

Mock Jurors' Perceptions of Children Testifying via a Language Interpreter

by

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The above committee determined that the thesis is acceptable in form and content and that a satisfactory knowledge of the field covered by the thesis was demonstrated by the candidate during an oral examination. A signed copy of the Certificate of Approval is available from the School of Graduate and Postdoctoral Studies.

ABSTRACT

Language interpreters will increasingly be used in our globalized world. However, their impact on fact finders' perceptions is yet to be understood. The current research examined adults' perceptions of youth testifying via a language interpreter. ($N = 302$) English-speaking participants in Study 1 and ($N = 464$) Spanish-speaking participants in Study 2 listened to two mock investigative interviews, one with a 7-year-old child and one with a 14-year-old adolescent. Half listened to interpreter-mediated interviews in a language in which the participant was not proficient (i.e., Spanish or English). Findings indicate that verbatim translations of the testimony resulted in differences in how mock jurors perceived young witnesses, the interviewer, and interview as a whole. For example, youth who testified via a language interpreter were rated as calmer and more comfortable with the interviewer than in typical interviews. The current study has implications for understanding jurors' perceptions of non-native language-speaking children and adolescents.

Keywords: interpreter-mediated interviews; mock jurors' perceptions; youth testimony; child sexual abuse

AUTHOR'S DECLARATION

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Ana Karen Espinosa Becerra

STATEMENT OF CONTRIBUTIONS

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication. I have used standard referencing practices to acknowledge ideas, research techniques, or other materials that belong to others. Members of the Development, Context, and Communication (DCC) Lab and my supervisor assisted in materials creation and provided invaluable feedback and ideas for improvement. Furthermore, I hereby certify that I am the sole source of the creative works and/or inventive knowledge described in this thesis.

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LIST OF ABBREVIATIONS AND SYMBOLS

APQ	Adult Perceptions Questionnaire
CSA	Child Sexual Abuse
NICHHD	National Institute of Child Health and Human Development
US	United States

Chapter 1. Introduction

1.1 Background and Significance

In determining verdicts, juries typically rely on evidence provided by witnesses; their decision-making is often affected by, for example, how credible or truthful they perceive the witnesses to be (Porter & Brinke, 2009). For many minors (i.e., individuals under age 18), access to justice depends on their ability to provide testimony as witnesses or victims in legal contexts (Böser & LaRooy, 2018). Their testimony allows authorities to prosecute crimes like child maltreatment because, in this crime and others like it (e.g., domestic violence), there may be little to no corroborating evidence or an inability to link corroborating evidence (e.g., bruises) with a specific perpetrator unless there is accompanying testimony (Malloy et al., 2010; Powell et al., 2016; Quas et al., 2005; Tabak & Klettke, 2014). In particular, adequate interviewing of alleged child sexual abuse (CSA) victims is paramount for collecting evidence, prosecuting cases, and preserving children's welfare (Navarro et al., 2019). Describing abuse incidents in detail can be challenging for any child (Bonanno et al., 2002; Hamilton et al., 2016; Hershkowitz et al., 2007; Quas et al., 2005), but this may be especially so when the child and interviewer do not share a common language.

Foreign-born youth are expected to increase in the decades to come (Statistics Canada, 2017). Our increasingly global society makes it more likely for interviewers and interviewees (or witnesses and juror) to lack a common language, potentially resulting in an inability to communicate fluently or understand said communication (Ewens et al., 2014). Youth who have difficulties communicating or understanding a jurisdiction's official language will likely be assigned a language interpreter when they need to provide

testimony in court or other legal contexts (e.g., investigative interviews; Shaffer & Evans, 2018). Despite the frequent use of interpreter-mediated interviews in legal settings, relatively little is known about their potential effect on fact finders' perceptions of youths' testimony and on fact finders' decision-making (e.g., verdicts; Evans, Shaffer & Walsh, 2019).

The present research fills crucial gaps in the literature by examining adults' perceptions of interpreter-mediated interviews with children and adolescents (i.e., referred to collectively as “youth”). Two key questions are addressed: (1) How do mock jurors perceive non-native language-speaking youth who testify via a language interpreter?; and (2) Does youth age influence mock jurors' perceptions of youth in interpreter-mediated interviews?

Chapter 2. Mock Jurors' Perceptions of Children and Adolescents

Testifying via a Language Interpreter

2.1 The Need for Interpreter-Mediated Interviews with Youth in Legal Contexts

Youth in need of language interpretation constitute an especially vulnerable population in legal settings (Ernberg et al., 2022); they may include refugees, asylum seekers, indigenous youth, or victims of abuse or other crimes, and they are unable or have difficulty providing accounts of what happened to them in that jurisdiction's official or dominant language. Furthermore, immigrant and ethnic minority youth are more likely to become involved in the legal system (e.g., dependency cases) than their non-immigrant and ethnic majority counterparts (Quas & Sumaroka, 2011). Non-native language-speaking women are at particular risk of experiencing CSA, being unable or unwilling to report it, or not getting justice (Finkelhor et al., 2014; Menjívar & Salcido, 2002).

Language interpreters play a crucial role in interviewing contexts with young witnesses ranging from Immigration and Refugee Boards and Children Advocacy Centers to Juvenile Detention Centers (Evans et al., 2019).

Rapid worldwide demographic changes increase the likelihood of the presence of language interpreters in legal proceedings (Aliverti & Seoighe, 2017; Shaffer & Evans, 2018; Suurmond, Woudstra, & Essink-Bot, 2016). According to Statistics Canada (2017), in Canada alone, about 2.2 million children under the age of 15 (37.5% of all youth) are foreign-born or have at least one foreign-born parent. These youth could represent between 39% and 49% of the total population of minors (1.3 to 2 million) by 2036. These migration rates and similar migration patterns in other parts of the world (Mattelin et al., 2021; UN Department of Economic and Social Affairs, 2019) increase the likelihood of

institutional authorities and foreign-language speakers' interactions in multiple legal contexts (e.g., criminal justice, immigration; Shaffer & Evans, 2018), typically through a language interpreter. However, little is known about interpreter-mediated interviews with youth and how others (e.g., potential jurors) perceive such interviews. This is a crucial question as jurors' perceptions (and those of other adults such as judges and law enforcement) often determine or influence the outcome in legal cases concerning youth (Myers, 1999).

Considerable research has focused on how youth's testimony is perceived by jurors and investigators, especially youth testifying about experiencing CSA (e.g., Bottoms, 2007; Goodman et al., 1998; Molinaro & Malloy, 2016). Yet, much remains to be understood about how fact finders perceive such testimony when it is delivered via a language interpreter and translated into a language the juror is able to understand. The present research focused on interpreter-mediated investigative interviews with child and adolescent victims of CSA. Given the high stakes of investigative interviews with young victims and witnesses, it is imperative to understand the array of factors that affect mock jurors' perceptions and their verdicts, including the presence of language interpreters.

2.1.1 Interpreter-Mediated Interviews in Legal Contexts

Communication and experiences between interviewers and interviewees who do not share a common language are challenging (Ernberg et al., 2022; Evans et al., 2019; Fontes & Tishelman, 2016). A language interpreter-mediated interview means that not only is an additional person introduced to the interview context, but the interviewer and interviewee are no longer communicating directly. By virtue of the interpreter needing to translate the interviewer's and interviewee's utterances regularly, there are breaks and

disruptions in the conversation (Raval & Smith, 2003). Although the literature is sparse, a few studies have addressed what interpreter-mediated interviews look like and how they differ from interviews without language interpreters.

2.1.1.1 How language interpreters may affect interviews with youth. Research demonstrates that the role of language interpreters is more than providing verbatim translations of each dialogue; they are an active part of the conversation and sometimes cultural guides who comprehend the contextualized meaning in one language and express the message in another language (Gallai, 2013; Goodman-Delahunty et al., 2020; Nakane, 2009; Suurmond et al., 2016). That is, interpreters convey the message's content, tone, and intent. Due to linguistic and cultural differences, it is unrealistic to expect that interpreters translate children's testimony without, at least at times, changing the content or meaning of the statements (Nakane, 2009; Navarro et al., 2019). As linguistic mediators and social beings, they may reframe information, which can lead to misunderstandings and miscommunications (Aliverti & Seoighe, 2017; Evans et al., 2019; Lai & Mulayim, 2014; Lee & Hong, 2020).

Some have argued that interpreters have difficulty staying neutral; their biases may arise from reasonable concerns, for instance, in distressing cases (e.g., child sexual abuse) or when the interpreter shares – or does not share – an ethnic background with the interviewee (Evans et al., 2019). Such biases may affect their nonverbal behavior or lead to distortions of language translations, which could affect the witness's behavior or testimony, as well as the case outcomes (Aliverti & Seoighe, 2017; Evans et al., 2019; Linell & Keselman, 2010; Powell et al., 2016). For example, Lee and Hong (2020) found that an interpreter of a case study selectively added, omitted, and distorted information

from the original utterances and questions from both the interviewee and the interviewer. Likewise, Keselman et al. (2008, 2010) revealed that Russian/Swedish interpreters often altered the content and format of interviewers' questions and inaccurately interpreted 16% of young asylum seekers' responses. Specifically, in the 2008 study, 24% of open-ended questions and more than 30% of focused questions were mistranslated by the interpreters, and simplification of the renditions was the most commonly used method of transforming utterances. Inaccurate translations often go unnoticed by the interviewer and the interviewee, given their lack of a common language (Keselman et al., 2008). However, even slightly inaccurate renditions or modifications can alter the intended message and potentially the outcome of such cases (Dhami et al., 2017; Keselman et al., 2010; Raval & Smith, 2003; Vernon et al., 2001).

Compared to monolingual dialogues, the presence of an interpreter alters the immediacy of communication and the relational understanding and decoding of nonverbal and verbal communication exchanges among those involved (Raval & Smith, 2003). For example, in a qualitative study, Raval and Smith (2003) found that within mental health settings with ethnic minority youth, interviewers reported that there is often tension in the working alliance between them and the interpreter. Such tension may arise due to the interpreter's insufficient training in a specific environment, summarized information of the interviewee's statements, or different working styles of both parties. Ernberg et al. (2022) found that general experiences of conducting interpreter-mediated interviews were negative among Swedish forensic interviewers; they expressed being doubtful about the accuracy of the interpretation and having difficulty connecting with the child.

Some research suggests that an interpreter's presence affects young interviewees' disclosures in legal settings (Ernberg et al., 2022). Providing testimony to an interviewer who communicates in a different language is cognitively demanding. As such, some adult speakers have been found to use the *message reduction* strategy to provide shorter statements with fewer details to reduce this demand (Dornyei & Scott, 1995; Evans et al., 2013). For instance, Ewens et al. (2016) found that non-native English speakers (adolescents and adults) interviewed in the presence of an interpreter provided fewer details in an interview than native English speakers who were interviewed in English. Another study found that, in the presence of interpreters, witnesses and defendants are needed by court authorities to give short answers, reducing their ability to communicate fluently and spontaneously during trials (Aliverti & Seoighe, 2017).

Although it is certainly interesting and informative to investigate how the presence of interpreters affects the testimony itself and the interview dynamics, these studies do not address how others (e.g., jurors, legal professionals) perceive interpreter-mediated interviews, irrespective of how the presence of a language interpreter may alter the content of said interviews. That is, if the content of the testimony conveyed in interviews with and without language interpreters was the same, would mock jurors still perceive interpreter-mediated interviews differently? The present research addressed this important question by having participants listen to mock investigative interviews with child and adolescent witnesses, half of which were mediated by a language interpreter.

2.1.1.2 How language interpreters may affect others' perceptions of interviews. The limited extant research on interpreter-mediated interviews with child witnesses has mainly focused on how the interviewer, interpreter, and witness perform in

such interviews (see above; Ewens et al., 2016) or the interviewers' perceptions of these interviews (Ernberg et al., 2022). To date, no published study has directly addressed how mock jurors perceive language interpreter-mediated interviews with child or adolescent witnesses. However, a few studies conducted with adult witnesses shed some light on how people perceive interpreter-mediated interviews.

Suurmond and colleagues (2016) found that information obtained from interpreter-mediated interviews with ethnic minority adults tended to be rated as less credible and reliable than the information obtained in the interviewee's native language by a bilingual interviewer. This study, however, analyzed clinical interviews with patients rather than witnesses in legal contexts. Stephan and Stephan (1986) analyzed mock jurors' perceptions of interpreter-mediated interviews with adult defendants. They found that non-Hispanic participants perceived defendants as more guilty than Hispanic participants when the defendant's testimony was delivered in Spanish than when it was presented in English. Similar results were found in a second study analyzing Thai as the manipulated language. Non-Thai participants perceived the defendant as more guilty when the testimony was presented in Thai than in English (Stephan & Stephan, 1986).

Mendoza et al. (2000) analyzed Hispanic bilingual (English-Spanish) mock jurors' perceptions and verdicts in cases involving adult prosecution witnesses who testified in English or in Spanish with interpretation in English. They also manipulated whether the witness engaged in verbal hesitations and hedges (e.g., well...ah). Although the authors found the presence of hesitations and hedges influenced mock jurors' perceptions of the witness, the testimony's language or interpreter's presence did not affect the participants' perceptions or verdicts. However, the language spoken by the witness was confounded

with the interpreter's presence. That is, only the Spanish-speaking witness was interviewed via an interpreter, and there was no comparison condition in which the Spanish-speaking witness was interviewed without an interpreter present. All mock jurors were undergraduate students, and most were fluent in both English and Spanish and thus understood the witness's testimony regardless of the interpreter's presence. Consequently, it was not possible to draw clear conclusions about the effects of interpreter presence on mock jurors' perceptions of witnesses – even adult ones – or verdicts.

Other studies provide some insight into how mock jurors may perceive interpreter-mediated interviews with youth as examined in the present research, though these studies have not focused on interpreter-mediated interviews specifically. For example, Cantone (2019) and Frumkin (2007) found that testimony from accented foreign-born adults was perceived less favorably (i.e., less truthful, credible, accurate, and more deceptive) by mock jurors than non-accented testimony. Several other studies have revealed unfavorable perceptions (i.e., low levels of credibility, truthfulness, accuracy, reliability, and high levels of deceptiveness) of non-native language speakers. For example, when speaking a non-native language, witnesses may be perceived as more nervous or anxious than native-language speakers (Evans & Michael, 2014), resulting in non-native language speakers being perceived more negatively (e.g., deceptive) than their native language speaking counterparts (Akehurst et al., 2018; Da Silva & Leach, 2013; Global Deception Research Team, 2006). These patterns suggest that native English speaker adults hold a truth bias toward English native speakers and a lie bias when listening to non-native English speakers, specifically Hispanic individuals (Hanks, 2012). In the present research, mock jurors' perceptions (e.g., stress, deception, calmness) of

non-native child and adolescent witnesses who testify via an interpreter were compared to perceptions of native language-speaking child and adolescent witnesses testifying without an interpreter.

2.1.2 Perceptions of Young Witnesses

Several factors have emerged in previous research as influencing how children's testimony is perceived by others, especially in CSA cases like those examined in the current research. These factors include, but are not limited to, characteristics of the child (e.g., race, gender), the juror (e.g., age, gender), and the event being testified about (e.g., the type of crime; see Bottoms et al., 2007, for a review). One key factor that has been examined in previous research, and was tested in the present study, is the youth's age.

Findings concerning age-related differences in perceptions of CSA victims are mixed and depend largely on which characteristics are under consideration and at which ages. Adults have been found to perceive older children as more competent but less honest/trustworthy and younger children as less competent but more honest/trustworthy (Bottoms et al., 2007; Cashmore & Trimboli, 2006; Goodman et al., 1998; Ross et al., 1990). Bottoms et al. (2004) found that younger adolescents (12-year-olds) were perceived to be significantly more credible and less responsible for sexual abuse than older adolescents (16-year-olds). In this study, mock jurors were also more likely to vote guilty and assign a higher degree of guilt to the defendant when the victim was younger (age 12) than when the victim was older (age 16). Goodman et al. (1987) and Ross et al. (1990) found that after mock jurors watched a videotaped recreation of a court trial or read a written transcript, they perceived young children (8-years-old) as more credible than young adults (21-years-old) or old adults (74-years-old). Young adults (21-year-

olds) were perceived as the least credible witnesses, garnering less sympathy from jurors, and seen as more responsible for the incidents than younger children (Goodman et al., 1987; Schmidt & Brigham, 1996). Similar findings showed that 7- and 11- year-olds were viewed as significantly more credible and with more understanding by jurors than 14-year-olds (Redlich, Gheiti, & Quas, 2008).

In regard to CSA reports, it is generally thought that younger children are largely incapable of fabricating accurate event details given their lack of sexual knowledge (Bottoms et al., 2007; Ross et al., 1990). Yet, some research suggests that mock jurors are often concerned that children may remember less and are more easily manipulated into giving false reports than adults, so suggestibility may be more of a concern among jurors with children than adolescents (Goodman et al., 1987). Still, other studies (e.g., Hanks, 2012; Schmidt & Brigham, 1996) have found that the child's age had no impact on jurors' perceptions of the child's credibility in a CSA case or on case verdicts.

Within the context of interpreter-mediated interviews, mock jurors may believe that it is more acceptable for children than adolescents to require a language interpreter to convey their testimony due to the former group's age and more limited cognitive and linguistic development. They may view an adolescent requiring a language interpreter more negatively and the adolescent as less competent and less credible as a result. Furthermore, research indicates that adult hearsay witnesses are perceived as more credible, accurate, consistent, confident, and resistant to manipulation than child witnesses (Myers et al., 1999), demonstrating that mock jurors may perceive child witnesses differently than adult witnesses even when the statement content is the same. Although language interpreters are not hearsay witnesses and are merely translating the

content of the youth's testimony into a language understood by the mock jurors, the fact that the mock jurors will only be able to understand the testimony as delivered by the adult may lead to positive perceptions of youth, particularly the child. Thus, youth age was manipulated in the current research, with a view toward understanding how both children and adolescents who testify via a language interpreter are perceived by fact finders.

2.2 The Present Study

The primary research questions of the current research were (1) How do mock jurors perceive non-native language-speaking youth (children and adolescents) who testify via a language interpreter?; and (2) Does youth age influence mock jurors' perceptions of youth in language interpreter-mediated interviews? To address these questions, English-speaking participants listened to two pre-recorded mock investigative interviews according to a 2 (youth age: 7 v. 14) x 2 (interpreter presence: present v. absent) mixed design with child age varied within subjects, and interpreter presence varied between subjects. Participants were randomly assigned to an interpreter condition; half listened to the interviews in English (a language that they could speak and understand), and half listened to the interviews in Spanish (a language that they could not speak or understand) via a language interpreter. Participants responded to items about the child, interview, and interviewer immediately following each audio recording. Participants assigned to the interpreter condition also responded to items about their perceptions of the language interpreter.

We first pilot tested the study with 122 jury-eligible undergraduate students at Ontario Tech University. Participants in the pilot study listened to two interviews, one

with a child and one with an adolescent. Then, they were asked to rate items such as child's credibility, stress, calmness, and reluctance to speak as well as items regarding, for instance, the fairness of the interview or helpfulness of the interviewer and interpreter. The pilot study provided information on the average time it took participants to complete the study ($M = 25$ minutes, $SD = 1177.19$ for the interpreter absent condition and $M = 40$ minutes, $SD = 15486.23$ for the interpreter present condition). Chi-square analyses revealed that the eight conditions were equally distributed across participants: interpreter presence ($ps >.856$), youth age order ($ps >.626$), and voice actor order ($ps >.922$). Several t-tests also showed that only 10% of the outcome variables were affected by the interviews' order (i.e., listening to the child first v. to the adolescent first). Given the considerable number of participants whose native language was not English (19%), we included two questions asking for proficiency and frequency of communication in both English and Spanish in the screening questionnaire of the main study. Otherwise, the method and materials in the main study were conducted as previously planned.

2.2.1 Hypotheses

Some research suggests that non-native language-speaking witnesses are perceived less favorably (e.g., less credible, consistent, and more suggestible and deceptive) than those testifying in the jurors' native language (Evans & Michael, 2014; Hanks, 2012; Stephan & Stephan, 1986; Suurmond et al., 2016). Furthermore, research indicates that interviewers perceive interpreter-mediated interviews to be less accurate and more distorted (Ernberg et al., 2022; Raval & Smith, 2003). Although only indirectly related to the current research, we use this body of work to tentatively predict that interpreter-mediated interviews would generally be perceived more negatively by mock

jurors with respect to the youth (e.g., more stressed, less competent), the interview (e.g., less fair), and the interviewer (e.g., less comfortability with the interviewer, interviewer as less helpful). Particularly negative perceptions were expected (Youth Age x Interpreter Presence interactions) when mock jurors evaluated the adolescent's interview compared to the child's interview, because it would presumably be more acceptable for children to require the assistance of an interpreter given their development and language limitations compared to the adolescents (Myers et al., 1999).

Regarding youth age, we anticipated that the child (7-years-old) would be judged more positively than the adolescent (14-years-old) on items concerning honesty and trustworthiness (e.g., less responsible for the crime, would garner more sympathy), but less positively on items concerning competence and credibility (e.g., more suggestible, less competent, with less understanding of the questions) (Bottoms et al., 2004; Ross et al., 1990). It was also expected that the interpreter and interviewer would be found more manipulative and more likely to have confused the child than the adolescent and that the interview of the adolescent would be perceived more positively (e.g., fairer, more age-appropriate) (Bottoms et al., 2004; Goodman et al., 1987). We made no a priori predictions regarding interpreter presence or youth age on mock jurors' perceptions of the alleged perpetrator or their ultimate verdicts.

2.3 Study 1 Method

2.3.1 Participants

A power analysis using GPower (Faul et al., 2007) revealed that a minimum sample size of 296 was sufficient to detect a moderate effect size of $\eta^2 = .04$, providing a substantial 99% power of rejecting the null when it is false, $(1 - \beta) = 0.99$ when $\alpha = 0.05$.

Additional participants were recruited to account for having to exclude some participants from our planned analyses due to not fulfilling our inclusion criteria or failing attention/manipulation checks. Exclusion criteria included individuals with proficiency in Spanish in the interpreter present condition and individuals with speech, language, or hearing impairments.

Of the 340 participants who screened in and consented, 30 (8.8%) failed at least two manipulation checks (e.g., “How old was <name of the child/adolescent>?”) and 8 (2.3%) reported not being honest in the study and were dropped from further analyses. Thus, 302 jury-eligible adults represented the final sample (57% female), with 150 (49.7%) being English speakers from Canada and 152 (50.3%) being English speakers from the United States. Ages ranged from 18- to 85- years old ($M = 49.86$, $SD = 15.36$). Participants identified as White (76.2%, $n = 230$), Asian (8.3%, $n = 25$), Black (1.5%, $n = 9$), or other (8.8%, $n = 27$). Only 21.2% ($n = 64$) of participants reported serving on a jury prior to the study. Most (78.5%, $n = 237$) reported having prior experience with children: 40.4% ($n = 122$) had children of their own, 18.9% ($n = 57$) had worked with children (e.g., babysitting, teaching), and 16.2% ($n = 49$) had taken care of children (e.g., siblings, cousins). Participants’ yearly income, education level, and political ideology are found in Appendix C1, Table 1S-3S.

2.3.2 Materials

In Study 1, all materials (online consent form, instructions, and questionnaires) were conveyed in English.

2.3.2.1 Screening questionnaire. The screening questionnaire (Appendix A3) asked participants to report their country of residence, age, native language, the frequency

with which they communicate in both Spanish and English, their proficiency in both languages, and whether they had any hearing, speech, or language impairments.

2.3.2.2 Demographic questionnaire. Participants responded to demographic items concerning, for example, their gender, ethnicity, education, and income level (see Appendix A4). Participants also indicated whether they had served on a jury in Canada or the US and whether and what type of previous experience they had with children (e.g., they were parents, worked with children).

2.3.2.3 Audio recorded interviews. Two pre-recorded mock investigative interviews were created based on portions of transcribed investigative interviews employing the best-practice NICHD Investigative Interview Protocol (Lamb et al., 2018). The audio recordings involved a female child or adolescent (played by voice actors) alleging multiple events of sexual abuse perpetrated by their mother's live-in male partner to an interviewer (interpreter absent condition: 6 minutes) or to an interviewer via an interpreter (interpreter present condition: 11 minutes). Both voice actors served as the child and the adolescent, and it was randomized which voice actor they heard play which role (child or adolescent).

The content of the transcripts in the interpreter present and interpreter absent conditions was the same; each dialogue in the interpreter present condition was verbatim translated using short consecutive interpretations of the original English versions. That is, the interpreter translated each of the interviewer's and youth's sentences immediately after they spoke them (see Appendix A5 and A6). The content between the child's and adolescent's interviews was different in order for the child and the adolescent to appear developmentally appropriate for their ages but included similar components: same

number of hesitations (e.g., “ummm”), same number of “I don’t understand/I don’t know” responses, multiple incidents of sexual abuse, and similar severity of abuse. The interviewer and interpreter (in the interpreter present condition) were the same individuals for all participants.

2.3.2.4 Perceptions of the child, interview, interviewer, and interpreter.

Participants responded to a modified version of the Adult Perception Questionnaire (APQ; Redlich et al., 2008) twice — immediately after listening to each interview by responding to a Likert scale ranging from 1=not at all <variable> to 6= extremely <variable>. Items concerned participant’s perceptions of the (1) youth: (e.g., credibility, accuracy, stress, calmness, consistency, competence, reluctance); (2) interview (e.g., age-appropriateness, suggestiveness, helpfulness), (3) interviewer and/or interpreter (e.g., manipulateness, confusion, helpfulness), and (4) alleged perpetrator (e.g., degree of guilt). A dichotomous verdict question assessed whether they would find the alleged perpetrator guilty (1) or not guilty (0). The present study thus used a 25-item scale for the interpreter absent condition and a 31-item scale for the interpreter present condition (See Appendix A7, Table 1S).

Participants were asked two open-ended questions at the end of each APQ: (1) “What did you think about <name of the child’s/adolescent>’s statements?”, and (2) “What information led you to believe the alleged perpetrator is guilty/not guilty?”. These open-ended questions do not directly address our research questions and thus will not be analyzed further in the present research. Participants also responded to four attention checks – (e.g., “Please select the number ‘5’ for this item”) and four manipulation checks

(e.g., “How old was <name of the child/adolescent>?”). These items were distributed throughout the APQ.

2.3.2.5 General perceptions of immigrants. Participants responded to the Opinions about Immigrants questionnaire, which includes eight items regarding thoughts or prejudices about individuals who come and settle in the participant’s country of residence (General Social Surveys, 2019; see Appendix A7, Table 2S). This questionnaire was included at the end of the survey so to not bias participants’ responses on our main variables of interest in the APQ. This measure was included to test hypotheses that are not directly relevant to the present research. As such, this measure is not discussed further.

2.3.3 Procedure

All participants took part in our survey hosted by Qualtrics via the CloudResearch (CR) recruitment system. CR Approved List was used to ensuring high data quality and targeted only US and Canadian citizens with CR’s demographic options.

First, participants read the consent form (see Appendix A2). If they agreed to participate, they answered nine screening questions to determine their eligibility. Their participation ended if they: (1) were under 18 years old, (2) they were proficient in Spanish (e.g., were able to have a conversation without searching for words, communicate in Spanish several days per week), (3) had any hearing or speech/language impairments, and (4) lived outside Canada or the US. After, participants completed a brief demographics questionnaire. They were randomly assigned to the interpreter presence condition and voice actors’ order. Before listening to each recording, participants read a brief description of the youth (see Appendix A1). In the interpreter

absent condition, they listened to Stephanie (English-speaking child) and Alexandra (English-speaking adolescent) testifying in English, and in the interpreter present condition, they listened to Estefanía (Spanish-speaking child) and Alejandra (Spanish-speaking adolescent) testifying in Spanish via a language interpreter. They answered the APQ items after each interview. Finally, they responded to the Opinions about Immigrants questionnaire. Upon completion of the study, participants were debriefed, thanked (See Appendix A8), and compensated (\$3.25 to \$5.25 USD).

2.3.4 Data Reduction and Coding

An exploratory factor analysis was performed to determine underlying factor structures in the Likert-scale outcome variables of the APQ. Three composite variables emerged: (1) Quality of the youth’s testimony, with items loading from .704 to .881; (2) Interpreter effectiveness, items loading from .656 to .831; and (3) Interpreter report distortion, items loading from .821 to .887 (See Table 2.1). Other outcome variables were analyzed as individual items in the primary analyses, for instance, items concerning the youth (deception, calmness, understanding, stress, responsibility for the incidents, suggestibility, and reluctance to speak), the interview (fairness, age-appropriateness, suggestiveness), the interviewer (helpfulness, manipulativeness, confusion), and the perpetrator (guilt degree and confidence in the guilt degree).

Table 2.1
Study 1 Composite Variables Obtained from Likert-scale Outcomes of the APQ

Name of Composite Variable	Likert-scale Items Contained	Kaiser-Meyer-Olkin Value	Bartlett’s Test of Sphericity	Cronbach’s Alpha Score
Quality of the youth’s testimony	Truthfulness, credibility, competence, likeability, consistency, sympathy, accuracy, intelligence, and cooperativeness	.902	$p < .000$.928

Interpreter effectiveness	Youth's comfortability with the interpreter, interpreter helpfulness, and interpreter accuracy	.632	$p < .001$.649
Interpreter report distortion	Interpreter misrepresentations, confusion to the youth, and manipulateness.	.687	$p < .001$.835

The primary analyses consisted of 2 (Age: 7 v. 14) x 2 (Interpreter: present v. absent) mixed-model ANOVAs examining the composite variables and individual APQ items that did not fit in the composite variables in Table 2.1 *Youth's age* was varied within subjects and *Interpreter presence* was varied between subjects. Bonferroni corrections for multiple comparisons were applied as appropriate. The primary study analyses also included a logistic regression analysis examining the effects of the independent variables on the dichotomous verdict outcome variable – guilty or not guilty.

2.4 Results

First, we present preliminary analyses, and then, we present results of ANOVAs and logistic regressions examining the effect of the child's age and interpreter presence on the dependent variables (see Appendix B1, Table 1S).

2.4.1 Preliminary Analyses

Preliminary analyses examined the equivalence of the experimental conditions and potential differences between the samples from the US and Canada. Chi-square analyses revealed that the eight randomly assigned survey versions were equally distributed across participants. That is, the conditions: interpreter's presence ($ps > .072$), youth's age order ($ps > .357$), and voice actor's order ($ps > .107$) were listened to by approximately the same number of participants. With regards to potential differences

between the samples from the US and Canada, chi-square tests indicated no significant differences in the dichotomous verdicts of either the child's ($ps > .762$), the adolescent's alleged perpetrator ($ps > .425$), or previous experience with children ($ps > .050$), and t-tests indicated no significant differences on participants' age ($p > .059$). Hence, said variables were not considered further. However, participants' prior jury service differed significantly ($n = 53$ participants in the US and $n = 11$ participants in Canada with prior jury experience), $X^2(1, N = 301) = 36.652, p < .001$. Thus, prior jury service was included as a covariate in the primary analyses.

Only two outcome variables revealed significant differences in regard to the participant's country of residence: adolescent's reluctance and child's interview fairness. Participants in the US perceived the adolescent as more reluctant ($M = 3.72, SD = 1.43$) than participants in Canada ($M = 3.34, SD = 1.45$), $F(300, 299.83) = .29, p = .023$. Participants in the US rated the interview with the child as significantly fairer ($M = 5.01, SD = .98$) than participants in Canada ($M = 4.76, SD = 1.23$), $F(300, 284.30) = 10.90, p = .046$. Thus, jurors' country of residence was very rarely related to mock jurors' perceptions and was not considered in the primary analyses.

Regarding the order in which they listened to the youth (i.e., child first vs. adolescent first), no significant differences emerged in the outcome variables. Chi-square analyses showed no significant differences in the verdict of the child's ($p > .429$) or adolescent's ($p > .629$) perpetrator. Thus, interview order was not considered in the primary analyses.

Significant gender differences emerged in verdicts for the child's alleged perpetrator ($p = .009$) and the adolescent's alleged perpetrator ($p = .018$) alleged

perpetrator verdicts. Female participants were more likely to convict the perpetrator in the child’s case (90%, $n = 136$) and the adolescent’s case (96.5%, $n = 139$) than male participants (78.4%, $n = 87$ in the child’s case and 88.9%, $n = 88$ in the adolescent’s case respectively). Significant gender differences emerged with respect to additional outcome variables (see Table 2.2). For example, women also assigned both perpetrators a higher degree of guilt and were more confident in their degree of guilt than men. Male participants perceived the interviewer as significantly more manipulative than female participants. Thus, participants’ gender was included as a covariate in the primary analyses. See Appendix C1, Table 4S for overall effects of *Participant’s Gender* and *Prior Jury status* covariates on outcome variables.

Table 2.2
Study 1 Mean Ratings and Standard Deviations of Outcome Variables with Significant Effects by Participant’s Gender

Dependent Variables	Female Participants		Male Participants	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Youth’s Deception	2.56	1.43	3.07	1.63
Youth’s Calmness	3.93	1.43	4.11	1.42
Youth’s Understanding	4.67	1.16	4.88	1.02
Youth’s Responsibility for the Incidents	2.45	1.84	3.09	1.87
Youth’s Suggestibility	3.19	1.41	3.65	1.48
Youth’s Comfortability with Interviewer	4.11	1.40	4.20	1.36
Interviewer Manipulativeness	2.22	1.44	2.68	1.61
Interview Suggestiveness	2.78	1.59	3.26	1.52
Guilt Degree of Perpetrator	5.17	1.23	4.59	1.46
Confidence in the Degree of Guilt	4.97	1.22	4.71	1.42

2.4.2 Effects of the Experimental Manipulations on Mock Jurors' Perceptions of the Youth

In this section, we present results examining the effects of the *youth's age* and *interpreter presence* on mock jurors' perceptions of the child and the adolescent. Mean ratings of all outcome variables in this section are found in Appendix B1, Table 2S. Significant effects of the two covariates (prior jury service and participant's gender) are found in Appendix C1: Table 4S. These analyses involved 2 (Age: child v. adolescent) x 2 (Interpreter: present v. absent) mixed model ANOVAs with Age varied within subjects and Interpreter varied between subjects, first, our composite score (quality of youth's testimony) and second, individual items concerning the child's calmness, stress, reluctance to speak, understanding of the questions asked, deception, suggestibility, and responsibility for the incidents. For all analyses, due to multiple comparisons, Bonferroni corrections were applied.

Regarding the "quality of youth's testimony" composite score, no significant main effects or interactions regarding the interpreter presence or youth's age emerged ($ps > .120$). Surprisingly, mock jurors rated the testimony provided by the child ($M = 4.7, SD = .94$) and adolescent ($M = 4.69, SD = .96$) in English, and the testimony of the child ($M = 4.69, SD = .91$) and adolescent ($M = 4.89, SD = .79$) in the interpreter-mediated interview as being of similar quality. Several significant effects of the experimental manipulations emerged when analyses examined individual APQ items. First, significant findings involving interpreter presence (main effects and interactions with age) will be discussed. Then, main effects of age will be discussed.

Concerning the items that inquired about mock jurors' perceptions of the youth, one significant main effect of Interpreter emerged, $F(1, 296) = 4.43, p = .036$, with a small effect size ($\eta_p^2 = .02$). When mock jurors rated how reluctant the youth was to speak to the interviewer, participants in the interpreter absent condition perceived youth as more reluctant to speak ($M = 3.61, SD = 1.41$) than those in the interpreter present condition ($M = 3.32, SD = 1.47$) (See Figure 2.1).

Figure 2.1

Study 1 Mean Likert-scale Ratings for Perceived Reluctance to Speak

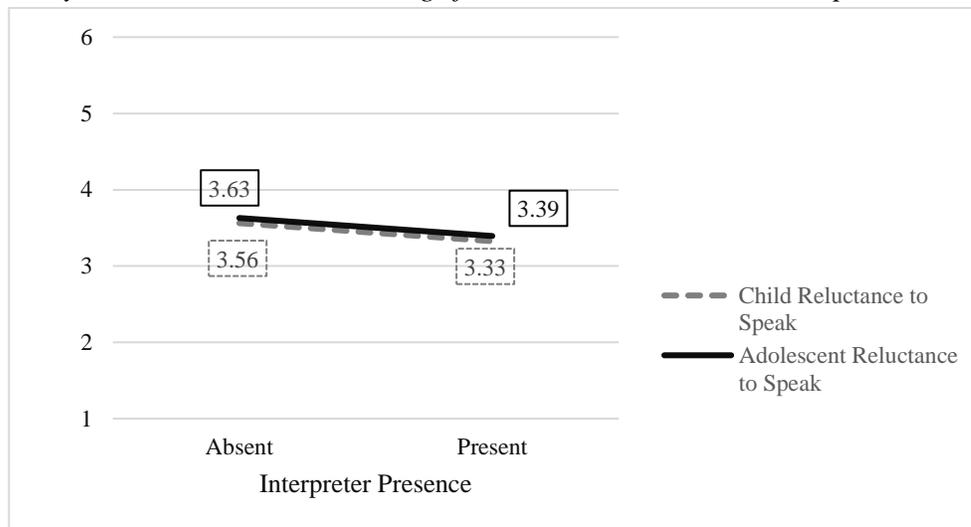


Figure 2.1. Mean Likert-scale Ratings for Perceived Reluctance to Speak. This figure illustrates the mean Likert-scale ratings of perceived reluctance to speak in the child and the adolescent by interpreter presence. English speaking participants rated how reluctant to speak they perceived the youth.

Multiple Age x Interpreter interactions emerged with respect to the items about youth. One of the individual items inquired about mock jurors' perceptions of the youth's calmness, $F(1, 296) = 10.61, p = .001, \eta_p^2 = .04$. Follow-up analyses within each age group revealed that, contrary to our hypotheses, the adolescent in the interpreter present condition was rated as calmer ($M = 4.39, SD = 1.34$) than in the interpreter absent condition ($M = 3.62, SD = 1.39$). However, children were perceived similarly in the interpreter present ($M = 4.20, SD = 1.46$) and interpreter absent ($M = 3.96, SD = 1.41$) conditions with respect to calmness ($p = .192$).

A similar pattern of findings emerged – but in the opposite direction – regarding how stressed mock jurors perceived youth to be. Here, a significant main effect of Age, $F(1, 296) = 6.18, p = .013, \eta_p^2 = .02$, was subsumed by a significant Age x Interpreter interaction, $F(1, 296) = 4.72, p = .031, \eta_p^2 = .02$, which will be examined further (See Figure 2.2). Contrary to what was expected, the adolescent in the interpreter absent condition was perceived as significantly more stressed ($M = 4.46, SD = 1.25$) than the adolescent in the interpreter present condition ($M = 3.75, SD = 1.30$), $F(1, 296) = 27.15, p < .001$, reaching a medium effect size ($\eta_p^2 = .08$). Simple effects analyses revealed that the child in the interpreter absent condition was also perceived as significantly more stressed ($M = 4.40, SD = 1.30$) than the child in the interpreter present condition ($M = 4.01, SD = 1.29$), $F(1, 296) = 7.00, p = .009$, despite reaching statistical significance, the actual mean difference was small ($\eta_p^2 = .02$).

Figure 2.2

Study 1 Mean Likert-scale Ratings for Perceived Stress

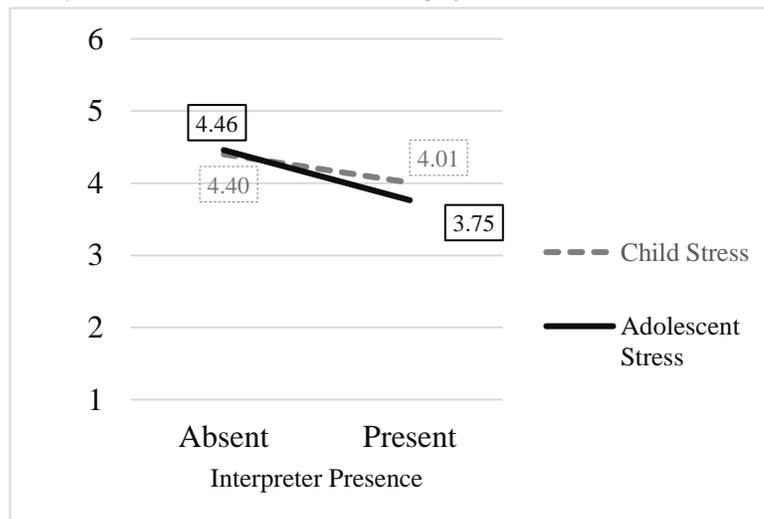


Figure 2.2. Mean Likert-scale Ratings for Perceived Stress. This figure illustrates the mean Likert-scale ratings of perceived stress in the child and the adolescent by interpreter presence. English-speaking participants rated how stressed they perceived the youth to be.

Finally, concerning the items about mock jurors’ perceptions of the youth being interviewed, one significant main effect of Age emerged $F(1, 296) = 19.26, p < .001$,

with a medium effect size ($\eta_p^2 = .06$), in mock jurors' perceptions of how likely was that the youth understood the questions. As expected, participants rated the adolescent to have more understanding ($M = 4.98, SD = 1.06$) than the child ($M = 4.54, SD = 1.15$). For the remaining individual items concerning the child, there were no significant main effects of Age or Interpreter on the youth's likelihood of being deceptive ($p > .347$), responsibility for the incidents ($p > .265$), or suggestibility ($p > .332$) (see Appendix B1, Table 2S).

2.4.3 Effects of the Experimental Manipulations on Mock Jurors' Perceptions of the Interview, the Interviewer, and the Interpreter

In this section, we present analyses concerning the effects of *youth age* and *interpreter presence* on mock jurors' perceptions of the interview and interviewer. These analyses involved 2 (Age: child v. adolescent) x 2 (Interpreter: present v. absent) mixed model ANOVAs with Age varied within subjects and Interpreter varied between subjects on individual items concerning the interviewer (comfortability with, helpfulness) and the interview as a whole (fairness, age appropriateness, suggestiveness). Significant results concerning interpreter presence (main effects and interactions with age) will be discussed first followed by a discussion of the significant main effects of age. Then, two one-way ANOVAs examined the effects of youth age (7 v. 14) on mock jurors' perceptions of the interpreter on the two relevant composite variables – interpreter effectiveness and interpreter report distortion (see Table 2.1) – among those in the interpreter present condition only ($n = 129$). For all analyses, Bonferroni corrections were applied due to multiple comparisons. See Appendix B1, Table 3S for overall mean ratings, and Appendix C1, Table 4S for covariate effects.

Two significant main effects of Interpreter emerged regarding the interviewer and interview. First, there was a significant main effect of Interpreter on interview fairness, $F(1, 296) = 5.98, p = .015, \eta_p^2 = .02$. Surprisingly, participants in the interpreter present interview rated it as fairer ($M = 5.09, SD = 1.04$) than those in the interpreter absent condition ($M = 4.82, SD = 1.16$) (See Figure 2.3). Importantly, it should be noted that the effect size was small. Second, a significant main effect of Interpreter on interviewer helpfulness, $F(1, 296) = 8.05, p = .005$, with a small effect size ($\eta_p^2 = .03$), revealed that the interviewer in the interpreter present condition was perceived as more helpful ($M = 4.93, SD = 1.08$) than the interviewer in the interpreter absent condition ($M = 4.6, SD = 1.24$) (See Figure 2.3). Again, this finding was not anticipated.

Figure 2.3

Study 1 Mean Likert-scale Ratings for Perceived Interviewer Helpfulness and Interview Fairness

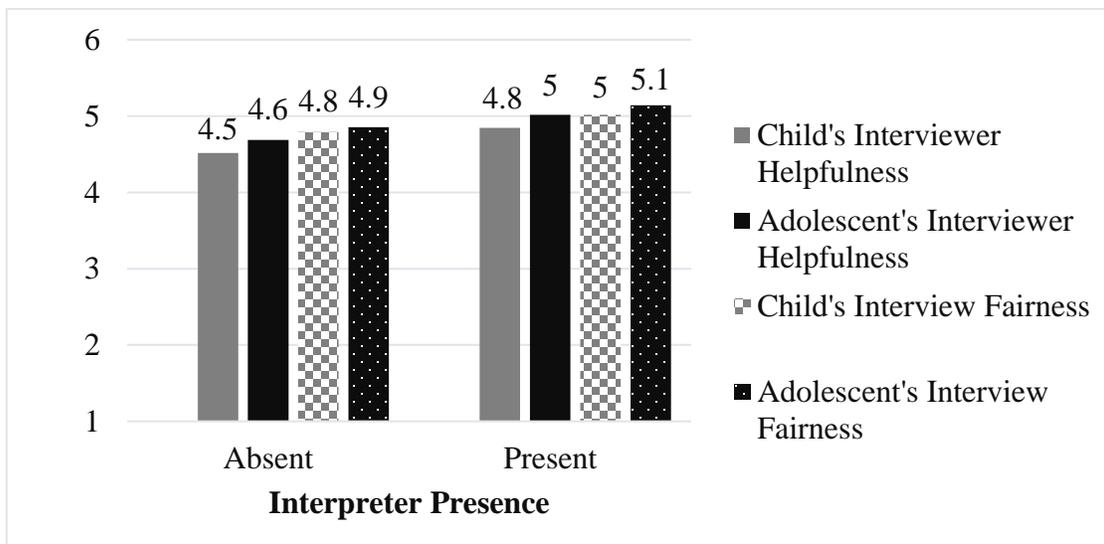


Figure 2.3. Mean Likert-scale ratings for perceived interviewer helpfulness and interview fairness. This figure illustrates the mean Likert-scale ratings assigned by English-speaking participants regarding how helpful they perceived the interviewer and how fair they perceived the interview by interpreter presence.

Regarding comfortability with the interviewer a significant main effect of Interpreter emerged $F(1, 296) = 16.98, p < .001, \eta_p^2 = .05$, and was subsumed by a significant Age x Interpreter interaction, $F(1, 296) = 4.83, p = .029, \eta_p^2 = .03$. the latter

of which will be examined further. Follow-up analyses of the interaction revealed that when participants listened to the adolescent interview, they rated her as more comfortable with the interviewer in the interpreter present condition ($M = 4.55$, $SD = 1.24$) than in the interpreter absent condition ($M = 3.85$, $SD = 1.39$), $F(1, 296) = 22.50$, $p < .001$, reaching a medium effect size ($\eta_p^2 = .07$). The child was also perceived as more comfortable with the interviewer in the interpreter present interview ($M = 4.33$, $SD = 1.44$) than in the interpreter absent interview ($M = 3.99$, $SD = 1.44$), $F(1, 296) = 6.11$, $p = .014$. Although the effect was significant, the mean difference was small ($\eta_p^2 = .02$).

Significant main effects of Age emerged with respect to interview age appropriateness, $F(1, 296) = 45.14$, $p < .001$, and the extent to which the interviewer confused the youth, $F(1, 296) = 6.14$, $p = .014$. As expected, participants perceived that the interview with the adolescent was more age-appropriate ($M = 4.83$, $SD = 1.24$) than the interview with the child ($M = 4.37$, $SD = 1.42$). Of note, here, the effect size was large ($\eta_p^2 = .13$). Also as predicted, participants were more likely to perceive the interviewer as having confused the child ($M = 2.83$, $SD = 1.55$) than the adolescent ($M = 2.54$, $SD = 1.50$); however, this difference had a small effect size ($\eta_p^2 = .02$).

No significant main effects or interactions emerged regarding mock jurors' perceptions of the interview's suggestiveness ($p > .059$) or interviewer's manipulateness ($p > .179$). As is evident in Appendix B1, Table 3S, mock jurors rated the interview of the child ($M = 2.93$, $SD = 1.56$) and the adolescent ($M = 3.09$, $SD = 1.57$) in the interview in English, and the interviewer of the child ($M = 2.82$, $SD = 1.55$) and adolescent ($M = 3.06$, $SD = 1.65$) in the interpreter-mediated interview as being of similar suggestiveness. Interestingly, while not significantly, mock jurors tended to rate the

interviewer of the child ($M = 2.53, SD = 1.56$) and the adolescent ($M = 2.48, SD = 1.59$) in the interview in English as more manipulative than in the interpreter-mediated interview with the child ($M = 2.22, SD = 1.4$) and adolescent ($M = 2.36, SD = 1.38$).

Those in the interpreter present condition ($n = 129$) were asked about their perceptions of the interpreter. Exploratory one-way ANOVAs revealed no significant main effect of age with respect to interpreter report distortion ($p > .691$) or interpreter effectiveness ($p > .274$). Notably, participants perceived the interpreter with the child ($M = 2.32, SD = 1.23$) and with the adolescent ($M = 2.26, SD = 1.28$) as having distorted the utterances to a similar degree. Yet, as observed in Appendix B1, Table 3S, there was a tendency for mock jurors to rate the interpreter with the adolescent as more effective ($M = 5.05, SD = .78$) than with the child ($M = 4.88, SD = .83$).

2.4.4 Effects of the Experimental Manipulations on Mock Jurors' Perceptions of the Alleged Perpetrator and Guilty Verdicts

Two 2 (Age: child v. adolescent) x 2 (Interpreter: present v. absent) mixed model ANOVAs with Age varied within subjects and *Interpreter* varied between subjects examined participants' ratings of how guilty they perceived the alleged perpetrator to be and their confidence in the alleged perpetrator's guilt. No significant main effects or interactions regarding the youth's age or interpreter presence emerged in the perceived guilt of the alleged perpetrator ($ps > .133$) or their confidence in the alleged perpetrator's guilt ($ps > .062$). See Appendix B1, Table 3S for mean ratings.

Most participants voted that child's (74.2%, $n = 224$) and the or the adolescent's (75.5%, $n = 228$) alleged perpetrator was guilty. In comparison, 12.9% ($n = 39$) indicated that the child's perpetrator was not guilty (12.9%, $n = 39$ preferred not to answer) and

5.3% ($n = 16$) indicated the adolescent's perpetrator was not guilty (19.2%, $n = 58$ preferred not to answer). The "prefer not to answer" responses were excluded from the following analysis. A logistic regression analysis examined the effects of Age and Interpreter on the dichotomous verdict variable, controlling for Participant's Gender and Prior Jury Service. The model was significant, $\chi^2(4) = 24.94, p < .001$, Nagelkerke $R^2 = .10$, correctly classifying 89.1% of the cases. Age ($p = .004$) and the Participant's Gender ($p < .001$) were the only significant predictors in the model. Participants were 2.5 times more likely to believe that the adolescent's perpetrator was guilty than the child's (95% CI = 1.35 to 4.68) (see Figure 2.4). Female participants were 3 times more likely to vote that the perpetrator was guilty than male participants (95% CI = 1.65 to 5.48). Interpreter presence did not significantly affect the participants' verdicts.

Figure 2.4

Study 1 Proportion of Verdict Decisions by Youth's Age Group

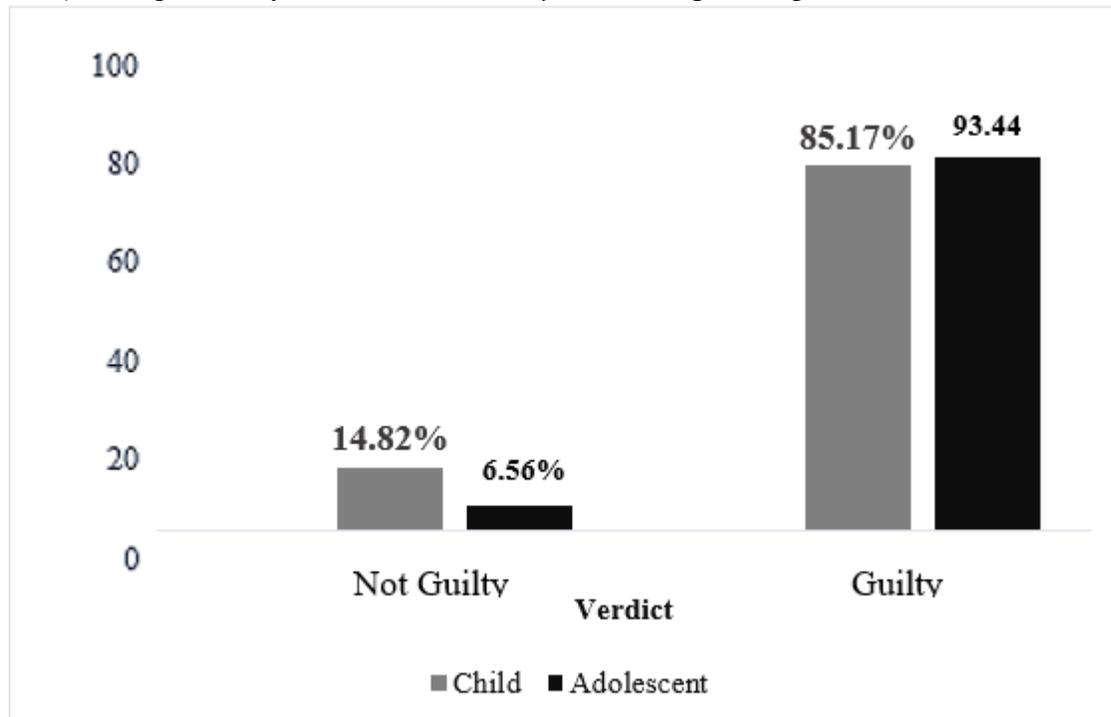


Figure 2.4. Proportion of verdict decisions by youth's age group. This figure illustrates the proportion of participants in Study 1 that voted 'guilty' or 'not guilty' when determining the verdict of the child's and the adolescent's alleged perpetrator

2.5 Discussion

The present study examined how jury-eligible adults in the US and Canada perceived language interpreter-mediated interviews with youth in mock investigative interviews. We asked English-speaking adults (who could not speak or understand Spanish) to listen to and make judgments about investigative interviews of a child (7-years-old) and an adolescent (14-years-old) who testified either in English in a typical interview setting (i.e., just the interviewer and youth) or in Spanish via a language interpreter. We found that even verbatim translations of all interviewer and youth utterances – and the same content in all conditions – resulted in differences in how English-speaking adults perceived the youth, interviewer, and interview as a whole. Some of these differences were in accordance with our hypotheses – and some were unexpected.

Our tentative hypotheses concerning the effects of interpreter presence – and its interactions with age – were unsupported. We expected that interpreter-mediated interviews would generally be perceived more negatively by mock jurors and that this would be especially the case when adolescents were interviewed via interpreters. We based these hypotheses on literature concerning how adults perceive non-native language speaking individuals in other studies (i.e., studies that did not include interpreters; Evans & Michael, 2014; Hanks, 2012; Stephan & Stephan, 1986; Suurmond et al., 2016) and that mock jurors are generally more sympathetic to the needs of children compared to adolescents and more aware of children's limitations as witnesses (Quas et al., 2005). Yet, differences found between the interpreter present and absent conditions pointed to mock jurors' more positive perceptions of the interpreter-mediated interviews, especially

for the adolescent. For example, the adolescent testifying via an interpreter was perceived as significantly calmer and less stressed than the adolescent in the interpreter absent condition (and the child was also rated as less stressed in the interpreter present condition). Youth were also perceived as less reluctant in the interpreter-mediated interviews.

Although the interviewer's behavior and questions were the same in all conditions, participants perceived the youth in the interpreter-mediated interview to be significantly more comfortable with the interviewer and the interviewer was perceived as more helpful than in the interpreter absent condition. The relatively limited research on interviewers' perceptions of interpreter-mediated interviews has found that they are usually negative, with interviewers reporting less rapport and direct contact with the interviewee and expressing a preference to conduct interviews with bilingual interviewers (Ernberg et al., 2022; Raval & Smith, 2003). Yet, when it comes to *observers'* (i.e., mock jurors') perceptions, the interviewer did not appear to be negatively affected by the interpreter's presence and interpretation of their statements. They also perceived the interview with the interpreter as significantly fairer than such in the absence of an interpreter. Although the reason for this difference is not known, we speculate that the fact that the youth who testified in English spoke with a Spanish accent may have signified to participants that she would have been more comfortable testifying in Spanish.

A key limitation of Study 1 was the fact that interpreter-mediated interviews occurred in only one language – that is, only when English speakers needed to evaluate youths' testimony when they spoke in Spanish. It may be that biases or prejudices concerning Hispanic individuals or Spanish speakers in the US or Canada (Hanks, 2012;

Stephan & Stephan, 1986) influenced the results, given that even when the child spoke English (interpreter absent condition), she did so with a Spanish accent. Thus, we conducted a second study in which we examined how adults perceived interpreter-mediated interviews with youth in a large sample of Spanish speakers who could not speak or understand English.

2.6 Study 2

The purpose and design of this Study 2 were the same as Study 1, and we tested the same hypotheses. We assessed adults' perceptions of portions of two pre-recorded mock investigative interviews with young witnesses in counterbalanced order in a 2 (age: 7 v. 14) X 2 (interpreter: present v. absent) mixed design, with age varied within subjects and interpreter varied between subjects. In this study, Spanish-speaking participants (who were not proficient in English) either listened to the mock investigative interview in a language they could understand (Spanish) or in English via an interpreter.

2.6.1 Participants

Of the 491 participants who screened in and consented, 18 (3.7%) failed at least two of four manipulation checks (e.g., “How old was <name of the child/adolescent>?” or reported not being honest in the study ($n = 9$, 1.8%) and were dropped from further analysis. Thus, 464 (94.5% of the initial sample) Spanish-speaking adults from Mexico represented the final sample of our study (60.6% female). Ages ranged from 18- to 65-years old ($M = 32.85$, $SD = 9.2$). Participants identified as Latin American (86.9%, $n = 403$), Hispanic (7.1%, $n = 33$), White (3.2%, $n = 15$), or other (2.2%, $n = 10$). Most (69.4%, $n = 322$) reported having prior experience with children: 19.6% ($n = 91$) had children of their own, 25.4% ($n = 118$) had worked with children (e.g., babysitting,

teaching), and 22% ($n = 104$) had taken care of children (e.g., siblings, cousins). See Appendix C1, Table 1S-3S for participants' yearly income, education level, and political ideology.

2.6.2 Materials and Procedure

The materials and procedure for this second study were identical to Study 1 with the following exceptions: all materials were in Spanish, participants were not asked about jury service given the absence of jury trials in Mexico, and they received \$5.20 via CR as compensation.

2.6.3 Data Reduction and Coding

We conducted an exploratory factor analysis with Likert-scale outcome variables of the APQ. Like in study 1, three composite variables emerged: (1) Quality of the youth's testimony, with items loading from .618 to .839; (2) Interpreter effectiveness, items loading from .643 to .780; and (3) Interpreter report distortion, items loading from .722 to .844 (See Table 2.3). The remaining items were analyzed as individual variables in the primary analyses.

Table 2.3

Study 2 Composite Variables Obtained from Likert-scale Outcomes of the APQ

Name of Composite Variable	Likert-scale Items Contained	Kaiser-Meyer-Olkin Value	Bartlett's Test of Sphericity	Cronbach's Alpha Score
Quality of the youth's testimony	Credibility, truthfulness, accuracy, intelligence, consistency, cooperativeness, likeability, sympathy, and competence	.906	$p < .000$.903
Interpreter effectiveness	Interpreter helpfulness, accuracy, and youth's comfortability with the interpreter	.551	$p < .001$.474
Interpreter report distortion	Interpreter misrepresentations, confusion to the child, and manipulativeness.	.660	$p < .001$.646

2.7 Results

First, we present preliminary analyses, and then we present results of ANOVAs and logistic regressions examining the effect of the child's age and interpreter presence on the outcome variables (see Appendix B1, Table 1S).

2.7.1 Preliminary Analyses

Preliminary analyses examined the equivalence of randomization of the experimental conditions. Chi-square analyses revealed that our eight survey versions were equally distributed across participants. That is, the different conditions: interpreter's presence ($p > .718$), child's age order ($p > .348$), and voice actor's order ($p > .278$) were listened to by approximately the same number of participants. Regarding the order in which they listened to the youth (i.e., child first v. adolescent first), significant differences emerged for six items: quality of the child's testimony, adolescent's understanding, adolescent's interviewer manipulateness, child's interpreter effectiveness, and guilt degree of the child's and adolescent's perpetrator. This constituted only 14% of the items, and thus, interview order was not considered in the primary analyses.

Significant gender differences emerged in guilty verdicts for the child's ($p < .001$) and adolescent's ($p = .013$) alleged perpetrator. Female adults were more likely to convict the perpetrator of the child (93.4%, $n = 226$) and the adolescent (94.9%, $n = 241$) than male adults (82.3%, $n = 130$ for the child and 88.1%, $n = 133$ for the adolescent). Significant differences in terms of participant gender also emerged in other outcome variables (See Table 2.4). Women assigned both perpetrators a higher degree of guilt and were more confident in the degree of guilt assigned to the adolescent's perpetrator than

male participants. Male participants perceived the adolescent’s interview to be significantly fairer and more suggestive than female participants. Thus, like in Study 1, participant gender was included as a covariate in the primary analyses. See Appendix C1, Table 5S for the overall effects of *Participant’s Gender* covariate on outcome variables.

Table 2.4
Study 2 Mean Ratings and Standard Deviations of Outcome Variables with Significant Effects by Participant’s Gender

Dependent Variables	Female Participants		Male Participants	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Quality of Youth’s Testimony	4.63	.91	4.34	.99
Youth’s Suggestibility	3.56	1.34	3.78	1.41
Interpreter Report Distortion	2.20	1.08	2.53	1.20
Guilt Degree of Perpetrator	5.31	1.10	5.05	1.30
Confidence in the Degree of Guilt	4.99	1.24	4.75	1.33

Note. Significant mean differences at $p < .05$

2.7.2 Effects of the Experimental Manipulations on Mock Jurors’ Perceptions of the Youth

As in study 1, primary analyses consisted of 2 (Age: 7 v. 14) x 2 (Interpreter: present v. absent) mixed-model ANOVAs with *youth age* varied within subjects and *interpreter presence* between subjects. Dependent measures included the composite variables as well as individual items that were not incorporated into the composite variables. Bonferroni corrections for multiple comparisons were applied as appropriate. The primary study analyses also included a logistic regression analysis predicting the dichotomous verdict outcome variable – guilty or not guilty.

In this section, we present results examining the effects of the youth's age and interpreter presence on mock jurors' perceptions of the child and the adolescent. Significant effects of the participant gender covariate are found in table 2.4. Overall mean ratings of the youth's items are found in Appendix B1, Table 4S. Effects of Interpreter (including its interaction with Age) will be discussed first, followed by a discussion of the main effects of Age.

One significant main effect of Interpreter emerged and was not qualified by an Age X Interpreter action. This was in relation to the likelihood of youth lying in the interviews, $F(1, 460) = 3.99, p = .046$. Despite reaching statistical significance, the actual mean difference was quite small ($\eta_p^2 = .01$). Participants believed that youth were less likely to have lied in the interpreter present condition ($M = 2.71, SD = 1.46$) than in the interpreter absent condition ($M = 2.92, SD = 1.52$). Other main effects of Interpreter were qualified by the variable's interactions with Age. That is, regarding youth's calmness, a significant main effect of Interpreter emerged, $F(1, 460) = 17.32, p < .001, \eta_p^2 = .04$, but was subsumed by a significant Age X Interpreter interaction, $F(1, 460) = 5.61, p = .018, \eta_p^2 = .01$. As in Study 1, the adolescent in the interpreter present condition was rated as calmer ($M = 3.77, SD = 1.62$) than in the interpreter absent condition ($M = 3.11, SD = 1.46$), $F(1, 460) = 21.40, p < .001$, with a small to medium effect size ($\eta_p^2 = .04$). However, no significant difference emerged in mock jurors' perceptions of the child's calmness ($M = 3.57, SD = 1.53$ in the interpreter-mediated interview, and $M = 3.38, SD = 1.54$ in the interpreter absent condition; $p = .149$). Regarding how stressed youth were perceived to be, a significant main effect of Interpreter emerged, $F(1, 460) = 3.92, p = .048, \eta_p^2 = .01$, and was subsumed by a significant Age X Interpreter interaction, $F(1,$

460) = 10.75, $p = .011$, $\eta_p^2 = .01$. Simple effects analyses examined the effects of interpreter presence in each age group and revealed the opposite pattern as what was found regarding youth's calmness. Participants perceived the adolescent in the interpreter absent condition to be more stressed ($M = 4.06$, $SD = 1.46$) than such in the interpreter present condition ($M = 3.61$, $SD = 1.55$), $F(1, 460) = 9.62$, $p = .002$ (see Figure 2.5). However, the mean difference was small ($\eta_p^2 = .02$). No significant difference regarding the interpreter presence was found in relation to perceived stress of the child ($M = 3.91$, $SD = 1.44$ in the interpreter present condition, and $M = 3.90$, $SD = 1.54$ in the interpreter absent condition; $p = .978$).

Figure 2.5
Study 2 Mean Likert-scale Ratings for Perceived Stress

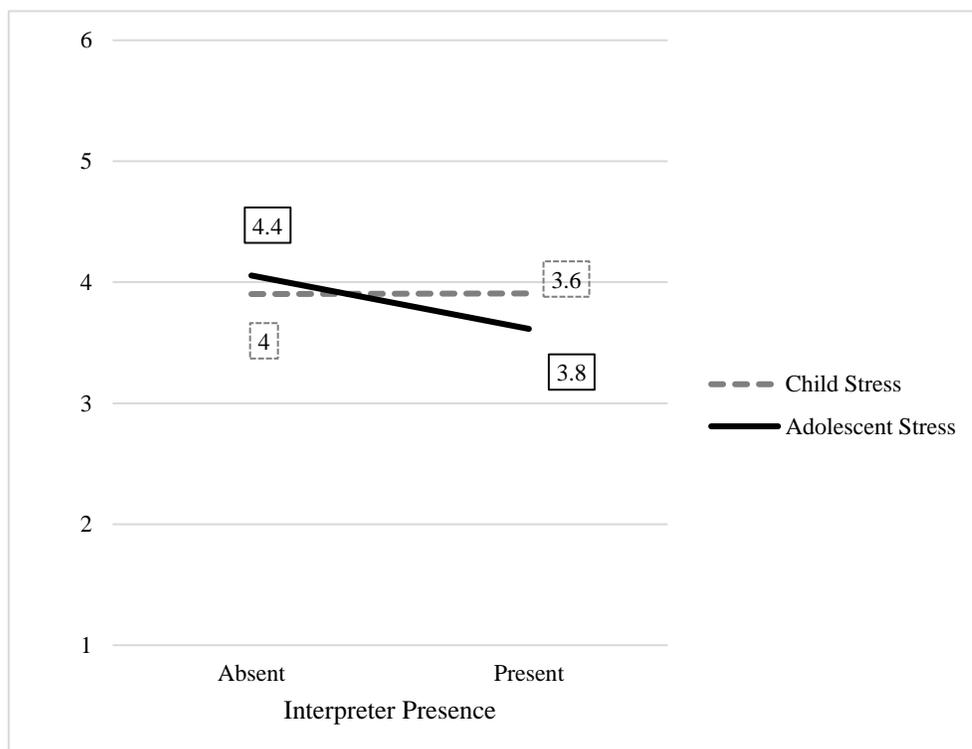


Figure 2.5. Mean Likert-scale Ratings for Perceived Stress. This figure illustrates the mean Likert-scale ratings of perceived stress in the child and the adolescent by interpreter presence. Spanish-speaking participants rated how stressed they perceived the youth to be.

Finally, regarding Interpreter effects, a significant Age X Interpreter interaction emerged with respect to the quality of the youth’s testimony, $F(1, 460) = 5.39, p = .021, \eta_p^2 = .01$. Surprisingly, the quality of the adolescent’s testimony in the interpreter present condition was perceived as significantly higher ($M = 4.82, SD = .87$) than in the interpreter absent condition ($M = 4.59, SD = .95$), $F(1, 460) = 6.47, p = .011$. Although statistically significant, the effect size was quite small ($\eta_p^2 = .01$) (see Figure 2.6). A similar tendency emerged when participants evaluated the child’s testimony; however, the effect of the interpreter was not significant ($M = 4.46, SD = .99$ in the interpreter present condition, and $M = 4.33, SD = .95$ in the interpreter absent condition; $p = .202$).

Figure 2.6

Study 2 Mean Likert-scale Ratings for Perceived Quality of Youth’s Testimony

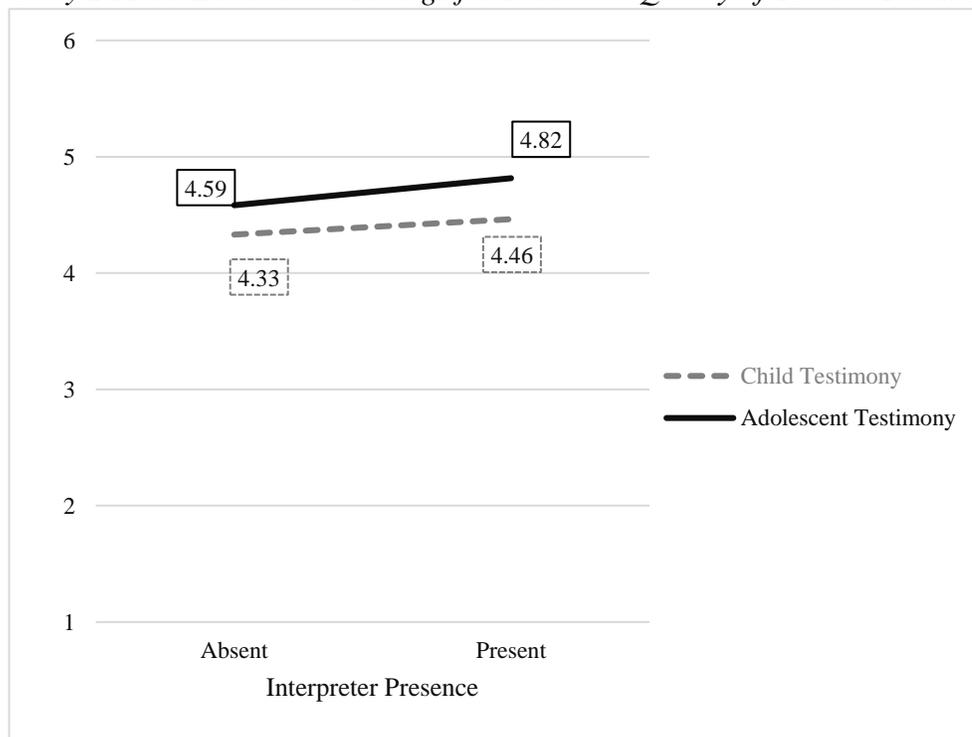


Figure 2.6. Mean Likert-scale Ratings for Perceived Quality of Youths’ Testimony. This figure illustrates the mean Likert-scale ratings of the composite variable: quality of child and the adolescent testimony by interpreter presence.

Several significant main effects of age emerged. Participants rated the quality of the adolescent’s testimony significantly more favorably ($M = 4.70, SD = .92$) than the

child's testimony ($M = 4.40$, $SD = .97$), $F(1, 460) = 14.26$, $p < .001$; still, the difference was small ($\eta_p^2 = .03$). Significant main effects of Age were also found for understanding of the questions asked, $F(1, 460) = 20.08$, $p < .001$, $\eta_p^2 = .04$ and responsibility for the events, $F(1, 460) = 8.40$, $p = .004$, $\eta_p^2 = .02$, both having small effect sizes. For these two variables, adolescents were rated as higher than children, as would generally be expected. That is, participants perceived more likely to have understood the questions asked ($M = 5.10$, $SD = 1.11$) than the child ($M = 4.45$, $SD = 1.28$), and as more responsible for the events ($M = 2.42$, $SD = 1.81$), than the child ($M = 2.12$, $SD = 1.64$). On the other hand, children were rated as significantly higher compared to adolescents in reluctance to speak with the interviewer, $F(1, 460) = 5.43$, $p = .020$, $\eta_p^2 = .01$ and their potential use of deception, $F(1, 460) = 9.031$, $p = .003$, $\eta_p^2 = .02$, with both findings having small effect sizes. Surprisingly, participants rated the child as more reluctant to speak about the events ($M = 3.69$, $SD = .07$) than the adolescent ($M = 3.63$, $SD = .07$) and as more likely to lie in the interview ($M = 2.99$, $SD = 1.55$) than the adolescent ($M = 4.64$, $SD = 1.43$). No significant main effects or interactions regarding Interpreter or Age emerged when analyzing the youth's suggestibility ($ps > .188$) (see Appendix B1, Table 4S).

2.7.3 Effects of the Experimental Manipulations on Mock Jurors' Perceptions of the Interview, the Interviewer, and the Interpreter

Similar to Study 1, this section describes analyses concerning the effects of *youth age* and *interpreter presence* on mock jurors' perceptions of the interview and interviewer. These analyses involved 2 (Age: child v. adolescent) x 2 (Interpreter: present v. absent) mixed model ANOVAs with Age varied within subjects and Interpreter varied

between subjects on individual items concerning the interviewer (comfortability with, helpfulness) and the interview as a whole (fairness, age appropriateness, suggestiveness). Significant results concerning interpreter presence (main effects and interactions with age) will be discussed first, followed by a discussion of the significant main effects of age. Then, two one-way ANOVAs examined the effects of youth age (7 v. 14) on mock jurors' perceptions of the interpreter on the two relevant composite variables – interpreter effectiveness and interpreter report distortion (see Table 2.3) – among those in the interpreter present condition only ($n = 249$). For all analyses, Bonferroni corrections were applied due to multiple comparisons. See Appendix B1, Table 5S for mean ratings, and Appendix C1, Table 5S for covariate effects.

Analyses revealed a significant main effect of the interpreter with respect to perceptions of youth's comfortability with the interviewer $F(1, 460) = 21.66, p < .001$, nearly reaching a medium effect size ($\eta_p^2 = .05$). Youth in the interpreter present condition were rated as more comfortable with the interviewer ($M = 4.55, SD = 1.27$), than youth in the interpreter absent interview ($M = 3.92, SD = 1.41$). Adults also perceived the interviewer in the interpreter present condition to be more helpful ($M = 4.90, SD = 1.22$), than the interviewer in the interpreter absent condition ($M = 4.65, SD = 1.33$), as revealed by a significant main effect of Interpreter, $F(1, 460) = 5.92, p = .015$, with a small mean difference ($\eta_p^2 = .01$) (See Figure 2.7). Finally, a significant main effect of Interpreter emerged in relation to how likely the interviewer was to have confused the youth, $F(1, 460) = 17.074, p = .031, \eta_p^2 = .01$. This effect was subsumed by a significant Age X Interpreter interaction, $F(1, 460) = 17.07, p = .031, \eta_p^2 = .01$. Participants rated the interviewer as less likely to have confused the child in the

interpreter present condition ($M = 2.58, SD = 1.55$) than in the interpreter absent condition ($M = 2.85, SD = 1.61$). No significant difference regarding the interpreter presence was found in relation to perceived confusion of the adolescent's interviewer ($M = 2.41, SD = 1.52$ in the interpreter present condition, and $M = 2.55, SD = 1.53$ in the interpreter absent condition; $p = .362$).

Figure 2.7

Study 2 Mean Likert-scale Ratings for Perceived Youth's Comfortability with Interviewer and Interviewer Helpfulness

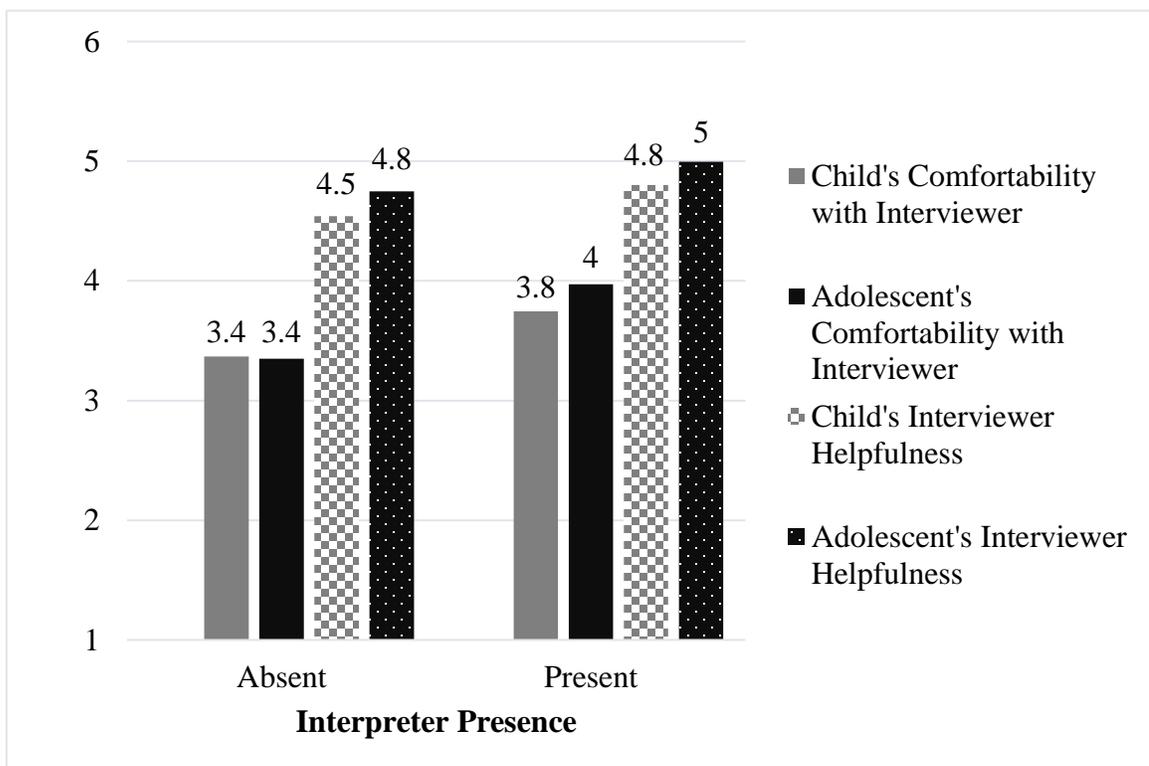


Figure 2.7. Mean Likert-scale ratings for youth's comfortability with interviewer and interviewer helpfulness. This figure illustrates the mean Likert-scale ratings assigned by Spanish-speaking participants regarding how helpful they perceived the interviewer and how comfortable was the child with the interviewer by interpreter presence.

Significant main effects of Age revealed that participants perceived the adolescent's interview and interviewer more positively than the child's interview and interviewer with respect to several variables. First, participants thought that the interviewer of the adolescent was more helpful ($M = 4.88, SD = 1.24$) than the

interviewer of the child ($M = 4.68, SD = 1.32$), $F(1, 460) = 11.07, p < .001$, yet with a small effect size ($\eta_p^2 = .02$). They also thought that the interviewer of the adolescent was less likely to have caused confusion ($M = 2.48, SD = 1.54$) than the interviewer of the child ($M = 2.95, SD = 1.64$), $F(1, 460) = 12.21, p < .001$, also with a small mean difference ($\eta_p^2 = .03$). With respect to the interview as a whole, as expected, significant main effects of Age were found in relation to interview fairness, $F(1, 460) = 6.27, p = .013$, with a small effect ($\eta_p^2 = .01$), and interview age-appropriateness, $F(1, 460) = 26.34, p < .001$, nearly reaching a medium effect ($\eta_p^2 = .05$). Participants viewed the interview with the adolescent as fairer ($M = 4.62, SD = 1.26$) than that of the child ($M = 4.42, SD = 1.36$), and as more age-appropriate ($M = 4.65, SD = 1.37$) than that of child ($M = 4.15, SD = 1.53$). No significant main effects or interactions regarding the youth's age or interpreter presence emerged when analyzing the interviewer's manipulativeness ($ps > .201$) or interview suggestiveness ($ps > .197$).

Those in the interpreter present condition ($n = 249$) were asked about their perceptions of the interpreter. As shown in Appendix B1, Table 5S, yet not significantly ($p > .101$), participants tended to perceive the interpreter with the adolescent as more effective ($M = 4.90, SD = .79$) than with the child ($M = 4.78, SD = .82$). Exploratory one-way ANOVAs revealed a significant main effect of Age on the composite variable, interpreter's report distortion, $F(1, 246) = 5.88, p = .016, \eta_p^2 = .02$. Participants were more likely to rate the interpreter as to have distorted the information in the child's interview ($M = 2.39, SD = 1.15$) than in the adolescent's interview ($M = 2.24, SD = 1.13$).

2.7.4 Effects of the Experimental Manipulations on Mock Jurors' Perceptions of the Alleged Perpetrator and Verdicts

Two 2 (Age: child v. adolescent) x 2 (Interpreter: present v. absent) mixed model ANOVAs with Age varied within subjects and *Interpreter* varied between subjects examined participants' ratings of how guilty they perceived the alleged perpetrator to be and their confidence in the alleged perpetrator's guilt. No significant main effects or interactions regarding Age or Interpreter emerged when analyzing the perceived guilt degree of the alleged perpetrator ($ps > .063$) or the confidence in the degree of guilt assigned ($ps > .564$).

Most participants indicated that they believed the alleged perpetrator was guilty based on the child's (76.9%, $n = 357$) or the adolescent's (80.8%, $n = 375$) testimony, while 9.3% ($n = 43$) indicated that they believed the child's alleged perpetrator was not guilty (13.8%, $n = 64$ preferred not to answer); and 5.3% ($n = 16$) indicated they believed the adolescent's alleged perpetrator was not guilty (12.5%, $n = 58$ preferred not to answer). Those who selected "prefer not to answer" were excluded from the following analysis. Logistic regression analysis examined the effects of Age and Interpreter on the dichotomous verdict outcome variable, including the effects of the participant's gender covariate. The model was significant, $\chi^2(3) = 40.72, p < .001$, Nagelkerke $R^2 = .07$, correctly classifying 90.1% of the cases. Both Age ($p = .003$), and Participant's Gender ($p < .001$) were significant predictors of guilty verdicts. Participants were more likely to believe that the adolescent's perpetrator was guilty than the child's (Figure 2.8) and as found in Study 1, female participants were 2.9 times more likely to vote that the

perpetrator was guilty than male participants (95% CI = 1.74 to 4.69). Interpreter presence did not significantly affect the participants' verdicts on the child's case.

Figure 2.8

Study 2 Proportion of Verdict Decisions by Youth's Age Group

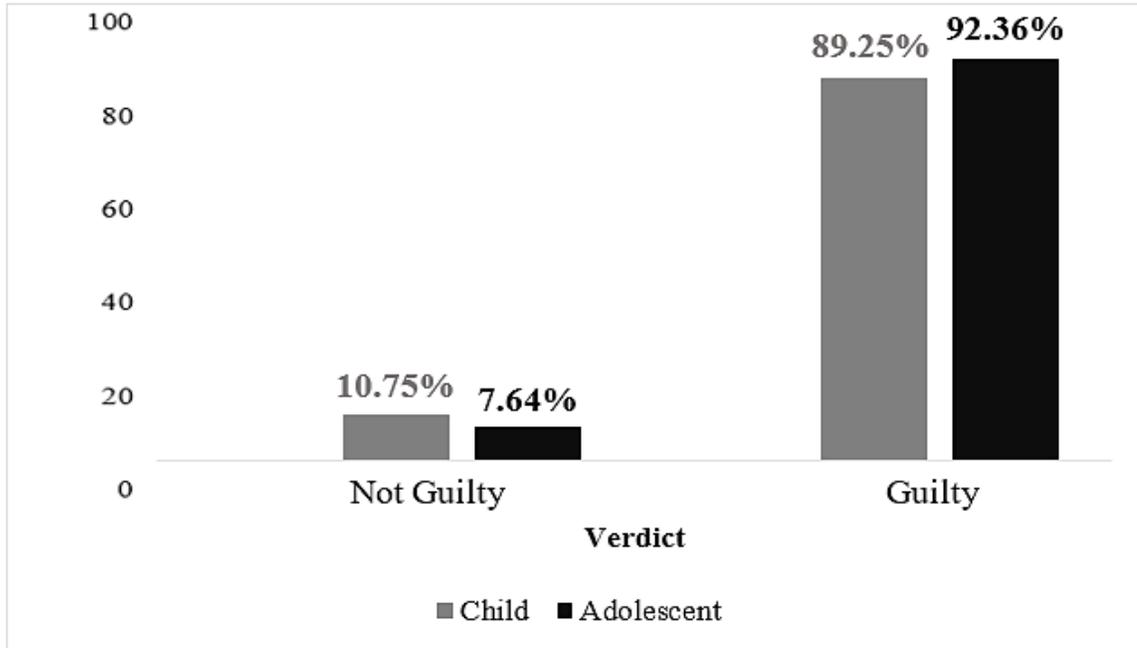


Figure 2.8. Proportion of verdict decisions by youth's age group. This figure illustrates the proportion of Spanish-speaking participants that voted 'guilty' or 'not guilty' when determining the verdict of the child's and the adolescent's alleged perpetrator.

2.8 Discussion

This study addressed a key limitation in Study 1 – the language interpretation in only one language (Spanish). The present study examined how jury-eligible Spanish speakers perceived language interpreter-mediated interviews with youth in mock investigative interviews. We asked Spanish-speaking adults (who could not speak or understand English) to listen to and rate traits about mock investigative interviews with a child (7-years-old) and an adolescent (14-years-old) who testified either in Spanish in a typical interview or in English via a language interpreter.

Like in Study 1, some findings were in accordance with our hypotheses – and some were unanticipated. Prior research on perceptions of interpreter-mediated

interviews has found that they are generally perceived to be less accurate and more distorted than typical interviews by interviewers operating alone (Ernberg et al., 2022; Raval & Smith, 2003). This body of research led us to believe that the interpreter-mediated interview and youth in said interviews would generally be perceived negatively by mock jurors. Yet, youth in the interpreter present condition were believed to be less likely to have lied than in the interpreter absent condition. Regarding the adolescent in the interpreter present condition, surprisingly, her testimony was perceived as being of higher quality, and she was also perceived to be calmer and less stressed when interviewed via a language interpreter than in the interpreter absent condition. Results also revealed that mock jurors tended to hold positive perceptions of the interpreter-mediated interviews overall. Like their English speaker counterparts, although the interviewer was the same individual and behaved the same in all conditions, Spanish-speaking participants perceived youth in the interpreter-mediated interview to be significantly more comfortable with the interviewer, and the interviewer was perceived as more helpful than in the interpreter absent condition. Particularly, the interviewer in the interpreter absent condition was believed to have confused the youth more than in the interpreter present condition.

A concern that arose in our first study was the potential influence of biases or prejudices towards Spanish speakers in English speakers' perceptions. Yet, results in Study 2 reveal that Spanish speakers' perceptions were largely consistent with those of English speakers. In line with findings in Study 1, verbatim translations of the dialogues resulted in differences in how adults perceived the youth, interviewer, and interview as a whole.

Chapter 3. Conclusions

3.1 General Discussion

Although research has expanded our knowledge of how young witnesses and non-native speakers are perceived, in general, the field lacks an understanding of how adults perceive interpreter-mediated interviews with youth and how age affects such perceptions more specifically. We filled gaps in the literature by including speakers of two different languages who – in the interpreter present condition – were not proficient in the witnesses' language, thus, examining perceptions of a diversity of jury-eligible adults, participants of different age groups, ethnicities, socioeconomic statuses, and countries of residence.

Consistent results in both studies were found in five outcome variables: youths' stress, calmness, understanding, confusion from the interviewer, and interview age-appropriateness. Although several statistically significant results emerged, the actual mean differences were small, and many had small effect sizes ($\eta_p^2 < .06$). As opposed to previous research that assessed English speakers' perceptions of non-native speakers testifying in English (e.g., Evans & Michael, 2014), in the present studies, non-native language speaking youth – who testified via an interpreter were perceived to be significantly less stressed and calmer than their native language speaking counterparts. In contrast to what we tentatively expected, results in both studies showed overall positive perceptions on how interpreter-mediated interviews, and those involved (i.e., the interviewer), were rated by observers. In fact, participants perceived the youth in the interpreter-mediated interview to be significantly more comfortable with the interviewer,

and the interviewer was perceived as more helpful than in the interpreter absent condition.

Some different findings emerged between the two studies. With respect to English speakers, they perceived the interview with the interpreter as significantly fairer than such in the absence of an interpreter; this could potentially be explained because the interview is being adapted to allow non-English speaking youth to testify in an English-based interview. Concerning Spanish-speaking participants, contrary to our hypotheses and previous findings on non-native language speakers (Cantone, 2019; Evans & Michael, 2014; Frumkin, 2007; Hanks, 2012; Stephan & Stephan, 1986; Suurmond et al., 2016), youth were perceived as less deceptive, and the adolescent testifying via a language interpreter was perceived more favorably (i.e., higher quality testimony in the composite variables) than in the interpreter absent condition. Participants also rated the interpreter-mediated testimony more favorably than the same testimony delivered solely by a young witness, perhaps like with adult hearsay testimony (Myers et al., 1999), adults relied more on statements delivered by adults than by youth even if the adult was merely relaying the youth's statements in a language the participants could understand.

Similar to previous studies, we confirmed that age is a factor that influences fact finders' perceptions in cases involving youth alleging CSA. Consistent with our hypotheses (see Bottoms et al., 2004; Ross et al., 1990), the adolescent was perceived to have more understanding than the child, and the interview was perceived to be significantly more age-appropriate with the adolescent than with the child. Predictably (see Goodman et al., 1987), the interviewer was perceived to have confused the child more than the adolescent, in spite of the same number of clarification requests or 'I don't

know/I don't understand' in their dialogues. Contrary to Bottoms (2004) findings, in the present research, participants were significantly more likely to vote 'guilty' for the alleged perpetrator of the adolescent than the child's perpetrator.

Importantly, the present research involving English and Spanish speakers revealed that hearing testimony from youth mediated by a language interpreter resulted in different perceptions of the witness, interviewer, and interview – even when the content of the testimony was the same.

3.2 Limitations and Future Directions

Several key limitations qualify the findings of the current research. First, only female voice actors were used to assume the roles of female youth, and we also relied on female interviewers and interpreters. We were interested in the interviewer, interpreter, and interviewee having a common gender and to examine similar statements' effects on victims and witnesses. The results may not generalize to sexual abuse incidents involving male youth or to interviews with male interviewers or interpreters. A second key limitation is that participant language was confounded with their country of residence. Recruiting participants proficient in different languages from the same country would have been ideal; yet, reaching the required sample for a moderate effect size would not have been feasible. A third potential limitation is that our mock interviews only included voice cues, while jurors often rely on other physical traits or non-verbal behavior cues (e.g., skin color, body posture; Bottoms, 2004) to make judgments. However, some findings suggest that adults consistently rate non-native language speakers' personality traits (e.g., trustworthiness, likeability, competence) based on voice cues (Baus et al.,

2019). Further, forensic interviews sometimes happen via phone interpretation, which has increasingly been used following the COVID-19 pandemic (Ernberg et al., 2022).

Several studies have analyzed mock jurors' perceptions of written transcripts, missing the influence of several traits conveyed by voice (e.g., Maryns, 2013, Redlich et al., 2008).

Introducing images of youth and others involved in the interviews would have introduced additional variables, such as attractiveness or skin tone, so audio clips were used for the first step in this line of research. Another potential limitation was the online nature of the study. However, many of the typical criticisms of online research were addressed:

Participants who did not pay attention or answered honestly were excluded, and failure to correctly answer 75% of the manipulation and attention checks also resulted in exclusion from the study. Lastly, despite finding statistically significant differences – and consistent in both studies – it should be noted that several effect sizes were small ($\eta_p^2 < .02$).

Taken together, these results suggest that youth testifying via a language interpreter may be a unique legal group that should be investigated more closely in future research. Some key future directions are readily apparent. First, investigative interviewing protocols (e.g., NICHD) are widely used in cases involving youth (Böser & LaRooy, 2018); yet, bilingual (i.e., interpreter-mediated) adaptations are still required to interview non-native language-speaking youth. Potential future directions investigating such interviews include the adaptation of interview protocols in bilingual settings and research on how such interviews, rather than verbatim translations, affect mock jurors' perceptions. This is crucial because some witnesses are more likely to provide fewer details when providing statements to an interviewer with whom they do not share a common language (Aliverti & Seoighe, 2017; Evans et al., 2013; Ewens et al., 2016),

eliciting a need to develop interviewing protocols to retrieve additional information from youth in the presence of an interpreter. While, in general, perceptions towards youth testifying via a language interpreter were favorable in comparison with those in the interpreter absent condition, analyzing adults' perceptions of interpreter-mediated interviews with young defendants is still required as well.

Small effects of the participant gender covariate emerged in relation to a few outcome variables. Although beyond the scope of the current research, future studies should further investigate these and other jurors' traits (e.g., race) in how they perceive youth testifying via a language interpreter, as well as the – female and male – interviewers and interpreters involved. Although this study advances the research on two different languages, researchers should replicate and extend these findings with other languages, dialects, and ethnicities. Finally, in the present research, the audio recordings included only portions of investigative interviews that lasted for 6-11 minutes. That is, participants did not listen to complete interviews. A key component to explore is the mock jurors' perceptions of real-life interviews – which in nature are lengthier and provide more evidence – than such used in this study. It may be that over a lengthier interview, it becomes more cognitively difficult for a fact finder to follow along in an interpreter-mediated interview, and their perceptions may be affected as a result.

3.3 Practical Implications and Conclusions

Interpreter-mediated interviews are necessary for youth who are not proficient enough to speak or understand a jurisdiction's official language, providing them with an opportunity to testify in their native language. The current study examined the complex relations between jurors' perceptions and interpreter-mediated interviews. The expected

increase in migration rates makes it vital for authorities to appropriately apply such interviews that, in theory, allow youth access to justice.

Results indicated that despite the fact that the interviewer's utterances and information provided by the alleged victims were the same, the way these statements were delivered and by whom – in this case, an adult language interpreter – led to significant differences not only in how the interview and interviewer were perceived, but also in how young witnesses were judged. For instance, youth testifying via a language interpreter were perceived as calmer and less stressed than those testifying in the absence of an interpreter. Findings in this study also revealed that the interviewer in the interpreter-mediated interview was perceived as confusing youth less, garnering more comfortability to the youth, and being more helpful than interviewers in the absence of an interpreter. Yet, for some other characteristics, the presence of an interpreter may not result in different perceptions, for instance, when judging how guilty the perpetrator was or determining a verdict.

Importantly, previous research has noted that interviewers prefer to conduct interviews in the absence of language interpreters (Ernberg, 2022). Yet, findings in the present studies suggest that incorporating language interpreters in legal settings may be beneficial for non-native language-speaking youth to convey their significant event reports in interviews. That being said, even if the findings would have matched our hypotheses – overall negative perceptions of interpreter-mediated interviews and those involved – such facts would not indicate that said interviews should not be used. Findings in this research could help, for instance, expert witnesses inform jurors on how a

growingly and necessary practice affects perceptions of non-native language-speaking youth, and thus, give these youths' testimony its appropriate weight.

Results of the current study have implications for those who interview youth (e.g., investigative interviewers, legal authorities), design interviewing protocols, and provide testimony (e.g., expert witnesses) concerning young witnesses' testimony. The present study represents an important first step toward understanding how adults perceive children and adolescents testifying via a language interpreter. Because fact finders (e.g., jurors, judges) are often responsible for assessing and determining criminal cases' verdicts, it is crucial to understand the effects of a practice that will increasingly be used in legal contexts. At a broader level, this study makes valuable contributions to the highly diverse societies in which we increasingly live by identifying the best practices and needs in the field when it comes to interviewing non-native language-speaking children.

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Appendices

Appendix A.

A1. Description of the Youth

Description of the Child and the Adolescent

Child in the interpreter present condition

Estefanía ('Stephanie' for Spanish speaking participants) is 7 years old. She first disclosed the alleged event(s) to her mother and was then interviewed by an investigator. Now you will listen to a portion of this interview.

Adolescent in the interpreter present condition

Alejandra ('Alexandra' for Spanish speaking participants) is 14 years old. She first disclosed the alleged event(s) to her mother and was then interviewed by an investigator. Now you will listen to a portion of this interview.

Child in the interpreter absent condition

Stephanie ('Estefanía' for Spanish speaking participants) is 7 years old. She first disclosed the alleged event(s) to her mother and was then interviewed by an investigator. Now you will listen to a portion of this interview.

Adolescent in the interpreter absent condition

Alexandra ('Alejandra' for Spanish speaking participants) is 14 years old. She first disclosed the alleged event(s) to her mother and was then interviewed by an investigator. Now you will listen to a portion of this interview.

A2. Consent Form

Online Consent Form to Participate in a Research Study

Title of Research Study: Perceptions of Children’s and Teens’ Testimony

Name of Principal Investigator (PI): Dr. Lindsay Malloy

Contact number(s)/email: (905) 721-8668 ext. 5965; lindsay.malloy@ontariotechu.ca

Faculty Supervisor: Dr. Lindsay Malloy (lindsay.malloy@ontariotechu.ca)

Names(s) of Co-Investigator(s), Faculty Supervisor, Student Lead(s), etc., and

contact number(s)/email(s): Dr. Lindsay Malloy, Ana Karen Espinosa Becerra; (905) 721-8668, ext. 3841, anakaren.espinosabecerra@ontariotechu.ca

Department and institutional affiliation(s): FSSH, Ontario Tech University

External Funder/Sponsor: Social Sciences and Humanities Research Council

Introduction

You are invited to participate in a research study entitled *Perceptions of Children’s and Teens’ Testimony*. Please read the information about the study presented in this form. This form includes details on the study’s procedures, risks, and benefits that you should know before you decide to participate. You should take as much time as you need to make your decision. Participation in this study is entirely voluntary. This study has been reviewed by the Ontario Tech University Research Ethics Board **16631** and originally approved on February 2022, 2022.

Purpose and Procedure

The purpose of this study is to examine jury eligible adults’ perceptions of children and teens who testify about sexual abuse. Should you choose to participate in the study, you will listen to two forensic interview portions. Then you will be asked questions about your opinions on each individual’s testimony. You will also provide

information about your demographics (e.g., age, education). This study is expected to take approximately 30 minutes to complete.

Potential Benefits

You will not benefit directly from participating in this study. Your participation may benefit society as the results will be given as advice to people who interact with children, especially those who interview children in formal contexts (e.g., teachers, doctors, lawyers, social workers). Also, the results will be used to inform the legal system about jurors' perceptions of child and teen witnesses which may lead to reforms.

Potential Risk or Discomforts

Although this study involves no more than minimal risk, you will be asked to listen to a detailed and graphic testimony of a child and a teen describing sexual abuse. You may find it upsetting to listen to youth describe sexual abuse. You may find it uncomfortable to answer some of the items on the demographic questionnaire (e.g., about your income or other personal characteristics). Your participation is voluntary, and you can stop participating in the study at any time or skip any questions that you do not wish to answer by selecting the "prefer not to answer" option. At the end of the study, you will be debriefed and information about relevant resources will be provided should you have questions or concerns. Should you wish to stop participating for any reason, you can stop and make use of resources provided to assist you if you need support.

Use and Storage of Data

In any report of the study results, no information will be included that will make it possible to identify you. Electronic data files will be stored as encrypted files in a password protected cloud-based storage system which will be accessed via password protected

computers. All data will be saved on Google Drive or Qualtrics servers, to which only password-protected accounts from project team members at Ontario Tech University will have access. Data will be identified only by a number that is assigned to you, and we will not have access to your personally identifying information (e.g., name). However, please remember that the Cloud Research system for which you signed up has identifying information about you. Only the research team will have access to the anonymized data, and it will be used to address our research questions. However, your records may be reviewed for audit purposes by authorized University or other agents who will be bound by the same provisions of confidentiality. Data will be kept indefinitely in accordance with the practices of open and transparent science.

Confidentiality

Your privacy shall be respected. No information about your identity will be shared or published without your permission unless required by law. Confidentiality will be provided to the fullest extent possible by law, professional practice, and ethical codes of conduct. Please note that confidentiality cannot be guaranteed while data is in transit over the Internet. Please note that Cloud Research has access to your “ID”, any ID potentially included in our dataset will be deleted immediately upon completion of data collection. Note that only CR members may have access to identifying information (e.g., your worker ID), and they have no ability to see your responses or data provided in this study. This research study includes the collection of demographic data which will be aggregated (not individually presented) in an effort to protect your anonymity. If data are shared with other researchers, this will only be done in aggregate form.

Voluntary Participation

Your participation in this study is voluntary and you may answer only those aspects of the study in which you feel comfortable. You may also decide not to be in this study, or to be in the study now, and then change your mind during the study. You can decide to drop out of the study at any time. You will not be able to withdraw your data after you have submitted your survey because we will not be able to identify you. However, you can decide to simply close your browser and not complete it.

Right to Withdraw

If you withdraw from the research project at any time (by closing your internet browser), any data that you have contributed will be removed from the study and you need not offer any reason for making this request. It will be impossible to identify individual participants and to withdraw results once they have been published or otherwise disseminated (e.g., via presentations). Should you wish to withdraw from the study as you are completing it, all you have to do is exit the survey window. Since your data will be incomplete, your responses will be excluded from our analyses.

Conflict of Interest

Researchers have an interest in completing this study. Their interest should not influence your decision to participate in this study.

Compensation, Reimbursement, Incentives

At the end of the study, you will receive an amount of \$5.35 USD (Canada), \$3.25 USD (the United States), \$5.20 USD (Mexico), via Cloud Research for participating.

Debriefing and Dissemination of Results

Results will be published in manuscript form. If you are interested in learning the results of this study, please contact Dr. Malloy at lindsay.malloy@ontariotechu.ca after May 1st,

2022. However, please note that if you contact Dr. Malloy using your email address, then your identity will become known to the study team.

Participant Rights and Concerns

Please read this consent form carefully and feel free to ask the researcher any questions that you might have about the study. If you have any questions concerning the research study or experience any discomfort related to the study, please contact the researcher, Dr. Lindsay Malloy, at (905) 721-8668 ext. 5965 or lindsay.malloy@ontariotechu.ca. Any questions regarding your rights as a participant, complaints, or adverse events may be addressed to Research Ethics Board through the Research Ethics Coordinator – researchethics@ontariotechu.ca or 905.721.8668 x. 3693.

By clicking ‘I Agree’ below, you do not waive any of the legal rights against the investigators, sponsor or involved institutions for compensation, nor does this form relieve the investigators, sponsor or involved institutions of their legal and professional responsibilities.

Consent to Participate

a. Online Consent

1. I have read the consent form and understand the study being described;
2. I have had an opportunity to ask questions (via email or phone) and my questions have been answered. I am free to ask questions about the study in the future;
3. I freely consent to participate in the research study, understanding that I may discontinue participation at any time without penalty.

I Agree

I Disagree (This study will end for you)

A3. Screening Questionnaire

Screening Questionnaire

All information on this form is kept confidential and available only to the research team.

IPC = Interpreter Present Condition

1. What language(s) do you consider your native language(s)?
 - a. English (for IPC in Study 2: exclusion from study if this option was selected)
 - b. Spanish (for IPC in Study 1: exclusion from study if this option was selected)
 - c. Other (specify): _____

2. What language(s) are spoken at home?
 - d. English (for IPC in Study 2: exclusion from study if this option was selected)
 - a. Spanish (for IPC in Study 1: exclusion from study if this option was selected)
 - b. Other (specify): _____

3. Do you speak and/or understand Spanish?
 - a. Yes
 - b. No

4. Estimate how often you communicate in Spanish?
 - a. Less than once or twice a year
 - b. Once or twice a year
 - c. Every few months
 - d. Monthly
 - e. Bi-weekly
 - f. Weekly
 - g. Several days a week (for IPC in Study 1: exclusion from study if this option was selected)

- h. Daily (for IPC in Study 1: exclusion from study if this option was selected)
5. How fluent are you in Spanish?
- a. Barely to not at all
 - b. Know a few common words
 - c. Able to carry on a basic conversation about everyday things, but need to search for certain words (for IPC in Study 1: exclusion from study if this option was selected)
 - d. Able to converse easily about everyday things and don't need to search for words (for IPC in Study 1: exclusion from study if this option was selected)
 - e. Proficient at conversing about everyday things at higher levels such as in the workplace (for IPC in Study 1: exclusion from study if this option was selected)
2. Do you speak and/or understand English?
- a. Yes
 - b. No
6. Estimate how often you communicate in English?
- i. Less than once or twice a year
 - j. Once or twice a year
 - k. Every few months
 - l. Monthly
 - m. Bi-weekly
 - n. Weekly
 - e. Several days a week (for IPC in Study 2: exclusion from study if this option was selected)

- f. Daily (for IPC in Study 2: exclusion from study if this option was selected)
7. How fluent are you in English?
- b. Barely to not at all
 - c. Know a few common words
 - g. Able to carry on a basic conversation about everyday things, but need to search for certain words (for IPC in Study 2: exclusion from study if this option was selected)
 - d. Able to converse easily about everyday things and don't need to search for words (for IPC in Study 2: exclusion from study if this option was selected)
 - e. Proficient at conversing about everyday things at higher levels such as in the workplace (for IPC in Study 2: exclusion from study if this option was selected)
8. Do you have hearing impairments?
- a. Yes (Participants were excluded if they selected this option)
 - b. No
9. Do you have speech or language impairments?
- a. Yes (exclusion from study if this option was selected)
 - b. No
10. Where do you currently live? (Country)
- a. Canada/United States (Study 1), or Mexico (Study 2)
 - b. Other (Participants were excluded if they selected this option)
11. How old are you? <text entry>
- a. Participants were excluded if they wrote a number lower than '18'

A4. Demographic Questionnaire

Demographic Questionnaire

Please provide the following information:

1. What country were you born in? <drop down menu>
2. What country are you citizen of? <text entry>
3. Which of the following best describes you? Check all that apply
 - a) Asian or Pacific Islander
 - b) Hispanic
 - c) Indigenous (e.g., First Nations, Inuk, Métis)
 - d) Black or African American
 - e) Japanese
 - f) Latin American
 - g) Filipino
 - h) Korean
 - i) Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian)
 - j) Native American or Alaskan Native
 - k) South Asian (e.g., Indian, Pakistani, Sri Lankan)
 - l) West Asian (e.g., Iranian, Afghan)
 - m) White or Caucasian
 - n) Multiracial or Biracial
 - o) Other (specify): _____

Prefer not to answer

4. What is your gender
 - a. Male
 - b. Female
 - c. Non-binary
 - d. Other (specify): _____
 - e. Prefer not to answer

5. How would you describe your political ideology?
- a. Very liberal
 - b. Slightly liberal
 - c. Moderate
 - d. Slightly conservative
 - e. Very conservative
 - f. Other (specify): _____
 - g. Prefer not to answer
6. What is your highest degree earned?
- a. No degree, certificate, or diploma
 - b. High School graduate
 - c. Some post-secondary (no degree)
 - d. Post-secondary certificate or diploma
 - e. University Degree
 - f. Master's Degree
 - g. PhD
 - h. MD
 - i. JD
 - j. Other (specify): _____
 - k. Prefer not to answer
7. What is your annual household income before taxes?
- a. Under \$14,999
 - b. \$15 000 to \$24 999

- c. \$25 000 to 49 999
- d. \$50 000 to 74 999
- e. \$75 000 to 99 999
- f. Over \$100 000
- g. Prefer not to answer

8. Have you served on a jury before?

- a. Yes
- b. No
- c. Prefer not to answer

9. Do you have experience with children?

- a. Yes
- b. No
- c. Prefer not to answer

10. If your answer is yes, how so? (Select all that apply)

- a. I have children of my own
- b. I have taken care of children (e.g., siblings, cousins)
- c. I have worked with children (e.g., teacher, babysitter)
- d. Other (specify):_____

A5. Transcript of Child's Interview

Transcript of Interview with the 7-year-old child

Name of the alleged victim: Estefanía (Spanish-speaking child) / Stephanie (English-speaking child)

Age: 7

Nature of the allegations: Child alleges sexual abuse that began 2 years ago (i.e., when she was 5 years old). The alleged perpetrator denies the allegations, and there are no other witnesses. Because of the length of time that has passed, it is not possible to search for physical evidence of sexual abuse. All the individuals' and locations' names are fictional to protect the privacy of those involved. None of them match the people or locations presented in the original forensic interview.

Dialogues of the interviewer and the child were translated to match the participant's native language (English in Study 1 and Spanish in Study 2)

I= Interviewer

C= Child

X= Interpreter (dialogues included only in the interpreter present condition)

I: Right, Estefanía my name is Emily and I meet with lots of children so they can tell me the truth about things that have happened to them.

X: Estefanía, mi nombre es Emily y platico con muchos niños para que me cuenten la verdad sobre lo que les ha pasado.

C: Ok.

I: Alright. It's very important that you tell me everything that you remember about things that have happened to you.

X: Es muy importante que me cuentes todo lo que recuerdes sobre las cosas que te han sucedido.

C: Está bien

X: Okay

I: I understand that something may have happened to you. Tell me everything about that, from beginning to end?

X: Entiendo que algo te pudo haber pasado. Cuéntame todo sobre eso, de principio a fin.

C: Ehm, mi mamá conoció a un señor que se llama Pedro y ... cuando empezaron a verse. Me preguntó si lo amaba y yo no sabía qué decir (llorando)

X: My mom met Pedro and when he started seeing her. He asked me if I loved him and I didn't know what to say.

C: Porque pensé que se refería a él como papá (llorando) e hija (llorando). Pero quería decir otra cosa (llorando), como mamá y él se amaban (llorando).

X: Because I thought he meant like dad and daughter. But he meant something else, like mom and he loved each other.

I: It's alright. You've not done anything wrong, okay? Tell me a bit more

X: No has hecho nada malo, ¿ok? Cuéntame un poco más

C: Mmm. Una vez fuimos a casa de su mamá, necesitaba llevar su coche al autolavado y me llevó con él y me llevó a un callejón y me hizo (llorar)

X: Once we went to his mom's- he needed to take his car to the car wash and he took me to this dead end thing and he made me

I: It's okay, Estefania.

X: No pasa nada Estefania

C: Él - puso su parte en mi boca (llorando). A veces, cuando mi mamá iba a la tienda, él hacía eso ehm - (llorando)

X: He put his private in my mouth. Sometimes when my mom went to the shop, he did it

C: Normalmente - cuando mi mamá regresaba, una noche solo fue por diez minutos a la tienda y ehm.

X: Normally- one night, she only went for ten minutes, and.

C: Y ahí era cuando me lo hacía y un día cuando mi mamá regresó me dio agua y él - dijo como - Estefanía va a ir a recoger su cuarto, y yo voy al baño.

X: And that's when he did it to me, when my mom came back he gave me a drink and he said Estefanía is going to clean up her bedroom, and I'm going to the bathroom.

I: Tell me everything about the car wash day, what happened that day?

X: Cuéntame todo sobre el día del autolavado, ¿qué pasó ese día?

C: Bueno, nos despertamos. Pedro dijo que fuéramos a ver a su mamá, y luego me llevó al autolavado, y ahí lo hizo.

X: We woke up. Pedro said we were coming to see his mom, and he took me to the carwash, and that's when he did it.

C: Luego me llevó al callejón, y fue cuando me hizo eso. Y luego me llevó al autolavado.

X: Then he took me to this like dead-end thing, and that's when he did that to me. And then he took me to the car wash.

I: Right, so, you went down to the dead end before going to the car wash?

- X: Entonces, ¿fueron al callejón antes de ir al autolavado?
- C: Sí
- X: Yes
- I: Tell me everything that happened at the dead-end?
- X: Cuéntame todo lo que pasó en el callejón
- C: Él ... él se sacó su parte del pantalón y me dijo que me lo pusiera en la boca. Y así, hice lo que dijo. Y luego fuimos al autolavado.
- X: He got his private out of his pants and told me to put my mouth around it. So – I did what he said. Then we went to the car wash.
- I: Didn't you say you went to the car wash before the dead-end
- X: ¿No habías dicho que fueron al autolavado antes del callejón?
- C: Creo, no estoy segura. Solo me dijo que ... que pusiera su parte en mi boca, así que lo hice. Nada más.
- X: I am not sure. He just told me to put my mouth around his private, so I did. That's all.
- I: Tell me more about Pedro's private? How was it?
- X: Cuéntame más sobre la parte de Pedro ¿Cómo era?
- C: No entiendo, ¿qué quieres decir?
- X: I don't understand, what do you mean?
- I: What do you remember about his private?
- X: ¿Qué recuerdas de su parte íntima?
- C: Ehm, no estoy muy segura, solo me acuerdo que era muy largo.
- X: I am not sure, I just remember it was long.
- I: Right, was it a long time ago?

X: ¿Pasó hace mucho?

C: Supongo, ehm, tenía unos cinco años.

X: I guess, I was about five.

I: So about two years ago. Explain to me what he did when your mom was at the shop?

X: Entonces, hace unos dos años. Cuéntame qué hacía cuando tu mamá estaba en la tienda.

C: Solo hacía eso todo el tiempo. Ponía... ponía mi boca alrededor de su parte. Ya te dije.

X: He just did that all the time. He put my mouth around his private. I already told you.

I: Okay. Did it happen again?

X: ¿Pasó otras veces?

C: Sí, hubo... hubo una vez en la cocina. Espera no ... estaba en el baño. Creo que ...no me acuerdo muy bien.

X: Yes, there was once in the kitchen, no it was in the bathroom. I believe, I can't remember very well.

I: So, once in the bathroom. Tell me everything that you remember about that time?

X: Entonces, una vez en el baño. Cuéntame todo lo que te acuerdes de esa vez.

C: Me dijo que pusiera su parte en mi boca y después me dijo- me dio un vaso de agua.

X: He told me to put my mouth around his private and then he gave me a glass of water.

I: Tell me everything else you can remember about that time?

X: Cuéntame todo lo que te acuerdes de esa vez.

C: Me acuerdo de estar en el baño, estábamos parados, él estaba atrás de la puerta y yo en frente de él.

X: I remember being in the bathroom, we were standing up, he was behind the door, and I was in front of him.

C: Ehm y se bajó el pantalón ... me hizo pipí en la boca. Luego me dio un vaso de agua después de que me dijo que pusiera mi boca en su parte.

X: He pulled his pants down, and peed in my mouth. Then he got me a glass of water after telling me to put my mouth in his private.

I: He peed in your mouth. Tell me everything you can about him peeing in your mouth?

X: Te hizo pipí en la boca. Cuéntame todo lo que puedas sobre él haciendo pipí en tu boca.

C: Se sentía como agua ... No sé

X: It felt just like water, I don't know

I: Right. Okay. Is there anything you can think of that either I haven't asked you or that you'd like to tell me?

X: ¿Hay algo que piensas que no te he preguntado o que te gustaría contarme?

C: No

I: You know when we've talked about all these things that have happened to you, have you told me everything that you can remember?

X: Hablando de todas estas cosas que te han pasado, ¿me has contado todo lo que tu te acuerdes?

C: Sí, creo que sí.

X: Yeah, I think so.

I: Okay. What I will do is give your mom my name and my phone number okay? So if you want to tell mom something or ask me something. If you just tell mom she can call me up.

X: Le voy a dar mi número y mi nombre a tu mamá, ¿ok? Entonces, si quieres decirle algo a mamá o preguntarme algo, ella puede llamarme.

C: Ok

I: Alright then. Let's go.

X: Muy bien entonces. Vámonos.

END OF THE INTERVIEW

A6. Transcript of Adolescent's Interview

Transcript of Interview with the 14-year-old adolescent

Name of the alleged victim: Alejandra (Spanish-speaking adolescent) / Alexandra (English-speaking adolescent)

Age: 14

Nature of the allegations: Adolescent alleges sexual abuse that began 2 years ago (i.e., when she was 12 years old). The alleged perpetrator denies the allegations, and there are no other witnesses. Because of the length of time that has passed, it is not possible to search for physical evidence of sexual abuse. All the individuals' and locations' names are fictional to protect the privacy of those involved. None of them match the people or locations presented in the original forensic interview.

Dialogues of the interviewer and the adolescent were translated to match the participant's native language (English in Study 1 and Spanish in Study 2)

I= Interviewer

A= Adolescent

X= Interpreter (dialogues included only in the interpreter present condition)

I: So, Alejandra, my name is Emily and part of my job is to talk to youth about things that have happened to them and I meet with lots of youths so they can tell me the truth about things that have happened to them.

X: Alejandra, mi nombre es Emily, y parte de mi trabajo es hablar con niños y adolescentes sobre lo que les ha pasado y me reúno con muchos menores para que me cuenten la verdad sobre lo que han vivido.

A: Okay.

I: Alright then. So, I understand that something may have happened to you. And it's very important that you tell me why your mom has brought you here today. Okay. Tell me everything that happened from the beginning to the end?

X: Ok sigamos. Entiendo que algo pudo haberte pasado y es muy importante que me digas porqué tu mamá te trajo aquí. Cuéntame todo lo que pasó desde el principio hasta el final.

A: ¿A qué te refieres?

X: What do you mean?

I: Tell me why your mom brought you here?

X: ¿Por qué te trajo tu mamá aquí?

A: Ehm, cuando tenía como doce años algo así ehm (llorando), siempre que mi mamá salía, Miguel me hacía hacerle cosas horribles, como chuparle sus partes íntimas y hacerle todo eso (llorando).

X: When I was about twelve something like that - every time my mom went out Miguel made me do disgusting things to him like sucking his privates and everything else.

I: So, approximately two years ago, I see. Can you – tell me more about that?

X: Entonces aproximadamente hace dos años, ya veo. ¿Me puedes decir más sobre eso?

A: Ehm, creo, ok. Ehm - solía hacerme chuparle sus partes íntimas erm (llorando) - y hacer lo que fuera posible con sus partes privadas (llorando) - Yo tenía como doce años y lloraba cada vez que pasaba.

X: He used to make me suck his privates erm - and do whatever was possible with doing with them - I was about twelve and I used to cry every time.

I: It's okay. This isn't your fault, okay? Tell me everything about sucking his privates?

X: No es tu culpa, ¿ok? ¿Cuéntame todo sobre chuparle las partes íntimas?

A: Bueno, solo me acuerdo que tenía unos doce años y estaba en un departamento, ehm, había un cuarto y, ehm, y había dos literas. Había un clóset al final.

X: All I know is that I was about twelve and it was in an apartment which had one bedroom and two double beds. There was a wardrobe at the end of it.

A: Y- ehm - solía hacerme chupar sus partes y hacerle de todo (llorando), en la orilla de la cama. Y ehm - él estaba parado y yo ehm sentada en la cama y le chupaba sus partes íntimas y él se quitaba la ropa.

X: He used to make me suck his privates and do everything at the bottom of the beds. He was standing up and I sit on the bed and suck his privates and he took his clothes off.

I: Right, I understand. Did he take your clothes off too?

X: Ya veo. ¿Él también te quitaba la ropa?

A: Creo que no, bueno, no me acuerdo mucho. Ehm, seguía obligándome a hacerlo hasta que escuchaba (llorar), porque la puerta está, puedes escucharla vibrar.

X: I don't think so, not that I remember. He just kept making me do it until the door vibrated.

A: Y se podía escuchar la puerta abriéndose, y luego él se vestía súper rápido. Cuando oía entrar a mi mamá, solo se vestía.

X: You could hear the door being opened, and he used to quickly get dressed.
If he heard my mom come in he would just get dressed.

I: So, did you try to stop him?

X: ¿Intentaste detenerlo?

A: Ehm, no sé realmente, bueno, solía hacerme chuparle y hacerle todo lo demás (llorando). Y ehm, él, cada vez que me detenía, decía como "síguele".

X: I don't really know, well, he used to make me suck them and do everything else to him. And every time I stopped he said "carry on".

I: Tell me everything about - his privates?

X: Cuéntame todo sobre sus partes íntimas?

A: Bueno (suspiro) estaba grande erm - peludo. Y, erm, se levantaba cada que le hacía algo a sus partes.

X: It was big, hairy, and it used to stick out every time I used to do something to his privates.

I: Right, okay. Do you remember the very first time that anything happened?

X: ¿Te acuerdas de la primera vez que pasó algo?

A: Em, no estoy segura, unos meses después de mudarnos con Miguel, porque mi mamá lo conoció y luego, erm (suspiro), consiguió el departamento y luego nos mudamos con él.

X: I am not sure, a couple of months after we've moved in with Miguel, mom met him, he got the apartment and then we moved in with him.

A: Mi mamá decía que solo iba por comida, erm, así que salía, y luego, cuando salía, erm, Miguel me decía que entrara al cuarto.

X: My mom said that she was going out for food, when she'd gone out Miguel told me to go into the bedroom.

A: Entonces entraba y me decía que empezara a hacerle cosas a sus partes. Y tenía que ehm - chuparlo. Y erm, mi mamá solo se iba por un ratito, así que no lo hacía mucho tiempo.

X: So I went into the bedroom and he told me to start doing things to his privates. And I had to suck it. Mom was only out for a bit, so I didn't do it for very long.

I: Right. So, it always happened in the same place?

X: Entonces, ¿siempre pasó en el mismo lugar?

A: No.

I: Earlier, I thought you said it happened every time your mom went out?

X: Pensé que habías dicho que esto pasaba cada vez que tu mamá salía?

A: Ehm, o sea sí, porque mi mamá siempre, siempre que ehm Miguel y yo salíamos, mamá siempre iba con nosotros.

X: I mean yes, because every time Miguel and me went out mom always came with us

I: Right. Explain to me what he used to say to you to tell you what to do?

X: Explícame que te decía cuando te pedía que le hicieras cosas.

A: Decía ehm - chúpamelo.

X: He used to say - suck it.

I: Right. Okay. I do understand now. Okay. So, you've told me why you came to talk to me today and you've given me lots of information that really helps me to understand.

X: Ok, ya entendí. Ok. Entonces, tu ya contaste porqué viniste aquí a hablar conmigo y diste mucha información que me ayuda a entender.

I: And thank you for helping me. Is there anything else that you think I should know? Or anything about what happened with Miguel that you've not said today?

X: Gracias por ayudarme. ¿Hay algo más que crees que debo saber? ¿O algo sobre lo que pasó con Miguel que no me hayas contado hoy?

A: No. ehm, creo que te he contado todo lo que me acuerdo.

X: No. I think I've told you everything I remember.

I: Right. What I will do is write my phone number down and my name and I'll give it to your mom okay so if ever you want to tell me anything or talk to me you'll know how to get in touch with me won't you?

X: Ahora lo que voy a hacer es escribirte mi número de celular y mi nombre y se lo voy a dar a tu mamá. Ok. En caso de que tú me quieras decir algo más o hablar conmigo y así sabras cómo contactarme.

A: Ok

I: I've asked you lots of questions, haven't I? So now we're done. Okay? Alright then let's go.

X: Te pregunté muchas cosas. Así que ya terminamos.¿Ok? Muy bien.

END OF THE INTERVIEW

A7. Supplemental Tables

Table 1S

Items of the Adult Perceptions Questionnaire

Question	Response Type
How accurate was <name of the child/adolescent> in recalling the event(s) in question?	Likert-Scale, 1 to 6
How credible was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How likely is that <name of the child/adolescent> lied during the interview?	Likert-Scale, 1 to 6
How calm was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How consistent was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How likely is it that <name of the child/adolescent> was truthful with the interviewer?	Likert-Scale, 1 to 6
How likely is it that <name of the child/adolescent> understood the questions being asked?	Likert-Scale, 1 to 6
How stressed was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How responsible was <name of the child/adolescent> for the event(s) described?	Likert-Scale, 1 to 6
How much sympathy do you feel for <name of the child/adolescent>?	Likert-Scale, 1 to 6
How suggestible was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How competent was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How cooperative was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How likeable was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How intelligent was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How reluctant was <name of the child/adolescent> to describe the event(s) in question?	Likert-Scale, 1 to 6

What did you think about <Name of the child/adolescent>'s statements?	Open-Ended
How comfortable was <name of the child/adolescent> to share information with the interviewer?	Likert-Scale, 1 to 6
*How comfortable was <name of the child/adolescent> to share information with the interpreter?	Likert-Scale, 1 to 6
How fair do you think the interview was overall?	Likert-Scale, 1 to 6
How age-appropriate were the questions asked in the interview?	Likert-Scale, 1 to 6
How helpful was the interviewer?	Likert-Scale, 1 to 6
*How helpful was the interpreter?	Likert-Scale, 1 to 6
How manipulative was the interviewer?	Likert-Scale, 1 to 6
*How manipulative was the interpreter?	Likert-Scale, 1 to 6
How suggestive were the questions asked in the interview?	Likert-Scale, 1 to 6
*How accurate was the interpreter in representing <name of the child/adolescent>'s responses?	Likert-Scale, 1 to 6
*How likely is it that the interpreter misrepresented what <name of the child/adolescent> said during the interview?	Likert-Scale, 1 to 6
How likely is it that the interviewer confused <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
*How likely is it that the interpreter confused <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
In your opinion, the alleged perpetrator is:	Dichotomous, Guilty/Not guilty
How guilty is the alleged perpetrator?	Likert-Scale, 1 to 6
How confident are you in the degree of guilt of the alleged perpetrator?	Likert-Scale, 1 to 6
What information led you to believe the alleged perpetrator is guilty/not guilty?	Open-Ended
<Name of the child/adolescent> said she has experienced this type of event...	Manipulation Check,

	Several times/One time only
How old was <name of the child/adolescent>?	Manipulation Check
Please select the number “2” from the available options for this question.	Attention Check
Please select the number “5” from the available options for this question.	Attention Check
Realistically, we know that some respondents do not pay close attention to the interview transcript or to the questions about the interview transcript. This affects the quality of our data. Please select one of the following honestly. Your answer is confidential. It will not affect whether you receive compensation. Did you pay attention and answer honestly?	Attention Check, Yes/No

Note. *These questions were only included in the interpreter present condition

Table 2S*Opinions about Immigrants Questionnaire*

Question	Response Type
<Name of the participant's country of residence> should take stronger measures to exclude illegal immigrants	Likert-Scale, 1 to 5
Immigrants increase crime rates in <name of the participant's country of residence>	Likert-Scale, 1 to 5
Immigrants are generally good for <name of the participant's country of residence> economy	Likert-Scale, 1 to 5
Immigrants take jobs away from people who were born in <name of the participant's country of residence>	Likert-Scale, 1 to 5
Immigrants make <name of the participant's country of residence> more open to new ideas and cultures	Likert-Scale, 1 to 5
Immigrants to <name of the participant's country of residence> who are not citizens should have the same rights as citizens	Likert-Scale, 1 to 5
<name of the participant's country of residence>'s culture is generally undermined by immigrants	Likert-Scale, 1 to 5
Immigrants should have equal access to public education as citizens of <name of the participant's country of residence>	Likert-Scale, 1 to 5

Note. Participants were asked the degree to which they agree or disagree with each question. Options to respond were from 1 (disagree strongly) to 5 (agree strongly)

A8. Debriefing Letter

Debriefing Letter

Thank you for your participation in our study investigating adults' perceptions of child and adolescent witnesses. Adult jurors are often responsible for making judgments about the credibility of youth who become involved in legal proceedings. Results of the current study will fill a critical gap in the field's understanding of adults' perception of child and adolescent witnesses by examining what adults think of interpreter-mediated interviews with youth. Thanks to your insights, our results will inform the field about how adults perceive children based on their age and whether they are interviewed via language interpreters. This is important because of the increased involvement of non-native language speaking youth in legal contexts.

The voices that you heard in these recordings were not actually the voices of youth. No children or adolescents were involved in the development of these study materials and thus no minors were exposed to any of the material included in the study. What you heard was adults who were reenacting modified versions of forensic interviews conducted with actual suspected victims of child sexual abuse.

If you are feeling distressed about the content of this study or if you or a loved one has experienced sexual abuse and you are in need of support, there are a number of resources you can turn to. The following links will provide you with several options and assistance:

- Crisis Services Canada Call: 1.833.456.4566 Text: 45645

<https://www.crisisservicescanada.ca/en/looking-for-local-resources-support/>

- Mental Health America, Crisis Center. Call: 1-800-273-TALK (8255) text MHA to 741741 (included for participants in the United States)
- Crisis Text Line WhatsApp: +1 (443) 787-7678 Text: 741741
<https://www.crisistextline.org/>
- Family Violence Prevention Unit: www.phac-aspc.gc.ca/nc-cn
- Trauma and Child Abuse Resource Center:
https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Child_Abuse_Resource_Center/Home.aspx
- Adult Survivors of Child Abuse: <http://www.ascasupport.org/>
- Child Help, Prevention and Treatment of Child Abuse: <https://www.childhelp.org/>
- Rape, Abuse, and Incest National Network: <https://www.rainn.org/>

Thank you again for participating!

If you have questions for the research team regarding the study, please contact Dr. Lindsay Malloy at lindsay.malloy@ontariotechu.ca. If you have any questions about your rights as a participant in this study, please contact the Research Ethics Office at 905 721 8668 ext. 3693 or researchethics@ontariotechu.ca.

Appendix B

B1. Supplemental Tables

Supplemental Tables

Table 1S

Main Dependent Variables used in Primary Analyses

Variable Name	Variable Type
Composite variable: Quality of the testimony	Likert-Scale, 1 to 6
How likely is that <name of the child/adolescent> lied during the interview?	Likert-Scale, 1 to 6
How calm was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How likely is it that <name of the child/adolescent> understood the questions being asked?	Likert-Scale, 1 to 6
How stressed was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How responsible was <name of the child/adolescent> for the event(s) described?	Likert-Scale, 1 to 6
How suggestible was <name of the child/adolescent> during the interview?	Likert-Scale, 1 to 6
How reluctant was <name of the child/adolescent> to describe the event(s) in question?	Likert-Scale, 1 to 6
How comfortable was <name of the child/adolescent> to share information with the interviewer?	Likert-Scale, 1 to 6
How fair do you think the interview was overall?	Likert-Scale, 1 to 6
How age-appropriate were the questions asked in the interview?	Likert-Scale, 1 to 6
How helpful was the interviewer?	Likert-Scale, 1 to 6
How manipulative was the interviewer?	Likert-Scale, 1 to 6
How suggestive were the questions asked in the interview?	Likert-Scale, 1 to 6
Composite variable: Interpreter Effectiveness	Likert-Scale, 1 to 6
Composite variable: Interpreter Report Distortion	Likert-Scale, 1 to 6
How guilty is the alleged perpetrator?	Likert-Scale, 1 to 6
How confident are you in the degree of guilt of the alleged perpetrator?	Likert-Scale, 1 to 6
In your opinion, the alleged perpetrator is:	Dichotomous, Guilty/Not guilty

Table 2S

Overall Mean Ratings for Likert-Scale Outcome Variables of Participants in Study 1 on Youth

Dependent Variables	Rated Minor	Interpreter Present		Interpreter Absent	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Composite: Quality of Youth's Testimony	Child	4.69	.91	4.70	.94
	Adolescent	4.89	.79	4.69	.96
Youth's Deception	Child	2.78	1.54	2.81	1.62
	Adolescent	2.58	1.34	2.87	1.59
Youth's Calmness	Child	4.20	1.46	3.96	1.41
	Adolescent	4.41	1.34	3.62	1.39
Youth's Understanding	Child	4.50	1.19	4.57	1.12
	Adolescent	5.00	1.03	4.95	1.10
Youth's Stress	Child	4.01	1.31	4.40	1.30
	Adolescent	3.76	1.30	4.46	1.25
Youth's Responsibility for the Incidents	Child	2.72	1.90	2.71	1.88
	Adolescent	2.69	1.87	2.75	1.88
Youth's Suggestibility	Child	3.36	1.46	3.45	1.41
	Adolescent	3.33	1.50	3.40	1.46
Youth's Reluctance to Speak	Child	3.33	1.44	3.56	1.40
	Adolescent	3.39	1.51	3.63	1.40

Table 3S

Overall Mean Ratings for Likert-Scale Outcome Variables of Participants in Study 1 on Interview, Interviewer, and Interpreter

Dependent Variables	Rated Minor	Interpreter Present		Interpreter Absent	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Youth's Comfortability with Interviewer	Child	4.34	1.30	3.99	1.44
	Adolescent	4.55	1.24	3.85	1.39
Interview Fairness	Child	5.02	1.07	4.79	1.15
	Adolescent	5.14	1.01	4.85	1.17
Interview Age-Appropriateness	Child	4.35	1.37	4.41	1.46
	Adolescent	4.90	1.26	4.76	1.22
Interviewer Helpfulness	Child	4.84	1.11	4.51	1.24
	Adolescent	5.02	1.05	4.69	1.25
Interviewer Manipulativeness	Child	2.22	1.40	2.53	1.56
	Adolescent	2.36	1.51	2.48	1.59
Interviewer Confusion	Child	2.91	1.59	2.78	1.52
	Adolescent	2.36	1.38	2.70	1.59
Interview Suggestiveness	Child	2.82	1.55	2.93	1.56
	Adolescent	3.06	1.65	3.09	1.57
Guilt Degree of Perpetrator	Child	5.18	1.24	4.91	1.37
	Adolescent	4.92	1.38	4.85	1.34
Confidence in the Degree of Guilt	Child	4.86	1.31	5.02	1.14
	Adolescent	4.82	1.28	4.74	1.25
Interpreter Effectiveness	Child	4.88	.83	-	-
	Adolescent	5.05	.78	-	-
Interpreter Report Distortion	Child	2.32	1.23	-	-
	Adolescent	2.26	1.28	-	-

Table 4S

Overall Mean Ratings for Likert-Scale Outcome Variables of Participants in Study 2 on Youth

Dependent Variables	Rated Minor	Interpreter Present		Interpreter Absent	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Composite: Quality of Youth's Testimony	Child	4.46	.99	4.33	.95
	Adolescent	4.82	.87	4.58	.95
Youth's Deception	Child	2.88	1.52	3.10	1.58
	Adolescent	2.52	1.41	2.76	1.45
Youth's Calmness	Child	3.57	1.53	3.38	1.54
	Adolescent	3.77	1.62	3.11	1.46
Youth's Understanding	Child	4.60	1.25	4.29	1.29
	Adolescent	5.22	1.05	4.97	1.17
Youth's Stress	Child	3.91	1.44	3.90	1.54
	Adolescent	3.61	1.30	4.06	1.25
Youth's Responsibility for the Incidents	Child	2.22	1.70	2.00	1.56
	Adolescent	2.52	1.85	2.31	1.76
Youth's Suggestibility	Child	3.62	1.35	3.69	1.32
	Adolescent	3.63	1.44	3.64	1.36
Youth's Reluctance to Speak	Child	3.65	1.44	3.73	1.32
	Adolescent	3.70	1.57	3.57	1.45

Table 5S

Overall Mean Ratings for Likert-Scale Outcome Variables of Participants in Study 2 on Interview, Interviewer, and Interpreter

Dependent Variables	Rated Minor	Interpreter Present		Interpreter Absent	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Youth's Comfortability with Interviewer	Child	3.75	1.46	3.37	1.48
	Adolescent	3.97	1.49	3.35	1.48
Interview Fairness	Child	4.47	1.37	4.35	1.34
	Adolescent	4.64	1.29	4.59	1.24
Interview Age-Appropriateness	Child	4.14	1.57	4.15	1.48
	Adolescent	4.66	1.38	4.62	1.37
Interviewer Helpfulness	Child	4.80	1.30	4.54	1.33
	Adolescent	5.00	1.15	4.75	1.33
Interviewer Manipulativeness	Child	2.53	1.54	2.51	1.44
	Adolescent	2.38	1.51	2.46	1.44
Interviewer Confusion	Child	2.74	1.58	3.16	1.68
	Adolescent	2.41	1.52	2.55	1.52
Interview Suggestiveness	Child	3.71	1.52	3.52	1.52
	Adolescent	3.58	1.65	3.58	1.48
Guilt Degree of Perpetrator	Child	5.14	1.22	5.14	1.28
	Adolescent	5.24	1.15	5.29	1.10
Confidence in the Degree of Guilt	Child	4.82	1.38	4.84	1.30
	Adolescent	4.95	1.29	4.96	1.15
Interpreter Effectiveness	Child	4.78	.82	-	-
	Adolescent	4.90	.79	-	-
Interpreter Report Distortion	Child	2.39	1.15	-	-
	Adolescent	2.24	1.13	-	-

Appendix C

C1. Supplemental Tables

Supplemental Materials

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Ethics Approval Letter

Approval Notice - REB File #16631

Date: February 22, 2022

File # & Title: 16631 - Perceptions of Children's and Teens' Testimony

Status: APPROVED

REB Expiry Date: February 01, 2023

The Ontario Tech Research Ethics Board (REB) has reviewed and approved the research study named above to ensure compliance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2 2018), the Ontario Tech Research Ethics Policy and Procedures and associated regulations. As the Principal Investigator (PI), you are required to adhere to the research protocol described in the REB application as last reviewed and approved by the REB. In addition, you are responsible for obtaining any further approvals that might be required to complete your project.

Under the TCPS2 2018, the PI is responsible for complying with the continuing research ethics reviews requirements listed below:

Renewal Request Form: All approved projects are subject to an annual renewal process. Projects must be renewed or closed by the expiry date indicated above (“Current Expiry”). Projects not renewed 30 days post expiry date will be automatically suspended by the REB; projects not renewed 60 days post expiry date will be automatically closed by the REB. Once your file has been formally closed, a new submission will be required to open a new file.

Change Request Form: If the research plan, methods, and/or recruitment methods should change, please submit a change request application to the REB for review and approval prior to implementing the changes.

Adverse or Unexpected Events Form: Events must be reported to the REB within 72 hours after the event occurred with an indication of how these events affect (in the view of the Principal Investigator) the safety of the participants and the continuation of the protocol (i.e. un-anticipated or un-mitigated physical, social or psychological harm to a participant).

Research Project Completion Form: This form must be completed when the research study is concluded.

Always quote your REB file number (16631) on future correspondence.

We wish you success with your study.

Sincerely,

Acting REB Study Chair researchethics@ontariotechu.ca

Table 1S*Number and Percentages of Participant's Yearly Income by Study*

Participant's Language	Income per year	%	<i>n</i>
English (Study 1)	Less than \$14,999	3.6%	22
	\$15,000 - \$24,999	4.7%	29
	\$25,000 - \$49,999	11.8%	73
	\$50,000 - \$74,999	9.6%	59
	\$75,000 - \$99,999	9.6%	59
	More than \$100,000	8.3%	51
Spanish (Study 2)	Less than \$2,299	19.6%	91
	\$2,300 - \$4,799	18.8%	87
	\$4,800 - \$7,399	18.1%	84
	\$7,400 - \$9,999	16%	74
	More than \$10,000	20.9%	97

Table 2S*Number and Percentages of Participant's Education Level by Study*

Participant's Language	Ideology	%	<i>n</i>
English (Study 1)	No Degree	.3%	10
	High School	22.5%	68
	Some post-secondary	12.3%	37
	Post-secondary certificate	14.9%	45
	University Degree	30.5%	92
	Master's Degree	10.6%	32
	PhD	4%	12
	JD	.3%	1
	Spanish (Study 2)	No Degree	.2%
Junior High School		6.5%	30
High School		26.7%	124
University Degree		56%	260
Postgraduate		9.9%	46

Table 3S*Number and Percentages of Participant's Political Ideology by Study*

Participant's Language	Ideology	%	<i>n</i>
English (Study 1)	Very Liberal	16.2%	49
	Slightly Liberal	17.5%	53
	Moderate	30.1%	91
	Slightly Conservative	3.6%	41
	Very Conservative	16.6%	50
Spanish (Study 2)	Very Liberal	21.8%	101
	Slightly Liberal	14.7%	68
	Moderate	53.7%	249
	Slightly Conservative	7.3%	34
	Very Conservative	1.1%	5

Table 4S

Study 1 Effects of Participant's Gender and Jury Status Covariates on the Outcome variables

Dependent Variables	Variables Examined	Effects	<i>F</i>	<i>df</i>	<i>p</i>	μ^2
Composite variable: Quality of Youth's Testimony	Youth's Age, Interpreter Presence	Past Jury Status	3.20	(1, 296)	.075	.01
		Participant's Gender	2.84	(1, 296)	.093	.01
Youth's Deception	Youth's Age, Interpreter Presence	Past Jury Status	1.46	(1, 296)	.229	.01
		Participant's Gender	12.61	(1, 296)	<.001	.04
Youth's Calmness	Youth's Age, Interpreter Presence	Past Jury Status	4.73	(1, 296)	.030	.07
		Participant's Gender	4.33	(1, 296)	.038	.01
Youth's Understanding	Youth's Age, Interpreter Presence	Past Jury Status	.54	(1, 296)	.465	.00
		Participant's Gender	3.53	(1, 296)	.061	.01
Youth's Stress	Youth's Age, Interpreter Presence	Past Jury Status	7.01	(1, 296)	.009	.02
		Participant's Gender	.39	(1, 296)	.531	.00
Youth's Responsibility for the Incidents	Youth's Age, Interpreter Presence	Past Jury Status	.73	(1, 296)	.394	.00
		Participant's Gender	12.17	(1, 296)	<.001	.04
Youth's Suggestibility	Youth's Age, Interpreter Presence	Past Jury Status	.16	(1, 296)	.686	.00
		Participant's Gender	9.31	(1, 296)	.002	.03
Youth's Reluctance to Speak	Youth's Age, Interpreter Presence	Past Jury Status	1.21	(1, 296)	.273	.00
		Participant's Gender	1.85	(1, 296)	.175	.01
Youth's Comfortability with Interviewer	Youth's Age, Interpreter Presence	Past Jury Status	6.75	(1, 296)	.010	.02
		Participant's Gender	1.87	(1, 296)	.173	.01

Interview Fairness	Youth's Age, Interpreter Presence	Past Jury Status	1.80	(1, 296)	.181	.01
		Participant's Gender	.73	(1, 296)	.395	.00
Interview Age- Appropriateness	Youth's Age, Interpreter Presence	Past Jury Status	.88	(1, 296)	.348	.00
		Participant's Gender	3.09	(1, 296)	.080	.01
Interviewer Helpfulness	Youth's Age, Interpreter Presence	Past Jury Status	.07	(1, 296)	.798	.00
		Participant's Gender	2.97	(1, 296)	.086	.01
Interviewer Manipulativeness	Youth's Age, Interpreter Presence	Past Jury Status	.92	(1, 296)	.338	.00
		Participant's gender	7.35	(1, 296)	.007	.02
Interview Suggestiveness	Youth's Age, Interpreter Presence	Past Jury Status	.00	(1, 296)	.965	.00
		Participant's gender	8.36	(1, 296)	.004	.03
Interviewer Confusion	Youth's Age, Interpreter Presence	Past Jury Status	.43	(1, 296)	.514	.00
		Participant's gender	.18	(1, 296)	.676	.00
Composite variable: Interpreter Effectiveness	Youth's Age, Interpreter Presence	Past Jury Status	.16	(1, 124)	.694	.00
		Participant's gender	.09	(1, 124)	.760	.00
Composite variable: Interpreter Report Distortion	Youth's Age, Interpreter Presence	Past Jury Status	.95	(1, 124)	.331	.01
		Participant's gender	.03	(1, 124)	.864	.00
Guilt Degree of Perpetrator	Youth's Age, Interpreter Presence	Past Jury Status	4.89	(1, 296)	.028	.02
		Participant's Gender	16.57	(1, 296)	< .001	.05
Confidence in the Degree of Guilt	Youth's Age, Interpreter Presence	Past Jury Status	1.83	(1, 296)	.178	.01
		Participant's Gender	11.77	(1, 296)	< .001	.04

Note. Bolding indicates statistically significant differences between Male and Female participants' mean ratings for each Likert-scale item.

Table 5S*Study 2 Effects of Participant's Gender Covariate on the Outcome variables*

Dependent Variables	Variables Examined	Effects	<i>F</i>	<i>df</i>	<i>p</i>	μ^2
Composite variable: Quality of Youth's Testimony	Youth's Age, Interpreter Presence	Participant's Gender	4.22	(1, 460)	.041	.01
Youth's Deception	Youth's Age, Interpreter Presence	Participant's Gender	1.67	(1, 460)	.197	.00
Youth's Calmness	Youth's Age, Interpreter Presence	Participant's Gender	2.95	(1, 460)	.087	.01
Youth's Understanding	Youth's Age, Interpreter Presence	Participant's Gender	.90	(1, 460)	.344	.00
Youth's Stress	Youth's Age, Interpreter Presence	Participant's Gender	.09	(1, 460)	.762	.00
Youth's Responsibility for the Incidents	Youth's Age, Interpreter Presence	Participant's Gender	2.88	(1, 460)	.090	.01
Youth's Suggestibility	Youth's Age, Interpreter Presence	Participant's Gender	4.30	(1, 460)	.039	.01
Youth's Reluctance to Speak	Youth's Age, Interpreter Presence	Participant's Gender	.08	(1, 460)	.778	.00
Youth's Comfortability with Interviewer	Youth's Age, Interpreter Presence	Participant's Gender	1.63	(1, 460)	.202	.00
Interview Fairness	Youth's Age, Interpreter Presence	Participant's Gender	.34	(1, 460)	.558	.00
Interview Age-Appropriateness	Youth's Age, Interpreter Presence	Participant's Gender	.70	(1, 460)	.402	.00
Interviewer Helpfulness	Youth's Age, Interpreter Presence	Participant's Gender	.05	(1, 460)	.818	.00

Interviewer Manipulativeness	Youth's Age, Interpreter Presence	Participant's Gender	2.24	(1, 460)	.135	.01
Interview Suggestiveness	Youth's Age, Interpreter Presence	Participant's Gender	2.97	(1, 460)	.085	.01
Interviewer Confusion	Youth's Age, Interpreter Presence	Participant's Gender	.92	(1, 460)	.337	.00
Composite Variable: Interpreter Effectiveness	Youth's Age, Interpreter Presence	Participant's gender	1.77	(1, 247)	.185	.01
Composite Variable: Interpreter Report Distortion	Youth's Age, Interpreter Presence	Participant's gender	6.17	(1, 247)	.014	.02
Guilt Degree of Perpetrator	Youth's Age, Interpreter Presence	Participant's Gender	8.43	(1, 460)	.004	.02
Confidence in the Degree of Guilt	Youth's Age, Interpreter Presence	Participant's Gender	12.16	(1, 460)	.022	.01

Note. Bolding indicates statistically significant differences between Male and Female participants' mean ratings for each Likert-scale item.