What interpreting strategies and tactics do international sign (IS) interpreters use differently at conferences when compared to national sign language (NGT) interpreters?

Getting ready to interpret: expanding and unpacking concepts (IS) versus determining correct terminology (NGT)

International Sign (IS)  
- Identify salient points
- Meaning of concepts
- Understanding concepts
- Trying signed concepts
- Speaker's intent
- Speaker cooperation
- Audience understanding

Sign Language of the Netherlands (NGT)
- Correct NGT signs
- Terminology
- Translation into Dutch
- How to provide support
- Signaling to team
- Positioning
- Audience understanding

- Unpacking & expanding concepts
- Keep it simple
- Use examples
- Point to slide
- Pause to indicate new concept
- Visual mirroring

- Written words & numbers
- Copy signs from lead interpreter
- Support, provide signs
- Point to slide
- Keep it simple
- Agreed time to take turn
- Established signals for deviation and turn taking

Teams
- PREPARATION FOCUS
- AGREED TACTICS

Demographics interpreters (n=4)

<table>
<thead>
<tr>
<th>Participants</th>
<th>IS 1</th>
<th>IS 2</th>
<th>NGT 1</th>
<th>NGT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>35-44</td>
<td>25-34</td>
<td>25-34</td>
<td>25-34</td>
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<tr>
<td>Native English</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td># of years interpreting for pay</td>
<td>20</td>
<td>6</td>
<td>7</td>
<td>2.5</td>
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<td>Native languages</td>
<td>ASL</td>
<td>EN</td>
<td>ES</td>
<td>NL</td>
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<tr>
<td>Country based</td>
<td>FR</td>
<td>ES</td>
<td>NL</td>
<td>HU</td>
</tr>
<tr>
<td># of SLs known</td>
<td>3 (incl. IS)</td>
<td>2 (incl. IS)</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Formal SL training</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Conditions of the setting for NGT & IS interpreters:
- (Un)familiarity participants
- (Un)known (Sign) languages
- (Un)familiarity with the topic
- Inexperience presenter working with SLI
- High context slides

References?
- Take a picture

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