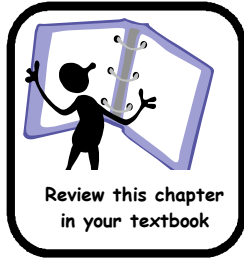


## CHAPTER SEVEN: The Work of Interpreters

### Chapter Summary



This chapter begins by defining some critical terms used in discussing the work of interpreters. Next, it considers the task of interpretation and the various forms that work can take including simultaneous and consecutive form, as well as interpretation, transliteration and translation. Finally, the chapter considers the clients with whom interpreters work and some generic settings where interpreting takes place (one-on-one, large and small group, etc.)

### To Focus Your Study

As you study this chapter, pay particular attention to the following ideas and information.

1. Key terms and their definitions.
2. Distinctions between consecutive and simultaneous forms of interpretation.
3. Distinctions between translation, transliteration, and interpretation.
4. Differences in generic settings where interpretation takes place.

### Learning Activities

#### *In Your Own Words*

This chapter introduces a number of key terms and concepts. Record these terms with definitions in your own words. Reflect on your reading and document the most significant points and why they are important to your journey of learning.



#### *Uninitiated Assumptions*



LEARNING ACTIVITY #1: Watch the video clips in the companion CD for this chapter titled "Uninitiated Client Assumptions." Do you think these assumptions are common among people who have little or no experience with deaf, deaf-blind or hard of hearing individuals? Why or why not? Where do you think such assumptions come from?

**LEARNING ACTIVITY #2:** Now, let's check out your assumptions. Working with your learning partner, interview 5-10 people who have no connection to deafness so far as you know (students in the cafeteria, people at the bus stop, etc.). Ask them the following questions to verify your thinking.



1. Do you know anybody who is deaf? If yes, please explain.
2. What assumptions do you make about deaf people regarding education, work, marriage, etc.?
3. Do you think of deafness as a disability?
4. Do you assume deaf people would have their hearing restored if there was any possible way?
5. Any idea where your ideas and opinions come from?

When your interviews are complete, discuss the results with your learning partner. How similar or different were the opinions you uncovered to those of our experts? Did anything said surprise you? How will these insights help you as an interpreting student? As a professional interpreter?

### ***Deaf Interpreters***



Deaf interpreters perform important work in a variety of settings. They perform several types of work: relay interpreting; deaf-blind interpreting; and working as a member of the interpreting team when a client's needs demand more than what a hearing interpreter alone is able to provide. Look at the video clip in the "Deaf Interpreters" file on the companion CD for this chapter in order to better understand the work of a DI.

1. If at all possible, observe a DI at work. You are more likely to be able to observe the first two types of work because the third type of work normally happens in very private settings such as legal, mental health or medical.
2. Invite a DI to your study group or classroom. Set up role plays so you can see how they work as a member of an interpreting team when a client's needs demand more than what a hearing interpreter alone is able to provide.



3. Write up a contract for yourself, identifying the types of situations in which you will commit to using a DI in your professional practice. Now write up a plan so you can develop the skills and resources to have a working relationship with a DI when the need arises.



### ***Interpreting Experiences***

First, review the video clips on the companion CD of our experts describing their experiences with an interpreter (“Experiences With Interpreters”).

- ❖ Identify three things that make these experiences positive or negative.
- ❖ What steps can you take to ensure that you provide more positive than negative experiences with your clients?

Now look at the video clips in which interpreters describe some of their interpreting experiences (“Interpreting Experiences” and “Deaf Interpreters”). Do your responses to # 1 and #2 above fit with the experiences of these interpreters? What did you learn about the work of interpreters from viewing these comments?

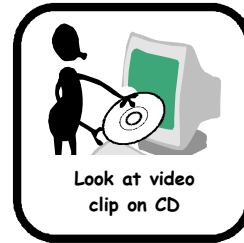
### ***Using ASL or Contact Variety***

LEARNING ACTIVITY #1: Interpreters are constantly making decisions, one of which is whether to use ASL or a contact variety (CV) when formulating the target language interpretation. Before looking at the video clip with interpreters discussing how they make that decision, let’s review your understanding of the differences between ASL and CV.



1. In your own words, describe the features of ASL and contact varieties (you may need to refer to Chapter 4 of the textbook and the companion CD).
2. Now, look at several random language samples. Review the video clips of John, Roger, Kirsten and Boyd at various locations on the companion CD set. Identify what linguistic form each of these individuals is using — ASL or CV? Give 3-5 observable features to support your decision.

LEARNING ACTIVITY #2: As you can see, the delineation between ASL and CV is sometimes challenging. Let's look at the video clip on the companion CD for this chapter titled "ASL or Contact Variety."



1. Why do these interpreters use ASL or contact variety (CV) when interpreting?
2. How do they decide when to use each form?



3. Working with your learning partner, interview 2-3 professional interpreters in your area. Ask them to identify when they use ASL and when they use CV. Can they give you any tips when making that decision?

### *Using Consecutive or Simultaneous Mode*

LEARNING ACTIVITY #1: Another decision made by interpreters is whether to work consecutively or simultaneously. In your journal, define the terms *consecutive* and *simultaneous interpretation* and speculate on the reasons interpreters select each mode.



LEARNING ACTIVITY#2: Now watch the video clip titled "Consecutive or Simultaneous Mode" in the companion CD for this chapter in which interpreters share their approach to making this decision.

1. Do these experts use similar criteria to determine when to use consecutive or simultaneous interpreting mode? What are they?
2. What are the benefits to using each mode of interpretation?
3. When will YOU use consecutive interpreting as an interpreting student? As a professional practitioner?
4. When will YOU use simultaneous interpreting as an interpreting student? As a professional practitioner?

## ***Sight Translation***



Review the video clips in the file “Sight Translation” on the companion CD for this chapter.

- ❖ Generate a list of situations in which our experts provide sign translation and identify five other situations in which an interpreter might be asked to do this kind of work.
- ❖ Are there any ethical considerations interpreters should consider when making the decision about providing sight translation or not?



### Study Questions

1. Uninitiated hearing clients may assume ... (circle all that apply):
  - (a) Interpreters convey 100% of everything being said or signed
  - (b) The interpreter is a friend or family member of the Deaf individual
  - (c) All Deaf people lip-read well
  - (d) People who are Deaf are as educated and equally qualified as anyone else in an interaction
  - (e) Deaf people are disabled
2. When interpreting, an individual takes a message expressed in \_\_\_\_\_ and produces an equivalent message in \_\_\_\_\_ (select one):
  - (a) The source language/the target language
  - (b) One’s “A” language/one’s “C” language
  - (c) A majority language/a minority language
  - (d) Sign supported speech/English
  - (e) Braille/Morse Code

3. When describing one's native language, the term \_\_\_\_\_ can be used (circle all that apply):
- (a) B-language
  - (b) Mother tongue
  - (c) English
  - (d) A-language
  - (e) ASL
4. The difference between one's B-language and one's C-language is ... (circle all that apply):
- (a) One is spoken and one is signed
  - (b) One can express her/himself fairly fluently in their C-language but has difficulty understanding her/his B-language
  - (c) One formally studies only a C-language
  - (d) A B-language is one's native language
  - (e) One comprehends both but only expresses her/himself fairly fluently in the B-language
5. INTERPRETING requires one to work between two \_\_\_\_\_ whereas transliteration requires one to work between two \_\_\_\_\_ (select one).
- (a) People/settings
  - (b) Forms of the same language/visual codes
  - (c) Languages/forms of the same language
  - (d) Monolingual clients/bilingual clients
  - (e) Hearing clients/Deaf clients

6. Before being able to interpret, one must have ... (circle all that apply):

- (a) Physical stamina — as interpreting is physically demanding
- (b) Emotional stability
- (c) Bilingual and bicultural knowledge and skills
- (d) Non-distractive physical characteristics and behaviors
- (e) Professional and personal integrity

7. Process time ... (circle all that apply):

- (a) Refers to the time between learning ASL and becoming a paid professional interpreter
- (b) Is influenced by the linguistic register being used by the speaker/signer
- (c) The time used by an interpreter to complete the analysis of the source language utterance and to search for cultural and linguistic equivalents before producing an equivalent message in the target language
- (d) Fluctuates depending on the level of audience involvement and overall dynamic equivalence
- (e) The time used by an interpreter to complete analysis of her/his C-language for equivalents in her/his B-language before producing an interpreted message

8. Dynamic equivalence... (circle all that apply):

- (a) Refers to maintaining the speaker's intended interaction with and impact on the audience
- (b) Is only of concern in one-on-one situations
- (c) Is not possible when providing sight translation
- (d) When *accomplished*, the speaker's goals and level of audience involvement is the same for both the audience who received the message in its original form and the audience who received the message through the interpreter
- (e) Results when the source language form is maintained in the interpreted delivery of the information

9. MODALITY refers to ... (circle all that apply):
- (a) The physical channel through which a message is expressed
  - (b) in the field of sign language interpretation refers specifically to the aural/oral channel or the visual/gestural channel
  - (c) Oral transliteration, as compared with English-based signed transliteration
  - (d) Another term for mother tongue, native or first language
  - (e) None of the above
10. An individual must have bilingual-bicultural skills in order to interpret. This means they must ... (circle all that apply):
- (a) Speak and sign at the same time
  - (b) Be facile enough in both languages to recognize a range of semantic meanings
  - (c) Use ASL and English effectively for technical topics, as well as general topics
  - (d) Know how each language accomplishes various speech acts
  - (e) Be familiar with the ways each culture accomplishes certain tasks such as attention-getting, turn-taking etc.
11. Simultaneous interpretation means ... (circle all that apply):
- (a) Signing in an English-like form, complete with the mouthing of English words
  - (b) Signing and speaking at the same time
  - (c) Providing an interpretation of the text while the speaker/signer is presenting the source language message
  - (d) A greater likelihood of errors and miscues in the interpretation
  - (e) It is impossible to produce an equivalent message from English into ASL



12. In consecutive interpretation ... (circle all that apply):

- (a) The interpreter waits for a meaningful “chunk” before beginning the interpretation
- (b) The interpreter changes codes from English-like signing to spoken English
- (c) The interpretation is provided after each segment of the source language presentation
- (d) There is a greater likelihood of errors and miscues in the interpretation
- (e) The interpretation is always based on the majority language

13. Generally speaking, consecutive interpretation is more accurate than simultaneous interpreting. This is because ... (circle all that apply):

- (a) There is no time limit — the interpreter can take time to research the topic, define critical lexical items, etc.
- (b) Processing time is sufficient to make a full language and culture transition, supporting an equivalent message
- (c) The interpreter can make clarifications prior to beginning the interpretation into the target language
- (d) Only highly experienced interpreters use this approach to interpreting
- (e) You don't need a team interpreter when using consecutive mode

14. Identify whether consecutive or simultaneous interpretation would most likely be used in the following settings and explain why:

- (a) Platform settings
- (b) One-on-one settings
- (c) When the client prefers English-based signs
- (d) When the client prefer ASL
- (e) Greetings and leave-takings in one-on-one settings

15. In platform settings, what physical factors should be considered and why? (circle and explain all that apply)
- (a) Lighting
  - (b) Background
  - (c) Interpreter business cards
  - (d) Client language preferences
  - (e) Arrangements for payment
16. What turn-taking behaviors can be expected in one-on-one informal to consultative settings? (circle all that apply):
- (a) There are none — the speaker in this setting will not allow questions or interruptions
  - (b) They will be rapid, even allowing the cutting off or interrupting of one person by the other
  - (c) They will occur as needed by the parties involved, generally following a pause in the exchange which signals questions or changing speaker/signer is appropriate at that time
  - (d) It is generally a free-for-all — whoever can get the floor will talk/sign
  - (e) None of the above