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Editor's Preface

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Editors' Preface

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This volume has truly been a work in progress. When you have the amazing opportunity to serve as an editor of a journal, you are fortunate to be able to see from behind the scenes the varied and intriguing work happening all around the world. You work to follow guidelines and adhere to timelines and lead a team of reviewers, who by the way are simply phenomenal, through the arduous process of reviewing the work of ambitious and insightful scholars. It is indeed exciting to get an early glimpse of the research, the ideas, and the passion of the researchers. It is a privilege to work with them as they bring their work to life through the process of writing and revising and dialoguing about effectively communicating their ideas with the world. This volume of the *Journal of Interpretation* presents research by a varied set of researchers and scholars that set out to examine not only how interpreters do what they do, but also how interpreters cope with their work in a variety of settings.

Rebekah K. Knodel presents her work on the coping strategies used by American Sign Language interpreters who work in mental health settings. In addition to examining how the interpreters coped with the emotional nature of their work in mental health settings, the study also examined the availability of training in this area in interpreter education.

This volume contains two articles that focus on the specialized area of legal interpreting. In his article about decisions to use Deaf interpreters in court proceedings, **Christopher Tester** examines the role of hearing interpreters in deciding that a Deaf interpreter is needed as part of the interpreting team in court proceedings. Using existing frameworks, Tester identifies the criteria used by hearing interpreters in their decision-making process to bring a Deaf Interpreter into the court proceedings. The study also presents the views of the hearing interpreters towards the work of, and working with, Deaf interpreters.

In her article on the origins of legal terminology in ASL, **Barbara Shaffer** delves into historical evidence to explore origins of common ASL legal terminology. Her work uses early French Sign Language dictionaries as well as early 20th century ASL films as the basis for her examination. Shaffer also provides readers with ideas for integrating knowledge from the research into their own work as interpreters in legal settings.

A team of five researchers present their study of the American Sign Language skills of both interpreting and Deaf education students in which both faculty and self (i.e., the student's) evaluation ratings were examined and compared. The article by **Jennifer S. Beal, Nanci A. Scheetz, Jessica W. Trussell, Andrew McAllister, and Jason D. Listman** present their findings as well as implications for both evaluating and improving the ASL skills of university students in interpreting and Deaf education programs.

In closing, I wish to say a special thank you to Dr. Barbara Shaffer for her work in assisting me as an invited co-editor for this volume. She was willing to join me in working with writers and reviewers to bring this volume to you. I'm grateful for her help, words of wisdom, and willingness to serve. I would also like to thank Julia Wardle, Communications Manager at RID, who provided excellent assistance in the area of copy editing. Julia was simply amazing and her contributions to this volume have been monumental.