

## **Signed Language Interpreter Reading Survey**

### **1. Welcome**

Dear colleague,

Thank you for your willingness to participate in our research study on the reading habits of American Sign Language-English interpreters.

The questionnaire consists of 68 multiple-choice and short answer questions and takes approximately 15-20 minutes to complete. You can complete the questionnaire in more than one sitting. If you exit the survey and return later, you will be taken to the page you last visited. Your participation is completely voluntary and you may withdraw from the study at any time. Unfinished surveys will not be included in the data analysis.

Your responses will be kept strictly confidential and any identifying information will be eliminated in the reporting of the results. There are no foreseeable risks for participating in this study. The primary benefit for participating is contributing to the knowledge about interpreters and the interpreting profession.

If you are interested in participating, simply click on the permission statement below to initiate this questionnaire, which signifies your consent.

Thank you!

#### **1. Permission Statement**

- Yes, I wish to take the survey. Selecting this response indicates your informed consent for participation.
- No, I do not wish to take the survey. (Please click this response if you do not want to participate so we can accurately report a response rate. Thank you.)

### **2. Pleasure Reading (Section 1 of 6)**

Please read the definition below and respond to each of the questions as accurately as possible.

Pleasure reading is defined as the use of written materials that are read for personal enjoyment. Pleasure reading encompasses a wide range of types (fiction and non-fiction) and forms (news, magazines, books, etc. in either print or electronic). Pleasure reading may inform your interpreting work, but is not read for the express purpose of professional development.

#### **2. Do you engage in pleasure reading?**

- Yes
- No

#### **3. What format do you use for the majority of your pleasure reading?**

- Electronic
- Print
- Both electronic and print
- Comments (Please indicate answer with additional comments)

4. Imagine that you have a day off from interpreting and you wander into a bookstore. Which section might you gravitate toward?
  - Fiction books
  - Non-fiction books
  - Both fiction and non-fiction books
  - Comments (Please indicate answer with additional comments)
  
5. How do you access materials for your pleasure reading? (Select all that apply)
  - Borrow from library
  - Purchase online
  - Borrow from family and friend
  - Download directly to e-book device
  - Purchase from bookstores (e.g., chain stores, independent, used)
  - Obtain through book swaps
  - Other (Please specify)
  
6. On average, how many hours per week do you engage in pleasure reading?
  - Less than 1 hour
  - 1-3 hours
  - 4-6 hours
  - 7-9 hours
  - 10 or more hours
  
7. Do you feel you have sufficient time for pleasure reading?
  - Always
  - Usually
  - Rarely
  - Never
  
8. What motivates you to engage in pleasure reading? (Select all that apply)
  - Provides entertainment
  - Adds mental stimulation
  - Offers stress reduction and/or tranquility
  - Enhances knowledge
  - Expands vocabulary
  - Cultivates memory improvement
  - Develops analytical thinking skills
  - Strengthens focus and concentration
  - Improves writing skills
  - Leads to self-discovery
  - Offers a social outlet (e.g., book clubs)
  - Other (Please specify)
  
9. What factors may reduce your engagement in pleasure reading? (Select all that apply)
  - Lack of time in my schedule
  - Lack of interest
  - I am a slow reader
  - Not in the habit of pleasure reading
  - Unsure of what to read
  - No factors reduce my engagement in pleasure reading
  - Other (Please specify)

10. Do you want to add further comments about your pleasure reading?

- I have no further comments.
- Additional comments:

### 3. Preparation Reading (Section 2 of 6)

Preparation reading is defined as the use of written materials that are read expressly for the purpose of preparing for interpreting assignments. Preparation reading encompasses diverse written materials such as teacher's notes, training materials, PowerPoint slides, Wikipedia, and textbooks.

11. Do you engage in preparation reading?

- No
- Yes

12. What format do you use for the majority of your preparation reading?

- Electronic
- Print
- Both electronic and print
- Comments (Please indicate answer with additional comments)

13. How do you access materials for preparation reading? (Select all that apply)

- Use my home library
- Seek online sources
- Borrow from library
- Receive from agency
- Purchase from bookstores (e.g., chain stores, independent, used)
- Receive from consumer
- Other (Please specify)

14. On average, how many hours per week do you engage in preparation reading?

- Less than 1 hour
- 1-3 hours
- 4-6 hours
- 7-9 hours
- 10 or more hours

15. Do you feel you have sufficient time for preparation reading?

- Always
- Usually
- Rarely
- Never

16. What motivates you to engage in preparation reading? (Select all that apply)

- Gain specific knowledge for assignments
- Gain general world knowledge
- Enhance vocabulary
- Improve interpreting performance
- Other (Please specify)

17. What factors may reduce your engagement in preparation reading? (Select all that apply)

- Lack of time in my schedule
- Lack of interest
- Limited availability of preparation reading materials
- I am a slow reader
- My current work doesn't require ongoing preparation
- Unsure what to read to prepare for assignments
- I am not paid to engage in preparation reading
- No factors reduce my engagement in preparation reading
- Other (Please specify)

18. How do you rate preparation reading in your work as an interpreter?

- High priority
- Moderate priority
- Low priority
- Not a priority

19. Do you want to add further comments about your preparation reading?

- I have no further comments.
- Additional comments:

#### **4. Professional Literature (Section 3 of 6)**

Professional literature is defined as written materials that are read to advance knowledge of current events in the profession and/or to keep abreast of laws, policies, rules and regulations that affect a profession (e.g., RID Views, CIT Newsletter, NAD Broadcaster).

20. Do you engage in reading professional literature?

- No
- Yes

21. What format do you use for the majority of your professional literature reading?

- Electronic
- Print
- Both electronic and print
- Comments (Please indicate answer with additional comments)

22. How do you access materials for professional reading? (Select all that apply)

- Borrow from library
- Obtain from professional newsletters
- Borrow from colleagues and friends
- Engage in discussion groups
- Purchase from bookstores (e.g., chain stores, independent, used)
- Obtain from online professional websites or blogs
- Obtain from social media sites, such as Twitter and Facebook
- Purchase online
- Subscribe to professional journals (Please specify in 'Other')

- Download directly to e-book device
  - Other (Please specify)
23. On average, how many hours per week do you engage in reading professional literature?
- Less than 1 hour
  - 1-3 hours
  - 4-6 hours
  - 7-9 hours
  - 10 or more hours
24. Do you feel you have sufficient time for reading professional literature?
- Always
  - Usually
  - Rarely
  - Never
25. What factors motivate you to engage in reading professional literature? (Select all that apply)
- Gain specific knowledge for assignments
  - Keep abreast of information about the interpreting profession
  - Earn CEU credits
  - Expand knowledge
  - Enhance vocabulary
  - Fulfill requirements for a course
  - Other (Please specify)
26. What factors may reduce your engagement in reading professional literature? (Select all that apply)
- Limited time
  - Limited availability of professional literature
  - Lack of interest
  - I am a slow reader
  - Don't see application to my work
  - Unsure of what to read
  - No factors reduce my engagement in reading professional literature
  - Other (Please specify)
27. Do you read professional literature in disciplines other than interpreting/translation?
- No
  - Yes (Please specify)
28. Do you ever discuss ideas that you've learned from reading professional literature with your colleagues (in person, social media, email)?
- No
  - Yes (Please describe)
29. How do you rate reading professional literature in your work as an interpreter?
- High priority
  - Moderate priority

- Low priority
- Not a priority

30. Do you want to add further comments about your professional literature reading habits?

- I have no further comments.
- Additional comments:

## 5. Research Studies (Section 4 of 6)

Research studies are defined as written materials that describe the systematic investigation of issues in interpretation or translation that establish facts and reach new conclusions (e.g., research articles, research-based book chapters, dissertations, theses).

31. Do you engage in reading research studies?

- No
- Yes

32. In the past 12 months, have you read any research studies published in a journal?

- No
- Yes

33. Which, if any, of the following peer-reviewed interpreting/translation journals, have you read in the past 12 months? (Select all that apply)

- I have not read research studies in any of these journals
- Target: International Journal of Translation Studies (John Benjamins)
- American Annals of the Deaf (Gallaudet University Press)
- The Interpreter and Translator Trainer (Taylor & Francis)
- Babel: International Journal of Translation (John Benjamins)
- The Interpreters' Newsletter (Università degli Studi di Trieste)
- International Journal of Interpreter Education (Conference of Interpreter Trainers)
- The Translator (Taylor & Francis)
- Interpreting: The International Journal of Research and Practice in Interpreting (John Benjamins)
- Translation & Interpreting: The International Journal for Translation and Interpreting Research (University of Western Sydney)
- Journal of Interpretation (Registry of Interpreters for the Deaf)
- Translation and Interpreting Studies (John Benjamins)
- Meta: Translators' Journal (Erudit)
- Translation Review (Routledge)
- Perspectives (Routledge)
- Translation Studies (Routledge)
- Other (Please specify)

34. In the past 12 months, have you read any research studies in edited volumes or books?

- No
- Yes

35. What format do you use for the majority of reading research studies?
- Electronic
  - Print
  - Both electronic and print
  - Comments (Please indicate answer with additional comments)
36. On average, how many hours per week do you engage in reading research studies??
- Less than 1 hour
  - 1-3 hours
  - 4-6 hours
  - 7-9 hours
  - 10 or more hours
37. Do you feel you have sufficient time for reading research studies?
- Always
  - Usually
  - Rarely
  - Never
38. What factors motivate you to read research studies? (Select all that apply)
- Gain specific knowledge for topics I am interested about interpreting
  - Develop overall knowledge about the field of interpreting
  - Interest in research
  - Improve my interpreting performance
  - Earn CEU credits
  - Inform my teaching
  - Fulfill a course requirement
  - Other (Please specify)
39. What factors may reduce your engagement in reading research studies? (Select all that apply)
- Lack of time in my schedule
  - Lack of availability of research studies
  - Lack of interest
  - I am a slow reader
  - Don't see application to my work
  - Unsure of which research studies to read
  - Material is difficult to understand
  - I don't earn CEUs from reading research studies
  - No factors reduce my engagement in reading research studies
  - Other (Please specify)
40. Do you read research studies in disciplines other than interpreting/translation?
- No
  - Yes (Please specify)

41. Do you ever discuss ideas that you've learned from reading research studies with your colleagues (in person, via social media or email)?
- No
  - Yes (Please describe)
42. How do you rate reading research studies in your work as an interpreter?
- High priority
  - Moderate priority
  - Low priority
  - Not a priority
43. Do you want to add further comments about reading research studies?
- I have no further comments.
  - Additional comments:

## 6. Perspectives about reading (Section 5 of 6)

Please read the following statements. For each statement, choose the response that best indicates your perspective.

44. Interpreters should engage in preparation reading.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
45. Interpreters should engage in reading professional literature.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
46. Interpreters should engage in reading research studies.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
47. Reading preparation materials is relevant to my interpreting practice.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
48. Reading professional literature is relevant to my interpreting practice.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree



49. Reading research studies is relevant to my interpreting practice.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

50. I apply research studies to my practice.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

## 7. Perspectives about reading (continued, Section 5 of 6)

Please respond to the short answer questions below.

51. In your opinion, which topics are a high priority for research? (Select all that apply)

- Healthcare interpreting
- Legal interpreting
- Post-secondary educational interpreting
- K-12 educational interpreting
- VRS/VRI interpreting
- Conference interpreting
- DI/CDI interpreting
- Social justice issues in interpreting
- Interpreting quality
- Interpreter assessment
- Interpreter education
- Team interpreting
- Interpreter mentoring
- Translation
- Linguistic features (e.g., discourse markers, prosody)
- Other (Please specify)

52. In your opinion, which topics are a low priority for research? (Select all that apply)

- Healthcare interpreting
- Legal interpreting
- Post-secondary educational interpreting
- K-12 educational interpreting
- VRS/VRI interpreting
- Conference interpreting
- DI/CDI interpreting
- Social justice issues in interpreting
- Interpreting quality
- Interpreter assessment
- Interpreter education
- Team interpreting
- Interpreter mentoring
- Translation

- Linguistic features (e.g., discourse markers, prosody)
- Other (Please specify)

53. What contributions could research add to the interpreting profession?

- I am uncertain about how research can contribute to the interpreting profession.
- I believe research could contribute to the interpreting profession (Add comments below).

54. Would you like to add any further comments about your reading habits?

- I have no further comments to add.
- Additional comments:

## **8. Demographic Questions (Section 6 of 6)**

Finally, we would like to know a little bit about you so that we can better understand the results of this questionnaire. Please provide the following demographic information. Remember, all responses are confidential. Thank you!

55. Age

- 18-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-59
- 60-64
- 65-69
- 70+
- Prefer not to answer

56. Ethnic identity

- Black or African American
- White or Caucasian
- Hispanic or Latino
- Native American or Native Alaskan
- Native Hawaiian or Asian/Pacific Islander
- Mixed ethnicity
- Prefer not to answer
- Other (please specify)

57. Gender

- Female
- Male
- Transgender
- Non-binary
- Prefer not to answer

58. What do you consider your first language?

- American Sign Language
- English
- American Sign Language and English
- Spanish
- Other (Please specify)

59. In what region do you live?

- New England (CT, MA, ME, NH, RI, VT)
- South (AL, AR, KY, LA, MI, OK, TN, TX)
- Atlantic (DE, DC, FL, GA, MD, NC, NJ, NY, PA, SC, VA, WV)
- West (AZ, CO, ID, NM, MT, UT, NV, WY)
- Midwest (IA, IN, IL, KS, MI, MN, MO, NE, ND, OH, SD, WI)
- Pacific (AK, CA, HI, OR, WA)
- I live in a country other than the U.S. (Please specify)

60. What is your audiological status? Note: All participants in this survey are interpreters. This question is not about identity, but audiological status.

- Deaf
- Hard of Hearing
- Hearing
- Other (Please specify)

61. What is the highest educational level you have completed?

- High school diploma or General Education Degree
- Associate's Degree or two year college diploma
- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Other (Please specify)

62. What is your current primary professional role?

- Interpreter (i.e.: Interpreting 25+ hours per week)
- Interpreter (i.e.: Interpreting. <25 hours per week)
- Interpreter educator (full-time)
- Other (Please specify)

63. Are you currently taking any courses in a college or university?

- Yes, I am currently taking an undergraduate course(s).
- Yes, I am currently taking a graduate course(s).
- No, I am not currently taking any course(s).

64. Are you currently teaching any courses at a college or university?

- Yes, I am currently teaching an undergraduate course(s).
- Yes, I am currently teaching a graduate course(s).
- Yes, I am currently teaching both an undergraduate course(s) and graduate course(s).
- No, I am not currently teaching any course(s).

65. How many years do you work, or did you work, as a full-time professional interpreter, i.e., interpreting 25+ hours per week?

- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41+
- Other (Please specify)/Additional Comments

66. In the past 12 months, what are the primary settings in which you interpreted (Select all that apply).

- I have not interpreted in the past 12 months.
- K-12
- Business and government
- Medical and mental health
- Legal
- Post-secondary
- VRS
- Other (Please specify)

67. What NAD/RID certification(s) do you currently hold? (Select all that apply)

- I do not hold any NAD/RID certifications.
- CDI
- NIC
- NIC Advanced
- NIC Master
- CI
- CT
- CSC
- IC
- TC
- NAD III
- NAD IV
- NAD V
- SC:L
- Ed: K-12
- CLIP-R
- MCSC
- RSC
- OIC:C
- OIC:S/V
- OIC:V/S
- SC:PA
- OTC

68. I would like to receive a copy of the final study.

- No, thank you.
- Yes, please send me a copy of the final study. Email address:  
\*Note: Your email address will not be linked to your answers. We will put your email address in a separate file and your responses will remain completely anonymous.

## 9. Thank you!

Thank you again for your participation in this study.