

DEAF INTERPRETER-HEARING INTERPRETER TEAMS

Instructor Guide Unit 4: The DI-HI Team at work - Assessment

1. Before a DI-HI team begins their work together, they must discuss the target language of the feed interpretation produced by the HI. Give an example of what they might discuss about the HI feed.

Possible Answers:

- a. How much the HI will process the source message before feeding it to the DI- either a conceptually accurate, processed transliteration feed or an ASL feed.
 - b. How the HI will pace the flow of the fed message either a continuous stream of source message output or breaking down the source into smaller conceptual units and to pause between each of the message units fed.
2. Explain one reason why it is necessary for DI-HI teams to discuss and agree on in-team cues that they will use before they work together

Possible Answers:

- a. There is little time for inner-team negotiations and communications to happen while actively interpreting.
 - b. So that inner-team communication can occur quickly and concisely.
 - c. To ensure that the integrity of the message is not sacrificed as a result of these necessary team negotiations.
3. Give three examples of the kinds of cues DI-HI teams may establish before their work.

Possible Answers:

- a. Cues to indicate a needed clarification of a pre-fed interpretation.
- b. Cues used by the team to indicate extralinguistic information: a visual aid that is a visual aid and not visible to both team members, a speaker's nonverbal, intended message, environmental information, etc.
- c. Cues that will be used to forewarn the target language producer that the source message about to be fed contains challenging or dense concepts: a poem, a joke, use of figurative language, etc.
- d. Cues used by the team to indicate some portion of the information fed was not understood or not clear and needs repetition.
- e. Cues to indicate readiness for the next feed.

4. When preparing with the materials and consumers before an assignment, what are 3 examples of the kinds of things DI-HI teams might discuss?

Possible Answers:

- a. Source message concepts that may be challenging to feed or to restructure into a target message interpretation.
 - b. Source materials and/or concepts that may be particularly dense or highly visual or have more sound-based meanings
 - c. Technical information, jargon and/or proper nouns in the source that may involve fingerspelling.
 - d. How communication and preparation with the consumers will be handled and explained.
5. When feeding a DI, the HI has been found to spend more time pausing than they would if they were interpreting without a DI. Give one example of how these extended pause times were used by the DI-HI team.

Possible Answers:

- a. It created more time for the HI to pace how much information was fed to DI
- b. It allowed more time for the HI to be able to monitor the DI
- c. It created more opportunities for in team communications to occur.

6. Describe the differences in eye gaze that were observed when a HI was working with a DI as compared to when the HI was working alone.

Possible Answers:

- a. When working independently, the HI's eye gaze was normally focused downward while pausing. However when feeding a DI, the HI's eye gaze when pausing was focused directly on the DI.
- b. The HI continually watches the DI to monitor and check for feed and communication clarification.

7. Explain why a HI working with a DI may fingerspell more often than he or she would if working alone.

Possible Answer:

- a. The HI may often fingerspell a concept to the DI creating an opportunity for the DI to produce the target language equivalent meaning by using a conceptually equivalent cluster of ASL signs.

8. Provide 3 examples of the kinds of topics a DI-HI team might cover after their work together in their debriefing session.

Possible Answer:

- a. Which pre-established cues were effective and which were not? And, what situational factors lead them to being effective or not?
- b. What alternative strategies could have been used to resolve problems that occurred?
- c. What alternative strategies might have been used to enhance team dynamics?
- d. How effective were the strategies the HI used to feed?
- e. What corrections/clarifications to the interpretations occurred and were they effective?
- f. What went differently than expected?
- g. What were the content and/or team challenges that were faced?
- h. Was the process collaborative? Why or why not?
- i. Was mutual respect of each other's work achieved?
- j. Were power dynamics identified and did they impede or enhance respect of each other's work?
- k. What have both interpreters learned from one another?