online Course and Teaching Evaluation (OCTE) survey will be conducted upon the last few teaching weeks of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.
2. Students are welcome to give feedback to the course teacher at any time in person or through emails.

Grade Descriptors

Grades	General Performance
Outstanding A	● Outstanding performance on all learning outcomes; ● Competent in theorisation, generalization, hypothesization, and reflection upon issues; ● Skilled in creating hypotheses and generating proposals to tackle issues with unanticipated extension.
Excellent A-	● Generally outstanding performance on all (or almost all) learning outcomes; ● Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories; ● Good at applying issues to relevant social contexts and predicting logically related outcomes.
Good B	● 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; ● Able to enumerate, describe, list, and clarify concepts and topics; ● Capable of examining a topic from multiple perspectives.
Fair C	● Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses; ● Able to state, recognize, recall, and tell single points of topics of discussion.
Inadequate D	● Barely satisfactory performance on a number of learning outcomes; ● Barely able to state, recognize, recall, and tell single points of topics of discussion.

Grades	General Performance
Fail **F**	● Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ● Missing the points.

Course Schedule

Wk	Date	Assessment	Topics	Readings / #Tutorial Reading
1	Sept 9		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	Sept 16		Interpreting as A Human Right	Shunsuke (2015[1968]) United Nations (n.d.) CRPD #Patel (2010) Sze el al. (2022) in Stone et al. (eds.) Ch. 28
3	Sept 23	Sign-Up for Tutorial Presentation (Due Sept 23 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	Sept 30		Ethics and Professionalism	陳意軒 (2022) 第六章 Geer (2003) Tate & Turner (2002[1997]) #Kurz & Hill (2018) in Holcomb & Smith (Eds)
5	Oct 7		Models of Sign Language Interpreting	Roy (2002[1993]) McIntire & Sanderson (2015[1995]) #Baker-Shenk (n.d.) 嚴復 (1897)
6	Oct 14		Discourse and Demands (1) - Healthcare Settings	Dean & Pollard (2013) Shaffer (2022) in Stone et al. (eds.) Ch. 20 #Swabey, Nicodemus, & Moreland (2014)
7	Oct 21	Practical Assignment (Due Oct 21 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)
8	Oct 28	Name list for Term Project (Due Oct 28 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 #Abulhab & Pinto (2022)
9	Nov 4		Discourse and Demands (4) - Educational Settings	Winston (2004) Kurz & Langer (2004) #Kurz (2022) in Stone et al. (eds.) Ch. 26 Schick (2004)

Wk	Date	Assessment	Topics	Readings / #Tutorial Reading
10	Nov 11		Discourse and Demands (5) - Business Settings	Dickinson & Turner (2008) Morgan (2008) #Harrelson & Nicodemus (2022)
11	Nov 18		Guest Speaker: Deaf Interpreters and Advocacy in Hong Kong	陳意軒 (2022) 第八章、第十章 Forestal (2004) #Ballentine et al. (2025)
12	Nov 25		Designated Interpreter	Hurwitz (2008) Hauser et al. (2022) in Stone et al. (eds.) Ch 18 #Haug, Botempo, Leeson, & Napier (2017) Oatman (2008) O'Brien et al. (2023)
13	Dec 2	Oral Presentation for Group Project (in-class)		
	Dec 9	Experiential Learning Report - Due two weeks away from the date of observation (Last submission by Dec 9, 23:59)		

Key:
- Reading for tutorial presentation

Teacher's or TA's Contact Details

Instructor	
Name:	Ms. Cat H.-M. FUNG (she/her, hearing)
Office Location:	n/a
Telephone:	n/a
Email:	hiumancatfung@cuhk.edu.hk
Teaching Venue:	LDS 214 Wednesdays 14:30-17:15
Website:	n/a
Other Information:	Individual or group meetings will be scheduled with emails in advance

Teaching Assistant	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other Information:	

Details of course website

https://ling.cuhk.edu.hk/programmes/undergraduate-programme/major-programme-in-bimodal-bilingual-studies/

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.

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>