

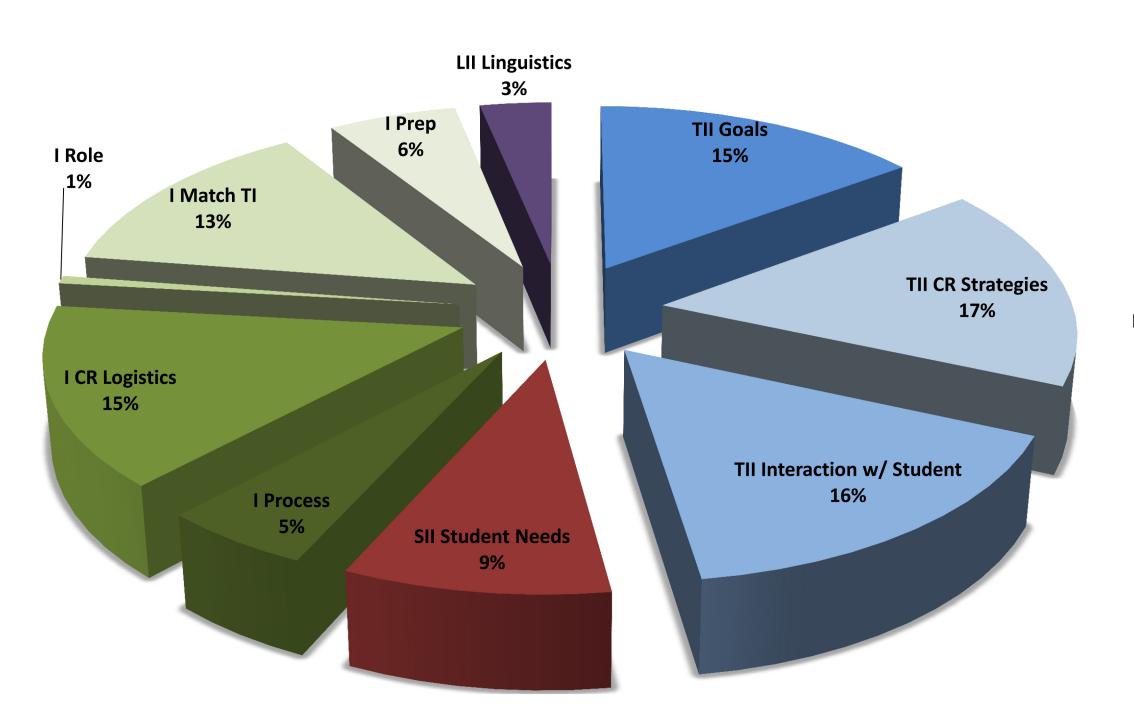
TAPing into the Interpreting Process: Using Participant Reports to Inform the Interpreting Process

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TAPs: Comparison of Effectiveness of Interpretation and Levels of Analyis During Preparation

Processes that Influence *Effective* Interpretations



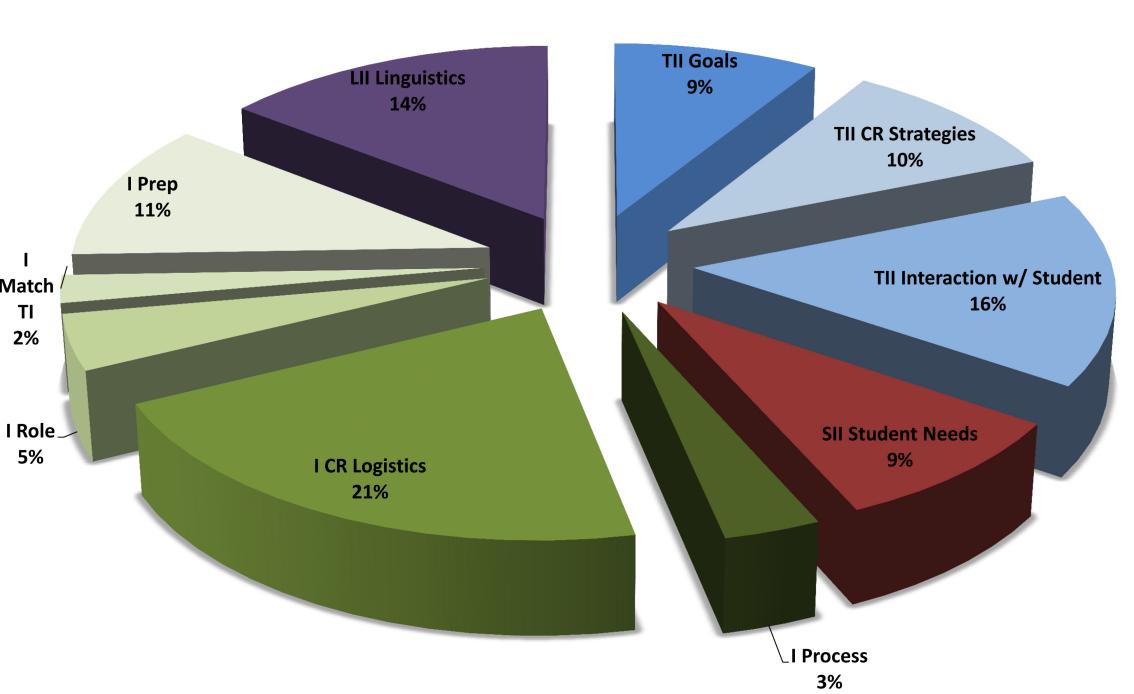
TII Teacher Intent Informs Interpreting: 48%

I Interpreting Process Informs Interpreting: 40%

LII Linguistic Issues Inform Interpreting: 3%

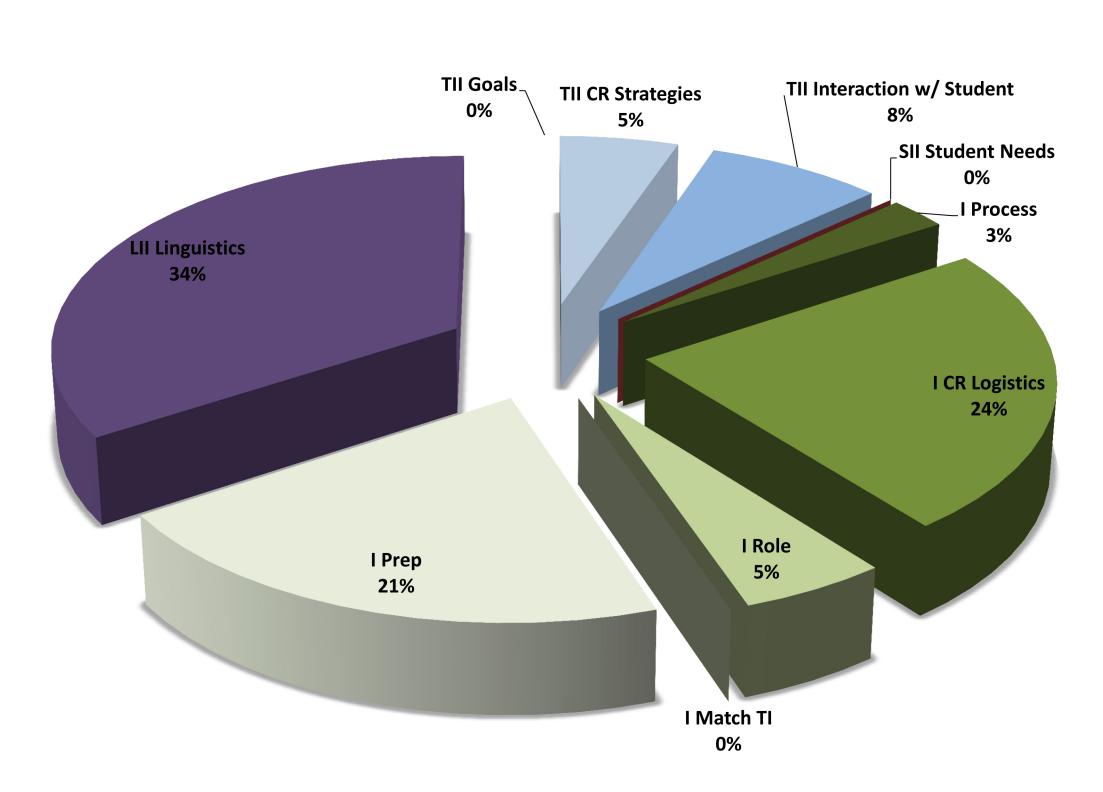
SII Student Needs Preferences Inform Interpreting: 9%

Processes that Influence Mostly Effective Interpretations



TII Teacher Intent Informs Interpreting: 34% **SII Student Needs Preferences Inform Interpreting: 9%** I Interpreting Process Informs Interpreting: 42% LII Linguistic Issues Inform Interpreting: 15%

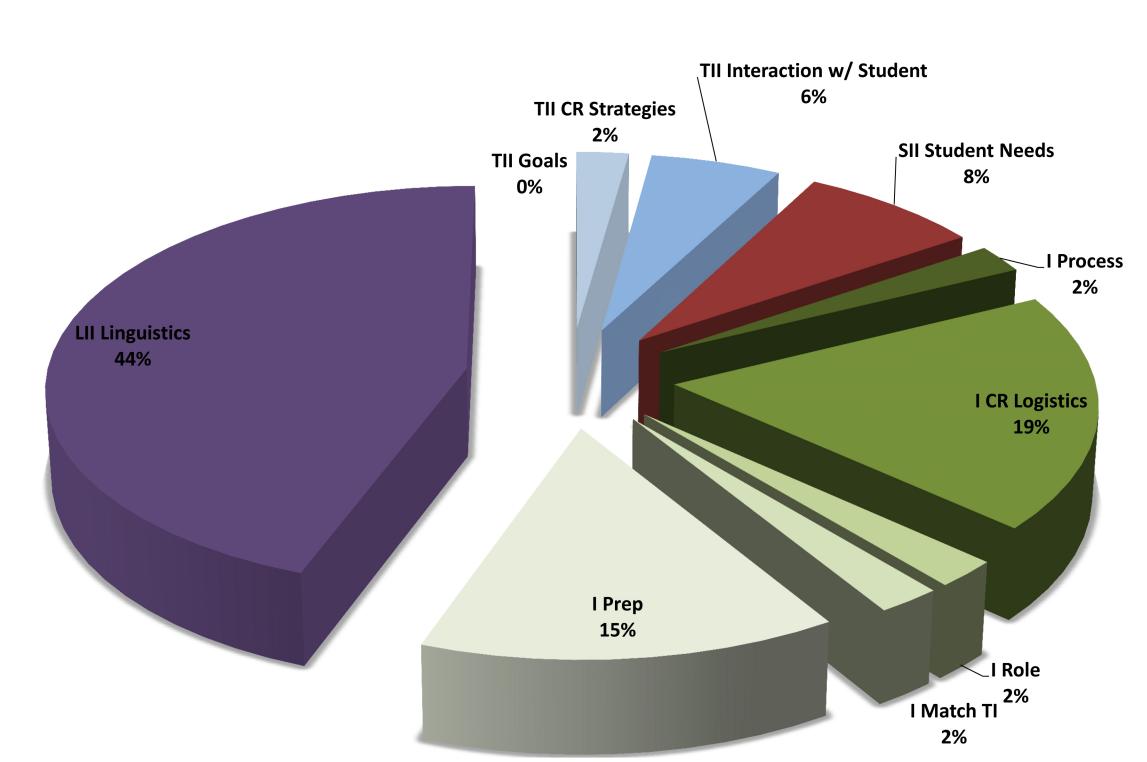
Processes that Influence Mostly Ineffective Interpretations



TII Teacher Intent Informs Interpreting: 13% SII Student Needs Preferences Inform Interpreting: 0% I Interpreting Process Informs Interpreting: 53%

LII Linguistic Issues Inform Interpreting: 34%

Processes that Influence *Ineffective* Interpretations



TII Teacher Intent Informs Interpreting: 8% SII Student Needs Preferences Inform Interpreting: 8% I Interpreting Process Informs Interpreting: 40% LII Linguistic Issues Inform Interpreting: 44%

Definitions and Coding

Higher Order Thinking

Linguistic Issues Inform Interpreting

Interpreter's TAP looks at specific linguistic issues in working between English and ASL (e.g., sign choices for new vocab, use of name signs, use of signing vs. fingerspelling,

Interpreting Process

Interpreter's TAP looks at how various interpreting aspects interpreter's role, classroom logistics, preparation, and interpreting performance.

Needs/Preferences Inform Interpreting

Interpreter's TAP shows awareness of how student needs and preferences will influence the interpretation. For instance, does the interpreter recognize the need for consulting with Deaf student(s) on certain issues (preferred sign choices, etc.)?

Teacher Intent Informs Interpreting Interpreter's TAP understanding/aware ness of teacher's intent/goals, instructional style/approach, and relationship with

students.

Less effective interpretations show fewer instances of higher level analysis (TII) and more instances of lower level analysis (LII)

In TAPs: More effective interpretations show more instances of higher level analysis (TII) and fewer instances of lower level analysis (LII)

Preliminary Findings

Implications for Educators

- When we offer feedback or assessment, does it speak to the higher order cognitive issues of identifying teacher intent/goals/classroom processes or does our feedback focus on individual sign/lexicon type of comments?
- How are we teaching interpreters to manage the cognitive demands of the educational discourse in order to produce effective interpretations?
- What are the models of interpretation that the teacher draws upon in their own interpreting work, and the model they use when teaching the task of interpreting?
- Would the labels we came up with be useful ways to help people explore and plan for interpreting in educational settings?
- Could interpreting students learn to self-assess using these same approaches?

Interpretation (I)

(interpreting process, matching of teacher's intent) will impact the

Lower Order Thinking