Deaf Interpreting Processes

Stacey Storme

With team members:

Debbie Peterson & Eileen Forestal

Deaf Interpreting: Critical Issues Forum

June 15, 2006

Introduction/Background

- Master in Interpreting Pedagogy (MIP) studies

- Spoken language field
  - validation/status
  - Translation (static) and Interpretation (CI, SI, relay, etc)

- Christiane Nord's work – functionalism
  - Influenced by Nida, Vermeer, Reiss

Some Key Concepts

◆ Formal equivalence (source text) vs. Dynamic equivalence (extralinguistic communicative effect)

"**A translation of dynamic equivalence aims at complete naturalness of expression, and tries to relate the receptor to modes of behavior relevant within the context of his own culture; it does not insist that he understand the cultural patterns of the source-language context in order to comprehend the message.**" (Nida 1964:159) as quoted in Nord, p. 5

Some Key Concepts (cont.)

- ◆ Purpose of the Translation (Nida)
  - ■ Is one translation/interpretation better than another? Answer is usually another question: "For whom?"
  - ■ Can only measure adequacy based on the extent to which the translation successfully fulfills the intended **purpose**
    - ◆ How the original author/speaker intended the receiver to respond
    - ◆ How the receiver actually responded
- ◆ Equivalence (theoretical) vs Functionalist (authentic/applicable) (Nord, p. 5)

Some Key Concepts (cont.)

- ◆ Translating and Theory of Action
  - ■ Translating as Intentional Action
  - ■ Translating as Interpersonal Action
  - ■ Translating as Communicative Action
  - ■ Translating as Intercultural Action
  - ■ Translating as Text-Processing Action
- ◆ Translational action ("the range of what translators actually do") vs. translation ("what they do when rendering texts")

(Nord, pp. 15 - 26)

Hans J. Vermeer – *Skopostheorie*

◈ His general position:

- ■ "Linguistics alone won't help us. First, because translating is not merely and not even primarily a linguistic process. Secondly, because linguistics has not yet formulated the right questions to tackle our problems. So, let's look somewhere else."

- ■ Situations are embedded in culture systems

Nord, pp 10 & 11

Hans J. Vermeer – *Skopostheorie*

- Cannot draw on linguistic theory alone – must draw on theory of culture too – relationship between verbalized and non-verbalized situational elements

- Strong focus on intended receiver and their expectations, needs and culture specific world knowledge

- " 'offer of information' that is turned into an 'offer of information' for target audience "

Nord, pp 10 & 11

Skopostheorie

- *Skopos* is greek for 'purpose'
- 3 kinds of purpose:
    - *Purpose of the translator*
    - *Communicative purpose aimed at by the target text in the target situation*
    - *Purpose by a certain translation strategy (show form)*

Nord, pp 27 & 28

Skopos Rule

"Each text is produced for a given purpose. The *Skopos* rule thus reads as follows: translate/interpret/speak/write in a way that enables your text/ translation to function in the situation in which it is used and with the people who want to use it and precisely in the way they want it to function."

(Vermeer 1989a:20, as quoted by Nord, p. 29)

Coherence Rule & Meaning

◆ The viability of the translation brief (interpreting job) depends on the situation of the target culture, NOT the source culture

◆ "*the* meaning of *the* source text" vs. "offer of information"

Nord, pp. 31-33

Our goal then is to achieve...

- ◆ Intra-textual coherence
  - ■ "coherent (part of) with the receiver's situation"
  - ■ "the receiver should be able to understand it: it should make sense in the communicative situation and culture in which it is received"
- ◆ Inter-textual coherence
  - ■ must have relationship to the source text
  - ■ "fidelity"
  - ■ depends on translator/interpreter's interpretation of source AND the translation skopos
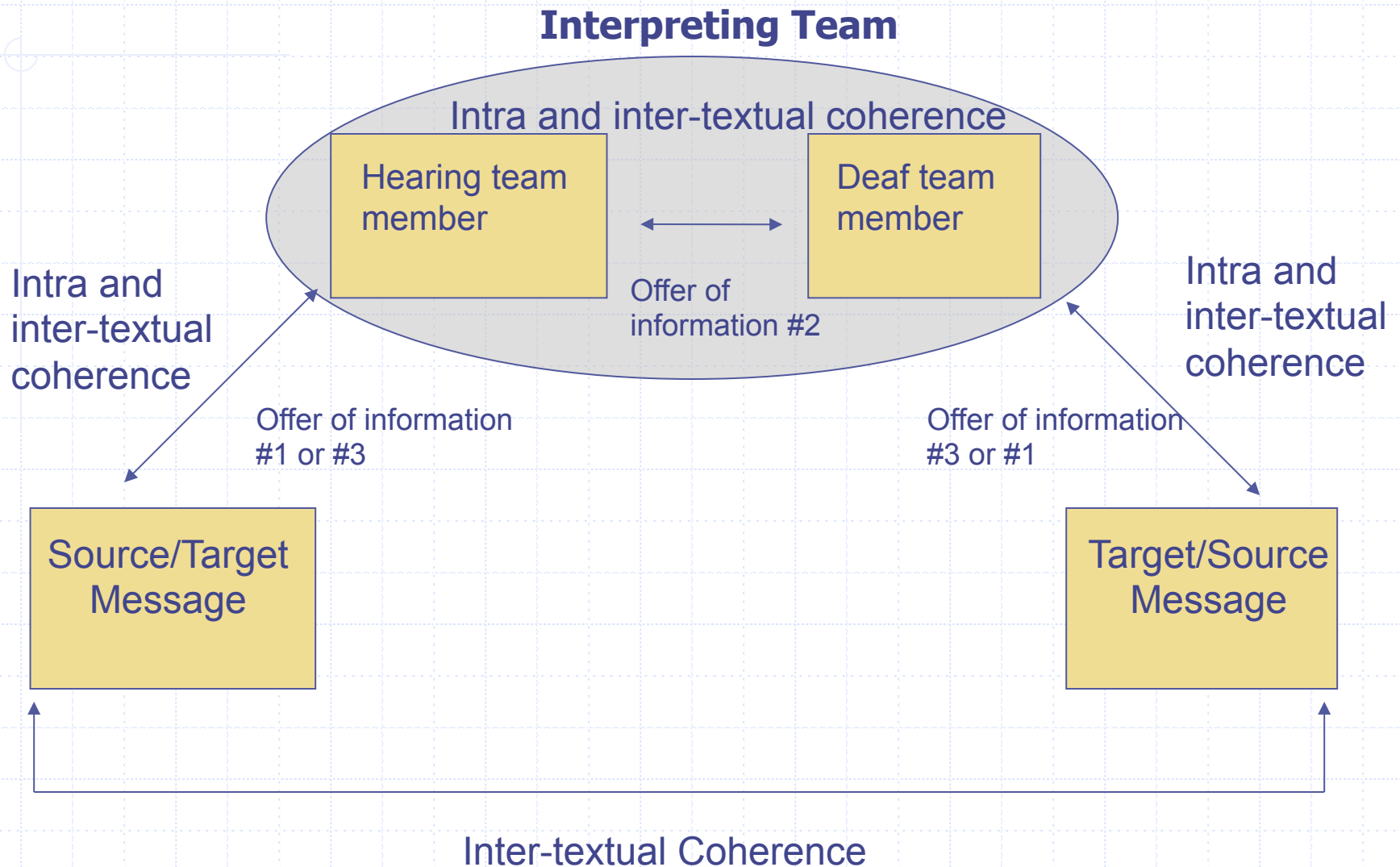
The *Skopos* Rule

↓

Intratextual Coherence

↓

Intertextual Coherence

Proposed Schema

Interpreting Team

Intra and inter-textual coherence

Hearing team member ⟷ Deaf team member

Offer of information #2

Intra and inter-textual coherence

Intra and inter-textual coherence

Offer of information #1 or #3

Offer of information #3 or #1

Source/Target Message

Target/Source Message

Inter-textual Coherence

Interpreting Team

Intra and inter-textual coherence

| Hearing team member | ← → | Deaf team member |

Offer of information #2

Intra and inter-textual coherence

Intra and inter-textual coherence

Offer of information #1 or #3

Offer of information #3 or #1

Source/Target Message

Intertextual Coherence

Target/Source Message

The Skopos Rule

Intratextual Coherence

References

Nord. C. (1997). *Translating as a Purposeful Activity: Functionalist Approaches Explained*. St. Jerome Publishing: Manchester, UK.