Principles and Practice: Teaching Team Interpreting as Collaboration and Interdependence[1]

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Abstract

This paper explores new theoretical constructs that can be used to teach and explore the team interpreting process as one of shared cooperation (collaboration) and reliance on each other (interdependence). The constructs are based on the findings of two studies on team interpreting that appear in the author's new book on team interpreting: *Team Interpreting as Collaboration and Interdependence*, and provide ways to frame how teams can most effectively approach their work together before, during, and after an interpreting assignment. The primary focus of the paper is on how to use these theoretical constructs as part of a process of mediated activities to teach and explore team interpreting as a collaborative and interdependent endeavor that involves all aspects of the interpreting assignment, rather than merely feeding information as needed during the actual interpretation.

Introduction

The fields of ASL/English interpretation and interpreter education have come a long way since the establishment of the Registry of Interpreters for the Deaf (RID) in 1965 and the Conference of Interpreter Trainers (CIT) in 1979. Our focus has changed greatly over the years. In the early days of these fields, we were focused on what was observable, i.e., we primarily attended to the

[1] All figures in this paper are from the following book and are used with the permission of the publisher: Hoza, J. (2010). *Team interpreting as collaboration and interdependence*. Alexandria, VA: RID Press.

source language (SL) and target language (TL) because these were aspects of the work we could see. As educators, we focused on increasing students' sign vocabulary and, to some extent, ASL grammatical competence, and we typically used ASL dictionaries and a few texts that were available on interpretation. With the publication of the "green book" in particular (a book on the grammatical structure of ASL for teachers by Baker-Shenk & Cokely, 1980), we switched our focus more to students' ASL grammatical competence, but we continued to work under the assumption that if interpreting students knew "how to sign" certain concepts (in terms of ASL lexicon and syntax), then they would be able to interpret appropriately (we assumed they knew English and needed to learn ASL in order to interpret). Interpreters worked under this same assumption and interpreters (and students) who created equivalent and eloquent interpretations were considered quite talented, although we usually didn't understand how they achieved this task.

The introduction of interpreting process models, such as those by Seleskovitch, Cokely, and Colonomos, which became widely used in the field about twenty years after RID was established, began to tease apart the process by which interpreters achieved successful interpretations (Cokely, 1992; Colonomos, 1992, 1996; Seleskovitch, 1978). The cognitive steps involved in the interpreting process were outlined and began to define our view of interpreting. These models include understanding, dropping form, mental representation, and planning, as well as issues of meaning, context, cultural mediation, and discourse. Along with these models were contributions by others such as Isham (1986) who helped clarify areas such as the importance of context, content, register, function (speaker's goal), affect, contextual force (relative impact of the message), and metanotative qualities (overall impressions of the speaker; see, e.g., Cokely, 2007). These approaches to interpreting began to frame how interpreters understood and discussed the process of interpretation. Other advances include further exploration of discourse analysis, the nature of interaction, and the interpreter's place and involvement in that interaction (see, e.g., Angelelli, 2003; Gish, 1987; Metzger, 1999; Roy, 2000; Wadenjö, 1998; Winston & Monikowski, 2000).

Having ways of talking about the work has become the foundation of the interpreting profession and has provided the field with the following benefits:

1) a better awareness and understanding of the interpreting process and the components of meaning that result in dynamic equivalence in the interpreted message,
2) a common language (metalanguage) for processing the interpreting task with others, which has increased the potential for educational and professional development, and
3) a better assessment of interpretation and more consistent interpreting standards.

Professional jargon that is unique to the field (along with a literature of research to support and further professional understanding) is one of the features of a profession (Witter-Merithew & Johnson, 2004).

Team interpreting, in which interpreters work in concert, began around 1980 (Cokely & Hawkins, 2003; Hoza, 2010; Jones, 2007, citing Sanderson (personal communication)). Team interpreting at that time seemed to be a rather mysterious task as well. Since the introduction of team interpreting, there has been little research on teaming until more recently (Cokely & Hawkins, 2003; Hoza, 2010). Interpreters have had ways of talking about the work, but it has been overly focused on the product and the observable interaction between team members (such as how team members can "feed" information to each other during the interpretation). This is much like the early views of interpretation. The theoretical underpinnings and strategies of teaming have been little explored until more recently.

This paper discusses how educators and mentors can use the theoretical constructs developed and found in the author's new book on team interpreting, *Team Interpreting as Collaboration and Interdependence*. These constructs have the potential to do for team interpreting what models of interpretation have done for our understanding of the interpreting process. They can provide students, protégés, and practitioners ways of framing how teams can most effectively approach their work together before, during, and after an interpreting assignment. The paper seeks to provide ways to increase both the underlying philosophical understanding (schema) of teaming as well as provide practical applications for interpreter education and professional development.

The benefits of having a way to talk about *team interpreting* can provide similar benefits to those mentioned above for interpretation:

1) a better awareness and understanding of the *team interpreting* process and the components of teaming that allow for a team to work together to arrive at a dynamically equivalent interpreted message,
2) a common language (metalanguage) for processing the *team interpreting* task with others, which can increase the potential for educational and professional development, and
3) a better assessment of team interpreting and more consistent standards regarding *team interpreting*.

Having a common way of discussing the team interpreting task has many benefits and, in many ways, this analysis is long overdue.

The theoretical constructs and findings of the book are based on two studies: (1) a study that involved videotaping three teams of interpreters interpreting the same stimulus material (which was a videotaped panel discussion in ASL they interpreted into English) and interviewing the individual interpreters afterwards, and (2) a national survey of certified interpreters (see Hoza, 2010 [Chapter 2]). For the videotape study, three teams of interpreters were selected by getting recommendations of team interpreters from Deaf people who often work with teams and by having the top-recommended interpreters select preferred team interpreters. The survey was a national survey of certified interpreters in the United States. Two hundred certified interpreters were contacted to participate in the online survey. There were 46 respondents, which represented a 23% response rate.

Teaching, scaffolding, and mediated activities

The theoretical constructs presented in this paper are not intended to be "taught" as much as they are intended to provide a framework for the exploration of team interpreting, especially in one-on-one and small group discussions. There is always the danger that students would be taught such constructs out of context and be expected to indicate their "learning" without application. These constructs are intended to frame particular concepts and subsequent discussions/processing. When it comes to such constructs, or models, it is tempting to teach

them as entities to themselves, but to do so would do a disservice to the development of mastery on the part of students and protégés.

The goal of this paper is to provide the educator with these constructs to use as part of a well-rounded approach to student learning and exploration of the team interpreting process. Focusing on interpreting and team interpreting as though they are concrete trained behaviors presents a danger in the one extreme, because critical thinking and processing of the work with others are needed to grow as an interpreter. Likewise, teaching abstract theory without application and analysis presents a danger in the other extreme, in that one can only grow in one's cognitive processing by directly exploring specific instances, noting patterns, making decisions, and testing one's own strategies within the new theoretical understanding. Learning teaming (like learning interpreting) involves high cognitive functions, such as decision-making and management of the process, and the development of such higher cognitive functions require experience, thinking, and discussion with others. As always with education, the question of *how* to do this becomes the crucial question, and that will be the focus of the rest of this paper.

There are many different approaches to education and many different teaching strategies that can be employed to explore teaming with interpreting students and interpreters. It is assumed that the educator -- whether a classroom instructor, workshop presenter, or mentor -- uses a mixture of teaching strategies to achieve growth and development on the part of the student (or protégé or colleague). Primarily, however, the assumption is that there is on-going dialogue between instructor and student about both the theory and practice of team interpreting by exploring specific instances of the students' own team interpreting work and observing others' teaming work. This approach is in direct contrast to the "banking" approach to teaching, in which the teacher is assumed to be all-knowing, and imparts knowledge in the form of content and theory to students who are seen as objects who are to listen patiently (Freire, 1970).

Noted psychologist L. S. Vygotsky has argued that higher functions develop in such a way that interpersonal processes transform into intrapersonal processes, by which he means that such development "appears twice: first, on the social level, and later, on the individual level; first, *between* people (*interpsychological*), and then *inside* the child (*intrapsychological*). All the

higher functions originate as actual relations between human individuals" (Cole, John-Steiner, Scribner, & Souberman, 1978, p. 57). This learning occurs through social interaction, i.e., dialogue, and "teachers who want to give their students authentic experiences in the disciplines they study... help them... become socialized into the talk and practices of different disciplines through interaction with more skilled members of the discipline -- i.e., the teacher" (Hogan, 1997, p. 1).

The teacher (or mentor) plays an important role in a student's (protégé's) development. By asking questions and listening, and then scaffolding the student's (or team's) thought process, the student can achieve a greater understanding of the teaming process. Scaffolding begins by asking questions and listening. When the teacher uses "questions to determine [the student's] progress, and then provides hints, subtle suggestions, and guidance to move the student along, [the teacher] is using instructional scaffolding. Scaffolding means providing support to allow a [student]... to think for him or herself. The more advanced partner, or scaffolder, is supportive without being overly directive. A good scaffolder looks for the point where a student can go it alone, and allows the individual to proceed on his or her own initiative" (Hogan & Pressley, 1997, p. 2). "Instructional scaffolding lies at the heart of the verbal interactions that induct students into the practices of an academic discipline" (Hogan & Pressley, 1997, p. 1).

By engaging in dialogue and "thinking out loud," the student can receive guidance in the important aspects of interpreting and team interpreting work: guidance in how we *think* about the process, make decisions, and manage the process. I am reminded of what an instructor of mine said in an education class I took many years ago: "The person who is doing the most talking is doing most of the thinking." Our goal as instructors is not to do most of the thinking; our goal is to support the students' thinking and to provide supports, nudges, ideas, and challenges that help them move forward.

Our two primary goals as educators are to engage students in thinking and to scaffold their understanding and thinking. An instructor has many options when scaffolding a student's learning, e.g., the instructor can:

- frame a problem or articulate a goal
- encourage attention to conflicts and differences of opinion
- refocus the discussion
- invite interaction of ideas
- prompt refinement of language
- turn a question back to its owner
- communicate standards for explanations
- ask for elaboration
- ask for clarification
- restate or summarize student statements (Hogan & Pressley, 1997, p. 90).

Students of team interpreting (and interpretation as well) need experiences or examples to analyze, experts who know how to listen to them and scaffold their learning, and ways of stepping back from the process in order to make generalizations and gain new insights.

Vogytsky distinguishes between a *sign* (a conception or idea, which has to do with *internal* perception and understanding of some aspect of the world) and a *tool* (i.e., a function, which has to do with an operation or change in the external world), and has proposed that neither of these emerges out of nothing; they are developed and enhanced through social interactions he calls mediated activities (Cole, John-Steiner, Scribner, & Souberman, 1978). A mediated activity involves interaction with others in an activity for which the learner has some mastery, but does not yet have the competencies or understanding to manage fully. The interaction provides a way for learners to move from their comfort zone into areas just beyond their comfort zone, which is called the zone of proximal development (ZPD). The goal of the educator is to provide experiences that are just beyond a student's cognitive capabilities and to work with the student to explore those areas that are just out of reach, i.e., in the student's ZPD.

What the teacher may assume is an issue may not be an issue for a particular interpreting student, or may be out of the student's zone and not be of benefit to the student.

> [Understanding the difference between the teacher's and the student's] definition of situation is vital to an understanding of the teacher-student feedback interaction. Feedback must be based upon the student's perceptions rather than upon teacher-

> determined criteria. It is upon the student's perception that effective scaffolding will take place, and any feedback session that is initiated from the teacher's definition of situation may be ultimately unintelligible to the very student for whom the benefits of this interaction are designed.... Teachers must ask their students what they see in their performances, and then use that information to extend the student's knowledge. (Gish, 1993, p. 33)

To best make use of these theoretical constructs, interpreter educators are encouraged to keep in mind the comments above regarding Vygotsky's notions of social interaction (dialogue) and mediated activities, as well as the process of scaffolding. Students benefit most from (1) experiencing a challenging external activity that they construct internally, and (2) engaging with others as described above, so that this interpersonal/social process becomes part of their internal (intrapersonal) process, i.e., results in an increased ability to understand and approach a complex task. Such external events and interactions push one's zone, allow true learning to take place, and enable students to achieve greater mastery over complex cognitive tasks (for further discussion of this approach as it applies to interpreter education, see Bentley-Sussaman, 2009; Colonomos, 2001; Gish, 1993; Shaw, 1989). These theoretical constructs have a special place in this process, as these constructs help frame and provide a means for expanding one's understanding of specific signs and tools through mediated activities.

Views of team interpreting

One of the first steps toward understanding team interpreting is to describe what team interpreting is and how it works. There are several mediated activities that can be used to explore this initial step. One approach is to have students try out teaming using a stimulus text that is just outside their comfort zone and that will require them to work as a team, and then afterwards having them, as a group, define team interpreting and how it works. Another approach is to have them write their own definitions of team interpreting (based on their readings (e.g., Chapter 1 of the *Team Interpreting* book), past discussions, and/or observations of interpreters), as well as writing "what makes teaming work" and "what impedes teaming," and then discussing their responses. A third approach is to start by talking about other examples of

situations in which students have collaborated as teams in the past on projects that did not involve interpreting, e.g., in a class, at home, or at work. This third approach allows students to define "teamwork" more generally and to pinpoint what contributes to a team approach and what impedes a team's work. This discussion can then lead to a discussion of team interpreting specifically, where teamwork in its general sense and interpreting as a team can be compared and contrasted. As with all mediated activities, the focus of these activities is to discover what is in the students' zone, where their ZPD lies, and to provide scaffolding to help them move forward in their understanding and thinking. The focus is on students' understanding, analysis, synthesis, and discovery.

The *Team Interpreting* book reports on three views of team interpreting based on a literature review and the two studies that form the foundation of the book, and the book reveals that the view of team interpreting has changed dramatically since teaming first began in the latter part of the twentieth century (Hoza, 2010). The first view is that of two independent practitioners taking turns doing the work in order to avoid fatigue that can harm the interpreters' health, as well as to avoid the effects of fatigue on the accuracy of the interpreted message. In this early view, one interpreter is the "on" interpreter who is producing the interpretation and the other interpreter is the "off" interpreter who is resting. It is also under this view that the practice of switching roles every 20 to 30 minutes began.

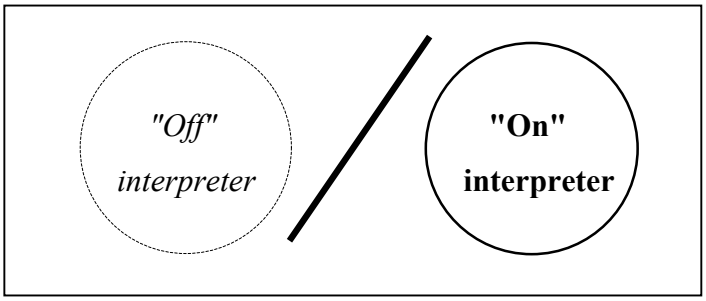

Figure 1. Team interpreting as an *independent* process: Interpreters take turns being the "on" interpreter who is interpreting and the "off" interpreter who is not

The next view that emerged is a monitoring view, which is still a prevalent view in the field (Hoza, 2010). In this view, the interpreters also maintain distinct roles and switch roles every 20 to 30 minutes. However, under the monitoring view, while one interpreter is the "on" interpreter

and produces the interpretation, the other interpreter -- the "monitor" interpreter -- monitors the "on" interpreter's output for accuracy and feeds information or makes corrections, as needed. In addition, the monitor interpreter often provides feedback to the other interpreter after the interpretation.

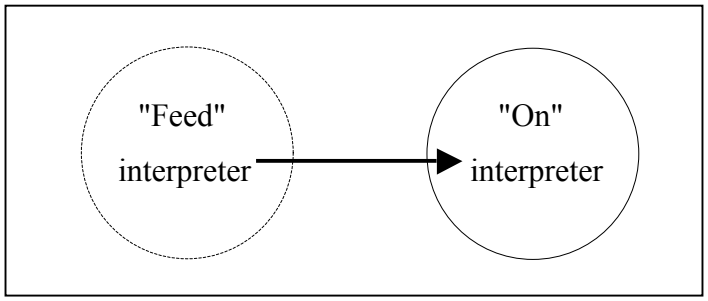

Figure 2. Team interpreting as a *monitoring* process: The "feed" interpreter monitors and corrects the "on" interpreter's interpretation

The third view, based on collaboration and interdependence, is explored at length in the book. It is a more current view and one that is replacing, or at least building upon, the monitoring view. Under this view, interpreters "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" (Hoza, 2010, p. 8).

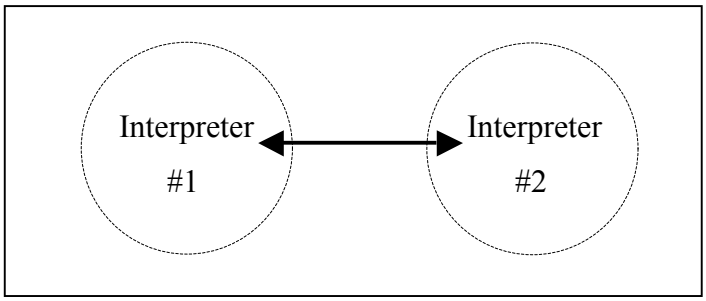

Figure 3. Team interpreting as a *collaborative and interdependent* process: Both interpreters work in partnership on *their joint work*

Under this view, interpreters collaborate before the assignment by discussing issues of meaning, cultural mediation, interaction, speakers' goals, and how they can work together; they collaborate and work interdependently during the interpretation by discussing issues that emerge and by depending on each other or assisting each other as needed; and they process afterwards by sharing their thoughts on not only the teaming work, but the interpretation and other factors that

arise. That is, "team interpreting is not just about what is produced as the product (the target language), even though a dynamically equivalent TL rendition is the goal of the team. Rather, team interpreting is centered on the *process* of working together, and this process can occur at three main times: during the pre-session, during the interpretation, and during the post-session" (Hoza, 2010, p. 161).

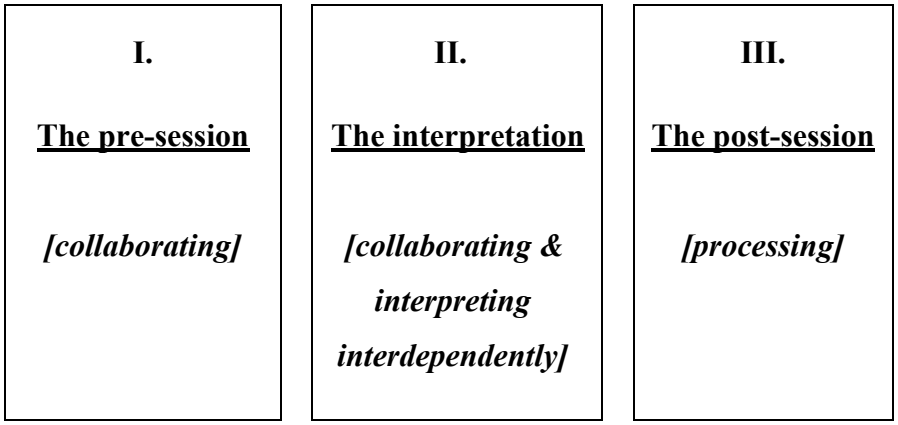

Figure 4. The three types of interactions that teams have when working together

These three views of teaming -- as an independent process, a monitoring process, and a collaborative and interdependent process -- can contribute to the discussion of team interpreting and how it works. In addition, teachers can use these three views to enhance the discussion of the team interpreting process in four more ways. First, they can discuss with students the historical factors that contributed to these changing views in the field's understanding and assumptions about team interpreting. Second, they can review differences in expectations that are associated with the three views and talk with students about students' own assumptions and expectations. The discussion can also focus on the pros and cons of each of these views. Furthermore, students can begin to discuss issues that arise when members of the team differ in their assumptions (views) about the task, and how teams can work out such differences, if possible. Third, students can explore the three interactions involved in teaming: the pre-session, the interpretation, and the post-session.[2] By observing, practicing, and discussing these

[2] For further discussion of the pre-session, the interpretation, and the post-session, see Hoza (2010). In particular, Chapter 4 "The Pre-session" explores the pre-session, Chapter 9 "Achieving and Maintaining Collaboration and Interdependence" explores how teams can talk about the work, and Chapter 10, "A Team Interpreting Model:

interactions, students can better appreciate how each of these is unique and functions in much different ways and has different benefits for the team and the interpretation. Fourth, teachers and students can discuss the nature of teaming and how the particular approach may vary due to the situation itself. For example, there may be some settings in which working independently or working under the monitoring view is preferable to working collaboratively and interdependently. For instance, the team may determine that it is best in a particular situation to divide up the task by having each interpreter interpreting for different participants (independently) rather than working together on the interpretation. In this case, the team would be working as a compromised team, but this set-up may be the most effective way to meet the needs of the team interpreting assignment in that situation.

Teaming is more than just relieving another interpreter's fatigue, and it is more than monitoring and ensuring accuracy of another interpreter's interpretation. Team interpreting involves working together for a successful interpreted event. It involves switching with each other to relieve fatigue and it involves monitoring; however, it has the potential to involve much more. These three views of teaming can enrich the discussion of teaming by having students explore the potential for teams to work together before, during, and after the interpreting assignment on all aspects of the interpreting assignment. Having this kind of discussion with students and making use of these three views of team interpreting can promote students' understanding of team interpreting and provide them with different conceptualizations of the team interpreting process to examine further.

Features of an effective interpreting team

Once students have a good sense of how they would define team interpreting and describe the teaming process, they can begin to look at what makes for an effective interpreting team. Similar mediated activities can be used to explore effective teaming. One approach is to have students break into small groups and write what features make for effective team interpreting, then sharing their ideas with the group for further discussion. Students should list specific examples

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Collaboration and Interdependence at Work," identifies specific features of each of these interactions and provides a detailed model of team interpreting.

of what they have seen or would imagine are effective practices of teams, as well as specific examples of what could work against the team. From there, the class can further explore specifics in order to expand their understanding of effective teaming. Another approach is to again discuss teamwork more globally or in another context (e.g., perhaps a project that students have done together) and to discuss what made the teamwork successful. This discussion can then be extended to team interpreters who are working together to accomplish a successful interpretation. A third approach is to have students read about effective interpreting teams in the *Team Interpreting* book (Chapter 3) and/or to present the figure discussed below (Figure 5), and have students identify and further discuss the four features identified. Thought Questions appear throughout the book, and these can be used as stimulus questions for discussion. For example, in this section of the book, some of the questions ask the reader to identify which features of an effective team are most important and which features are least important. There are also questions related to other issues related to effective teams, such as the team's relationship, their communication with each other, and the personal characteristics or skills of the interpreters. A fourth approach is to have students role-play and review certain behaviors that contribute to, or impede, a team's work.

Teaming involves much more than assigning two interpreters to work together. Both the interviews with the interpreters in the videotape study and the responses to the survey indicate that there are four main features of an effective interpreting team. Both the product of the joint effort and the effectiveness of the team depend on (1) the individual characteristics and skills of the team members, (2) the philosophy or schema the team interpreters have regarding interpreting and how the team can work together, (3) the team's interpersonal relationship and communication with each other, and (4) the team's commitment and trust to their work together and to a successful interpretation.

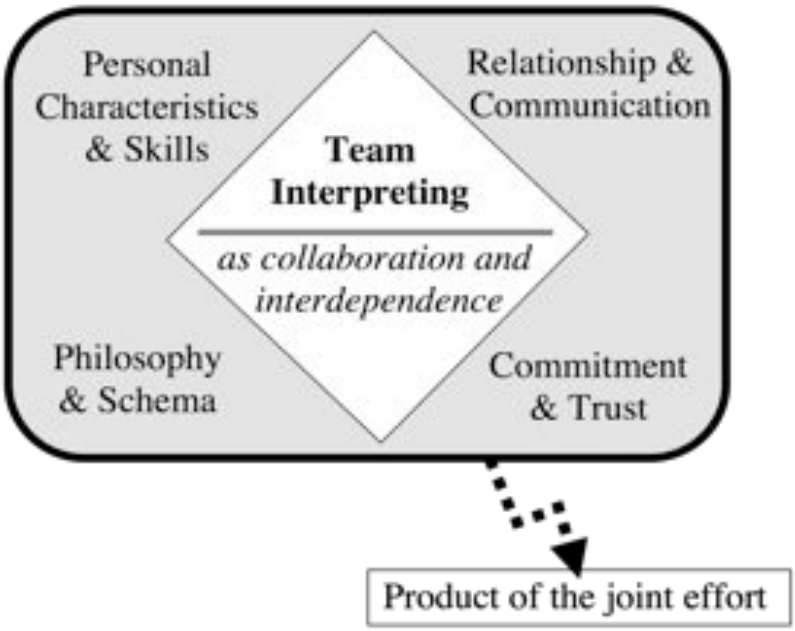

Figure 5. Features of collaboration and interdependence in team interpreting. The product of the joint effort of the interpreting team is dependent on the personal characteristics and skills of team members, the philosophy and schema of the team members, the interpersonal relationship and communication between them, and their commitment to the success of the team and trust in each other.

As with all of these mediated activities, the movement should be from "what is known/understood" to "what is not known/not understood". When possible, activities can be used to stimulate discussion. These exercises can involve teaming or team-like activities, or discussions about their experience with specific instances of teaming either as a participant or as an observer. The discussion at this level centers on the requisites for an effective team of interpreters.

Teaming strategies

Interpreting teams can use a variety of strategies to accomplish their joint work. As with the other topics discussed thus far, there are a few primary approaches, or mediated activities, that can be used when it comes to exploring teaming strategies. First, students can engage in team interpreting and discuss the kinds of strategies that they used. Students may not have terms for the strategies they use, so they should be encouraged to discuss examples of the kinds of

information that they fed each other and other ways in which they interacted during the interpretation in order to ensure that the team's work was the best that it could be. Second, students can discuss observations of strategies that teams use in their interpreting work -- either live or on video -- to analyze the teaming strategies used. Third, students could read the relevant chapters in the book (Chapters 5 and 6) and/or interview interpreters, and discuss the strategies employed by a team.

Much of the attention on team interpreting in the literature has been on how to feed information; however, there are other strategies that teams use. We will first review strategies used for feeding information, then discuss other teaming strategies. The two studies reveal three types of feed strategies: target language (TL) feeds, confirmations, and process feeds. These vary in terms of their functions and when they occur. A TL feed involves the interpreter in the monitor role feeding information to the interpreter in the lead role in order to alter or correct an interpretation that has already been produced, and a confirmation involves the interpreter in the monitor role confirming for the interpreter in the lead role that the interpretation is accurate. TL feeds allow the team to make corrections in the interpretation or to include information that was deleted in the TL rendition, and confirmations help the lead interpreter know that the interpretation is on the right track, which is especially important when the lead interpreter has doubts about message equivalence in the TL. A key characteristic of TL feeds and confirmations is that they occur after at least part of the TL rendition has been conveyed, i.e., after the interpreter has completed the interpreting process -- concentrating (C), representing, (R), and planning (P) (Colonomos, 1996) -- and has produced the interpretation, as shown in Figure 6 (also see Cokely, 1992; Colonomos, 1992, for more complex models of the interpreting process).

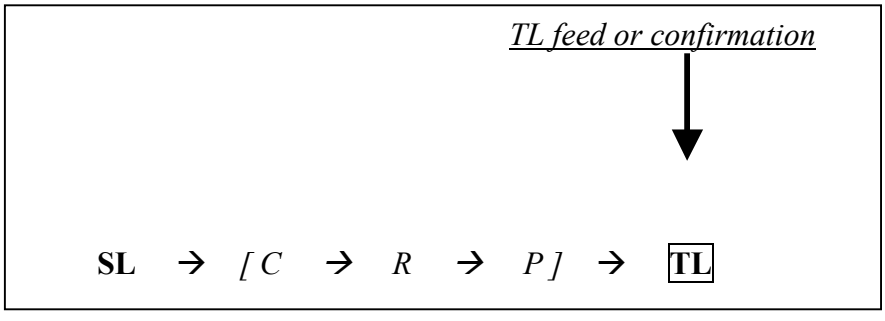

Figure 6. TL feeds and confirmations occur after TL has been produced

Process feeds are like TL feeds in that the goal is to supply the lead interpreter with needed information. However, unlike TL feeds and confirmations, a process feed occurs before the TL rendition has been conveyed, i.e., during the interpreting (concentrating - representing - planning) process, as shown in Figure 7. The monitor interpreter may feed information when the interpreter is taking in the SL and determining the meaning and intent of the SL during C, when the interpreter is striving to develop a mental representation during R (which is mostly devoid of form/language), or when trying to determine how to express the TL rendition during P.

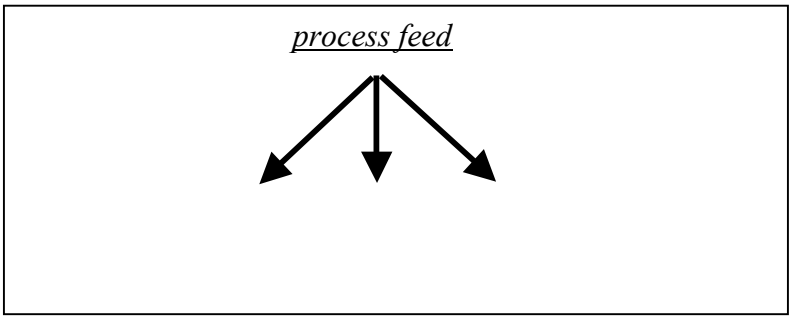

Figure 7. Process feeds occur during the interpreting/CRP process before the TL has been produced

The interpreting (CRP) process of the interpreter in the lead role and the interpreter in the monitor role differs, and this can be explored -- and applied -- by students as well. The lead interpreter completes the entire CRP process and produces the TL rendition, as illustrated in Figure 8.

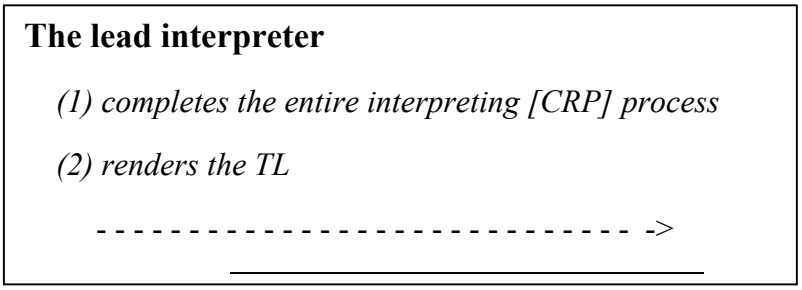

Figure 8. The lead interpreter's processing includes completing C, R, & P and producing the target language (TL)

The monitor interpreter does not complete the entire CRP process. Rather, this interpreter completes C and R, and uses his/her R (mental representation) to monitor the interpreting work of the lead interpreter. In this way, the monitor interpreter is not overloaded with trying to complete the whole interpreting (CRP) process and can provide information feeds and use other teaming strategies (which we discuss below), or make adjustments to the room or offer other kinds of support.

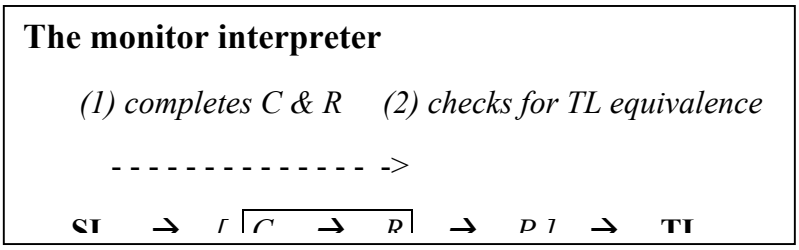

Figure 9. The monitor interpreter's processing involves (1) completing C and maintaining a mental representation of meaning (R), and (2) checking that the lead interpreter's TL rendition is dynamically equivalent to the SL (based on the monitor's R)

Being aware of these different ways in which the monitor interpreter and lead interpreter process information can help students learn to manage each role and to better coordinate their efforts as a team.

In addition to examining feed strategies by reviewing the kinds of information that tends to be fed, educators and students can explore when such information is fed and why. Also, they can explore with students how team interpreters know when to provide feeds, especially process feeds, in that these occur before the TL rendition has been conveyed. In addition, they can explore when a confirmation is to be used. Sometimes the lead interpreter requests a TL feed, a confirmation, or a process feed, but sometimes the lead interpreter does not make such a request and may not even be aware that there is a need for a feed. Students can discuss how the monitor interpreter decides when to provide such feeds and how this is accomplished.

Two other teaming strategies that do not involve feeding information were identified in the studies. First, teams sometimes switch roles, which involves the monitor interpreter taking on

the lead interpreter role for either a segment of discourse or for the remainder of the interpretation. This strategy is commonly referred to as "taking it," and it entails producing the interpretation rather than feeding any information. Second, teams sometimes collaborate by discussing their work while they are interpreting. Collaboration can relate to who is going to take the lead interpreting role at any given time, or can relate to negotiations about the logistics in the situation, as well as to other aspects of the team's work together. Switching roles and collaborating are important features of team interpreting as a collaborative and interdependent process, and these teaming strategies provide evidence that team interpreters do much more than provide information feeds to each other during the interpretation.

Practice with these strategies, and discussion of when and how they are used, can enhance students' ability to work in teams. As with any label, the first step is to define the labels for teaming strategies so that there is a consensus on what those labels mean (note Vygotsky's notion of *signs*). The second step is to be able to identify such strategies (signs) when they occur when observing models of the strategies at work or when using the strategies. The third step is to explore both the principles and practice of these strategies, i.e., how, when, and why each may be used (i.e., as *tools*). This third step is best accomplished by engaging in team interpreting work and processing (discussing) the strategies afterwards. In this way, the mediated activity can help students advance their cognitive processing and critical thinking skills in context, both of which are so important for interpreters working in teams. In addition to the types of areas mentioned above, students can also process how to determine how comfortable the team is about switching roles and how the decision to switch roles is made, and the types of topics and issues that can be handled by collaborating during the interpretation.

Determining modality and language usage

There are five senses that human beings can use to interact in the world: sight, hearing, touch, taste, and smell. The first three -- sight, hearing, and touch -- provide a possible means for teams to communicate with each other during team interpreting. In terms of language usage, ASL/English interpreters can make use of ASL as a visual language or the English language in

either its visual/written form or its spoken form to communicate with each other during the interpretation.

The question concerning what modality (sight, hearing, or touch) and language (ASL, spoken [whispered] English, or written English) to use is a complex one, and one that can greatly affect the team's ability to work together, as well as its relationship with participants. The results of the survey indicate that interpreters vary greatly in their responses when asked about their preferred modality and language usage when collaborating with a team interpreter during the interpretation (Hoza, 2010 [Chapter 7]). About one-third of the survey respondents state that they prefer to use ASL, which is about the same number that report that it "depends on the situation." Additionally, about the same number (a bit less than one-third) report a preference for using English (and about half of these prefer the spoken form and about half prefer the written form). The findings in the book indicate that the decision regarding modality and language usage needs to be further explored in the field, and this means that students need to explore it more as well.

A few different mediated activities can be used to facilitate students' exploration of this topic. First, students can try different approaches in their teaming practice, e.g., they can try to stick to one primary approach: written English, spoken English, ASL, or nonverbal communication/signals. However, it is unlikely that they will actually stay with one modality and language, but having this experience can enrich their discussion of what seems to be most efficient and why. Second, the Open Process Model of team interpreting proposed by Molly Wilson has received a lot of attention and has been favored by many Deaf people and interpreters (Richards, 2008; M. Wilson, personal communication, January 14, 2008). In this approach, all communication between the interpreters occurs in ASL, so that it is accessible to Deaf participants rather than being closed off to them, which is the case with written or spoken/whispered English. The Open Process Model represents a more collectivistic approach to teaming, which is more in line with Deaf culture (compare Figure 10 and Figure 11). Students can discuss the Open Process Model with interpreters and with members of the Deaf community to determine when and why this may be used. They should also practice using the Open Process model to explore how it works.

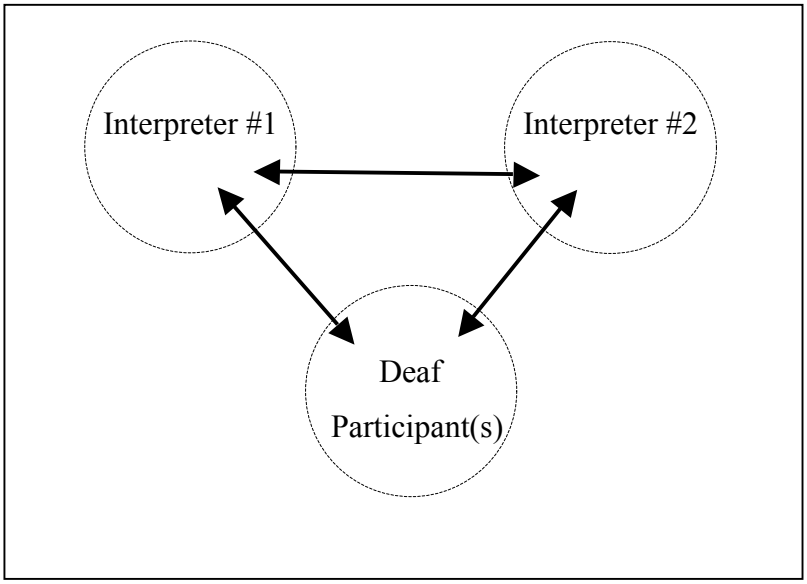

Figure 10. Using ASL as the language of support and collaboration includes the Deaf participant(s)

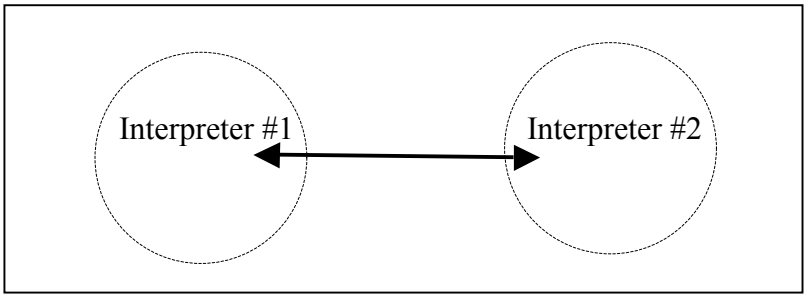

Figure 11. Using written or verbal communication (English) as the language of support and collaboration excludes the Deaf participant(s)

Based on the survey, there appears to be a great difference of opinion in the field regarding which modality and language teams should use when communicating with each other during the interpretation, and many respondents expressed the view that these choices are dependent on the situation. Some respondents stated that some of these communication options could be considered obtrusive or rude in certain contexts, although there is not a consensus on which modality/language usage is the rudest. For example, many interpreters stated in the survey that it

is rude to use whispered English in front of ASL signers (Deaf people), but some interpreters also state that it is rude to sign in front of English speakers (hearing people). Students could discuss the pros and cons, the inclusiveness or exclusiveness, and the relative "rudeness" of whispered English, written English, ASL, and nonverbal communication. Students could also interview Deaf and hearing people about these issues to gain greater insight into their perceptions. The primary goal of this exploration of modality and language usage is to determine what may be most effective in most settings, and what may be most effective in particular settings. This analysis can help teams communicate more efficiently and it is also important to consider the impact of their mode of communication on participants in the interpreted event.

Achieving and maintaining collaboration and interdependence

One of the theoretical constructs in the *Team Interpreting* book explores three levels of the team's relationship and teaming work that are important for the team to explore in order to achieve and maintain collaboration and interdependence (see Chapter 9). These three components -- which are like links to a chain -- are the personal level, the discussion level, and the abstract/framing level. The personal level has to do with each individual interpreter's beliefs, emotions, perceptions, and experiences; the discussion level involves the assumptions and understanding the team has about its work, and how the team talks about the work; and the abstract/framing level has to do with the theoretical constructs that the team uses to process and better understand its work. This third level includes theoretical constructs/models, metaphors, terminology, and the like.

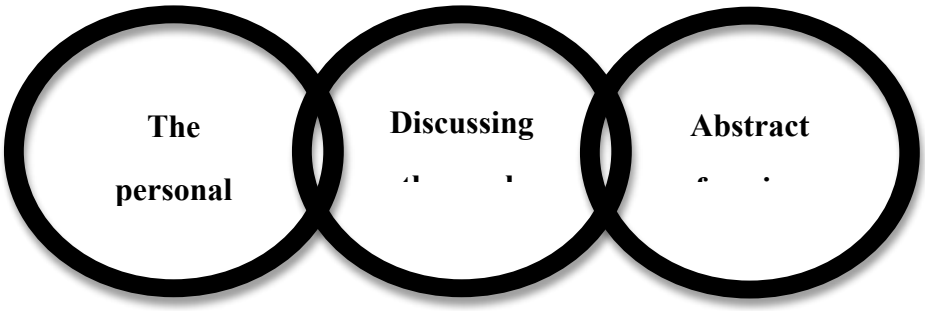

Figure 12. Three links of the chain: Achieving and maintaining collaboration and interdependence

This construct is useful for teachers or mentors in several ways. It is important that teachers are aware of, and concentrate on, these three levels when working with students and protégés. The theoretical constructs presented in the book and in this paper concentrate on the abstract level of the teaming process (the third link of the chain); however, all three levels -- personal, discussion, and abstract -- need to be processed with students and protégés. Dialoguing about these three levels model to students and protégés how they can think about the work, and can help them internalize processes for managing the team interpreting process.

There are many topics related to these three levels that can be discussed with students. At the personal level, students may be struggling with their own emotions, insecurities, or frustrations relative to the challenge of teaming (perhaps for the first time), or they may have notions of teaming or interpreting that are interfering with their advancement, and these need to be explored with students. At the discussion level, the teacher can model by example how issues of teaming, conflict resolution, and interpretation are managed. The use of active listening, mediated activities, scaffolding, and these theoretical constructs are especially important at the discussion level. At the abstract/framing level, not only can teachers use these constructs to frame discussions with students, they can discuss with students how interpreters may have different conceptualizations of various aspects of the teaming process, and these conceptualizations can be explored further. Primarily, however, the teacher is working with students to draw connections between these constructs and their thought processes during teaming, so that they can better understand these higher functions (managing the teaming process, making decisions, etc.). When these three levels are explored openly, they can facilitate the achievement and maintenance of collaboration and interdependence as teams.

Conclusion

The dialogues that occur between the teacher and the student can be powerful experiences, and can greatly enhance student learning. Students benefit from being able to process the personal level, the discussion level, and the abstract/faming level of interpreting and teaming. The constructs presented here can provide teachers and mentors frameworks for exploring team interpreting in one-on-one and small group discussions. In contrast to the "banking" approach to

teaching, on-going dialogue grounded in mediated activities is key to enhancing the ability of students to develop higher functions. These interpersonal processes transform into intrapersonal processes, and help students develop ways of thinking about and talking about the teaming work.

These constructs provide ways of talking about team interpreting, and they should not be considered entities to themselves. Through active listening and scaffolding, these constructs can provide teachers and mentors ways of helping students and protégés frame and discuss team interpreting. They can be used to help students move out of their comfort zone when they are processed in the students' zone of proximal development. Students can greatly benefit from these dialogues when the students are doing much of the talking and thinking, and the teacher is listening, identifying signs of struggle or uncertainty (which are indications of students' ZPD), and scaffolding the students' learning. The students' perceptions and thinking processes (definition of the situation) are the focus during these sessions, and the teacher needs to take the students' lead for these sessions to be successful. This approach promotes the teaching of team interpreting as collaboration and interdependence. In essence, the teacher is working collaboratively and interdependently with students as they strive toward greater mastery in their team interpreting work.

About the Author

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