



# Austrian Perspectives of Team Interpreting

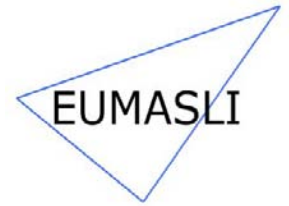
The Views of Deaf University Students and  
their Sign Language Interpreters

Patricia Brück

MA Thesis



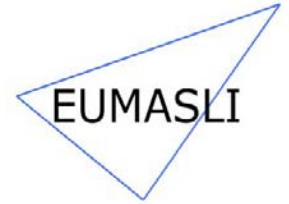
# Austrian Situation



- Population
  - 8,000,000 inhabitants : 10,000 Deaf
- Deaf Education
  - Special schools: Oralist approach
  - Little professional education: skilled crafts
  - Some bilingual classes  
success impeded by institutional framework
  - Integration in mainstream classes without SL
  - UN Convention has started slow changes



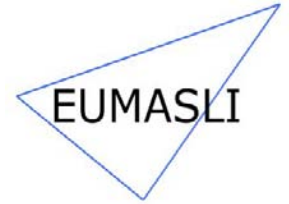
# Austrian Situation II



- University level
  - Little funding: only one lecture
  - Project GESTU – Successful Studies for the Deaf
    - 2nd year now
    - 8/11 Deaf students
    - Information center for students using SL
    - Tutors, interpreters, notetakers
    - Research on use of technical support
    - Development of technical vocabulary



# Austrian Situation III



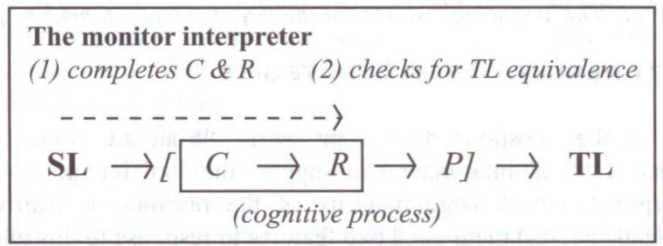
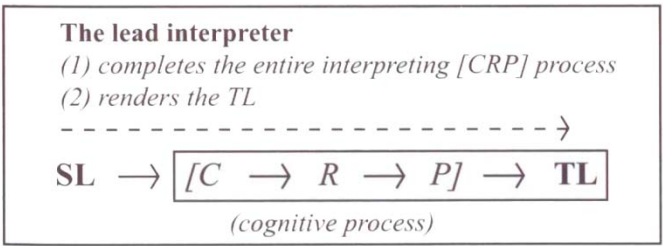
- Sign Language Interpreting
  - Association founded in 1998
  - ~ 100 qualified Interpreters
  - Education
    - BA or MA study programme at Graz University (second language with a spoken first language)
    - GESDO – 3 Years full time course in Linz
    - AFL – 2 Years of weekend seminars and internship qualifying examination





# Definitions (Hoza 2010)

## ■ Lead interpreter/Monitor interpreter



'concentrating' (C) = understanding the message, 'representing' (R) = forming a mental picture and 'planning' (P) = formulating the message in the TL

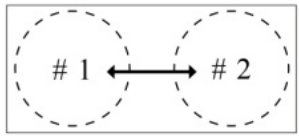
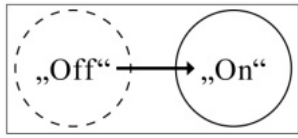
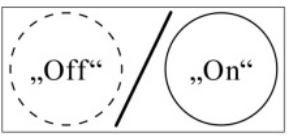


## ■ Team work culture

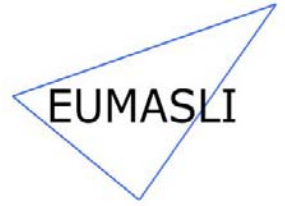
independent

monitoring

interdependent/  
collaborating



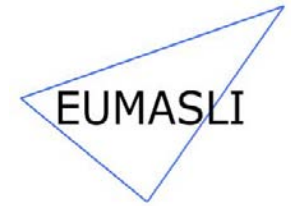
# Research Questions



- Do Deaf consumers perceive **differences between interpreter teams**?/Is it important for SLIs whom they team with? Which are the reasons for their choice?
- What do Deaf customers consider as **successful team interpreting**?/What do SLIs need for good teamwork?
- What do Deaf customers consider as qualities/attitudes of a **good teamer**?/What do interpreters consider as qualities/attitudes of a good teamer?
- What do Deaf customers experience as **disturbing in team interpreting**?/Which attitudes/behaviour do interpreters consider characteristic of a poor teamer?
- Which tasks do Deaf customers assign to the **role of the monitor interpreter**?/What do SLIs consider as part of their tasks as monitoring/collaborating interpreter?



# Study Design



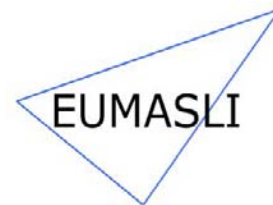
- Participants
  - 8 Deaf consumers/8 SLI
- Methodology
  - Interviews with Open Questions (ÖGS, German)
  - Translation of Interviews into English
  - Classification and tagging of answers (using a color-code)



character	fitness	appearance	competence	attitude interpreting	attitude team	attitude Deaf	switching	monitoring	support feed	collaboration	processing (pre/post)	Logistics
Personal									Team work			

- Evaluation in a table, counting the occurrences of similar items

# Drawbacks of the Method

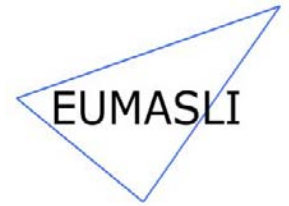


- Dissimilar questions asked for Deaf and SLI  
=> how to compare results?
- Open questions  
=> no bias, but not all answers
- Questions to SLI limited in number,  
questions to Deaf not  
=> SLI gave less answers – comparable?
- One item can only be linked to one category  
=> subjective choice of the researcher

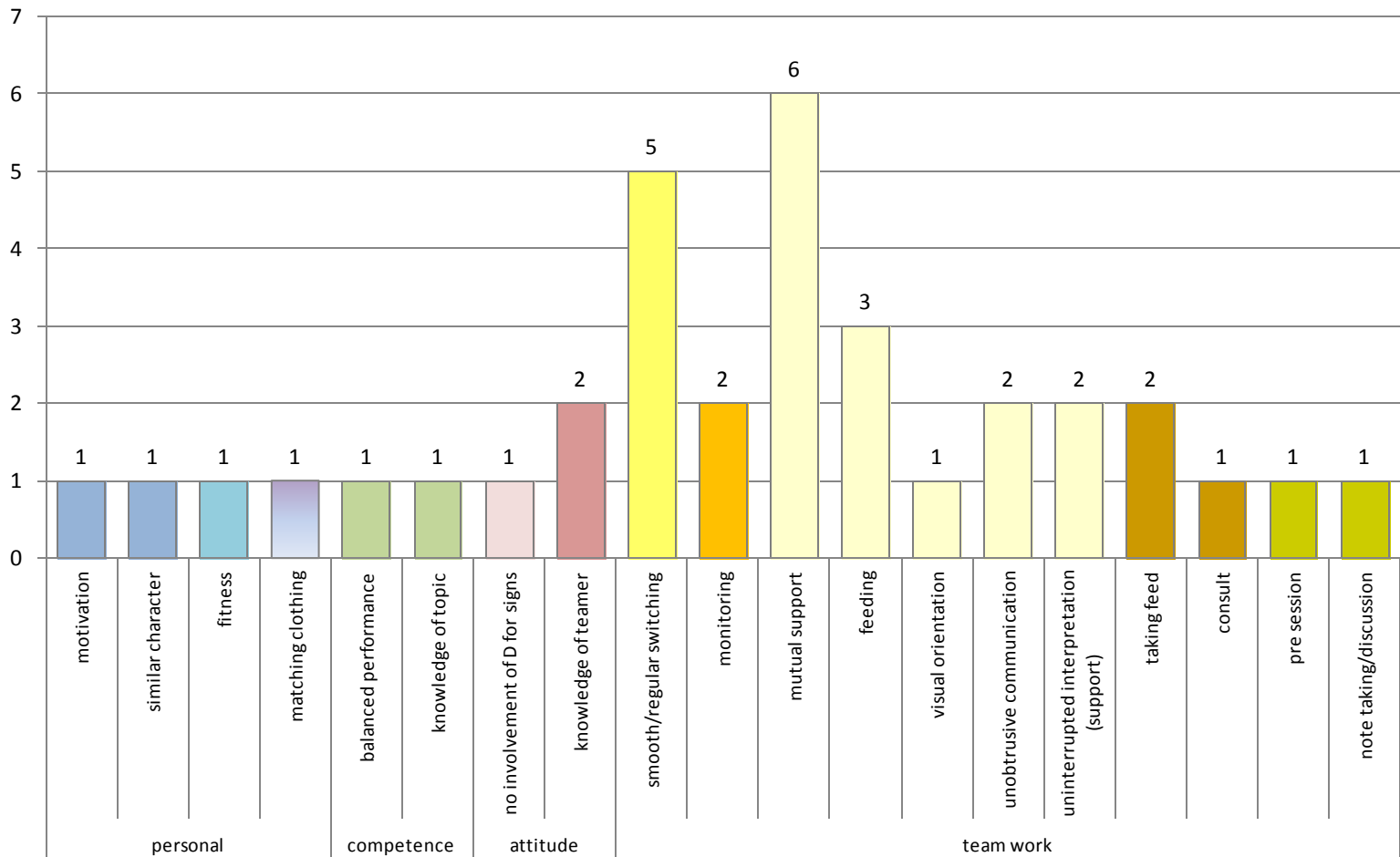




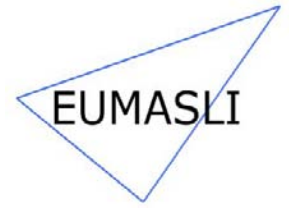
# Results - Deaf



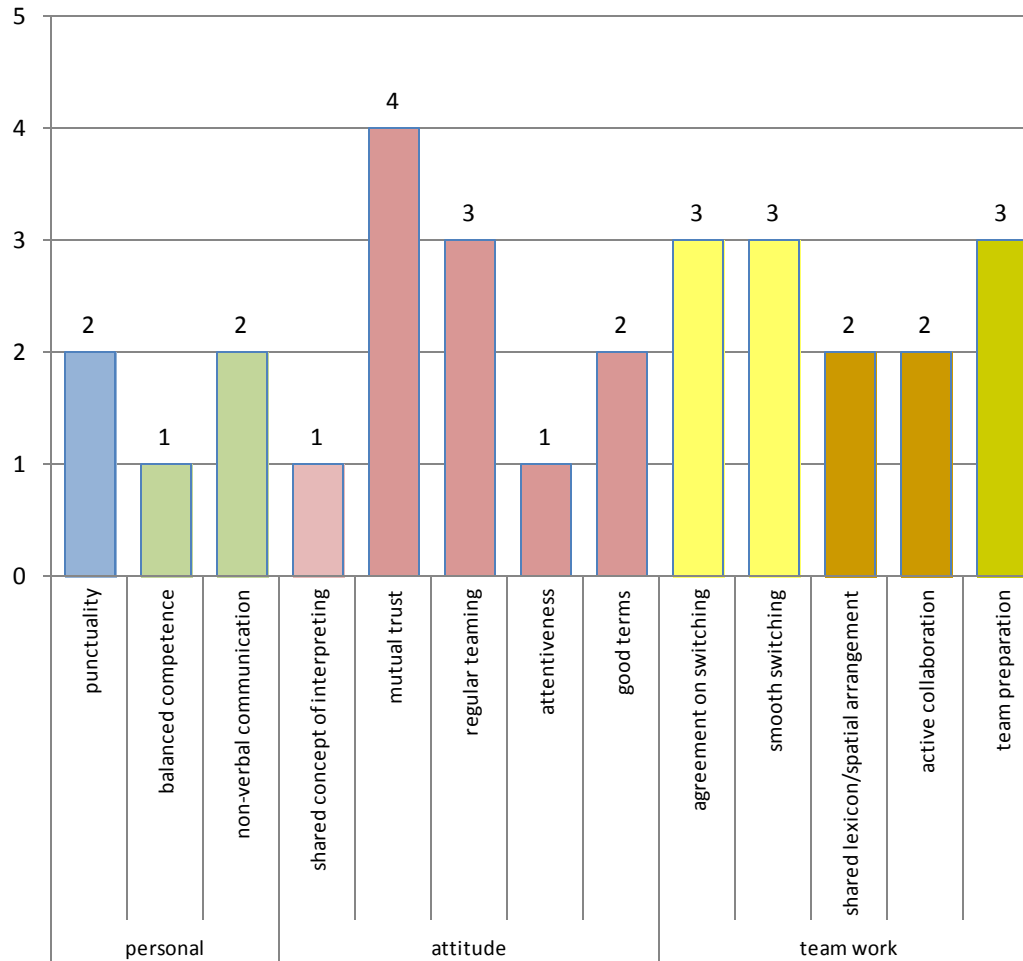
## ■ Successful Teamwork



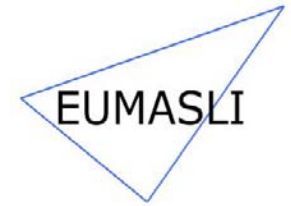
# Results - SLI



## ■ Successful Teamwork

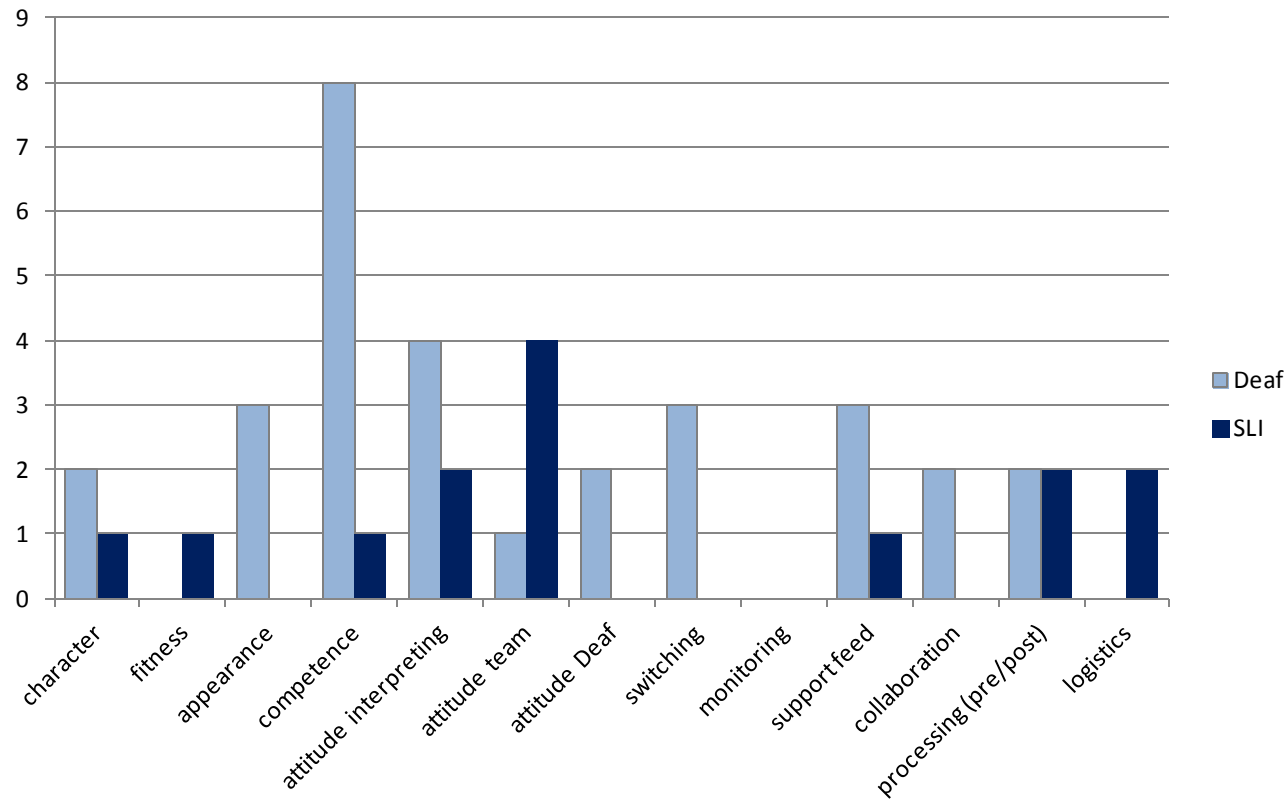


# Results: Deaf and SLI



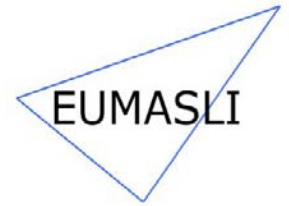
- Disruptions in team interpreting

Number of occurrences of items of a certain category

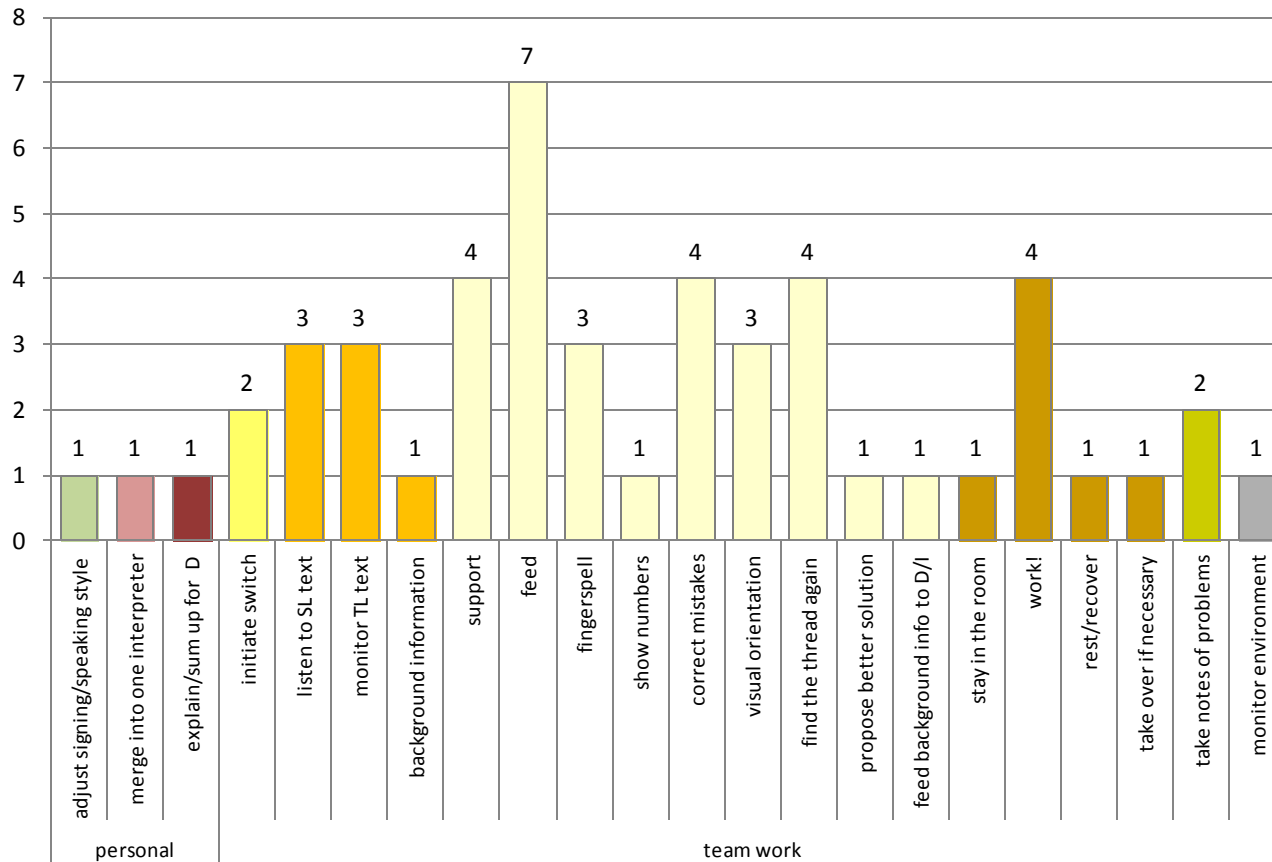


character	fitness	appearance	competence	attitude interpreting	attitude team	attitude Deaf	switching	monitoring	support feed	collaboration	processing (pre/post)	Logistics
Personal						Team work						

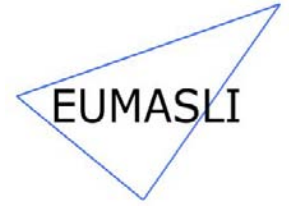
# Results - Deaf



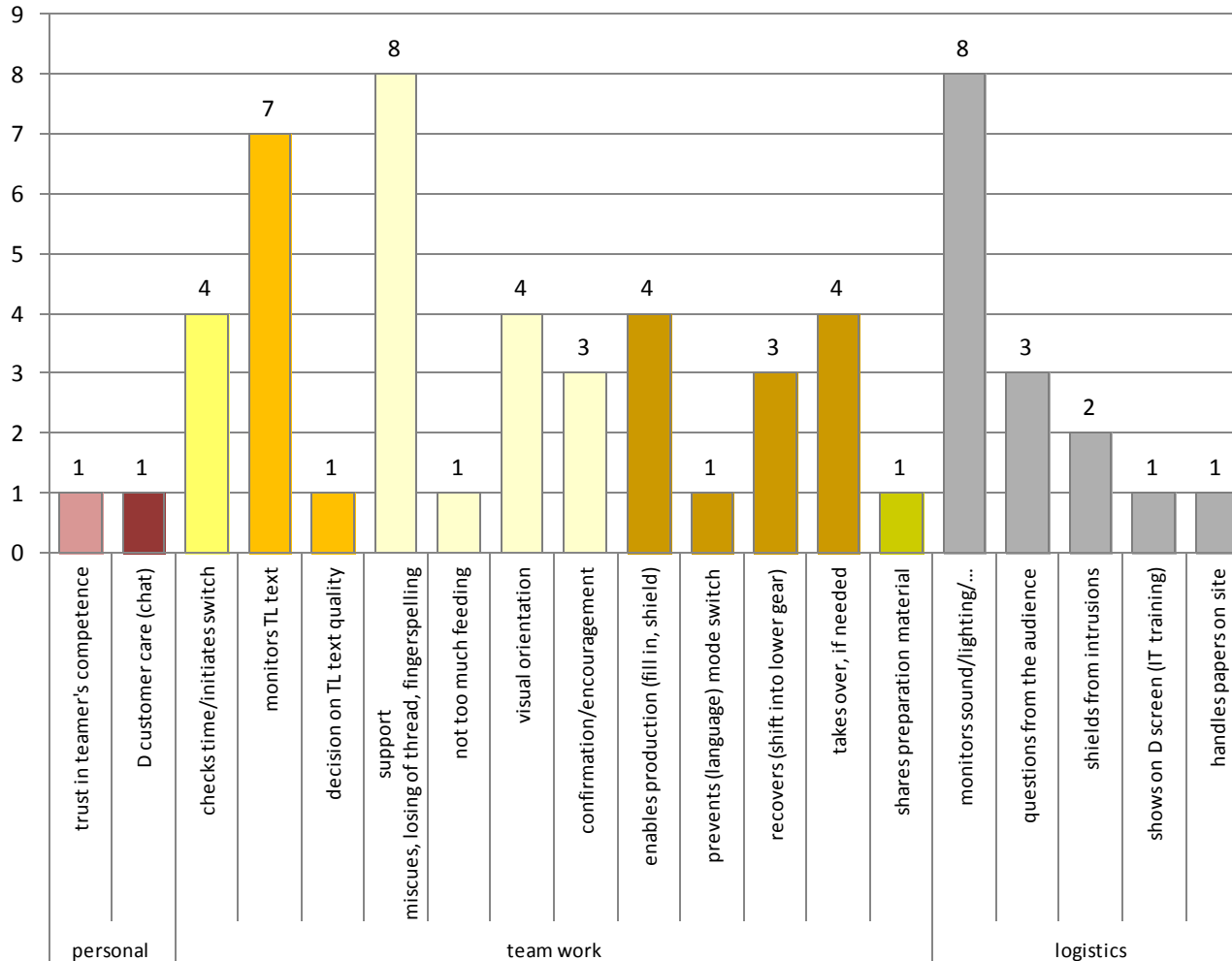
## ■ Tasks of Monitor Interpreter



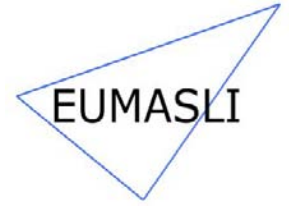
# Results - SLI



## ■ Tasks of Monitor Interpreter



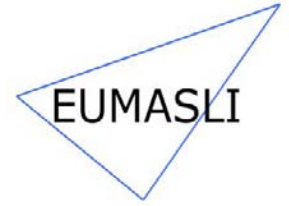
# Conclusion



- Deaf customers want
  - well composed and harmonious teams
  - Well prepared teams  
(knowledge of topic, assignment)
  - well attuned teams (collaboration)
  - good TL quality
  - Decent appearance
  - Transparent interpreters
  - undisturbed reception of the message



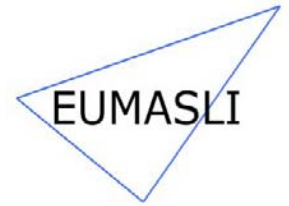
# Conclusion II



- SLI are
  - aware of problem of heterogeneity
- SLI want
  - good team climate to concentrate on their tasks
  - well established team relations not to lose energy in the teaming process
  - regular team partners
  - collaboration, support, feed, joint preparation
- SLI deplore lack of post processing



# Suggestions



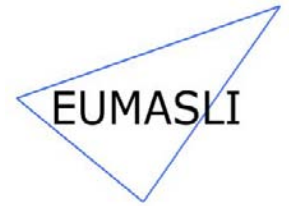
- Take Regular ,Consultative Supervision‘ (vicarious trauma)
- Try to merge into one interpreter
- Take notes during assignments
- Process assignments in post-sessions
- Exercise with your regular teamers!







# Further research



- Vicarious trauma effecting team interpreting
- Dialogue strategies applied to SLI teaming
- Methods for harmonizing the team product
- Non-verbal communication in SLI teams
- Co-construction of TL text by interpreters
- Pre- and post-session processing

