“Deaf Interpreting Processes”

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Deaf Interpreting:
Critical Issues Forum

June 15, 2006
Service Models of Interpreting: Past, Present & Future

Helper/Naturalistic

Conduit

Communication Facilitator

Language/Culture Mediator

Ally

Naturalistic

Intermediary

Relay Interpreting

Deaf Interpreting

Deaf-Hearing Interpreter Team

Concept of Ally

- Naturalistic
- Mediator
- Facilitator
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

<table>
<thead>
<tr>
<th>Setting/Audience</th>
<th>Types of Processing</th>
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<tbody>
<tr>
<td>One – on – one</td>
<td>Simultaneous</td>
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<tr>
<td>Small group</td>
<td>Consecutive</td>
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<tr>
<td>Sight translation</td>
<td>Quasi</td>
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<tr>
<td>Platform/conference</td>
<td>Translating</td>
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<tr>
<td>Shadowing/Mirroring</td>
<td>Feed</td>
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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
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

1. Introduction

- What's up!
- Participants
  - Names, Roles
- Crime
- Will explain
  - Miranda first

2. Choices

- No response
- Respond
  - Court process
  - To prove guilty
- Request atty
  - Advise
  - Free or not
- Later change mind
  - and ask for atty

3. Summary

- No answer
- Answer
- Answer --
  - later call atty
- Call atty now!

Prosecution
Investigating Officer
Court
Judge
Public Defender
Evidence
Police reports
Defendant
Witnesses
Def's statements
DA's
Def's
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

Theme

Goal

Objectives

Units

Objectives

Units

Details

Units

Details

Units

Details

Units

Details

Units

Details
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

Concentrating
- Attending
- Analyzing
- Dropping form

Representing
- Visualization

Planning
- Composing
- Modifying
- Delivering

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

Forestal & Darragh MacLean, 1996
- 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:

