Chapter 1

Team Interpreting:
Defining What We Do

*One [person] can be
a crucial ingredient on a team,
but one [person] cannot make a team.*
—Kareem Abdul-Jabbar

Interpreters often interpret alone, but there are also numerous situations in which they work in teams of two or more. Team interpreting is now common practice in the field and accounts for approximately 30% of interpreting assignments.[1] With few exceptions, interpreters in today's world expect to work in teams as part of their interpreting workload.

Many factors are considered when deciding whether or not a team is needed for a particular interpreting assignment. Team interpreting typically occurs in situations that are lengthy, are complex in nature, involve unique needs of the persons being served, or involve special physical or emotional dynamics.[2] Therefore, interpreters typically work in teams in the following types of interpreting assignments:
- meetings and classes that are over an hour long;
- advanced courses, professional conferences, high-level discussions, and large group meetings;
- assignments that involve Deaf-blind persons, persons who have certain cognitive or emotional challenges, and persons who may use non-standard or heavily accented speech or sign;
- large conferences where the ability to see and/or hear the interpretation is limited, where interpreters are positioned throughout the venue to meet everyone's needs; and
- intense psychotherapeutic sessions or situations that are highly charged.

The focus of this book is on two hearing, American Sign Language (ASL)/English interpreters working together. However, many of the principles presented in the text are applicable to teams of more than two interpreters, teams of Deaf and hearing interpreters, teams working with language pairs other than ASL and English, and multiple teams of interpreters working with more than two language pairs.
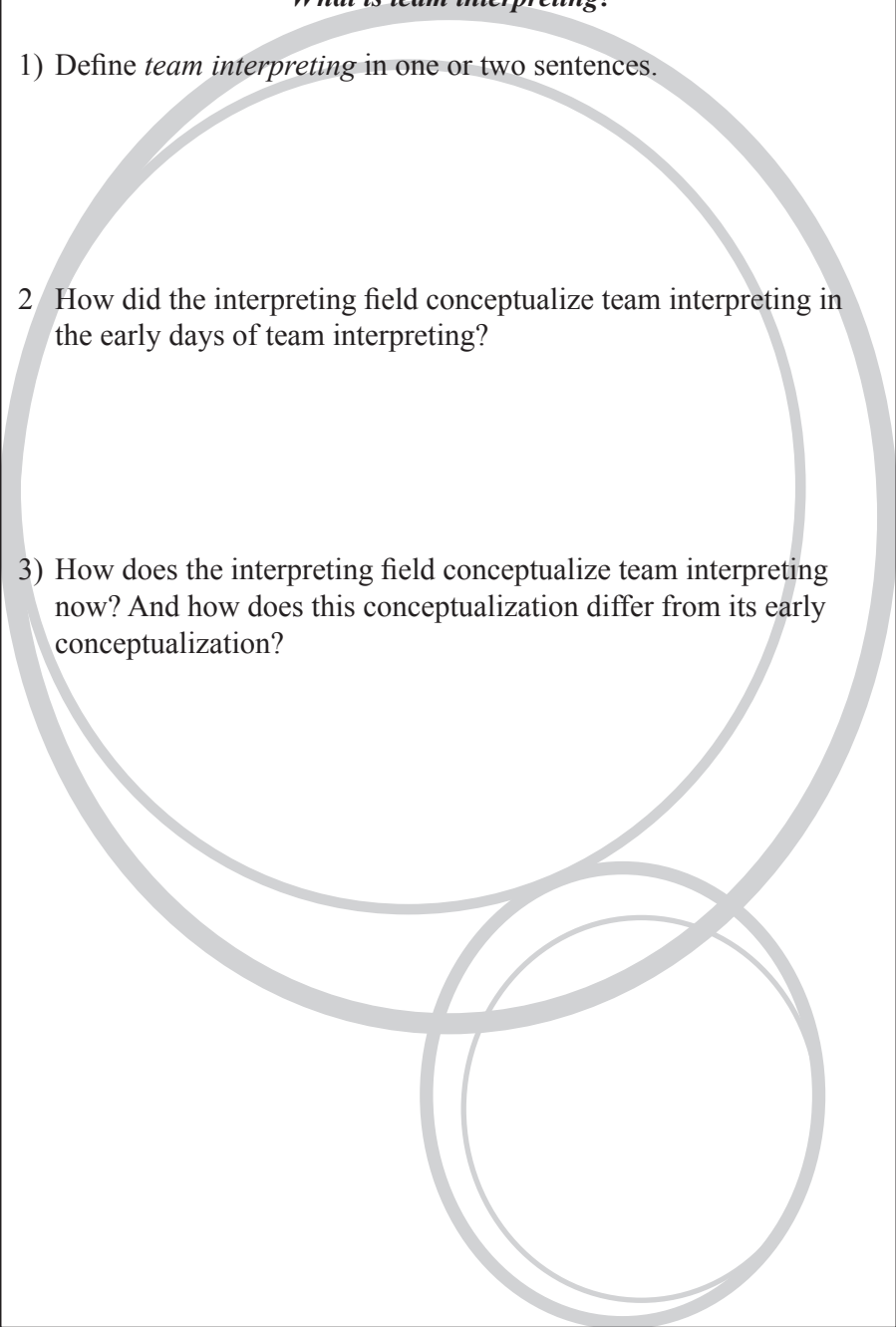
The literature on team interpreting is scant, and it primarily consists of either providing a rationale for having a team of interpreters or offering suggestions for interpreters based on the author's own experience with interpreting in teams.[3] This book aims to go beyond such anecdotal evidence and has four goals. It seeks (1) to describe a current view of team interpreting based on two studies conducted by the author, (2) to review in depth how teams can successfully work together, (3) to identify areas of teaming that we need to better understand and that require additional research, and (4) to provide questions that can facilitate discussions, or journaling, for practitioners who do this work, as well as for advanced interpreting students who are learning about team interpreting.

This chapter begins with an introduction to the changing views of team interpreting in the field. Each of these views offers a different lens through which we see the process of working in teams. The early conceptualization of team interpreting is not the current conceptualization, and what people may report as their view of team interpreting sometimes differs from how they actually work in teams. The review of the changing views of teaming culminates in a more current view of the team interpreting process.

The evidence from the two studies forms the basis of our exploration of the nature of team interpreting. One of these studies involved videotaping three interpreting teams' interpreting work and the other study was a national survey of certified interpreters. The book uses evidence from these studies to argue for a view of successful team interpreting that expands upon a widely held current view of teaming; the results indicate that interpreters are ushering in a new paradigm of team interpreting.

THOUGHT QUESTIONS 1.1
What is team interpreting?

1) Define *team interpreting* in one or two sentences.

2) How did the interpreting field conceptualize team interpreting in the early days of team interpreting?

3) How does the interpreting field conceptualize team interpreting now? And how does this conceptualization differ from its early conceptualization?

From Independence to Collaboration and Interdependence

Our understanding of an interpreting team's function has changed since it was first widely introduced to the field in the late 1970s and early 1980s. California State University at Northridge (CSUN) was first to use teams of interpreters in the mid-1970s in the National Leadership Training Program (NLTP), which had all-day sessions, and also used teams for the second National Symposium on Sign Language Research and Teaching (NSSLRT) held in Coronado, CA, in 1978.[4] However, Cokely and Hawkins report that, with the exception of some legal situations, the first large-scale use of teams of interpreters working in concert was at the third NSSLRT in Boston, MA, in 1980.[5]

At that time, there was an increased awareness that the quality of interpretation would degenerate after 30 minutes due to fatigue.[6] It was also during the early 1980s that there was an increased awareness of overuse syndrome, or repetitive strain injury, which is the physical pain and trauma that can result from excessive repetitive movement without rest. There was concern expressed at that time that an epidemic of overuse syndrome was hitting the interpreting field. Interpreters were learning about the early signs of physical ailments that can result from interpreting for long periods of time without rest, and were learning how to take care of their bodies and to reduce injury.[7]

An awareness of the need for team interpreting in the field resulted from this new recognition of the risk of injury. Interpreters at this time understood working as a team to mean that one interpreter was to do the actual interpreting work and the other interpreter was to rest. The resting interpreter, however, was to watch for signs of fatigue, in order to relieve the fatigued interpreter as needed.[8] The terminology used at the time reflected this perspective: the interpreter who was interpreting at the time was referred to as the "on" interpreter and the interpreter who was taking a break from interpreting was referred to as the "off" interpreter.

From this view of team interpreting, both interpreters are present, but function independently from each other and take turns performing the interpreting task. The focus from this view is not on working cooperatively on the interpreting task, but rather on relieving interpreter fatigue, and the paradigm is that of two *independent* interpreters taking turns interpreting, as illustrated in Figure 1.1.
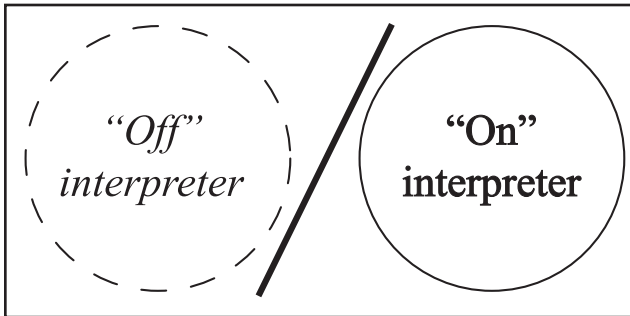
Figure 1.1. Team interpreting as an independent process: Interpreters take turns being the "on" interpreter who is interpreting and the "off" interpreter who is not

The goal of team interpreting soon began to shift from reducing interpreter fatigue to also ensuring the accuracy of the target language message and correcting any misinterpretations. While there was still concern about fatigue and interpreters continued to take turns at 20- to 30-minute intervals to ensure they were not hampered by fatigue, teams came to realize that they should both share the responsibility for the accuracy of the interpreted message. This led to a change in the perceived function of an interpreting team. In addition to relieving each every 20 to 30 minutes, the "feed" interpreter was expected to monitor the "on" interpreter's interpretation and feed missed information or make corrections as needed.[9] A study by Moser-Mercer, Künzli, and Korac found that errors in meaning increased dramatically after the first 30 minutes of interpreting, and that interpreters appeared to be unaware of this decline in quality and kept interpreting even though they knew ahead of time that they had the option to stop interpreting.[10]

This new view altered how interpreters framed their role as interpreters working in teams. Rather than viewing themselves as two independent practitioners who handed off the interpreting work like relay runners handing off a baton, they began to see that they had obligations to each other and the participants in the situation for the integrity of the message throughout the interpretation. This idea of feeding information that is missed or correcting information that is misconstrued, as well as being physically present in the room (as

opposed to leaving the room or not attending to the other interpreter), are key components of this view of team interpreting.[11] This *monitoring view* of team interpreting is illustrated in Figure 1.2.
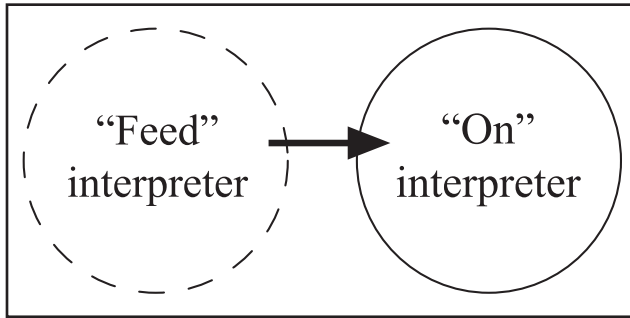

Figure 1.2. Team interpreting as a monitoring process:
The "feed" interpreter monitors and corrects the "on" interpreter's
interpretation

The literature on team interpreting is largely composed of the discussion of monitoring and feeding the "on" interpreter. As mentioned earlier, the literature is also preoccupied with justifying team interpreting, and the evidence used to support the need for team interpreting is largely anecdotal. The two primary reasons given for the need for teams of interpreters have been the two topics discussed thus far: the reduction of interpreter fatigue and the accuracy of the interpreted message.

The need for the interpreting teams to work together to ensure an equivalent target language message requires that teams determine when and how to provide feeds. Authors have stressed the need to discuss feeding styles in advance.[12] This discussion includes whether the "on" interpreter prefers to be fed whole concepts or single words/signs, or if the "on" interpreter prefers other cues such as a head nod as visual indications that the interpreter is on target with the interpretation.[13]

A pilot study by Cokely and Hawkins finds that what interpreters report as ways they will request support (i.e., feeds) differs from what they actually do in practice.[14] Cokely and Hawkins report a discrepancy between the behaviors the interpreters in a pre-interpreting session say that they will use to make such requests and the behaviors they actually use in samples of their videotaped team interpreting work. Some

behaviors are quite different and others are vague in their intention, such as tilting of the head. Based on the results of this study, Cokely and Hawkins report that it is apparent that the interpreters in the study either are not fully aware of the behaviors they actually use to request support or see no need to clarify these behaviors, and interpreters may need to look at how they can more effectively ask for what they need.

Position papers of the National Association of Judicial Interpreters and Translators (NAJIT) and the Registry of Interpreters for the Deaf (RID) express this prevailing view of team interpreting as well.[15] Both stress the importance of team interpreting as a quality control mechanism used to maintain the accuracy of the interpretation, and both of these position papers discuss the fact that both members of the interpreting team are to be engaged in the interpreting process, whether in an active interpreting role or in a support/monitoring role.

A distinct voice in the literature is that of Tim Kinsella (an experienced, certified interpreter) who has expressed concern about the "feed"/"on" interpreter view of interpreting on the effectiveness and the dynamics of the interpreting team. He has stated that there is a need to move beyond correction and critique, which this view engenders.[16] In short, he states that the "feed" interpreter's role as approver and critic causes defensiveness, and this is not compatible with working in concert toward a shared goal. He urges the field to look at other models of teaming.

The NAD-RID (National Association of the Deaf-Registry of Interpreters for the Deaf) Code of Professional Conduct seems to suggest a slightly different view of team interpreting as well. The Guiding Principle under "Tenet 5.0 Respect for Colleagues" states, "Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services."[17] This notion of collaboration, or working jointly as a team, represents a departure from the previous two views of team interpreting. It represents a change in how the team members work together. The goal of this view is for seamless cooperation on all aspects of the team interpreting work, not just relieving each other or just feeding missed information. The goal of the collaborative view is for the team to work as one throughout the interpreting assignment.

The view that an interpreting team has of its work as a team clearly

determines how the team *approaches* the task of team interpreting. If the team members assume that they are autonomous interpreters who relieve each other to reduce physical and psychological stress, they see themselves as *independent* practitioners who are taking turns doing their job. If they assume that they have an obligation to each other for the target language rendition, they see themselves as trying to work out feeds and corrections to ensure that the message is equivalent, so that the "feed" interpreter can *monitor* and *correct* the "on" interpreter's interpretation.

However, if they assume that they are collaborating to jointly create the interpretation and have obligations to each other for every aspect of the interpreting process and managing the setting and interaction, this presents yet another view: a *collaborative and interdependent* view of teaming. See Figure 1.3 for an illustration of this view of team interpreting. It is this last view of team interpreting that is the focus of this book.
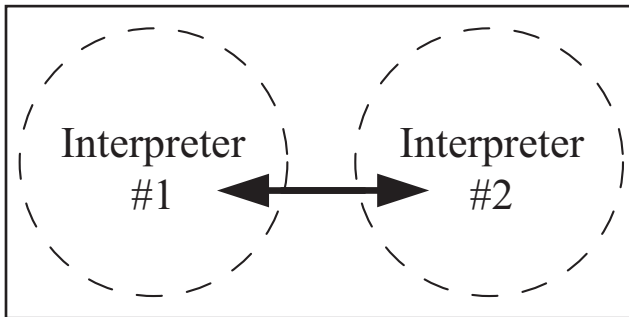

Figure 1.3. Team interpreting as a collaborative and interdependent process: Both interpreters work in partnership on their joint work

In this view of team interpreting, both members of the team work together in four major ways: (a) they relieve each other by taking turns producing the target language output, (b) they back up each other by monitoring the output, (c) they work interdependently during the interpreting work, and, (d) they work as a single unit by collaborating and making the same kinds of decisions that are made by an interpreter who is working alone. These decisions involve managing the interpreting process (e.g., determining when to begin the interpretation into the target language and when to wait for additional information),

determining message equivalence (expressing the speaker's intent and the speaker's affect), and managing the interaction and other aspects of the context (such as what to do if speakers overlap their talk, dealing with making sure the environment is conducive to interpreting, and interacting with speakers when asking for clarification). The team members collaborate and pursue a shared goal, plan for how to achieve that goal, and make accommodations along the way. Crucially, both members of the team are involved in the whole process, although they may play different roles at different times. Collaboration and interdependence occur before, during, and after the interpretation itself. Collaboration begins when the interpreters first meet to prepare for the interpreting assignment and continues afterwards–often in coffee shops and parking lots–in the form of analysis and discussion of their working relationship and their teaming work.

Two other functions of team interpreting have been discussed anecdotally in the literature and are important to mention in terms of their implications for collaboration and interdependence. It has been reported, for example, that members of the team may divide up the tasks of an interpreting assignment. When interpreting in the courtroom, for instance, one interpreter may interpret the court proceedings and the other interpreter may interpret at the defense table between the defense counsel and the defendant.[18] Also, when interpreting a religious service, one interpreter may interpret the music and the other interpreter may interpret the rest of the religious service, or one may interpret the invocations of a priest or minister and the other interpret the responses from the congregation.[19] However, in these types of situations the two interpreters are interpreting at the same time for different people in the situation, so they actually are working as two *independent* interpreters, or at least as a compromised team in which each is performing a specialized function. The opportunities for truly working as a team are greatly limited because they are each focusing primarily on their own interpretations. It may well be that splitting up tasks in this way is the most effective way to provide the interpreting services in these situations and this decision could be reached as a result of agreement of the team; however, the ability to rely on each other as team members is quite limited.[20]

Others have suggested that working as a team can provide mentorship

for novice interpreters, with the expressed purpose of providing feedback for the newer, less experienced interpreter.[21] However, Cokely and Hawkins' study suggests that less experienced interpreters are less likely to feed more experienced interpreters.[22] It is important that members of the interpreting team understand this phenomenon, as this inequity in feeding limits the team's ability to work cooperatively on the interpretation. The members who make up the interpreting team need to consider how the composition of the team affects the team's ability to work together to produce an interpretation. Team members should be aware of both the benefits and the limitations of this novice/mentor teaming situation and know that it will be lacking in some specific ways. It seems that most novice/mentor team interpreting situations should be confined to those situations in which the experienced interpreter could essentially work alone, and not those situations that necessitate a true interpreting team.

Team interpreting, at its core, involves two interpreters who have the basic competencies needed for the assignment and who work well together; and although interpreters may collaborate on the interpretation, only one interpreter at a time can actually produce the target language. The team of interpreters can be understood to be like copilots flying an airplane.[23] While one pilot is actually flying the plane, both pilots monitor the equipment, perform certain roles in their joint effort to fly the plane from beginning to end, make professional decisions that affect the team's work, and share the overall responsibility for a successful flight. One study found that 95% of airline crashes are due to miscommunication in the cockpit. Successful pilots take time to establish rapport with the team, are open to questions, and remind the crew of the importance of passenger safety.[24] Keys to a team effort, then, are having a clear, shared goal; having good rapport and a good, working relationship; and having a clear view of how the team can work together to successfully achieve that goal.

Interpreters can benefit from looking at how other professionals work together as teams.[25] Interpreters certainly are not pilots, but interpreters do need to maintain close, working relationships with team interpreters and to collaborate on their shared work. Miscommunication can be disastrous, and it is important to remember that we are not mind readers. As interpreters, we need to better understand how we can

communicate with each other most efficiently and enhance our work together as interpreting teams.

THOUGHT QUESTIONS 1.2
Views of team interpreting

1) Which of the views of team interpreting discussed here–team interpreting as an independent process, a monitoring process, or a collaborative and interdependent process–best represents your view of team interpreting? Explain.

2) Explain what you understand collaboration to mean when it comes to team interpreting.

3) Explain what you understand interdependence to mean when it comes to team interpreting (note that this term has not yet been defined in the book).

Collaboration and Interdependence

What does it mean for a team of interpreters to *collaborate* and work *interdependently*? In this section, we explore these two terms to elaborate on this view of team interpreting.

At its most basic level, to *collaborate* means to work together to achieve a common goal. Collaboration requires people to buy into the concept of having a shared goal and making sure it is accomplished together. Therefore, having two interpreters assigned to do an interpreting assignment does not necessarily make it a collaboration. Rather, a collaborative team is the result of the actions of, and the relationship between, the interpreters involved. And the degree to which a team collaborates depends on the team members, and their ability to connect and commit to working as a team.

Now let's look at the meaning of the term *interdependence*. The best way to understand *interdependence* is to compare it to two other concepts: *dependence* and *independence*. The term *dependent* is most commonly used to describe minors or others who cannot function in some way on their own. *Dependence* implies that someone cannot stand on one's own, and that he or she needs help from others, whether the assistance is financial or comes in some other form. The concept of dependence on others seems quite incompatible with the notion of a professional. After all, being a professional presupposes a certain level of mastery and the possession of skills that presumably make the professional independent. However, all professionals are dependent on other professionals at times. Think of those instances in which an interpreter is interpreting in an unfamiliar situation and is dependent on another interpreter who works in that setting often. The interpreter who is new to the setting relies on the other interpreter to fill him or her in on the jargon, background information, and interpersonal dynamics in that setting. Without a doubt, interpreters, as well as other professionals, need to depend on each other at times. In a sense, we are all dependent on others to some degree. At the same time, being overly dependent is not a sign of a real professional.

Being *independent* means *not* dependent, of course; so being independent means being able to stand on one's own without the help of others. This is the idea behind the *independent* view of team interpreting

discussed earlier, in which it is assumed that the interpreters can do the work autonomously of each other. Being overly independent--or overly dependent for that matter–does not make for a successful interpreting team. If members are so independent that they have no motivation to work with another interpreter on the interpretation, there will be little to no collaboration. Also, if either member is so dependent on the other interpreter that he or she cannot do the main tasks without confirmation or assistance from the other interpreter, then collaboration is not possible.

True collaboration in team interpreting is only possible through *interdependence*. Interdependence involves both independence and dependence. For interdependence, both interpreters should have the necessary competencies to complete the interpreting tasks independently overall, and yet they should be able to depend on each other's skills, knowledge, or expertise when necessary. Interdependence, then, involves each interpreter working independently, as possible, and relying on each other for assistance as needed. Interdependence may occur when it is requested or when it is freely given, and involves the interpreters' functioning in partnership. Interdependence requires mutual effort, good communication, a desire to look honestly at one's own abilities, and an open attitude about working together.

In short, the *collaborative and interdependent* view of team interpreting involves two main components. First, it requires that team members be committed to working together to achieve the goal of a successful interpretation, and talking through how that can best be accomplished, which requires openness and risk-taking by both interpreters, and also requires ongoing review. Second, it requires team members to have the necessary interpreting and team interpreting competencies in order to work independently as well as dependently, in order to rely on each other when necessary.

The team's approach to team interpreting is co-created by the collaboration of the team members, and involves some give-and-take. Collaboration is like a dance, in which the interpreters create synergy, and can result in something magnificent. Ideally, each member of the interpreting team works interdependently by sharing the work and by each contributing to the effort in different ways. Sometimes members are essentially completing the whole interpreting process without

assistance; sometimes members discuss issues of equivalent meaning, interaction, and so forth; and sometimes members rely on assistance from the other interpreter for the team to be successful.

THOUGHT QUESTIONS 1.3
The field's views of team interpreting

1) Which of the views of team interpreting discussed here–team interpreting as an independent process, a monitoring process, or a collaborative and interdependent process–do you believe best represents the interpreting field's overall view of team interpreting? Explain.

2) Give (a) an example of when a team is collaborating and (b) an example of when a team is working interdependently (as opposed to working independently and dependently).

3) What are the greatest obstacles to working collaboratively and interdependently? And what can interpreters do to overcome these obstacles?

SURVEY RESULTS: DEFINING TEAM INTERPRETING

A group of two hundred, randomly selected, nationally certified interpreters were contacted to complete a survey on team interpreting. Forty-six of these interpreters responded to the survey, which represents a response rate of 23%. See Chapter 2 for more information regarding how the survey was conducted. The first open-ended question on the national survey asked respondents to define team interpreting in their own words.[26] These responses give us a window into these practitioners' perceptions regarding team interpreting. The interpreters' responses to the survey represent a mixture of the three views discussed in this chapter: team interpreting as an *independent* process, a *monitoring* process, and a *collaborative and interdependent* process. However, the majority of respondents seem to think about team interpreting from the perspective of the last two views (*monitoring* and *collaboration and interdependence*).

All of the forty-six respondents stated that teaming involves two or more interpreters working together. Sixty-five percent of the respondents (thirty respondents) also commented that the goal of teaming is to work together for the accuracy and quality of the interpretation. These two components are clearly key components of the view of team interpreting that these interpreters hold. Based on these two components, a common definition of team interpreting would be the following: *Team interpreting involves two or more interpreters working together to ensure the accuracy and quality of the interpretation.*

The responses to this question on the survey indicate that the majority of respondents see teaming as a monitoring and feeding process and, to a limited extent, as a means to reduce fatigue. However, a good number of responses also indicate a collaborative and interdependent view of teaming, which suggests that the field is in the process of moving to a new paradigm: a paradigm of collaboration and interdependence.

SURVEY FINDINGS: VIEWS OF TEAM INTERPRETING

The responses to the first two survey questions were analyzed to reveal the degree to which the respondents view interpreting in terms of an *independent, monitoring*, and *collaborative/interdependent* process. These two survey questions are the following: "Define team

interpreting in your own words," and "What makes for an effective interpreting team (of two hearing interpreters)?" Given that these two questions are open-ended, respondents were free to respond as they wished, which allows us to get a good sense of how they perceive the team interpreting task.

Before discussing the findings, it is important to clarify that it was not possible to determine which view was reflected in some of the responses to these two questions. For example, consider the following two responses: "Any situation requiring two or more interpreters working. This may include, but is not limited to, an ASL interpreter and another language (spoken or signed) interpreter; two hearing ASL interpreters; one deaf/one hearing team, and/or someone providing real time captioning services," and "It is the process of two or more interpreters working together to ensure a successful communication event." Both of these descriptions provide a general sense of team interpreting, but do not highlight any particular view.

However, many of the responses do indicate particular views of teaming, and these responses were analyzed further to determine the prevalent views reflected by the respondents to the survey. For instance, the following example clearly shows a monitoring view of teaming:

> Two or more interpreters working the same job, supporting each other through feeding missed concepts, fingerspelling, numbers and many other aspects of interpreting. The support can be emotional in nature as well, building up confidence by encouragement as well as the technical aspects of interpreting.

Responses that reflect a monitoring view, in fact, account for 62% of the comments about team interpreting in response to the two questions. Two other examples that also indicate a monitoring view follow:

> Two or more interpreters working, not really ever being "off," but rather the "non-working" interpreter is constantly monitoring the interpretation of the "working" interpreter, in order to assist [the "working" interpreter] when support is needed in preserving the purity of the interpreting message.

> Working with another interpreter for an interpreting assignment: providing interpreting…and feeding information when necessary.

Most of the descriptions of team interpreting include a monitoring view of team interpreting, but many of them also represent a mixture of the monitoring view and either the independent or collaborative/interdependent view.

Comments about the independent view in particular account for only 6% of the comments about team interpreting, as occurs in the first part of the following example:

> Sometimes, the purpose of the team is for physical and mental relief but not much feeding can be done (like for a computer training when neither has a technical background). Most times, the one who is "off" needs to remain alert in order to feed the "on" interpreter.

Note that part of this description indicates an independent view (providing physical and mental relief) and part of the description indicates a monitoring/feeding view. Other comments that touch on the independent view of teaming include the following: "[we use] a team approach when the length of an assignment requires breaks from the physical task of interpreting," "interpreters share the physical workload of signing, through turn taking," "[team interpreting provides] an opportunity to switch so that one interpreter does not experience fatigue or overuse," and "[teams work together because] the nature of the work is physically and mentally fatiguing."

The collaborative and interdependent view of teaming was expressed by 32% of the descriptions of team interpreting. Such comments include the following: "Two [interpreters] actively working one assignment in a collaborative manner," "Two interpreters working in concert to deliver the best interpretation possible to consumers. This includes pre- and post-interpretation discussions," "working toward same goals. Open communication. No egos," "Clear communication with your team before, during and after the assignment. So that the interpretation can be done smoothly and accurately," "cooperate in decisions on how to

work together," and "When two or more interpreters are collaborating during an interpreting assignment with the ultimate shared goal of complete accuracy of the overall work." Also, consider the following response:

> Respect for one another is essential. The interpreters need to have a shared philosophy of the actual goal– complete accuracy of the overall work and a willingness to prepare and collaborate in order to determine how the work will be effectively accomplished.

The monitoring view is the most prevalent view, with 62% of the descriptions of team interpreting reflecting the monitoring view of teaming. See Figure 1.4. It is also clear from these survey responses that many interpreters also see team members as having other obligations to each other beyond monitoring and feeding. Thirty-two percent of the survey respondents commented on the collaborative and interdependent nature of teaming. However, 6% of the respondents also commented on the independent nature of teaming. The reality, of course, is that interpreters do generally change roles every 20 to 30 minutes in order to avoid fatigue, so this view is part of the reality of the work of team interpreters. However, only one interpreter responded from a solely independent view, which indicates that the independent view is not highly held as a primary view of teaming. The majority of the interpreters (62%) discussed the monitoring aspect of teaming and a little less than one-third (32%) discussed team interpreting in terms of the collaboration and interdependence of the team.
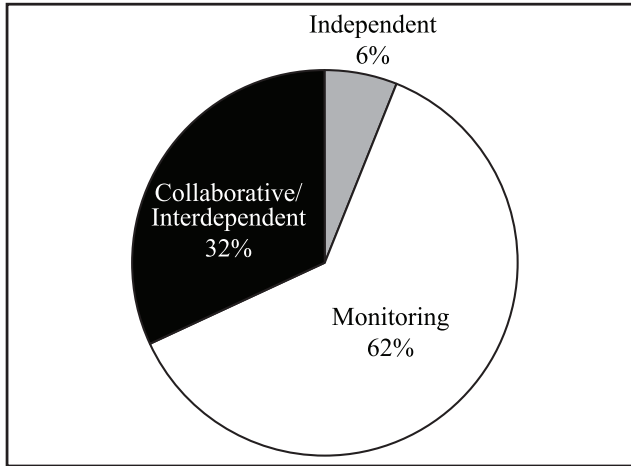
Figure 1.4. The percentage of survey responses that addressed
the three views of team interpreting

The responses of these interpreters likely reflect their personal beliefs about the team interpreting process. However, it may be the case that these interpreters are simply reiterating what they have heard other interpreters say about team interpreting or they may be repeating some of the comments they received in training. Even if this is so, these comments do indicate how these interpreters are framing the task of team interpreting.

Based on this survey, the monitoring view is a primary focus in the field, which is indeed an important part of how interpreters can work together. Those who made comments about the collaborative and interdependent view often stressed that interpreting is more than monitoring, however; and those who made comments from the monitoring view often stressed that interpreting was more than relieving fatigue (which reflects more of an independent view). Of course, in reality, all three aspects are necessary components of team interpreting: teams must be aware of fatigue so that they can produce the best interpretation possible; teams must be ready to monitor and feed information, as needed, for a successful interpretation; and teams best function when they collaborate and work interdependently on all aspects of the interpreting assignment. The collaborative and interdependent view of interpreting expands on the previous views. It does not discount the other views, but rather this view builds on them. It is the next step in our understanding of what it means to be a team.

THOUGHT QUESTIONS 1.4 – Defining team interpreting
CHAPTER REVIEW AND APPLICATION

1) Identify two major points made in this chapter and write your reactions to each point. For example, you may want to discuss what these points made you think about, or you may want to discuss your agreement or disagreement with these points.

2) The purpose of this chapter was to define team interpreting. Has your own view of team interpreting changed after reading this chapter, or has it not? Explain.

3) Has the way you plan to work as part of an interpreting team altered after reading this chapter? If so, discuss specific ways in which you plan to team differently. If not, why not?

4) If one team interpreter wants to work collaboratively and interdependently and the other interpreter does not, how can the interpreters resolve this issue so that they can work effectively with each other? Or is this too big of an issue to resolve? Explain.

ENDNOTES

[1] The national survey of certified interpreters, which is reported on in Chapter 2, reveals an average of 31.3% of the respondents' interpreting work involves working as a team.

[2] Cohen-Gilbert & D'Entremont, 2007; Humphrey & Alcorn, 2007; RID, 2007.

[3] Cokely & Hawkins, 2003.

[4] Jones, 2007, citing Gary Sanderson (personal communication).

[5] Cokely & Hawkins, 2003.

[6] Seleskovitch, 1978.

[7] Sanderson, 1987; also see AIIC Research Unit Report, 2002; Carnet, 1996; Gross, 2009, 2010; Norris, 1996; Vidal, 1997.

[8] Neumann Solow, 1981.

[9] Fisher, 1993; Frishberg, 1990; Stewart, Schein, & Cartwright, 1998.

[10] Moser-Mercer, Künzli, & Korac, 1998.

[11] Chafin Seal, 2004; Fisher, 1993; Humphrey & Alcorn, 2007; Plant-Moeller, 1991.

[12] For example, Cokely and Hawkins, 2003; Plant-Moeller, 1991.

[13] Fisher, 1993.

[14] Cokely and Hawkins, 2003.

[15] NAJIT, 2007; RID, 2007.

[16] Kinsella, 1997.

[17] NAD-RID Code of Professional Conduct, 2005, p. 4.

[18] NAJIT, 2007.

[19] Yates, 2008.

[20] In the courtroom, in particular, the interpreter who is working with the prosecutor and the interpreter working at the defense table are not working as a team, but are interpreting for opposing parties.

[21] Birr, 2008; Yates, 2008.

[22] Cokely and Hawkin, 2003.

[23] Festinger, 1999.

[24] Festinger, 1999, p. 1, citing R. Ginnet, 1990.

[25] Kinsella, 1997.

[26] The participants of the other study, which involved videotaping the teams' interpreting work, were not asked to define team interpreting; however, they were asked several questions related to what constitutes an effective interpreting team and these responses are reported in subsequent chapters. See, especially, Chapter 3.