

“Deaf Interpreting Processes”

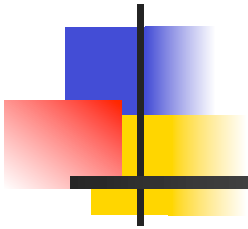
Eileen Forestal

With Team Members:

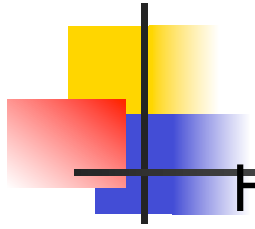
Debbie Peterson & Stacey Storme

Deaf Interpreting:
Critical Issues Forum

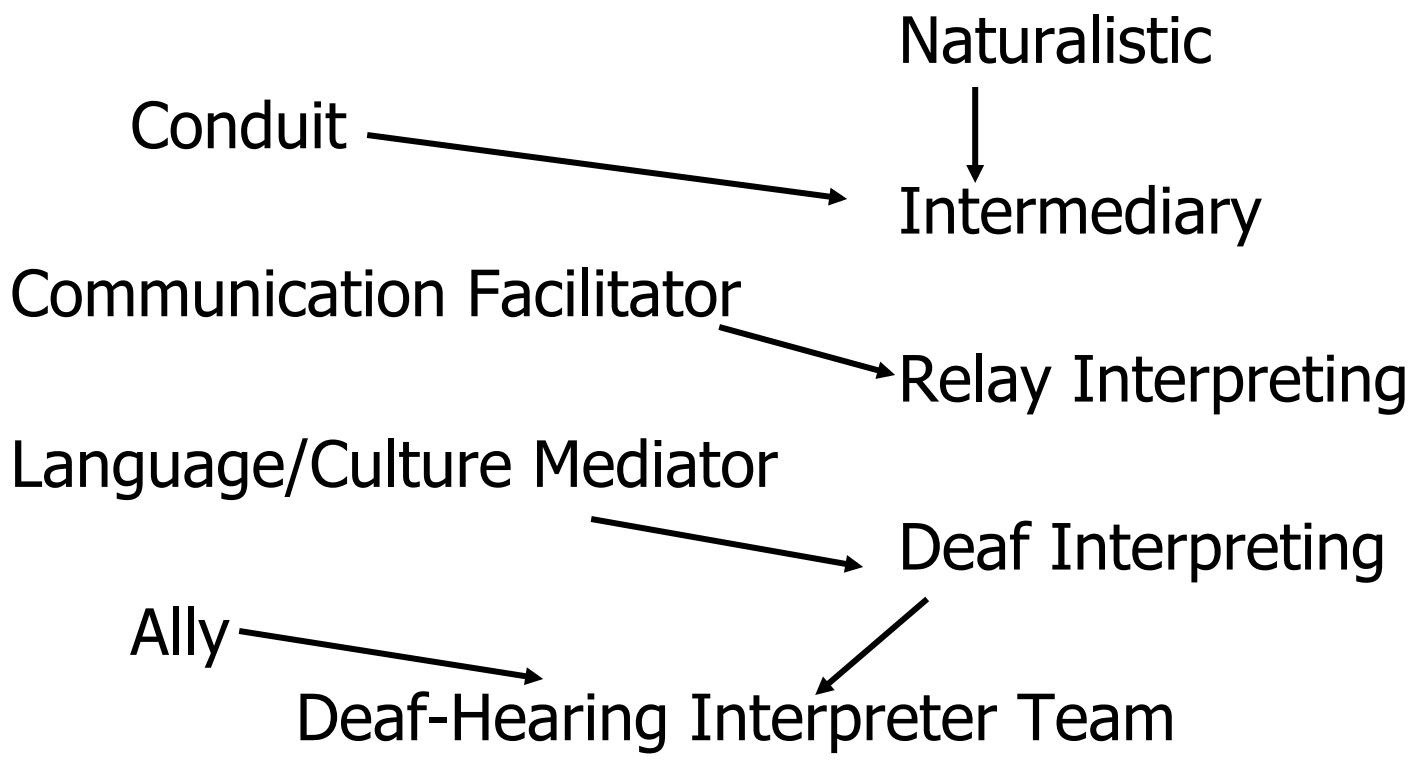
June 15, 2006



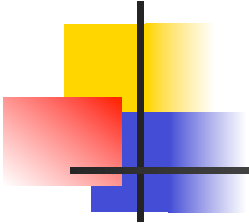
Service Models of Interpreting: Past, Present & Future



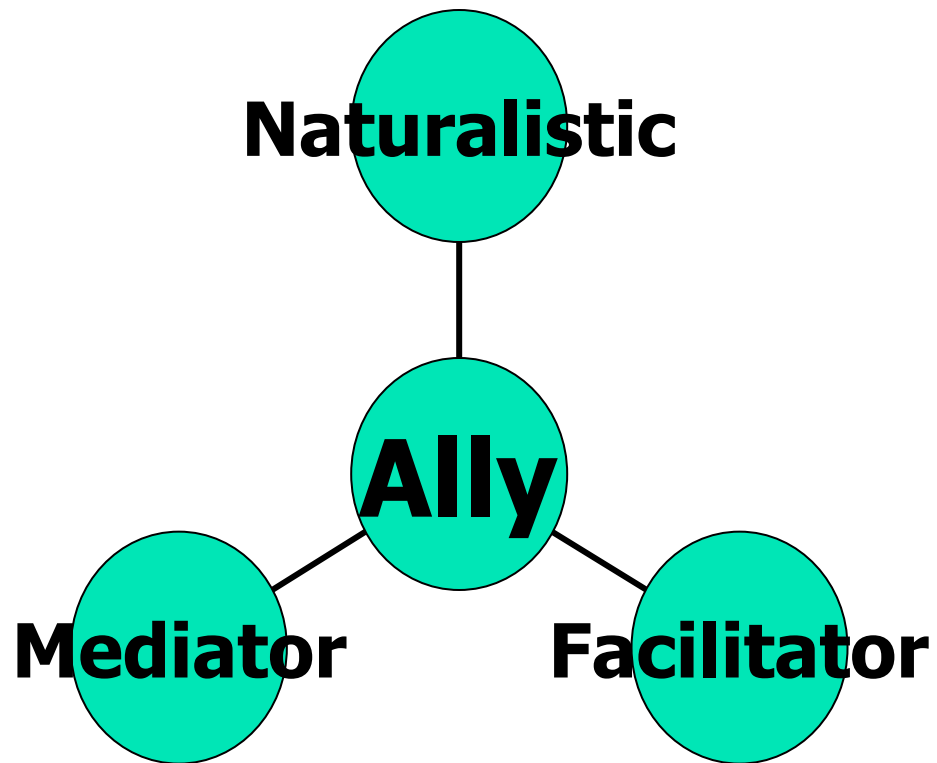
Helper/Naturalistic



Based on work by Wittier-Merithew & Roy. Adapted by Eileen Forestal, 1998, revised 2006



Concept of Ally





Roles of Deaf interpreters:

- **Conferences & Lectures**
- **International Conferences & Events**
- **Multi-lingual/Multi-Cultural Interpreting**
- **Legal**
- **Employment/VR**
- **Social Services**
- **Mental Health & Medical**
- **Translator (Sight or Videotext)**
- **Theater**
- **Educational**
- **VRS and VI**
- **Clarifier or Monitor**
- **DeafBlind/SSP**
- **Linguistic and Cultural Mediating**
- **Teaming with Novice Interpreters**
- **Others?**



Types of Deaf-Hearing Interpreting Processes

Setting/Audience

- One – on – one
- Small group
- Sight translation
- Platform/conference
- Shadowing/Mirroring

Types of Processing

- Simultaneous
- Consecutive
- Quasi
- Translating
- Feed



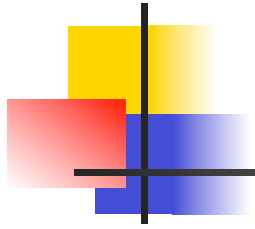
Requisite Skills for Deaf Interpreting

Processing skills:

- **Ability to let go words/signs**
- **Ability to analyze for implied meaning**
- **Visualization**
- **Understanding of ASL and English Discourse**



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- **Use of visual-gestures**
 - **Understanding of Gestural handshapes, their cultural relationships and meanings**
 - **Cultural sensitivity/experiences influence perception and understanding**
 - **Expansion**
 - **Prediction**
 - **Understanding of goal, point, theme, etc.**
 - **And more...**



Discourse Mapping

A tool for developing Textual Coherence Skills

A tool to analyze for discourse structure and look for implied meaning and information

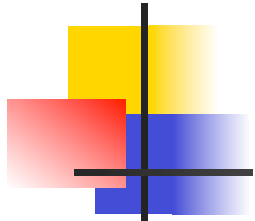
A tool to “create meaningful visual representation” (Winston & Monikowski, 2000, p)

Winston & Monikowski (2000)

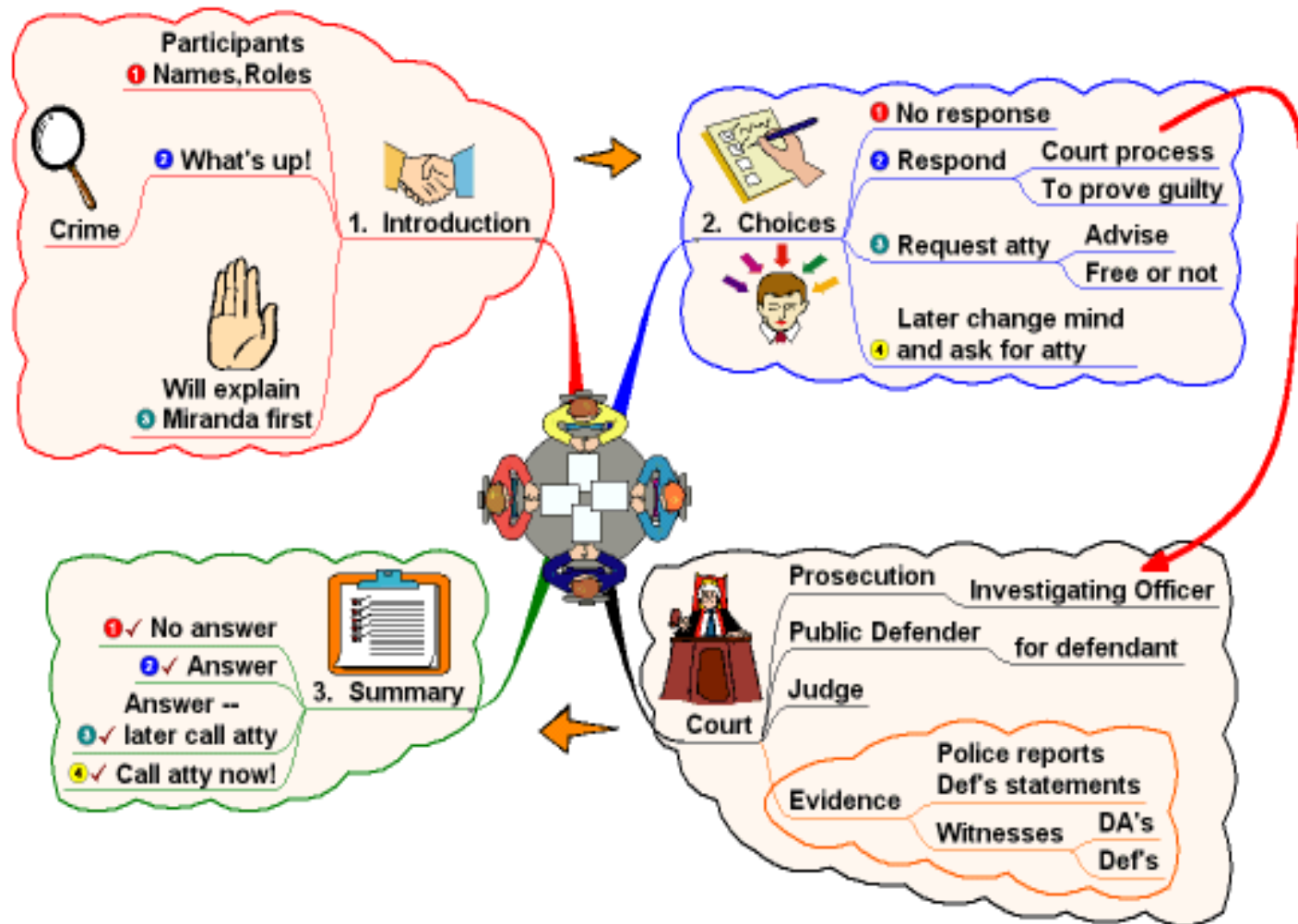


Steps for Discourse Mapping Activity

- Outline main points of given text
- Draw pictures; no words
- Re-tell
- Your Experience with Discourse mapping
- How is this activity related to Interpreting?



Interpreting the Miranda -- Deaf/Hearing Team





Understanding meaning

Use of Models:

- Colonomos' Pedagogical Model of the Interpreting Process
- Gish's Approach to Information Processing Model

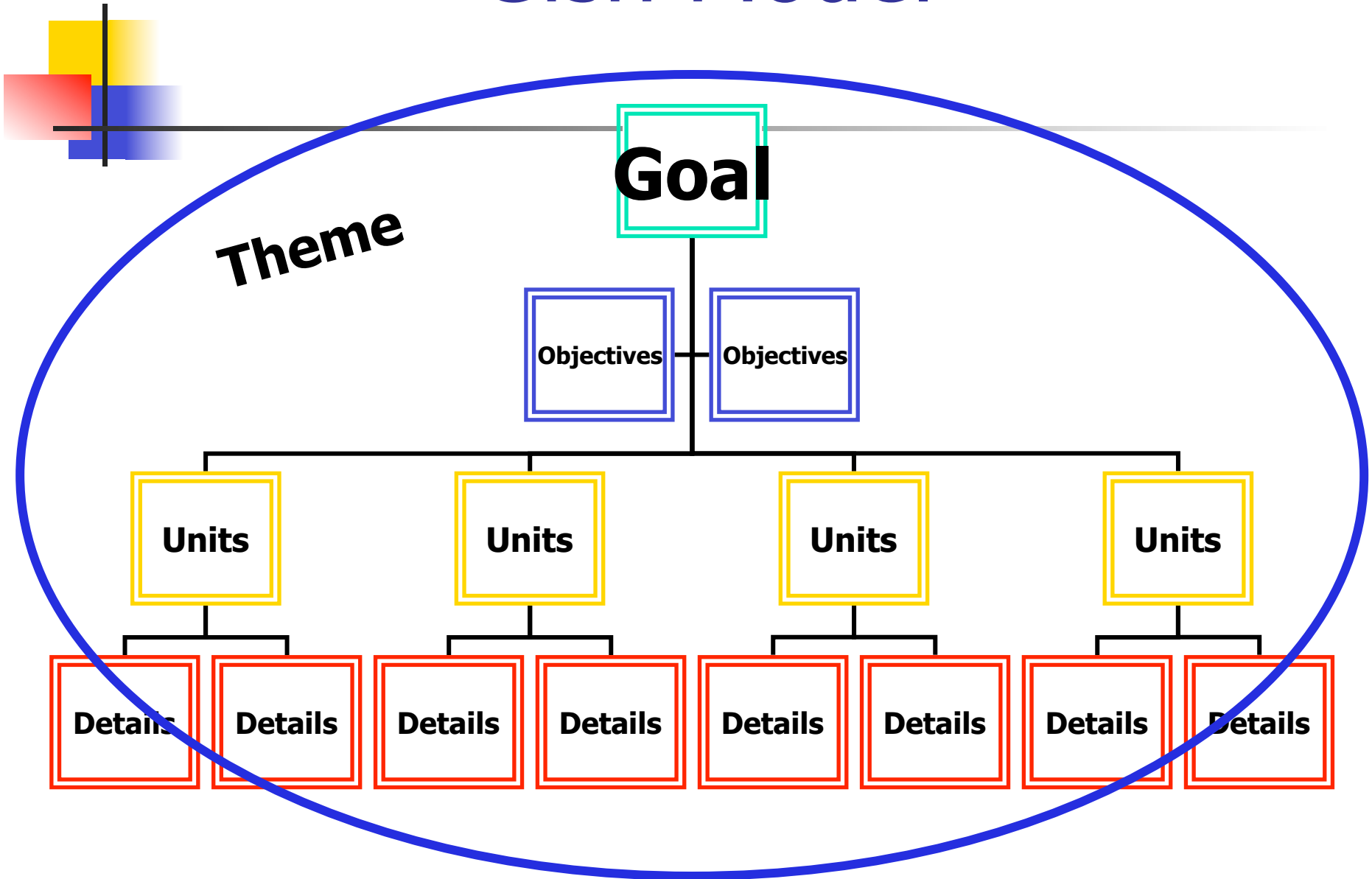


Gish Processing Model

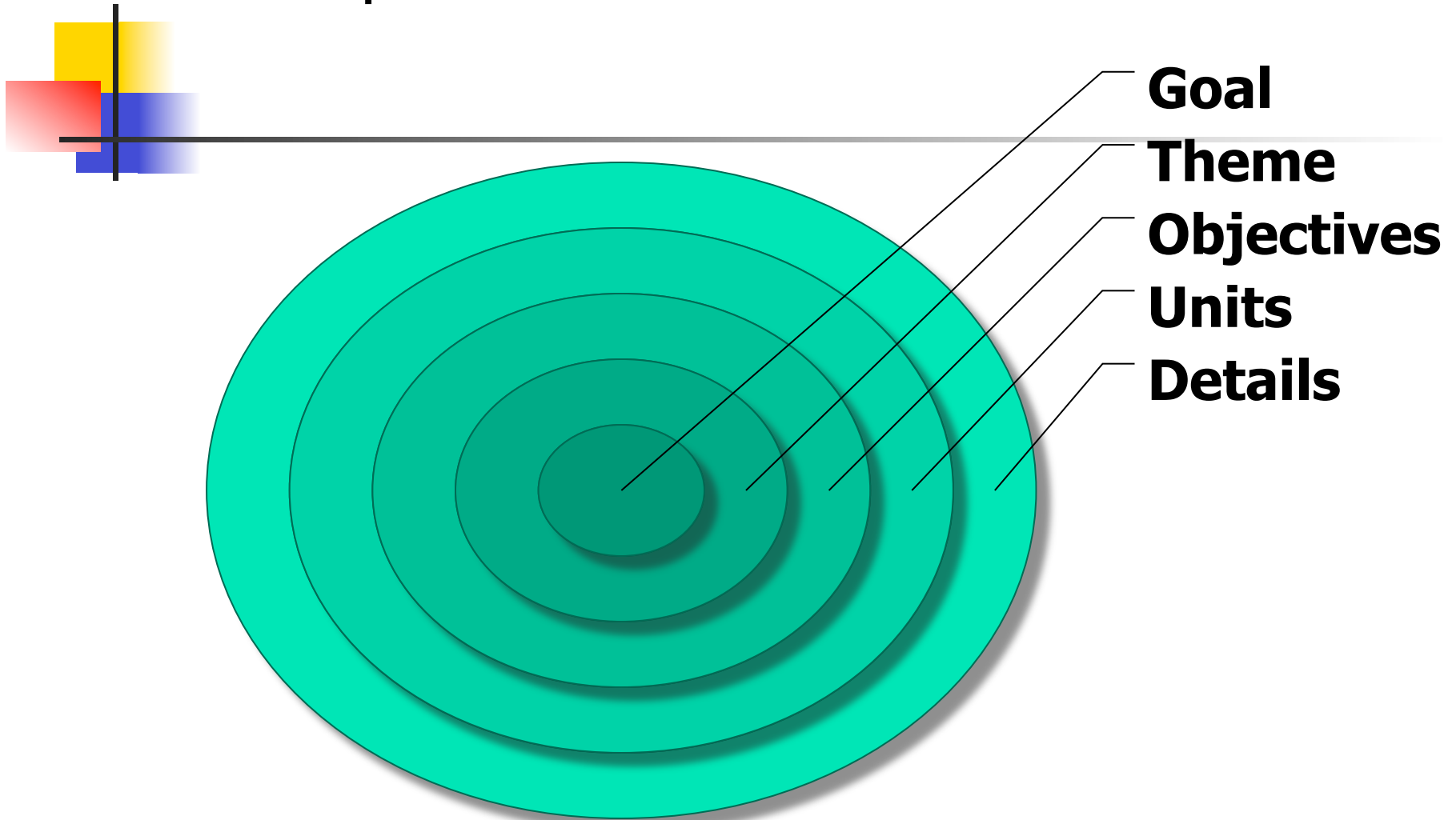
Information Processing:

- Goals
- Theme
- Opening and Closing
- Objectives
- Units (Parts)

Gish Model



Adaptation of the Gish Model



Gish, adapted by Forestal, 2006

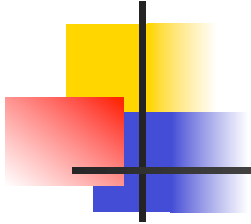


“Gish Mapping”

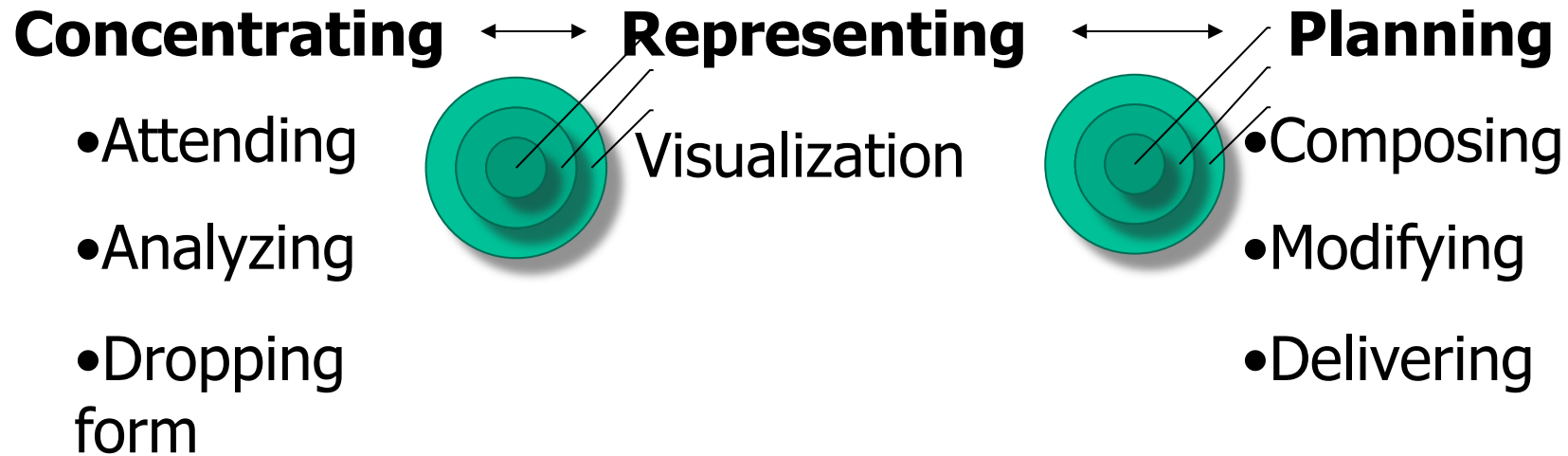
With a video text of ASL signer or interpreter,
or a written text,

Using Post-It notes on Poster paper or on
blackboard:

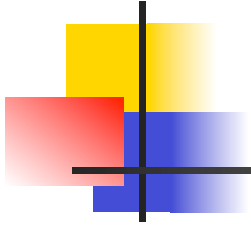
- Map out the
 - Goals
 - Theme
 - Opening and Closing
 - Objectives
 - Units (Parts)



Colonomos Process Model



Boinis, et al, 1996



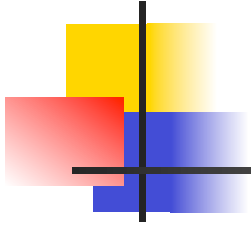
Primary goals of Interpreting

Understand meaning

Control process

Self analysis

Gish



-
- **Is there a right or wrong way of interpreting?**
 - **Ask what influenced you to interpret that way?**
 - **What was your perspective that led you to interpret that way?**

Team Model Approach





Team Interpreting Model

Deaf-Hearing Interpreting Team

1. Preparation
2. Prediction
3. Pre-Conference
4. In-Process
5. Closing (Post-Conference)



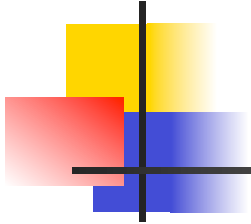
In- Process

- Consecutive vs. Simultaneous
- Notetaking
- Team Conferencing:
 - Clarification
 - Techniques for interpretation
 - Decisions on interpretation
 - Team process, etc.
- Team responsible for entire process



Socio-Political Factors:

- World view/ hearing view on Deaf people and ASL
- Traditional view of interpreter role and Deaf persons' role & status
- Traditional view of team
- Language issue
- Probably true that Hearing Interpreters have more experience working in different environments



- Anger and emotions at systems and how systems cause/create (more) problems
- Hearing Interpreters feeling threatened or inadequate by presence of Deaf Interpreter
- Hearing Interpreters not want to lose jobs.
- Issues of power and trust always present



Teaching requisite and processing skills:

- What are the effective practices of teaching?
- What theoretical bases should be applied towards teaching to and learning of Deaf persons?



Theoretical bases for teaching and learning

- Constructivism (Bruner)
- Social Constructivism (Kiraly)
- Problem-based learning
(Pragmatism)
- Dialectic approach/Socratic method
approach (Vygotsky)



References:

- Boinis, Gajewski, Mickelson, Gordon, Krouse, Swabey. (1996). *The Interpreting Process: Introduction and Skills Practice*. Minnesota RID Educational Interpreter Grant Project.
- Gish, S. (1984). Goal-to-detail and detail-to-goal. In M.L. McIntire (Ed.), *New dimensions in interpreter education: Task analysis – theory and application. Proceedings of the 5th National Convention, Conference of Interpreter Trainers*, RID Publications.
- Winston, E. & Monikowski, C (2000). Discourse mapping: Developing textual coherence skills in interpreters. In C.R. Roy (Ed.) *Innovative Practices for Teaching Sign Language Interpreters*. Washington D.C.: Gallaudet University Press.