

04/12/2012 MARIE-University of Alberta Collaboration Webinar on Community Interpreting

>> HELLO, EVERYONE.

WELCOME TO THIS WEBINAR.

MY NAME IS DEBORAH AND IT'S MY PLEASURE TO HOST TONIGHT'S EVENT.

I WANT TO BEGIN BY THANKING THE MARIE CENTER FOR INVITING OUR CENTER, THE WESTERN CANADIAN CENTER FOR DEAF STUDIES AT THE UNIVERSITY OF ALBERTA TO COLLABORATE ON THIS VENTURE.

THANK YOU FOR PROVIDING THIS WONDERFUL OPPORTUNITY FOR BOTH OF OUR COUNTRIES.

SPECIFICALLY I'D LIKE TO ACKNOWLEDGE THE HARD WORK OF A.E. CROWAL MURRY CENTER, AND MY ASSISTANT FOR THEIR MANAGEMENT OF THIS PARTICULAR EVENT.

THANKS ARE ALSO DUE TO THE NATIONAL CLEARINGHOUSE OBVIOUSLY FOR SUPPORTING US WITH THE TECHNOLOGY AND TO JESSIE AND MIKE, THANK YOU FOR KEEPING ALL OF US CONNECTED FOR THE NEXT HOUR AND 30 MINUTES.

MY NOTES SAY I SHOULD THANK THE INTERPRETERS AND THE CAPTIONIST AT THE END, BUT I'D LIKE TO DO THAT RIGHT NOW.

I'D LIKE TO THANK OUR INTERPRETING TEAM.

WE'LL BE JOINED THIS EVENING BY KIRK AND DARLENE, OUR INTERPRETERS.

AND OUR CAPTIONIST TONIGHT IS SHARON JAMES.

SO, THANK YOU TO ALL THREE OF YOU FOR YOUR CONTRIBUTION, MAKING SURE WE ARE ACCESSIBLE TO ALL OF OUR VIEWERS.

>>> AND NOW IT'S MY PLEASURE TO INTRODUCE OUR SPEAKER.

AND TO KNOW THAT FOR ALL OF YOU AS PARTICIPANTS, YOU MAY HAVE QUESTIONS DURING THE PRESENTATION.

FEEL FREE TO SEND THOSE IN THE CHAT BOX, TEXT BOX.

AND WE'LL KEEP A CHECK OF THOSE QUESTIONS AND THEN AFTER SPEAKING, WE WILL ADDRESS ALL OF THOSE QUESTIONS AND THERE WILL BE PLENTY OF TIME FOR THAT.

SO, LET ME BEGIN BY INTRODUCING THE DOCTOR WHO REALLY NEEDS NO INTRODUCTION IF YOU'VE BEEN IN THE FIELD FOR VERY LONG.

THERE ARE SO MANY THINGS THAT WE COULD SAY THE DOCTOR.

FIRST OF ALL, SHE'S THE DIRECTOR OF THE CENTER FOR TRANSLATION AND INTERPRETING RESEARCH AT McCORY UNIVERSITY IN AUSTRALIA.

SHE IS AN INTERPRETER EXTRAORDINAER.

SHE'S AN EDUCATOR EXTRAORDINAER AND AN INTERPRETER RESEARCHER EXTRAORDINAER.

HER SIGN LANGUAGES, BRITISH SIGN LANGUAGE WHAT WE SAW TODAY, SHE CAN ALSO USE AMERICAN SIGN LANGUAGE, SHE IS A SIGN INTERPRETER AS WELL.

SHE POSSESSES A PH.D. IN LINGUISTICS.

WE FIRST MET SOME 12 YEARS AGO WHEN WE WERE BOTH ON OUR PH.D. AT THE FIRST CONFERENCE IN PORTLAND THAT I ATTENDED.

SHE IS A WOMAN OF ACTION, SO, SOMETHING THAT I VALUE VERY MUCH.

SHE ESTABLISHED THE ENGLISH INTERPRETING PROGRAM IN 2002.

SHE BECAME THE HEAD OF TRANSLATION AND INTERPRETING PROGRAMS AT McCORY IN 2007.

SHE IS EXTENSIVELY PUBLISHED.

AS WELL, SHE CONTRIBUTES AS THE EDITOR TO THE INTERNATIONAL JOURNAL FOR INTERPRETIVE EDUCATION.

SHE ALSO SERVES ON THE INAUGURAL BOARD OF THE WORLD ASSOCIATION OF SIGN LANGUAGE INTERPRETERS.

IT'S BEEN MY PLEASURE TO KNOW HER AS A COLLEAGUE AND AS A FRIEND, AND PLEASE WELCOME THIS WARM AND RICHLY TALENTED WOMAN TO OUR WEBINAR THIS EVENING.

AND THANK YOU FOR SHARING YOUR TIME AND YOUR TALENTS ON THIS BUSY TRIP WITH US THIS EVENING.

THANK YOU VERY MUCH.

>> THANK YOU FOR THAT VERY KIND INTRODUCTION.

AND I WISH I COULD SAY IT'S GOOD TO SEE YOU ALL THIS EVENING.

I CAN'T SEE YOU, BUT YOU CAN SEE ME.

I BELIEVE THAT SOME WEBINAR PRESENTERS DON'T HAVE THE VISUAL, SOME TIME YOU CANNOT SEE THEM.

THAT WAS THE CASE HERE, YOU WOULDN'T BE ABLE TO SEE ME [SPEAKER NOT UNDERSTOOD], WHICH WAS VERY GENEROUS.

SO, I THANK YOU VERY MUCH FOR ALL OF THAT INTRODUCTION.

AS DEB SAYS, WE ARE VERY HAPPY TO TAKE QUESTIONS THROUGHOUT THE WEBINAR.

I HAVE PLANS TO PRESENT FOR APPROXIMATELY 45 MINUTES OR SO, AND YOU'LL SEE I'LL BE MOVING THROUGH MY POWERPOINT PRESENTATION THROUGHOUT THE WEBINAR.

AND TOWARDS THE END WE'LL HAVE SOME TIME, I'LL MAKE SURE WE TAKE TIME TO TAKE YOUR QUESTIONS AND TO MAKE SURE WE CAN HAVE SOME DISCUSSION HOPEFULLY TO ENGAGE WITH THIS TOPIC AROUND RESEARCH AND BEST PRACTICES IN COMMUNITY INTERPRETING AND TO MEDIATE OR NOT TO MEDIATE, THAT IS THE QUESTION.

IT'S A TOPIC I LOVE TO THINK ABOUT A LOT LATELY.

LET'S MOVE ON TO THE NEXT ONE.

I THINK I JUMPED TO THE END.

TRY THAT AGAIN.

THERE WE ARE.

SOME FAMILIAR NAMES I CAN SEE, I BELIEVE WE HAVE 43 PARTICIPANTS AND IT'S NICE TO MEET THOSE OF YOU WHO ARE NEW.

YOU WILL SEE IN THE DESCRIPTION OF THE WEBINAR THAT THE PURPOSE OF THIS WEBINAR IS TO GIVE AN OVERVIEW OF HOW INTERPRETING RESEARCH

IS SPOKEN IN SIGN LANGUAGE AND SIGN LANGUAGE INTERPRETING HAS REALLY INFLUENCED OUR THINKING AROUND BEST PRACTICE AND COMMUNITY INTERPRETING PRACTICE WHAT WE MEAN BY THAT.

SO, WHAT I'M DOING IS GOING TO BE DRAWING ON THE SPOKEN LANGUAGE INTERPRETING RESEARCH TO GET US THINKING ABOUT THE WAY THAT THE PARAGON, IF YOU LIKE, AROUND COMMUNITY INTERPRETING HAS SHIFTED, HAS CHANGED, AND HAS INFLUENCED OUR THINKING AS SIGN LANGUAGE INTERPRETERS AS WELL.

THERE ARE STILL MORE QUESTIONS I THINK THAT WE NEED TO BE ASKING AND I THINK THAT THIS IS AN ONGOING CONVERSATION WE CAN HAVE.

HOPEFULLY THIS IS JUST THE BEGINNING.

>>> I'M GOING TO BE GIVING INFORMATION ABOUT THE READING AND WHICH I RECOMMEND.

AND I APOLOGIZE THAT INITIALLY THERE WAS ONLY EVERY OTHER PAGE.

AND IN THOSE READINGS, IT WAS BROUGHT TO MY ATTENTION [SPEAKER NOT UNDERSTOOD], SO, IF FOR ANY REASON WE DIDN'T GET THE UPDATED COPY BEFORE THE WEBINAR, THEN I BELIEVE YOU CAN CONTACT AMY AND THAT CAN BE PASSED ON TO YOU.

THERE IS AN UPDATED POST OF THOSE WHERE YOU CAN ACTUALLY READ THE WHOLE THING.

SO, I APOLOGIZE FOR THAT.

THE REASON I SELECTED THESE TWO PAPERS IS THAT A TRANSLATOR IS SOMEONE WHO IS REALLY A LEADING SCHOLAR IN TALKING ABOUT COMMUNITY INTERPRETING, IN SPOKEN LANGUAGES.

HE COMES FROM A CONFERENCING BACKGROUND.

BUT OVER THE LAST 10, 15 YEARS HE HAS BEEN REALLY INSTRUMENTAL IN PUSHING THE BOUNDARIES AND OUR THINKING AROUND COMMUNITY INTERPRETING.

HE QUESTIONS, HE PROVOKED, AND HE'S GOT A LOT OF RESEARCH SO, HE PROVIDED EVIDENCE TO REALLY CHALLENGE OUR THINKING AROUND OUR GOALS, WHAT WE DO LINGUISTICALLY AS WELL.

SO, I'VE ALWAYS ADMIRER HIS WORK.

I'D LIKE TO THINK I LEARNED A LOT FROM HIM AND HE HAS CONTRIBUTED, I THINK TO ME BEING VERY CRITICAL RESEARCHER, REFLECTIVE RESEARCHER IN ASKING QUESTIONS AND TRYING TO BE MANY, NOT TOO PROVOKING [INAUDIBLE].

I ALSO CHOSE [SPEAKER NOT UNDERSTOOD] AND HER COLLEAGUE WHICH IS ACTUALLY THE INTRODUCTORY FORWARD FOR A NEW BOOK THAT VERY RECENTLY WAS PUBLISHED [SPEAKER NOT UNDERSTOOD] WHICH SPEAKS TO SIGN LANGUAGE INTERPRETING RESEARCH.

CUTTING EDGE SIGN LANGUAGE INTERPRETING RESEARCH FROM VARIOUS AUTHORS FROM ALL OVER THE WORLD.

IT'S A GREAT VOLUME.

THEIR INTRODUCTION REALLY SERVE TO INTRODUCE THAT BOOK.

AND I THOUGHT IT WOULD BE A NICE WAY TO TOUCH ON SOME OF THE KEY ISSUES THAT I WANT TO TOUCH ON IN RELATION TO RESEARCH IN OUR FIELD, BUT ALSO TO GIVE YOU A LITTLE BIT OF A TASTE OF THE THINGS THAT ARE IN THAT BOOK.

SO, IF YOU'RE INTERESTED, YOU MIGHT WANT TO FOLLOW-UP.

SO, YOU CAN SEE THE KINDS OF RESEARCH THAT ARE BEING DONE RIGHT NOW BY PEOPLE IN OUR FIELD.

THAT RESEARCH IS BEING DONE NOT BY ACADEMICS FROM AN IVORY TOWER.

THIS HAS BEEN DONE BY PRACTITIONERS, BY INTERPRETERS WHO ARE OUT THERE, ARE IN THE FIELD EVERY DAY [SPEAKER NOT UNDERSTOOD], AND THEY ARE IDENTIFYING KEY ISSUES, THESE CONCERNS, THESE QUESTIONS.

AND THEY ARE GOING AHEAD AND DOING THE RESEARCH OR COLLABORATING WITH OTHER INTERPRETERS, OTHER ACADEMICS TO REALLY GET AN UNDERSTANDING OF WHAT IT IS THAT WE DO.

[SPEAKER NOT UNDERSTOOD].

>>> WHAT ARE WE TALKING ABOUT WHEN WE SAY COMMUNITY INTERPRETING?

WHAT DO WE MEAN?

AND I THOUGHT IT WAS WORTH HIGHLIGHTING THAT BECAUSE THERE ARE VARIOUS TERMS USED IN DIFFERENT COUNTRIES.

BEING IN AUSTRALIA WHERE I AM BASED, WE USE THE TERM COMMUNITY INTERPRETING TO REPRESENT ALL LANGUAGES.

AND I'LL TALK A LITTLE BIT MORE ABOUT WHAT WE MEAN BY COMMUNITY INTERPRETING, WHAT THE DEFINITION IS.

MORE ABOUT THAT IN A MOMENT.

IN THE U.K. THEY TALK ABOUT PUBLIC SERVICE INTERPRETING.

IN VARIOUS OTHER PLACES THEY TALK ABOUT CULTURAL INTERPRETING, DIALOGUE INTERPRETING, AD HOC INTERPRETING, LIAISON INTERPRETING, ESCORT INTERPRETING, AND FROM EVEN AS SPECIFIC TO TALK ABOUT MEDICAL OR LEGAL INTERPRETING.

SO, WE CAN SEE THAT THERE ARE A WIDE VARIETY OF DEFINITIONS, DIFFERENT TERMS THAT ARE USED TO BASICALLY MEAN THE SAME THING.

>>> SOME PEOPLE WOULD QUESTION WHETHER COMMUNITY INTERPRETING IS A DISTINCT FORM OF INTERPRETING.

SO, IT'S WORTH REVISITING WHAT WE MEAN BY COMMUNITY INTERPRETING, PUBLIC SERVICE OR WHATEVER YOU WANT TO CALL IT.

WHAT DO WE MEAN BY COMMUNITY INTERPRETING, WHAT DOES THAT MEAN TO US?

GENTILE ACTUALLY QUESTIONS WHETHER WE NEED TO DISTINGUISH BETWEEN COMMUNITY AND CONFERENCE INTERPRETING AND ASKED THIS QUESTION BACK IN 1997.

[SPEAKER NOT UNDERSTOOD].

SOMETHING WE NEED TO KEEP REVISITING BECAUSE THINGS MOVE AND CHANGE.

AT THE CONFERENCE WE'RE AT HERE AT THE MOMENT IN DENVER, WE'VE BEEN TALKING A LOT TODAY ABOUT TECHNOLOGY AND THE IMPACT OF TECHNOLOGY ON OUR PRACTICE, OUR SIGN LANGUAGE INTERPRETIVE EVENT [SPEAKER NOT UNDERSTOOD].

I THINK WE COULD ACKNOWLEDGE THAT THE ACCENT OF TECHNOLOGY IS IMPACTING OUR WORKING COMMUNITY MORE BROADLY WHEREVER WE WORK.

IT IS ALSO IMPACTING OUR WORKING CONFERENCES AS WELL.

SO, OVER TIME WE MIGHT NEED TO THEN REDEFINE WHAT WE MEAN BY COMMUNITY INTERPRETING AGAIN WHEN WE THINK ABOUT WHAT ARE THE TECHNOLOGICAL ASPECTS FIT, AND DOES THAT CHANGE THINGS.

THAT'S ANOTHER QUESTION.

BUT ESSENTIALLY, WHAT ARE THE CHARACTERISTICS OF THIS TYPE OF INTERPRETING?

SO, WHEN WE LOOK AT COMMUNITY INTERPRETING, WE THINK ABOUT COMMUNITY INTERPRETING.

WHAT DO WE EXPECT TO SEE?

THIS IS ONE DEFINITION BY SOME COLLEAGUES OF MINE IN AUSTRALIA.

THEY CALL IT COMMUNITY BASED INTERPRETING, INTERPRETING BASED IN THE COMMUNITY.

AND THEY SAY THAT THIS ENCOMPASSES INTERPRETING WHICH TAKES PLACE IN EVERYDAY OR EMERGENCY SITUATIONS IN THE COMMUNITY.

POSSIBLE SETTINGS INCLUDE HEALTH, EDUCATION, SOCIAL SERVICES, LEGAL, AND BUSINESS.

SO, CHESHER NOW HAS TRIED TO EMBRACE THE RANGE OF DIFFERENT SETTINGS WHERE ESSENTIALLY WHAT'S HAPPENING IS PEOPLE ARE [SPEAKER NOT UNDERSTOOD], HAVING SOME KIND OF INTERACTION, NOT NECESSARILY ACROSS THE TABLE, BUT ANYTHING TOGETHER FACE TO FACE, AND THERE ARE CERTAIN REQUIREMENTS, CERTAIN PARAMETERS WE CAN EXPECT TO SEE IN THOSE CONTEXTS.

SO, COMMUNITY INTERPRETING TENDS TO BE THE KIND OF EVERYDAY STUFF, WHAT PEOPLE DO ON A DAY-TO-DAY BASIS, WHETHER IT'S INSTITUTIONAL SERVICES OR COURT OR -- AND VARIOUS OTHER THINGS THAT HAPPEN ON A DAILY BASIS.

THAT'S REALLY WHAT WE CAN THINK OF AS COMMUNITY INTERPRETING.

>>> WHEN WE CONSIDER THE PARAMETERS, VARIOUS PEOPLE HAVE SUPPOSED DIFFERENT PARAMETERS THAT DEFINE INTERPRETING AND COMMUNITY INTERPRETING IN PARTICULAR.

WE CAN LOOK AT THE SETTING FOR WHERE IT'S HAPPENING.

WE CAN LOOK AT THE TECHNIQUE.

SO, PEOPLE [SPEAKER NOT UNDERSTOOD].

AND THE SPOKEN LANGUAGE, I'LL SPEAK TO THAT IN A MOMENT ABOUT HOW THAT RELATES TO SIGN LANGUAGE.

WE CAN LOOK AT LANGUAGE DIRECTION.

YOU CAN TALK ABOUT THE INTERPERSONAL ASPECTS, THE SOCIAL DYNAMICS, AND THE PARTICIPANT GOALS.

SO, WHY ARE PEOPLE THERE IN THE FIRST PLACE?

WHEN WE LOOK AT THESE PARAMETERS, THE SPOKEN LANGUAGES, YOU CAN SEE HOW COMMUNITY INTERPRETING CAN BE DISTINCT, VERY DISTINCT FROM [SPEAKER NOT UNDERSTOOD] INTERPRETING.

BECAUSE DEPENDING ON THE SETTING, OPEN LANGUAGE INTERPRETERS WILL BE WORKING SIMULTANEOUSLY IN CONFERENCE SETTINGS, AND THEY'LL BE VERY REMOVED FROM THEIR CLIENT.

THEY'RE OFTEN IN THE INTERPRETING BOOTH AT THE BACK OF THE ROOM.

THE CONFERENCE, THEY'LL HEAR A VOICE [SPEAKER NOT UNDERSTOOD].

THEY MIGHT NEVER ACTUALLY SEE THEIR INTERPRETERS.

SOMETIMES OPEN LANGUAGE WORKS SIMULTANEOUSLY [SPEAKER NOT UNDERSTOOD].

GENERALLY OUTSIDE THE CONFERENCE SETTING, ANYWHERE IN THE COMMUNITY, [SPEAKER NOT UNDERSTOOD].

THE OVERLAP BETWEEN TWO SPOKEN LANGUAGE, THE INTERFERENCE.

IT NECESSITATES THEM WORKING CONSECUTIVELY.

>>> LANGUAGE DIRECTION IS ANOTHER KEY THING.

IN CONFERENCE INTERPRETING PRACTICE, THERE IS THE [SPEAKER NOT UNDERSTOOD] WORK INTO THE "A" LANGUAGE.

YOUR FIRST LANGUAGE SEEMS TO BE YOUR DOMINANT, YOUR STRONG LANGUAGE.

SO, INTERPRETERS WILL WORK INTO THEIR FIRST LANGUAGE INTO THEIR A-LANGUAGE.

AND IN THE COMMUNITY SETTING, IN A FACE TO FACE SETTING, THE INTERPRETER WILL HAVE TO WORK IN BOTH LANGUAGE DIRECTIONS BECAUSE THAT'S THE WHOLE POINT OF THE DIALOGUE, THAT THERE'S TWO PEOPLE TALKING AND AN INTERPRETER IS THERE SO INEVITABLY TWO LANGUAGES ARE BEING USED.

>>> AND GOALS OF THE INTERACTION.

OFTEN IN A CONFERENCE SETTING, DELEGATES ARE SEEKING INFORMATION.

THEY ARE THERE AS EXPERTS ALREADY IN THEIR FIELD AND THEY ARE SEEKING NEW INFORMATION.

WHAT CAN THEY LEARN?

WHAT CAN THEY TAKE AWAY FROM THAT CONFERENCE?

WHEREAS PARTICIPANTS IN A COMMUNITY SETTING WILL HAVE VERY DIFFERENT GOALS.

IF IT'S AN EDUCATIONAL SETTING, THEY'LL BE LOOKING TO LEARN AND THERE WILL BE CERTAIN REQUIREMENTS AROUND WHAT THEY CAN TAKE AWAY FROM THAT CONTEXT.

IF IT'S A SOCIAL SERVICES OR WELFARE SETTING, THEN THEY MIGHT BE LOOKING FOR SUPPORT SERVICES AND FINANCIAL SUPPORT OR OTHER FORMS OF SUPPORT.

>>> IN A COURTROOM, AGAIN, PARTICIPANT GOALS WILL BE VERY DIFFERENT.

PARAMETERS HAVE BEEN SET OUT FOR SPOKEN LANGUAGE INTERPRETERS.

LET'S CONSIDER HOW THEY APPLY TO SIGN LANGUAGE INTERPRETERS.

THE SETTING, YES, THAT'S RELEVANT.

THAT DOES INFLUENCE THE WAY THAT WE WORK, THE WAY THAT WE ENGAGE WITH OUR CLIENTS.

IT INFLUENCES CHOICES THAT WE MAKE AROUND WHAT WE'RE DOING.

>>> TECHNIQUE, THIS IS AN INTERESTING ONE I THINK FOR US.

AS SIGN LANGUAGE INTERPRETERS, WE TEND TO WORK SIMULTANEOUSLY BECAUSE WE CAN.

ONE OF OUR LANGUAGES IS SILENT.

MORE RECENTLY I WAS [SPEAKER NOT UNDERSTOOD], WE RECOGNIZED CONSECUTIVE INTERPRETING IS VALID AND VALUABLE FOR US TO CONSIDER AS A TECHNIQUE, DEPENDING ON CONTEXT.

AND, SO, MORE AND MORE NOW WE'RE SEEING THAT SIGN LANGUAGE INTERPRETERS WILL USE CONSECUTIVE INTERPRETING IN MEDICAL AND LEGAL CONTEXTS.

THEY'RE STILL NOT THE NORM, AT LEAST NOT IN AUSTRALIA.

AND I BELIEVE FROM SOME OF MY CONVERSATIONS WITH PEOPLE HERE IN THE U.S. AND PERHAPS IN CANADA, TOO, THAT IT'S PROBABLY STILL NOT THE NORM FOR MOST PRACTITIONERS BECAUSE OUR DEFAULT IS SIMULTANEOUS.

THE SPOKEN LANGUAGE INTERPRETERS, THEIR DEFAULT SEEMS TO BE CONSECUTIVE IN THE COMMUNITY SETTING.

>>> THE OTHER PARAMETER IS IN RELATION TO LANGUAGE DIRECTION AND THE FACT THAT FOR THE MAJORITY OF SIGN LANGUAGE INTERPRETERS, WE WORK INTO OUR SECOND LANGUAGE.

SIGN LANGUAGE IS OFTEN THE SECOND LANGUAGE THAT WE HAVE LEARNED, BUT MOST OF OUR WORK IS IN THAT DIRECTION FROM ENGLISH INTO AMERICAN SIGN LANGUAGE OR, IN MY CASE, AUSTRALIAN SIGN LANGUAGE.

BUT A SOCIAL DYNAMICS AND GOALS WOULD BE THE SAME.

THEY WOULD BE THE SOCIAL LANGUAGE WORKING IN THE COMMUNITY SETTING.

I DON'T SEE THERE WOULD BE ANY MAJOR DIFFERENCES THERE IN THOSE PARAMETERS.

>>> THE NEXT [SPEAKER NOT UNDERSTOOD].

WE CAN LOOK AT PARTICULAR TYPOLOGY THAT HAS BEEN SUGGESTED.

AGAIN, THIS DATES BACK TO 1997, SO, THIS IS TOWARD THE END OF THE 1990s.

THERE WAS A LOT OF SEMINOLE WORK THAT WAS HAPPENING BETWEEN COMMUNITY INTERPRETING AND [SPEAKER NOT UNDERSTOOD] INTERPRETING IN PARTICULAR THAT HAS REALLY CHANGED OUR THINKING.

PEOPLE STARTED TO ACKNOWLEDGE THAT PROXIMITY IS CRUCIAL.

CONFERENCE INTERPRETERS HAVE DISTANCE FROM THEIR CLIENTS.

THEY CAN ADOPT A PARTICULAR ROLE, THE WAY THEY PERFORM THEIR FUNCTION AS AN INTERPRETER.

IT'S VERY DIFFERENT FROM A COMMUNITY RELATIONSHIP BECAUSE THEY CAN MAKE DIRECT EYE CONTACT WITH THEIR CLIENTS.

FOR US, SIGN LANGUAGE INTERPRETERS, EVEN IN THE CONFERENCE SETTING, WE HAVE TO MAKE EYE CONTACT WITH OUR CLIENTS OR WE CAN'T DO OUR JOB.

THERE IS STILL A PROXIMITY ISSUE.

OFTEN YOU'LL BE UP ON A STAGE, REMOVED FROM THE AUDIENCE.

SO, YOU MIGHT BE ABLE TO SEE YOUR CLIENT, BUT IT WOULD BE HARDER FOR YOU TO INTERACT WITH THAT CLIENT BECAUSE OF THE PHYSICAL DISTANCE BETWEEN YOU.

THIS, THEN, IS DIFFERENT FROM THE LEVEL OF INVOLVEMENT OF THE INTERPRETER.

SO, THIS NOTION OF ROLE, WHICH I'LL TALK A LITTLE BIT MORE IN A MOMENT, AND HOW INVOLVED YOU ARE AS A PARTICIPANT, WHICH IS A CONTROVERSIAL ISSUE ANYWAY.

AND YOU'LL SEE THROUGHOUT THE REST OF THE SLIDE THAT THAT DISTANCE AND THE NATURE OF THE ASSIGNMENT INFLUENCES THE QUALITY, THE POWER DYNAMIC IN THAT CONTEXT, AND ALL OF THAT IS INFLUENCED BY HOW FORMAL THE SETTING IS, WHETHER HOW MUCH OF THE INFORMATION PRESENTED IS AURAL INFORMATION OR IS SIGNED OR WRITTEN TEXT CASE INFORMATION.

AND THE NATURE OF THE INTERACTION OR LEVEL OF COOPERATION THAT'S NEEDED.

AND EVERY FORM OF DISCOURSE AND EVERY FORM OF COMMUNICATION THERE ARE CERTAIN PROTOCOLS.

THERE ARE -- ALL COMMUNICATION IS GOVERNED.

WE KNOW THAT IN CONFERENCES THERE ARE CERTAIN PROTOCOLS AROUND WHO GETS TO SPEAK WHEN, WHEN YOU GET TO ASK A QUESTION, HOW AND IF YOU CAN INTERRUPT THE SPEAKER.

SAME APPLIES IN COURT.

THEY'RE VERY CLEAR ON PROTOCOLS AND RITUALS AROUND WHO CAN SPEAK WHEN.

AND IT'S VERY CONTROLLED.

IN OTHER COMMUNITY SETTING, THERE ARE DIFFERENT KINDS OF PROTOCOLS AROUND TURN TAKING, INTERRUPTION, HOW YOU NEGOTIATE THE INTERACTIONS, WHO HAS THE POWER IN THAT DYNAMIC TO LEAD THE DISCUSSION, WHO IS ASKING THE QUESTIONS.

AND ALL OF THIS STUFF INFLUENCES THE WAY THAT WE WORK AS INTERPRETERS AND THE KINDS OF DECISIONS THAT WE HAVE TO MAKE AS INTERPRETERS.

>>> IN COMMUNITY SETTINGS, TOO, THERE MAY ALSO BE SHARED OR CONFLICTING GOALS.

SO, IN A CONFERENCE SETTING, YOU WOULD IMAGINE THAT GENERALLY EVERYONE WOULD HAVE A SHARED GOAL.

PEOPLE ARE THERE TO LEARN ABOUT RESEARCH AND TO BE KEPT UP TO DATE WITH DEVELOPMENTS IN THEIR FIELD.

IN A COURTROOM SETTING, THERE POTENTIALLY WOULD BE CONFLICTING GOALS.

A DEFENDANT WANTS TO BE FOUND NOT GUILTY.

THE PROSECUTING LAWYER WANTS TO FIND THAT PERSON GUILTY.

SO, BE NOT EVERYBODY HAS A SHARED GOAL.

SO, WHEN YOU PUT AN INTERPRETER INTO THAT MIX, THAT'S SOMETHING THAT WE NEED TO CONSIDER.

SO, WHEN WE START TO UNPACK THESE PARAMETERS AND LOOK AT THIS TYPOLOGY, WE CAN SEE HOW COMPLEX COMMUNITY INTERPRETING IS BECAUSE THERE ARE SO MANY LAYERS OF THINGS FOR US TO CONSIDER.

>>> HERE ARE SOME PRETTY PICTURES TO ILLUSTRATE KIND OF WHAT I'VE BEEN TALKING ABOUT.

SO, THIS IS A PICTURE OF A DOCTOR/PATIENT INTERACTION IN A SPOKEN LANGUAGE.

AND YOU CAN SEE THAT THE POWER DYNAMIC IN THIS CONTEXT, THE PROXIMITY BETWEEN THE PARTICIPANTS, THE NATURE OF THE INTERACTION, WHO IS ASKING THE QUESTIONS, THE LEVEL OF FORMALITY IN THIS CONTEXT WOULD BE VERY DIFFERENT FROM THE NEXT.

THE NEXT PICTURE ILLUSTRATES A CONFERENCE SPEAKER.

AND THIS IS ACTUALLY AN UNUSUAL SITUATION WHERE THE CONFERENCE SPEAKER HAS AN INTERPRETER NEXT TO THEM AND THE INTERPRETER IS ACTUALLY INTERPRETING CONSECUTIVELY.

YOU CAN SEE IN THE PICTURE SHE HAS A MICROPHONE.

SO, THE MALE SPEAKER WOULD PRESENT SHORT CHUNKS OF INFORMATION WHICH THEN WOULD BE INTERPRETED CONSECUTIVELY BY THE INTERPRETER.

SO, IN THIS INSTANCE, THE INTERPRETER HAS VERY CLOSE PROXIMITY TO THE SPEAKER, BUT THEY WOULD STILL BE A MAJOR DISTANCE FROM THE AUDIENCE WHO ARE RELYING ON THAT INTERPRETATION BECAUSE YOU CAN SEE IT LOOKS LIKE A DAIS OR STAGE OF SOME KIND.

THAT DISTANCE WOULD BE DECIMATED IF THE INTERPRETER WERE IN A BOOTH IN THE BACK OF THE ROOM AND COULDN'T EVEN BE SEEN.

THE FORMALITY OF CONFERENCE SETTINGS IS VERY DIFFERENT TO THAT ONE ON ONE DOCTOR/PATIENT INTERACTION.

CONFERENCE INTERPRETING, CONFERENCE SPEECHES, CONFERENCE DISCOURSE TENDS TO INVOLVE MONO LOGIC TEXT.

SO, ONE-WAY MONOLOGUE.

SOMEBODY GIVES A SPEECH AND THERE ARE VERY CONTROLLED QUESTION AND ANSWER SESSIONS USUALLY AT THE END OF THE SPEECH AS WE'RE DOING TODAY, SOMETHING DIFFERENT, AS OPPOSED TO A DIALOGUE CONTEXT, SO, COMMUNITY INTERPRETING CONTEXT WHERE TO AND FROM, THERE IS CONSTANT EXCHANGE BETWEEN THE PARTICIPANTS.

AND THE NEXT PICTURE, WHICH IS ALL VERY FAMILIAR TO US, THIS DEMONSTRATES SIGN LANGUAGE INTERPRETERS WORKING.

AGAIN, THINK ABOUT THAT TYPOLOGY, HOW DOES THAT APPLY TO US?

THIS KIND OF PICTURE DEMONSTRATES THAT.

AND INTERPRETERS HAVE TO BE SEATED UP FRONT, WHETHER IT'S A CLASSROOM OR LECTURE OR SOME KIND OF EVENT WHERE MORE THAN ONE PERSON NEEDS TO SEE TO ACCESS THAT INFORMATION.

IF WE CAN GO BACK TO THE DOCTOR/PATIENT INTERACTION I JUST SHOWED YOU, THEIR KNEES ARE ALMOST TOUCHING.

IF A SIGN LANGUAGE INTERPRETER WERE IN THAT CONTEXT, THEY WOULD HAVE A MUCH CLOSER PROXIMITY IN A MORE INFORMAL SETTING.

>>> SO, IN PREVIOUS TIMES THE NORMATIVE DEFINITION OF THE ROLE OF THE INTERPRETER, CONCEPTUALLY SPOKEN AND SIGN LANGUAGE INTERPRETERS WHO ARE WORKING IN THE COMMUNITY THOUGHT OF THEMSELVES IN THIS WAY.

THEY SAW THEMSELVES HAVING THE ROLE TO TRANSFER THE MESSAGE.

[SPEAKER NOT UNDERSTOOD].

NONRELATIONAL SO WE WOULD NOT INTERACT WITH THE PARTICIPANTS.

WE ARE JUST THERE FOR COMMUNICATION.

NO INTERVENTIONS BY THE INTERPRETER INITIATED BY THE INTERPRETER.

WE WOULD ONLY INTERPRET WHAT EVERYBODY ELSE IS SAYING.

AND OFTEN WE WOULD BE LIKENED TO SOME KIND OF INSTRUMENT, A TELEPHONE OR OTHER METAPHORS WE USE LIKE A BRIDGE.

BUT ESSENTIALLY, OUR ROLE IS DEFINED BY THE PARAMETERS WHICH WERE EQUATED WITH DISTANCE.

NONINVOLVEMENT, NONCOOPERATION, NONPARTICIPATION.

AND CECILIA WHO DID RESEARCH IN SWEDEN WITH SPOKEN LANGUAGES, SHE WOULD CALL IT A RELAYING TALK FUNCTION.

SO, WHERE WE WOULD SEE WHAT THEY WOULD DO IS RELAY THE TALK, TELL PERSON A WHAT PERSON B IS SAYING, [SPEAKER NOT UNDERSTOOD].

>>> THIS IS WHAT WE WOULD PREVIOUSLY REFER TO OR STILL REFER TO AS THE CONDUIT MODEL, THAT WE ARE FUNCTIONING AS A CONDUIT.

IF ANYONE KNOWS WHAT A CONDUIT IS, YOU CAN SEE IT'S A TYPE OR SOME KIND OF MECHANISM TO RELAY AN ELECTRICAL CHARGE OR SOMETHING LIKE THAT.

SO, THIS METAPHOR OF A CONDUIT IMPLIES THAT WE HAVE NO IMPACT ON THAT MESSAGE WHATSOEVER.

AND THAT WE HAVE NONINVOLVEMENT AND [SPEAKER NOT UNDERSTOOD].

>>> WE ADOPTED THIS MODEL FROM SPOKEN LANGUAGES.

AND SPOKEN LANGUAGE MODEL INVOLVES CONFERENCE INTERPRETING BECAUSE COMMUNITY INTERPRETING, THE ONLY THING RECOGNIZED AS A DISTINCT PROFESSION, PROBABLY IN THE LAST 20 YEARS IN SPOKEN LANGUAGE INTERPRETING.

AND, SO, AFTER THE SEMINAL WORK OF PEOPLE LIKE CYNTHIA ROY WHO IS ACTUALLY FROM OUR SIGN LANGUAGE INTERPRETING CENTER, WE ASKED THE QUESTION, THIS CONDUIT MODEL, WE STARTED TO SAY, WE'RE NOT CONDUITS.

WE'RE NOT SYSTEMS.

WE DO HAVE AN IMPACT.

AND CYNTHIA ROY'S WORK, SHE DID A PH.D. DISSERTATION IN 1989.

HER WORK HAS HAD A MAJOR IMPACT ON OUR FIELD IN COMMUNITY INTERPRETING GENERALLY BECAUSE SHE WAS ONE OF THE FIRST PEOPLE TO QUESTION THAT MODEL, THAT CONDUIT MODEL AND TO PROVIDE EVIDENCE FOR WHY WE SHOULD QUESTION IT THROUGH HER PH.D. RESEARCH WHERE SHE ANALYZED AN INTERACTION BETWEEN A GUEST PH.D. STUDENT AND SHE WAS UNIVERSITY PROFESSOR, AN INTERACTION THROUGH THE SIGN LANGUAGE INTERPRETER.

WHAT WAS REALLY HAPPENING IN THAT INTERACTION?

WAS THAT INTERPRETER JUST RELAYING THE TALK?

WHAT ELSE WAS HAPPENING?

>>> THIS HAS ACTUALLY LED TO A BIT OF CONTROVERSY BECAUSE PEOPLE STARTED TO QUESTION THE ROLE OF THE INTERPRETER AND RECOGNIZE THAT INTERPRETERS HAVE MORE INVOLVEMENT.

SO, IN THAT READING FROM [SPEAKER NOT UNDERSTOOD] THAT YOU WERE GIVEN, HE TALKS ABOUT IT.

AROUND THIS TIME WE GOT TO SAY, WELL, OKAY, IT'S INTERPRETING IN THE FORM OF MEDIATION.

WE'RE NOT JUST RELAYING THE TALK.

BUT ARE WE MEDIATING THE COMMUNICATION?

WHAT DO WE MEAN BY MEDIATION?

FROM A LEGAL PERSPECTIVE IT HAS A VERY SPECIFIC MEANING, A VERY SPECIFIC CONSTRUCT.

MEDIATION MEANS TO INTERVENE BETWEEN CONFLICTING PARTIES OR VIEWPOINTS.

WHEREAS FOR OUR PURPOSES IN RELATION TO COMMUNICATION, IT'S AN ACTIVITY OF AN INTERMEDIATE.

SO, A THIRD PERSON TO TRANSMIT SOMETHING FROM ONE PERSON TO ANOTHER.

AND IN HIS CHAPTER HE HE TALKS ABOUT THE FACT THERE ARE DIFFERENT DEFINITIONS OF MEDIATION.

SOME PEOPLE TALK ABOUT LINGUISTIC MEDIATION, TOTAL MEDIATION, INTERLINGUAL MEDIATION, INTERCULTURAL MEDIATION, AND EFFECTIVELY WHAT THEY'RE ALL REFERRING TO IS THE FACT THAT AS INTERPRETERS, WE ARE MEDIATING, WE ARE ASSISTING, WE ARE ENGAGING IN AN ACTIVITY TO TRANSMIT A MESSAGE AND MEANING FROM PERSON A TO PERSON B WHO ARE WORKING BETWEEN TWO LANGUAGES IN TWO CULTURES.

>>> SO, WHEN WE THINK ABOUT THIS ACTIVE TRANSLATION OR ACTIVE INTERPRETING, I'M USING TRANSLATION IN THE GENERIC TERM, WE CAN THINK ABOUT MEDIATING BETWEEN LANGUAGE AND CULTURES.

AND CECILIA BODDENSHIRE TALKS ABOUT THAT AS TEXT.

TALK FROM PERSON A IS CONSIDERED TO BE A TEXT WHICH THE INTERPRETER THEN TAKES AND DECODES, REENCODS, AND MEDIATES THAT, RELAYS THAT AS A NEW TEXT IN THE OTHER LANGUAGE.

BUT WE ALL KNOW THAT INTERPRETING IS A LITTLE BIT MORE COMPLEX THAN THAT, THAT INTERPRETING HAS AN INTERPERSONAL FUNCTION BECAUSE THEY'RE NOT JUST WORKING BETWEEN TEXT.

YOU'RE ACTUALLY WORKING BETWEEN PEOPLE WHO ARE TALKING TO EACH OTHER.

SO, WHEN YOU'RE ENGAGING IN THE FORM OF INTERPERSONAL MEDIATION, YOU'RE ENGAGING IN AN ACTIVITY TAUGHT AS AN ACTIVITY BECAUSE YOU ARE MAYBE IN COMMUNICATION TO HAPPEN BETWEEN A PERSON OR PERSONS, YOU DON'T USE THE SAME LANGUAGE.

IT IS A NOT JUST TEXT A TO TEXT B.

THIS PERSON WANTS TO COMMUNICATE WITH THAT PERSON AND THEY HAVE GOALS THEY NEED TO ACHIEVE.

THEY'RE THERE FOR A REASON.

WHAT DO THEY WANT TO SEE AS THE OUTCOME OF THIS COMMUNICATION?

>>> SO, CECILIA BODEN TALKS ABOUT THE FACT THAT INTERPRETERS ARE COORDINATING THE TALK BECAUSE THE TALK HAS TO HAPPEN THROUGH THE INTERPRETER, BUT IT'S NOT THROUGH THE INTERPRETER IN THAT CONDUIT SENSE.

IT'S THROUGH THE INTERPRETER AS IN THE INTERPRETER HELPING YOU TO UNDERSTAND ONE ANOTHER AND ENGAGE IN THIS ACTIVITY WITH YOU SO THAT YOU CAN ACHIEVE YOUR GOALS AND COMMUNICATE WITH ONE ANOTHER.

THIS TERM CAME ABOUT, THE INTERPRETER MEDIATED ENCOUNTER.

AND SINCE THE WORK OF CYNTHIA ROY AND CECILIA BODEN, WE HAVE ALL STUFF TO TALK ABOUT INTERPRETER MEDIATION.

INTERPRETER MEDIATED ENCOUNTERS.

>>> WHAT IS INTERPRETER MEDIATED COMMUNICATION?

THE WORK OF CECILIA AND CYNTHIA ROY HAS RECOGNIZED THAT INTERPRETERS ARE ACTIVE, IF YOU LIKE.

THEY'RE INVOLVED.

THEY'RE PARTICIPANTS IN THE SOCIAL, CULTURAL, AND INSTITUTIONAL CONTEXT.

SO, THE INTERPRETER IS INTEGRAL IN ENSURING THAT THE COMMUNICATION CAN HAPPEN AND INFLUENCES THE NATURE OF THAT COMMUNICATION.

THEY NEED TO RECOGNIZE THOSE PROTOCOLS I WAS TALKING ABOUT EARLIER, THAT THE DISCOURSE RULES, DIFFERENT LANGUAGES IN DIFFERENT CULTURES HAVE DIFFERENT RULES.

INTERPRETERS HAVE TO MEDIATE THAT, THEY HAVE TO FACILITATE THAT, THEY HAVE TO ENGAGE WITH THAT PROCESS.

SO, THIS NOTION OF THE INTERPRETER AS PARTICIPANT DRAWS ON SOCIOLOGY AND SOCIOLINGUISTIC THEORIES TO DETERMINE HOW THE INTERPRETERS RECOGNIZE THE GOALS AND THE FRAMES OF REFERENCE OF THE PARTICIPANTS.

SO, IN OUR CASE, THE BEST PERSON IS A HEARING PERSON.

BUT THEY ALSO BRING THEIR OWN FRAMES OF REFERENCE.

THEY GO WITH THEIR UNDERSTANDING OF WHAT IS HAPPENING IN THIS CONTEXT.

THEY'RE MAKING JUDGMENTS ABOUT WHAT'S APPROPRIATE AND FACILITATING THEM AND MEDIATING THE COMMUNICATION TO BE SURE THAT IF PERSON A DOESN'T INTEND TO OFFEND PERSON B, THAT INTERPRETER WILL TRANSLATION, COORDINATE THAT TALK TO ENSURE THAT PERSON B DOESN'T GHEGHTO FEND THE.

WHEREAS YOU SAY, IF DIRECTLY WHAT PERSON A HAD SAID, IT MIGHT BE OFFENSIVE BECAUSE OF THE WAY THEY SAID IT BECAUSE OF CULTURAL THINGS.

AND I'M SURE IF YOU'RE IN FROTH OF ME, I'M SURE I SEE YOU NODDING IN AGREEMENT.

[SPEAKER NOT UNDERSTOOD].

THE KEY THING AROUND INTERACTIONAL SOCIOLINGUISTICS, THIS THEORETICAL MODEL FOR EXPLORING HOW COMMUNICATION HAPPENS IS THAT IT RECOGNIZES THAT MEANING IS ALWAYS NEGOTIATED BETWEEN PARTICIPANTS.

IT'S ALWAYS CHECKING AND UNDERSTANDING.

IF DIRECT COMMUNICATION BETWEEN PERSON A AND PERSON B, YOU HAVE THAT DIRECT NEGOTIATION.

WHERE IF YOU HAVE AN INTERPRETER THERE, THE INTERPRETER HAS TO MEDIATE THAT NEGOTIATION.

AND THEY SOMETIMES HAVE TO DO THAT NEGOTIATION THEMSELVES.

>>> SO, THROUGH THE WORK, BODDENSHIRE AND ROY WERE THE FIRST TO TALK ABOUT THIS.

THERE HAVE BEEN MANY, MANY OTHERS SINCE.

WE RECOGNIZED THERE WAS A GAP BETWEEN THEORY AND PRACTICE, AND I MEAN FORMER THEORIES, THE CONDUIT MODEL THEORY.

YOU CAN SEE ON THIS PARTICULAR SLIDE THERE'S A WHOLE LIST OF EXAMPLES, A FEW EXAMPLES, THERE ARE MANY OTHERS, OF PEOPLE THAT HAVE IDENTIFIED THAT IN THEIR DATA, THE INTERPRETER IS NOT A STRAIGHT CONDUIT.

IN LEGAL CONTEXT, IN MEDICAL CONTEXT, EDUCATIONAL CONTEXT WHETHER THAT'S IN SCHOOL-BASED EDUCATION OR UNIVERSITY-BASED EDUCATION, IN WORKPLACES, WE ARE SEEING IN SPOKEN LANGUAGES AND SIGN LANGUAGES THAT WHEN WE EXAMINE AUTHENTIC INTERPRETED INTERACTIONS IN CONTEXT IN THE SETTING, WE CAN SEE THAT THE INTERPRETER IS FILLING THE KIND OF ROLE OF COORDINATOR OF TALK.

SO, THEY ARE DOING SO MUCH MORE THAN JUST RELAYING TEXT BASE AND BACK AGAIN.

THEREFORE, THEY ARE A PARTICIPANT IN THE INTERACTION.

BY BEING THERE THEY DO HAVE AN IMPACT ON THE INTERACTION.

THEY DO HAVE AN INFLUENCE.

THEY CAN'T BE COMPLETELY NEUTRAL, COMPLETELY IMPARTIAL.

JUST BECAUSE THEY'RE THERE MEANS IT CHANGES THE DYNAMIC.

>>> SO, WE'VE RECOGNIZED THIS.

WE SAID, LOOK, THIS IS GOOD.

WE'VE ACKNOWLEDGED THAT PREVIOUS CONDUIT MODEL, WHICH WE HAD ADOPTED WHOLESALY, REALLY, FROM THE CONFERENCE INTERPRETING MODEL DOESN'T APPLY TO US, DOESN'T WORK FOR US.

AND NOW WE KNOW THAT IT'S OKAY TO SAY THAT BECAUSE, AGAIN, I'M HOPING YOU'RE NODDING ALONG WITH ME HERE, THAT INTERPRETERS WHICH WE SEE, OFTEN YOU GO, THIS DOESN'T FEEL RIGHT.

I'M NOT SUPPOSED TO BE IMPARTIAL, I'M SUPPOSED TO BE COMPLETELY NEUTRAL.

BUT THERE STILL ARE THINGS I NEED TO DO HERE TO MAKE THIS COMMUNICATION WORK, TO MAKE THIS COMMUNICATION HATCH, TO MAKE THIS COMMUNICATION EFFECTIVE.

AND YOU DO IT ANYWAY.

[SPEAKER NOT UNDERSTOOD].

ALL RIGHT.

I CAN SEE DEB IN THE CORNER NODDING.

THAT'S A GOOD SIGN THAT, YOU KNOW, WE INSTINCTIVELY WE FELT THAT MODEL DIDN'T FIT.

ALL OF A SUDDEN WE HAD THIS EVIDENCE TO CONFIRM THAT.

AND WHAT A RELIEF FOR US AS PRACTITIONERS WHO ARE OUT THERE DOING WORK THAT ALL OF A SUDDEN WE HAD [SPEAKER NOT UNDERSTOOD] OF THE WORK THAT WE WERE DOING.

>>> SO, WE THEN MOVED ON TO THINK ABOUT THE ROLE OF CONTINUUM.

SAY THAT THERE IS A CONTINUUM AT ONE END OF THE SPECTRUM.

YOU HAVE THE CONDUIT METAPHOR.

SO, THE INTERPRETER IS COMPLETELY IMPARTIAL, AND THAT'S RELEVANT IN SOME CONTEXTS.

IN A CONFERENCE SITUATION, YOU ARE MORE REMOVED.

YOU HAVE MORE DISTANCE.

INSTEAD OF FOCUSING ON RELATIONSHIPS IN PARTICULAR, THAT CONDUIT METAPHOR, THAT STILL WORKS TO A POINT.

YOU HAVE LESS IMPACT ON INTERACTION.

THE OTHER END OF THE SPECTRUM WHERE WE RECOGNIZE THE INTERPRETER AS PARTICIPANT.

>>> SO, THIS GETS TO A NEW PARADIGM.

WE CHALLENGE OUR NOTIONS OF NEUTRALITY AND IMPARTIALITY AND INVISIBILITY.

I'M SURE YOU REMEMBER, JUST PRETEND I'M NOT HERE.

CARRY ON AS IF I'M NOT HERE.

AND NOW IT'S ACTUALLY OKAY FOR US TO SAY, I AM HERE AND I AM DOING MY VERY BEST TO MAKE SURE THAT YOU GET TO TALK ABOUT WHAT YOU WANT TO TALK ABOUT.

AND IT'S OKAY.

IF YOU WANT TO ADDRESS ME DIRECTLY TO ASK ME A QUESTION SO I CAN ASK YOU A QUESTION TO CLARIFY SOMETHING, TO MAKE SURE THE COMMUNICATION IS HAPPENING, IT'S WORKING, THAT'S OKAY.

AND YOU DON'T NEED TO SAY, I'M JUST THE INTERPRETER, I'M SORRY, I'M JUST THE INTERPRETER, IGNORE ME.

YOU CAN SAY, HI, I'M THE INTERPRETER, I'VE A LANGUAGE EXPERT, I'M A MEDIATOR, AND I'M HERE TO HELP YOU.

NOT HELPING IN A [SPEAKER NOT UNDERSTOOD] WAY, BUT I'M AN EXPERT IN COMMUNICATION AND I CAN ASSIST YOU TO COMMUNICATE, TO INTERACT, TO TALK.

SO, THERE'S MORE RECOGNITION AS A PARTICIPANT, AS A MEDIATOR.

THIS HAS HELPED REDEFINE THE WHOLE MODEL OF COMMUNITY INTERPRETING AND TO ACCEPT THAT IT'S CONFLICTS, WHAT WE DO IS CONFLICTS.

THEREFORE, THE ROLE WE HAVE IS CONFLICTS AND RECOGNIZING THE COMPLEXITY IS A POSITIVE STEP.

SO, IT'S NOT EASY, AND WE KNOW IT'S NOT EASY, BUT WE STILL DO IT WELL.

SO, THIS NEW PARADIGM HAD AN IMPACT ON OUR PEDAGOGY AND PRACTICE.

IT IMPACTS OUR STUDENTS.

WE CHANGE THE WAY WE TALK ABOUT CONFERENCES AND JUST IN DIALOGUE WITH OUR COLLEAGUES.

I REMEMBER WHEN I WAS FIRST TRAINED, IT WAS VERY MUCH, YOU KNOW, IT'S ALL ABOUT YOUR ERRORS.

WE DON'T TEACH ERRORS.

THE LESS ERRORS THE BETTER.

NOW WE TEACH INTERPRETERS ABOUT DISCOURSE.

THINK ABOUT WHAT THEY'RE SAYING, WHY THEY'RE SAYING IT, HOW THEY'RE SAYING IT.

THINK ABOUT MARRIAGING THE COMMUNICATION, COORDINATING THE COMMUNICATION, NOT JUST FACILITATING TEXT A TO TEXT B.

THINK ABOUT THE DYNAMIC.

THINK ABOUT YOUR ETHICAL DECISION MAKING, YOUR CODE OF ETHICS IS NO LONGER THE RULE YOU HIDE BEHIND.

YOU USE IT AS A TOOL TO ASSIST YOU TO SAY, OKAY, I CAN SEE IN THIS COMMUNICATION THIS EVENT NEEDS TO MAKE IT HAPPEN TO MAKE IT WORK.

AND THAT'S WHAT I'M GOING TO DO TO MAKE IT WORK.

WE'RE MORE REFLECTIVE IN OUR APPROACH LINGUISTICALLY AND ETHICALLY.

AND I THINK THIS SHIFT HAS BEEN REFLECTED IN THE KIND OF INTERPRETATION WE'RE SEEING.

IF YOU LOOK AT THE LITERATURE IN TEACHING INTERPRETERS, [SPEAKER NOT UNDERSTOOD] PROCEEDINGS AND EDUCATION SERIES PUBLISHED BY GALLAUDET UNIVERSITY, THE KINDS OF TALKS WE ARE HAVING ABOUT INTERPRETATION HAVE CHANGED.

I HAVE 35 MINUTES.

I AM GETTING TO MY KEY POINT.

WE HAVE PLENTY OF TIME.

>>> I STILL THINK WE NEED TO BE MINDFUL OF THE USE OF THE TERM "MEDIATION."

I THINK THAT THERE IS A POTENTIAL CONFLICT BETWEEN THE CONCEPT OF MEDIATION IN THE CONTRACTUAL SENSE, THE LEGAL SENSE OF MEDIATING BETWEEN TWO CONFLICTING PARTIES, AND COMMUNITY SENSE.

THAT'S WHAT I'M TALKING ABOUT, MEDIATING, COORDINATING THE TALK.

THIS IS WHAT [SPEAKER NOT UNDERSTOOD] TALKS ABOUT IN HIS CHAPTER.

AND I LIKE IT BECAUSE IT IS THOUGHT PROVOKING.

AND IF YOU THINK ABOUT IT, WE'VE ADOPTED THE TERM MEDIATION ABOUT THE CONTRACTUAL NOTION OF MEDIATION, THE LEGAL MODE OF MEDIATION, THE MEDIATOR MUST BE COMPLETELY NEUTRAL TO SAY, HOW CAN CONFLICTING PARTIES COME TO AN AGREEMENT, WHETHER IT'S THROUGH DIVORCE PROCEEDINGS, THROUGH SOME OTHER EMPLOYMENT CONTRACTUAL OBLIGATION.

WHATEVER THE ISSUE IS, THE MEDIATOR HAS TO BE SEEN AS NEUTRAL.

THE COMMUNICATIVE NOTION OF MEDIATION RELIES ON THE INTERPRETING PARTICIPANT AND NOT BEING NEUTRAL.

I MEAN NEUTRAL IN THE SENSE THEY DON'T GIVE THEIR OPINION, BUT NOT NEUTRAL IN THE SENSE THEY DON'T HAVE AN IMPACT ON COMMUNICATION BECAUSE THEY HELP TO COORDINATE THAT.

>>> SHOULD WE BE USING THIS TERM MEDIATION?

ONE OF MY FORMER COLLEAGUES WHO HAS DONE SOME RESEARCH IN LEGAL INTERPRETING WITH KOREAN SPOKEN LANGUAGE INTERPRETER, SHE SERVED LEGAL PROFESSIONALS, JUDGES AND LAWYERS AS WELL AS INTERPRETERS.

AND WAS ASKING ABOUT THE ROLE OF INTERPRETER IN TERMS OF MEDIATION.

SHE USED THE TERM MEDIATED COURT PROCEEDINGS.

SHE FOUND THAT LEGAL PERSONNEL REALLY GENERALLY OBJECT STRONGLY TO THE TERM MEDIATION BECAUSE THEY DID NOT SEE THAT IT WAS THE INTERPRETER'S ROLE IN THE COURTS -- AND AGAIN, THEY'RE COMING FROM A VERY LEGAL PERSPECTIVE.

IT'S MY JOB TO DO THE MEDIATION, NOT THE INTERPRETER'S JOB.

THE INTERPRETER'S JOB IS JUST TO INTERPRET, JUST TO TRANSLATE.

IT'S THAT PERCEPTION, THE CONSTRUCT.

WHAT DO WE MEAN BY MEDIATION?

IT'S A GREAT QUOTE FROM FRANZ.

HE SAID, EVERY INTERPRETER IS A MEDIATOR BETWEEN LANGUAGE AND CULTURES, BUT NOT EVERY MEDIATOR IS AN INTERPRETER.

I'LL LEAVE YOU WITH THAT THOUGHT FOR A MOMENT WHERE THE INTERPRETERS SWAP.

[PAUSE]

>> SO, WHAT I'M SUGGESTING IS THAT MAYBE WE SHOULDN'T THROW THE BABY OUT WITH THE BATH WATER.

KYRA POLLITT TALKED ABOUT IT IN A SIMILAR WAY APPROXIMATELY 10 YEARS AGO.

SHE TALKED ABOUT THE PENDULUM SWING FROM THE CONDUIT MODEL TO WHAT WE WERE TALKING ABOUT THE INTERACTIVE MODEL OF INTERPRETING.

THE ALLY MODEL.

AND WE EMBRACE THAT CHANGE.

WHEN THAT PENDULUM SWING HAPPENED, WE MOVED AWAY FROM THIS MORE CLINICAL, I SUPPOSE IF YOU LIKE, APPROACH TO OUR WORK, TO A MORE ENGAGED APPROACH RECOGNIZING THAT WE'RE WORKING WITH LANGUAGES, CULTURES AND PEOPLE.

SHE ALSO SAID, HOLD ON, BUT THIS CONDUIT MODEL HAS ITS PLACE.

FOR US SIGN LANGUAGE INTERPRETERS IT HAS ITS PLACE.

AND I FOUND SIMILAR THINGS -- I MADE SIMILAR RECOMMENDATIONS IN MY RESEARCH. AND WHAT KYRA AND I WERE BOTH TALKING ABOUT WAS UNIVERSITY INTERPRETING IN PARTICULAR, WHERE IN THE TUTORIAL SETTING, YOU MIGHT NEED TO ENGAGE MUCH MORE WITH AN INTERACTIVE MODEL OR AN INTERPRETIVE MEDIATION MODEL WHERE -- IN TUTORIAL THE GOALS ARE DIFFERENT.

THE PARAMETERS OF THAT INTERACTION ARE VERY DIFFERENT.

THE STUDENT NEEDS TO BE ABLE TO UNDERSTAND THE CONTENT BASED ON [INAUDIBLE].

[NO AUDIO]

[5:52 P.M. - 5:56 P.M.]

>> [INAUDIBLE].

[MUFFLED AUDIO]

[5:59 P.M.]

>> THE CAPTIONER CAN NOW UNDERSTAND.

>> YES, FINE, EXCELLENT.

I WILL CONTINUE.

WE'RE ON THE HOMESTRETCH.

>>> AS I WAS SAYING, THERE IS A GROWING BODY OF WORK IN LANGUAGE INTERPRETING STUDIES, LOOKING AT WHAT ARE INTERPRETERS DOING IN THE COMMUNITY SETTINGS AND WHICH VALIDATES ALL THE CONFERENCE INTERPRETING RESEARCH THAT IS BEING DONE, BUT ALSO DISTINGUISHES COMMUNITY INTERPRETING AS A DIFFERENT FORM OF PRACTICE.

BUT WE STILL NEED MORE DIALOGUE BETWEEN RESEARCH AND PRACTICE BECAUSE OFTEN THOSE OF US WHO ARE OUT THERE AT THE CALL FACE, LIKE I SAID EARLIER, WE HAVE THIS INSTINCT.

WE SENSE WHAT'S WORKING AND WHAT ISN'T WORKING.

AND WE NEED THE RESEARCH TO COLLECT THE EVIDENCE OF WHAT'S HAPPENING SO WE CAN THEN TALK ABOUT THAT IN PEDAGOGICAL TERMS, IT INFLUENCES POLICY, AND ALSO INFLUENCES PRACTICE AND VALIDATES WHAT WE DO, CONCERNS WHAT WE DO, BUT ALSO CHALLENGES OUR THINKING AROUND WHAT WE DO.

SO, WE DON'T WANT THAT KIND OF GAP TO HAPPEN AS I MENTIONED EARLIER, THERE IS A GAP BETWEEN THE THEORY AND THE PRACTICE.

THERE IS A NOTION OF THE CONDUIT MODEL, BUT WHAT WAS HAPPENING IN PRACTICE DIDN'T REFLECT THAT. SO, THERE NEEDS TO BE A DIALOGUE BETWEEN THE RESEARCH, WHICH GENERATES THE THEORY WHICH LINKS TO THE PRACTICE.

AND I REALLY THINK IT'S CRITICAL FOR INTERPRETERS TO BE RESEARCHERS.

AND DANIEL COINED THE TERM I THINK IN THE LATE '80S, EARLY '90s, WHERE HE TALKED ABOUT PRACTICE RESEARCHERS, PRACTITIONERS RESEARCHERS CAN BECOME RESEARCHERS.

AND OTHER PEOPLE, SPOKEN LANGUAGE INTERPRETING AND MYSELF AND OTHERS IN SIGN LANGUAGE INTERPRETING HAVE TALKED ABOUT THIS NEED FOR RESEARCH ON INTERPRETING TO HAPPEN AND BE LED BY, I THINK, PRACTITIONERS.

I'M NOT INVALIDATING THE WORK OF CAREER ACADEMICS OR ACADEMICS WHO AREN'T INTERPRETERS BECAUSE THEY'RE LINGUISTS, PSYCHOLOGISTS, DIFFERENT ACADEMICS WHO CONTRIBUTE TO OUR KNOWLEDGE OF WHAT WE DO THROUGH THEIR RESEARCH.

BUT I THINK IT NEEDS TO BE DONE HAND IN HAND WITH PRACTICE SEARCHERS.

SO, THE RESEARCH THAT WAS DONE WHICH LED US TO THIS NOTION OF INTERPRETER MEDIATION CAME ABOUT FROM CYNTHIA ROY, A PRACTICE SEARCHER.

SHE STARTED OUT AS A INTERPRETER.

CECILIA STARTED OUT AS AN INTERPRETER.

SO, OFTEN THE RESEARCH THAT CHANGES OUR THINKING, THAT PUSHES THE BOUNDARIES IS GENERATED BY BOTH INTERPRETERS WHO ARE SEEKING QUESTIONS TO EXPLAIN WHAT THEY SEE IN THEIR EVERYDAY PRACTICE.

IT FEELS VERY STRANGE HOLDING THE PHONE.

>>> SO, WHEN WE THINK ABOUT OUR EXPERTISE AS SIGN LANGUAGE INTERPRETERS IN THE COMMUNITY, OUR EXPERTISE, OUR ROOTS ARE IN THE COMMUNITY.

THAT'S WHERE WE STARTED.

THE SPOKEN LANGUAGE INTERPRETERS, THEY STARTED TO BE RECOGNIZED AS A PROFESSION IN THE CONFERENCE SETTING.

IT'S ONLY MORE RECENTLY THAT WE'VE SEEN MORE WORK IN COMMUNITY INTERPRETING OR RECOGNIZED COMMUNITY INTERPRETING, BUT FOR US IT'S THE OTHER WAY AROUND.

WE STARTED IN THE COMMUNITY AND MORE AND MORE THESE DAYS WE'RE SEEING LOTS OF DEMAND FOR CONFERENCE INTERPRETING BECAUSE MORE DEAF PEOPLE ARE ACHIEVING A HIGH LEVEL OF EDUCATION, TAKING ON PROFESSIONAL ROLES AND ATTENDING CONFERENCES ASIDE FROM THE DEAF CONFERENCES WE'VE HAD FOR A LONG TIME.

AND SPOKEN LANGUAGE SPOKEN RESEARCHERS SCHOLARS AND PRACTITIONERS HAVE BEGUN TO RECOGNIZE THAT IN THE COMMUNITY INTERPRETING SECTOR, SIGN LANGUAGE INTERPRETERS HAVE ACTUALLY LED THE WAY.

WE WERE THE FIRST ONES TO SAY, THIS CONDUIT METAPHOR DOESN'T WORK FOR US BECAUSE WE'RE FACE TO FACE WITH OUR CLIENTS ALL THE TIME.

IT DOESN'T FIT.

BUT NOW I THINK WE NEED TO HAVE MORE OF A BRIDGE BETWEEN SPOKEN AND SIGN LANGUAGE INTERPRETING RESEARCH.

WE'VE TENDED TO STICK TO OUR OWN DOMAINS, OUR OWN TYPOLOGIES.

INTERPRETERS DO RESEARCH ON SPOKEN LANGUAGE INTERPRETING, BUT WE NEED TO SEE MORE COMPARISONS ACROSS LANGUAGES, ACROSS CULTURES, BECAUSE THERE ARE MANY SIMILARITIES.

WE KNOW THERE ARE MANY DIFFERENCES, BUT WE KNOW THERE ARE MANY SIMILARITIES WE CAN LEARN FROM ONE ANOTHER.

THERE IS A GROWING BODY OF RESEARCH IN SIGN LANGUAGE INTERPRETING.

WE'VE BEEN TALKING ABOUT SIGN LANGUAGE INTERPRETING IN A SCHOLARLY WAY FOR AWHILE NOW.

BUT ONE OF THE THINGS I PARTICULARLY LIKED ABOUT THE CHAPTER FROM LEESON AND HER COLLEAGUES WHICH YOU HAVE BEEN GIVEN TO READ, THEY TALK ABOUT THE EMERGING NATURE OF SIGN LANGUAGE INTERPRETING RESEARCH AND THE FACT THAT WE'VE STILL GOT A LONG WAY TO GO.

AND I THINK THAT THE THREE-WAY APPROACH THAT THEY TALK ABOUT ALSO APPLIES TO SPOKEN LANGUAGE INTERPRETING RESEARCH IN THE COMMUNITY SECTOR AND COMMUNITY INTERPRETING.

FIRST OF ALL, GENERATION ZERO RESEARCH, WHERE IT'S BASICALLY PEOPLE DESCRIBING WHAT THEY DO AND BEING PRESCRIPTIVE.

SO, THIS IS WHAT HAPPENS AND THIS IS WHAT SHOULD HAPPEN.

BUT JUST OFTEN FROM OBSERVATIONS AND DESCRIPTIONS OF EXPERIENCE, BUT THERE IS NO EVIDENCE BASE.

>>> AND THEN WE MOVE INTO FIRST GENERATION RESEARCH, WHERE WE START TO HAVE MORE THEORETICAL CONSIDERATIONS AND MORE EVIDENCE-BASE ANALYSES OF WHAT IT IS WE ACTUALLY DO.

NOT WHAT WE THINK WE DO, BUT WHAT WE ACTUALLY DO, AND WHAT THAT MEANS.

I'M NOT NECESSARILY PRESCRIBING WHAT WE SHOULD DO, BUT ACKNOWLEDGING, THIS IS WHAT WE DO.

IS THAT ACCEPTABLE?

IF NOT, WHY NOT?

IF SO, HOW CAN WE TEACH IT?

>>> BEING REFLECTIVE, BEING CRITICAL AND BEING PROVOKING, THOUGHT PROVOKING SOMETIMES.

AND I THINK WE'RE STILL AT THIS STAGE.

WE'RE STARTING TO MOVE INTO SECOND GENERATION OF RESEARCH WHERE WE'RE STARTING TO EXPLORE HOW STUDENTS AND HOW PROFESSIONALS ACTUALLY APPLY THE KNOWLEDGE FROM THE RESEARCH IN THEIR PRACTICE.

HOW DO WE SEE THAT PRACTICE IMPROVING OR CHANGING?

WE'RE KIND OF ON THE CUSP OF THAT, I THINK, BUT WE STILL NEED MORE OF THIS FIRST GENERATION RESEARCH TO BE ABLE TO MOVE INTO DOING MORE SECOND GENERATION RESEARCH.

>>> SO, IN TERMS OF TEACHER RESEARCH, I THINK I WOULD AGREE WITH LORRAINE AND HER COLLEAGUES IN SAYING THERE ARE THREE STRANDS, THREE KEY FORMS OF RESEARCH.

RESEARCH THAT FEEDS INTO OUR TEACHING SO THAT WE CAN THINK ABOUT WHAT STRATEGIES THAT WE USE AS INTERPRETERS, RESEARCH THAT LEADS TO THE DEVELOPMENT OF TOOLS, RESOURCES THAT CAN BE USED BY INTERPRETERS TO ENHANCE THEIR WORK, AND ALSO RESEARCH THAT LEADS TO A BETTER UNDERSTANDING OF OUR LIMITATIONS.

SO, NOT ONLY THE STRATEGIES WE HAD, BUT RECOGNIZING THE MOST EFFECTIVE WAY TO WORK AND HAVING A BALANCE.

>>> I STRONGLY BELIEVE THERE IS A NEED FOR MORE JOINT RESEARCH ACROSS SPOKEN AND SIGN LANGUAGE COMMUNITY INTERPRETING RESEARCHERS, PRACTITIONERS AND RESEARCHERS.

I ALSO THINK THERE NEEDS TO BE MORE -- DEB AND I WERE TALKING ABOUT THIS EARLIER -- SIGN LANGUAGE INTERPRETERS AS WELL.

BRITISH SIGN LANGUAGE INTERPRETING.

AGAIN, THERE WILL BE COMMONALITIES, WE'RE ALL INFLUENCED BY OUR OWN CULTURES IN OUR OWN COUNTRIES.

AND WE NEED TO BE ASKING THOSE QUESTIONS.

SO, DO WE MEDIATE?

HOW DO WE MEDIATE?

WHEN DO WE MEDIATE?

WHY DO WE MEDIATE?

AND SHOULD WE MEDIATE?

>>> GOING BACK TO THAT QUESTION OF WHAT IT IS THAT WE'RE DOING AND FINDING MORE EVIDENCE FOR IT, SO, NOT THROWING THE BABY OUT WITH THE BATH WATER, NOT EMBRACING THIS NOTION, YES, THIS IS WHAT WE ALL DO BECAUSE SOMETIMES MAYBE WE DON'T, AND THERE WILL BE REASONS FOR THAT.

AND WE NEED TO EXPLORE THAT FURTHER TO IDENTIFY MORE QUESTIONS WHICH WE'LL CONTINUE TO EXPLORE, ANALYZE, AND DISCUSS AMONGST OURSELVES AS A COMMUNITY.

>>> SO, THAT BRINGS ME TO THE END OF MY PRESENTATION.

IT'S TAKEN ME LONGER TO GET THROUGH IT THAN I THOUGHT, BUT WAYS CONSCIOUS OF THE INTERPRETING, THE CAPTIONING, NOT SPEAKING TOO FAST, THE TECHNOLOGY.

SO, I THOUGHT IT WAS WORTH SLOWING DOWN TO MAKE SURE THAT PEOPLE COULD ENGAGE AS MUCH AS POSSIBLE.

SO, THAT LEAVES US ABOUT 20 MINUTES FOR QUESTIONS.

AND I BELIEVE DEB IS GOING TO FIELD YOUR QUESTIONS THAT YOU HAVE SENT IN.

SO, I'LL BE HANDING THE PHONE TO HER.

SHE'LL BE READING OUT THE QUESTIONS AND THEN I WILL BE ANSWERING THE QUESTIONS AND WE'LL HAVE SOME DISCUSSION HOPEFULLY BEFORE WE HAVE TO FINISH.

SO, I'LL HAND THE PHONE OVER TO DEB NOW.

>> THANK YOU SO MUCH, JEMINA.

THAT WAS A FABULOUS WEBINAR AND PEOPLE HAVE SO, SO ENJOYED YOUR TRANSLATION OF THE RESEARCH AND WHAT IT MEANS FOR US AS PRACTITIONERS.

SO, WE HAVE A NUMBER OF QUESTIONS THAT HAVE COME IN.

>>> THE FIRST ONE IS, CAN YOU SPEAK TO HOW WORKING AS A TEAM [SPEAKER NOT UNDERSTOOD] MIGHT FIT INTO THE CONTEXT OF MEDIATION?

>> THAT IS A VERY, VERY GOOD QUESTION.

I COULD PROBABLY DO A WHOLE WEBINAR JUST ON THAT.

WOW, WHERE DO I START?

I THINK THAT TEAM INTERPRETING IS A WHOLE 'NOTHER CONSTRUCT.

AND AS WE KNOW, OUR THINKING AROUND TEAM INTERPRETING HAS SHIFTED DRAMATICALLY, A WHOLE NEW PARADIGM AROUND WHAT IT MEANS TO WORK AS A TEAM.

I REMEMBER WHEN I FIRST STARTED INTERPRETING, WORKING ON A TEAM MEANT I WAS ON AND THEN I WAS OFF, AND WHEN I WAS OFF, I WENT TO THE BATHROOM, I MADE PHONE CALLS, I READ THE PAPER, I DID THE CROSS WORD, YOU KNOW.

IT NEVER FELT RIGHT, BUT I DID IT BECAUSE MY COLLEAGUES DID IT.

SO, WE ALL KIND OF PERPETUATED THIS NOTION OF, WELL, IF THEY'RE GOING TO DO IT THAT'S WHAT I SHOULD DO, TOO.

BUT THEN WE REALIZED WE HAD THIS HUGE RESOURCE THERE THAT WE COULD USE.

AND, SO, EVERY TIME WE RECOGNIZED THAT TEAM INTERPRETING IS ABOUT SUPPORT.

AND I THINK THE KEY IS TEAM INTERPRETING IS ABOUT COORDINATION.

IF YOU THINK ABOUT BODDENSHIRE'S NOTION OF COORDINATION OF TALK, THAT'S WHAT WE DO AS TEAM INTERPRETERS, TOO.

WHEN YOU'RE INTERACTING DIRECTLY, YOU THINK FROM INTERACTIONAL LINGUISTIC PERSPECTIVE, YOU'RE NEGOTIATING THE TALK.

SO, YOU'RE NEGOTIATING MEANING WITH THE PERSON YOU'RE TALKING TO.

SO, WHEN YOU HAVE AN INTERPRETER PRESENT, THE INTERPRETER IS COORDINATING THAT FUNCTION AND ASSISTING WITH THAT NEGOTIATION TO FIND MEANING.

AND WHEN YOU HAVE TWO INTERPRETERS OR MORE, BUT TWO INTERPRETERS WORKING AS A TEAM, THEY ARE WORKING TOGETHER AND COORDINATING TOGETHER TO WORK WITH YOU TO ACHIEVE THAT COMMUNICATION.

SO, INTERPRETERS ARE MONITORING EACH OTHER, NEGOTIATING MEANINGS BETWEEN THEMSELVES TO THEN ASSIST WITH NEGOTIATION OF MEANING BETWEEN PARTICIPANT A AND PARTICIPANT B.

SO, INTERPRETERS ARE MONITORING, THEY'RE CHECKING FOR UNDERSTANDING, THEY'RE CLARIFYING, THEY'RE SUPPORTING.

AND, SO, I KNOW NOW THAT WHEN I TEACH INTERPRETING STUDENTS, I DON'T TALK ABOUT THE ON AND OFF INTERPRETER.

I TALK ABOUT THE INTERPRETER WHO IS IN THE HOT SEAT.

AND I TALK ABOUT THE FACT THAT THE INTERPRETER WHO IS IN THE HOT SEAT IS THE ONE WHO IS ACTIVE.

BUT THE INTERPRETER WHO IS THEIR TEAM SUPPORT MEMBER IS STILL ACTIVE, BUT ACTIVE WITH A SMALL A INSTEAD OF ACTIVE WITH A BIG A IF YOU'RE GOING TO APPLY THE CONVENTION.

SMALL A ACTIVE INTERPRETER IS CONSTANTLY MONITORING AND CHECKING FOR THE COORDINATION THAT'S HAPPENING.

AND THEY MIGHT ALSO PARTICIPATE IN THAT COORDINATION IF NEED BE BY LETTING THE HOT SEAT INTERPRETER KNOW THAT SOMETHING IS NOT QUITE RIGHT, OR SOMETHING ELSE NEEDS TO HAPPEN TO MAKE IT WORK BETTER.

AND THAT'S THE VERY FIRST TIME I THOUGHT ABOUT APPLYING THAT THEORETICAL MODEL TO TEAM INTERPRETER.

I THINK IT'S A WHOLE 'NOTHER RESEARCH PROJECT THERE.

THANK YOU WHOEVER ASKED THAT QUESTION.

THAT'S A REALLY GREAT QUESTION.

>> THANK YOU.

OUR NEXT QUESTION SPEAKS TO THE IDEA THAT SIGN LANGUAGE INTERPRETING IN OTHER PLACES APPEARS TO BE GROUPED BY IN THE ARTICLES, PROFESSIONAL AND NONPROFESSIONAL CATEGORIES.

WHILE HERE IN THE UNITED STATES WE TEND TO GROUP BY ENVIRONMENT OR SETTING, SO, EDUCATION, LEGAL, MEDICAL/LLEGAL.

CAN YOU SPEAK TO THE DELINEATIONS HERE AND ABROAD AND WHETHER THIS IMPACTS THE DEGREE OF MEDIATION ONE MIGHT EXPECT?

>> WOW, THESE ARE GREAT QUESTIONS.

OKAY.

I THINK THAT THE DISTINCTION BETWEEN PROFESSIONAL AND NONPROFESSIONAL IS PRIMARILY -- WHEN YOU SAY ABROAD, I'M THINKING OF SPOKEN LANGUAGE INTERPRETING RATHER THAN NECESSARILY SIGN LANGUAGE INTERPRETING.

I THINK IN SIGN LANGUAGE INTERPRETING -- AND WE DO CATEGORIZE IT ACCORDING TO SETTING TO CONTEXT, AND I THINK THE DISTINCTION BETWEEN PROFESSIONAL AND NONPROFESSIONAL -- THE SPOKEN LANGUAGE INTERPRETERS IS BEING BECAUSE OF THE LACK OF RECOGNITION OF INTERPRETERS IN THE COMMUNITY HAVING ANY PROFESSIONAL STATUS.

SO, THEY WOULDN'T NECESSARILY BE ANY TRAINING.

THE ONLY PEOPLE WHO COULD GET TRAINING BEFORE WERE CONFERENCE INTERPRETERS.

YOU COULD DO A CONFERENCE INTERPRETING COURSE, BUT THERE WAS NO COMMUNITY INTERPRETING COURSE THAT YOU COULD DO.

SO, THAT MEANT THAT PEOPLE THAT WERE INTERPRETING IN HOSPITALS AND IN DOCTOR SURGERIES AND IN COURT WERE PERHAPS FAMILY MEMBERS THAT WERE JUST IN A BILINGUAL WHO HAPPENED TO USE BOTH THE LANGUAGES AND THEY WOULD HELP THEIR COMMUNITY THEY MIGHT NOT HAVE EVER HAD TRAINING OR MIGHT NOT HAVE THE COMPETENCE TO DOT JOB.

THERE IS A LOT OF RESEARCH, FOR EXAMPLE, IN MEDICAL CONTEXT, IN HEALTH CARE INTERPRETING THAT TALKS ABOUT THE RISKS OF HAVING UNTRAINED INTERPRETERS.

AND THE IMPACT THAT CAN HAVE ON THAT MEDIATION BECAUSE EVEN THOUGH WE CAN TALK ABOUT INTERPRETER PARTICIPANT AND INTERPRETERS MEDIATOR, THERE IS STILL A LINE WE DON'T CROSS.

YOU DON'T TELL SOMEBODY WHAT TO DO.

YOU DON'T INJECT YOUR OPINION.

YOU DON'T INTERVENE.

YOU ONLY PARTICIPATE IN THE SENSE OF COORDINATING THAT TALK, COORDINATING THE COMMUNICATION AND MAKING SURE THE COMMUNICATION IS HAPPENING, BUT NOT IN TERMS OF THE CONTENT.

AND I THINK THAT THE DISTINCTION BETWEEN PROFESSIONAL AND NONPROFESSIONAL IS MORE ABOUT THE FACT THAT, OKAY, SOMEBODY CAN BE A MEDIATOR OF COMMUNICATION, THEY MIGHT STILL OVERSTEP THAT MARK.

THEY'RE TOO MUCH OF A PARTICIPANT.

BEFORE I THINK WE WOULD HAVE TALKED ABOUT PEOPLE STEPPING OUT OF ROLE, AND I THINK WE NEED TO CHANGE THE WAY WE TALK ABOUT THAT.

RATHER THAN SAYING WE STEP OUT OF ROLE, IT'S JUST SAYING THAT YOU'RE PUSHING THE BOUNDARIES OF THAT ROLE OR THAT YOU ARE PARTICIPATING IN A WAY THAT MEANS THAT YOU'RE NO LONGER JUST COORDINATING THE TALK.

IT'S A DIFFERENT KIND OF PARTICIPATION.

I HOPE THAT ANSWERED THE QUESTION.

>> I THINK YOU HAVE ADDRESSED THIS ONE A LITTLE BIT IN YOUR LAST ANSWER, BUT WHERE DO YOU DRAW THE LINE ON CULTURE MEDIATION, ESPECIALLY BETWEEN DEAF PEOPLE AND NON-DEAF PEOPLE WHO MAY HAVE A FRIENDSHIP OR RELATIONSHIP?

SO, THE QUESTION SOMETIMES, DEAF PEOPLE MAY BE PERCEIVED TO BE MORE DIRECT OR BLUNT AND SO MAY SAY TO PERSON B, WOW, I HAVEN'T SEEN YOU FOR A LONG TIME.

YOU SURE GOT FAT.

AND, SO, HOW FAR DO WE GO WITH THAT?

DO WE SAY, I ALMOST DIDN'T RECOGNIZE YOU, OR DO WE SAY, WOW, YOU REALLY GOT FAT?

BECAUSE THE GOAL ISN'T TO INSULT, BUT BASED ON THE FRIENDSHIP.

SO, DO YOU WANT TO COMMENT A BIT MORE ON THAT?

>> AGAIN, A GREAT QUESTION.

AND I THINK DEB HAS ALLUDED TO IT THERE.

IT'S ABOUT THE GOALS, WHAT ARE THE GOALS OF THE INTERACTION?

DOES PERSON A REALLY WANT TO OFFEND PERSON B?

ARE THEY MAKING THE COMMENT ABOUT THEY CHANGED THE WAY THEY LOOK?

AND WHAT'S THE PURPOSE FOR THEM IN GIVING THAT FEEDBACK?

AND THIS IS A CLASSIC EXAMPLE THAT WE TALK ABOUT A LOT AND I'VE BEEN IN THOSE SITUATIONS WHERE I HAVE INTERPRETED MORE LITERALLY.

SO, I HAVE CONVEYED THAT, WOW, YOU'VE PUT ON WEIGHT.

AND THE RESPONSE HAS BEEN, WELL, SPEAK FOR YOURSELF.

BECAUSE OF THE FRIENDSHIP, YOU MAKE A JUDGMENT ON WHO PERSON A IS, THE DEAF PERSON, WHO PERSON B IS, THE NON-DEAF PERSON AND WHAT KIND OF RELATIONSHIP THEY HAVE.

YOU HAVE TO ASSESS THE INTERPERSONAL RELATIONSHIP OF THE COMMUNICATION, WHAT RELATIONSHIP DO THEY HAVE.

IS THIS GOING TO GIVE THEM THE OPPORTUNITY TO HAVE THIS JIBE, THEY HAVE A BIT OF TO AND FRO?

OR IS THIS INAPPROPRIATE?

AND IS THIS GOING TO CAUSE OFFENSE?

AND COULD COMMUNICATION BREAKDOWN AS A RESULT OF AN UNINTENDED OFFENSE?

YOU KNOW, THE THING IS AS INTERPRETERS, WHAT WE OFTEN ACKNOWLEDGE IS THAT WE'RE THE ONLY ONE USUALLY IN ANY INTERACTION THAT KNOW EXACTLY WHAT IS INTENDED.

WE'RE THE ONLY ONE THAT UNDERSTANDS BOTH LANGUAGES AND KNOWS BOTH CULTURES.

AND UNDERSTANDS WHAT THE SHARED GOALS ARE OF THAT INTERACTION.

SOMETIMES WE HAVE TO MAKE ASSUMPTIONS.

WE HAVE TO SAY, I KNOW THIS DEAF PERSON DOESN'T MEAN TO MAKE OFFENSE, BUT IF I KNOW IF I INTERPRET IT THIS WAY, IT WILL, AND THE WHOLE COMMUNICATIVE EVENT WILL GO TO A COMPLETE DIFFERENT PLACE.

THERE ARE ARGUMENTS FOR BEING -- RELAYING THE TALK, RELAYING THE TEXT, SO, SAYING, YES, YOU'VE PUT ON WEIGHT, YOU'RE LOOKING VERY FAT, AND LETTING THE COMMUNICATION BREAKDOWN SO THAT THE DEAF PERSON CAN LEARN THAT'S NOT APPROPRIATE.

HOW ARE THEY GOING TO LEARN ABOUT THOSE HEARING NORMS?

SURELY THERE ARE OTHER WAYS OF DOING THAT.

>>> WE OFTEN TALK ABOUT THE FACT THAT AS INTERPRETERS WE REPRESENT THE WHOLE INTERPRETING COMMUNITY AND SOMETIMES THE WHOLE DEAF COMMUNITY.

ONE HEARING PERSON'S EXPERIENCE OF INTERACTING WITH ONE DEAF PERSON WITH AN INTERPRETER CAN CLOUD THEIR WHOLE JUDGMENT ABOUT THE DEAF COMMUNITY AND INTERPRETERS IN GENERAL.

THEY CAN LABEL EVERYBODY BASED ON ONE EXPERIENCE.

IF ONLY ONE DEAF PERSON OFFENDS THEM UNINTENTIONALLY, THEY MIGHT HAVE A PERCEPTION ABOUT WHAT ALL DEAF PEOPLE ARE LIKE.

SO, I THINK THERE'S NO BLACK AND WHITE ANSWER TO THIS, YOU KNOW, LIKE WITH ANY KIND OF DILEMMA THAT WE DISCUSS.

I THINK THAT IT'S COMPLEX AND WE HAVE TO MAKE THESE KIND OF DECISIONS VERY CAREFULLY AND THINK ABOUT WHY WE'RE THERE IN THE FIRST PLACE, REALLY WHY PARTICIPANT A AND PARTICIPANT B ARE THERE IN THE FIRST PLACE, AND WHAT THEY WANT TO ACHIEVE FROM THAT INTERACTION.

SO, SORRY IT'S NOT VERY STRAIGHTFORWARD ANSWER, BUT I DON'T THINK THERE IS ONE.

>> THANKS, JEMINA.

I THINK THIS WILL BE OUR LAST QUESTION UNFORTUNATELY.

THE QUESTION IS, I'M TRYING TO APPLY THIS TO EDUCATIONAL INTERPRETING AND HOW COORDINATORS OF TALK CAN BE MINDFUL OF MAINSTREAMED DEAF CHILDREN'S CULTURAL DEVELOPMENT WHILE INTERPRETING.

SO, HOW MUCH MEDIATION SHOULD OCCUR IN A SETTING LIKE AN EDUCATIONAL SETTING?

AND WHAT MIGHT THAT LOOK LIKE?

>> I COULD BLAME THE FACT THAT MY JET LAG IS KICKING IN AGAIN TO SAY THAT I DON'T KNOW THE ANSWER TO THAT QUESTION, BUT I WON'T.

BUT THAT IS A VERY INTERESTING ISSUE FOR US TO CONSIDER.

I WAS SAYING TO DEB EARLIER THAT I'M INVOLVED IN DOING A RESEARCH PROJECT AT THE MOMENT LOOKING AT SOME CLASSROOM-BASED INTERPRETING WITH HIGH SCHOOL STUDENTS AND ACTUALLY TRYING TO LOOK AT WHAT KIND OF INTERACTION IS HAPPENING AND WHY IT'S HAPPENING.

AND WHAT WE'VE OBSERVED JUST SOME VERY PRELIMINARY OBSERVATIONS IS THAT THE INTERPRETER IS MEDIATING THE STUDENTS' LEARNING.

I THINK THAT'S THE KEY.

BECAUSE AGAIN, IF YOU THINK ABOUT THE GOALS, WHY ARE THEY THERE IN THE EDUCATIONAL CONTEXT, STUDENTS ARE THERE TO LEARN, TEACHERS ARE THERE TO TEACH.

TEACHERS ARE THERE TO ENSURE THAT THE STUDENTS LEARN AND IT'S THEIR ROLE TO ENSURE THAT THE STUDENTS LEARN.

SOME TEACHERS ARE BETTER AT THAT THAN OTHERS AND STUDENTS NEED TO ENGAGE WITH THEIR LEARNING.

AND SOMETIMES, AGAIN, GOING BACK TO THE PREVIOUS EXAMPLE, IT'S ONLY BEING INTERPRETED TO UNDERSTAND OR REALIZES, RECOGNIZES THAT THERE IS SOMETHING MISSING OR SOMETHING NOT HAPPENING SO THAT THE STUDENT CAN'T ENGAGE WITH THEIR LEARNING BECAUSE IT'S ONE VITAL CHECKING THE TEACHER HASN'T DONE.

OR THERE IS ONE CONCEPT THE TEACHER HASN'T EXPANDED UPON YOU KNOW THE STUDENT NEEDS IN ORDER TO ENGAGE WITH THEIR LEARNING.

SO, WE'VE SEEN EXAMPLES OF VERY SUBTLE COORDINATIONS WHERE AN INTERPRETER WILL RELAY THE TALK.

SO, WILL RELAY THE TEXT SO THE TEACHER IS GIVING A DEFINITION OF SOMETHING -- I CAN'T REMEMBER THE EXACT DETAILS, BUT -- AND THE INTERPRETER IS SIGNING THAT.

SO, IT'S USING A MORE LITERAL SUBTLE APPROACH.

WHAT THEY DO VERY SUBTLY, AND I'LL DEMONSTRATE, TINY, TINY EYEBROW RAISE, SLIGHT MOVE OF THE HEAD, AND A VERY -- I THINK THE SIGN, UNDERSTAND, IS ACTUALLY KIND OF SIGNED DOWN HERE.

SO, WHEN YOU FIRST DO A PASSTHROUGH OF THE DATA, YOU WON'T NOTICE IT.

REALLY SUBTLE, TINY, TINY CHECKING MECHANISM HAPPENING WITH THE STUDENT.

AND THE STUDENT -- WE HAVE TWO CAMERAS.

SO, WHEN THE STUDENT GIVES A VERY SUBTLE RESPONSE, AND I'LL DEMONSTRATE.

THE STUDENT JUST GOES -- IT'S SMALL, CAN'T SEE IT.

VERY SLIGHT SQUINTING OF THE EYES, SLIGHT TILT OF THE HEAD, MINOR, ENOUGH FOR THE INTERPRETER TO KNOW.

I DIDN'T THINK SO.

I HAD AN INSTINCT THAT THEY DIDN'T GET IT AND I CHECKED AND THEY DIDN'T.

SO, NOW I'M SAYING TO THE TEACHER, CAN YOU EXPLAIN THAT AGAIN, OR CAN YOU CLARIFY, OR CAN YOU EXPAND ON THAT?

SO, IN TERMS OF COORDINATING THE TALK, WHAT'S HAPPENING IN CLASSROOM SITUATIONS, THERE IS A LEVEL OF INTERACTION.

BUT, AGAIN, IT'S RULE DRIVEN.

THEY HAVE PROTOCOLS WHEN THE TEACHER ASKS THE QUESTION.

THE STUDENT RESPONDS.

THE STUDENT WANTS TO ANSWER A QUESTION, THEY HAVE TO DO IT IN A CERTAIN WAY.

AS WE KNOW IN A CLASSROOM, THE TEACHER ASKS A QUESTION, AN OPEN QUESTION TO THE CLASS.

STUDENT CALLS OUT A RESPONSE.

BY THE INTERPRETER FINISHES SIGNING THE QUESTION, IT'S ALREADY BEEN RESPONDED TO BY SOMEBODY ELSE.

AND THE DEAF STUDENT DOESN'T EVEN GET A CHANCE.

SO, THAT COORDINATING FUNCTION, I THINK, THE INTERPRETERS HAVE IN THE CLASSROOM IS ABOUT TRYING TO ENSURE THE STUDENTS CAN ENGAGE WITH THEIR LEARNING AND GIVING THEM THE OPPORTUNITY TO ENGAGE.

SO, WHETHER IT'S SPEEDING UP TO ALLOW THE DEAF STUDENT TO JUMP IN -- THERE ARE OTHER [SPEAKER NOT UNDERSTOOD], BUT THAT IS THE KEY AND THAT IS VERY QUICK OFF THE TOP OF MY HEAD APPLICATION.

THANK YOU FOR THE QUESTION.

>> WELL, JEMINA, THANK YOU SO MUCH FOR A THOUGHT PROVOKING WEBINAR.

I KNOW WE'VE HAD A NUMBER OF POSITIVE COMMENTS THROUGHOUT YOUR TALK THIS EVENING.

THANK YOU TO ALL OF YOU FOR JOINING US THIS EVENING.

WE APPRECIATE YOUR PATIENCE WITH TECHNOLOGY IN ORDER TO ACCESS WHAT WAS EXCEPTIONALLY GOOD CONTENT.

SO, THANK YOU FOR YOUR PATIENCE ON THAT.

I KNOW THAT SOME OF YOU ARE WATCHING THIS IN HOMES AS GROUPS AND ARE HOLDING WINE AND CHEESES AFTER AND TALKING ABOUT THE WORKSHOP.

I APPRECIATE YOU CREATING SUCH A LEARNING COMMUNITY.

AND I APPRECIATE JEMINA, YOU DOING ONE MORE PRESENTATION IN WHAT HAS BEEN AN INCREDIBLY BUSY WEEK.

SO, THANK YOU AGAIN FOR YOUR TIME AND TALENT.

>>> I HAVE A FEW HOUSE KEEPING THINGS TO FINISH OFF WITH, BUT I DID WANT TO MENTION AS WELL JEMINA HAD YOU READ LORRAINE LEESON'S WORK AND THE WORK OF HER COLLEAGUES.

THIS IS JUST A SHAMELESS PLUG FOR AVLEC 2012.

SHE WILL BE ONE OF OUR PRESENTERS IN CALGARY.

IF YOU'RE INTERESTED IN HER WORK, WE WOULD REALLY INVITE YOU TO COME TO CALGARY TO THE PRESENTATION AND SHE'LL ALSO BE PARTICIPATING IN A PANEL WHICH IS ENTITLED THE MYTHS OF NEUTRALITY.

LAST BUT NOT LEAST, THANK YOU TO OUR COMMUNICATION TEAM, THANK YOU TO THE CAPTIONIST AND THE INTERPRETING TEAM.

THANK YOU TO ALL OF YOU FOR PARTICIPATING.

REMINDERS... IF YOU ARE COLLECTING OUR ID CEUs, THOSE CAN BE REQUESTED BY COMPLETING THE REQUEST FORM WHICH APPEARS AFTER THE SATISFACTION SURVEY IS COMPLETED.

THE SURVEY OPENS ONCE YOU CLOSE OUT OF THE WEBINAR SOFTWARE.

SO, ONCE YOU LEAVE ELLUMINATE THAT WILL APPEAR.

CLICK ON A FORM TO REQUEST CEUs.

THE FORM MUST BE FILLED OUT IF YOU ARE COLLECTING CEUs.

IF TECHNOLOGY ISN'T OUR FRIEND, IF THE SURVEY DOESN'T AUTOMATICALLY OPEN ONCE YOU CLOSE OUT, THEN GO TO THE WEB PAGE FOR THE WEBINAR THAT WAS PROVIDED TO YOU IN THE E-MAIL FROM ROBIN AND AMY, AND THAT WILL -- LINK WILL TAKE YOU TO THE SURVEY AT THE BOTTOM OF THE PAGE.

A GROUP SIGN-IN SHEET WAS ATTACHED TO THE E-MAIL THAT WAS SENT TO YOU ON Tuesday.

SO, IF YOU WATCHED AS A GROUP OF INDIVIDUALS AND I KNOW SOME OF YOU DID, THEN IF YOU CAN HAVE EVERYONE SIGN IN AND SUBMIT THE FORM, THAT WOULD BE FABULOUS.

AND I ENCOURAGE EVERYONE TO COMPLETE THE SURVEY AND TO INVITE YOU TO THE NEXT WEBINAR, MAY 26, WHICH IS A Saturday, 2:00 P.M., MOUNTAIN STANDARD TIME, 3:00 P.M. CENTRAL STANDARD TIME, AND 4:00 P.M. EASTERN STANDARD TIME.

THE TITLE OF THAT WEBINAR GIVEN BY ROBIN DEE IS INTEGRATING OBSERVATIONS AND SUPERVISIONS INTO YOUR PROGRAM CURRICULA.

SO, WATCH FOR REGISTRATION TO OPEN SOON.

>>> SO, ONCE AGAIN, THANK YOU VERY MUCH FOR JOINING US FOR THIS WEBINAR.

WE HOPE THAT YOU'VE ENJOYED IT AS MUCH AS WE HAVE HERE.

THANK YOU.

[6:29 P.M.]