RESEARCH STUDIES IN INTERPRETING STUDIES AND COMMUNICATION EQUITY FROM MAISCE GRADUATES

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Nancy Sullivan, Amanda David
St. Catherine University
MAISCE Research Course Structure

Research Methods
- Topic
- Method
- E-Portfolio

Critical Inquiry
- IRB
- Annotated Bib
- Outline
- Lit Review

Seminar
- Data Collection
- Analysis
- Defense
- Report
- Presentation
- Publication
Resources to Support Research

- Research Methods Videos
- Research Advisors
- Technology How-To Videos
- Defense
EXPLORING THE RACIAL MICROAGGRESSIONS
ASL–ENGLISH INTERPRETERS COMMIT

Cheryl Gallon CI, CT, NAD V
“If you have come to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together”

Lilla Watson – Gangalu elder & Aboriginal activist
Action Research

- Exploratory case study
  - Two one-on-one interviews

- Initiate dialogue
  - Within practitioner & consumer groups

- Encourage others
  - Seek understanding from multitude of perspectives
Past to the Present

- Formative training in Deaf culture and interpreter education
  - White experiences centered
  - People of Color’s experiences marginalized
  - Social justice as Deaf–hearing binary

- RID 2016 data shows 88% White interpreters
Racial Microaggressions

- Often unintentional
  - Brief, casual comments or actions
  - Communicate derogatory or negative racial slights

- Powerful because they are not overt
  - Can be explained by seemingly unbiased reasons

(Sue et al., 2007)
## Taxonomy of Microaggressions

### 01 Microassault
- Purposeful and deliberate; intended to harm

### 02 Microinsult
- Express rudeness or subtle snub

### 03 Microinvalidation
- Exclude or negate a persons thoughts, feelings or experiential reality

(Sue et al., 2007)
Racial microaggressions identified in research

**Microinsults**
- Ascription of Intelligence (4)
- Second Class Citizen (1)
- Pathologize Cultural Values (1)

**Micro-invalidations**
- Alien in Own Land (2)
- Color Blind (3)

**Unique Categories**
- Infantilizing (1)
- Assumed Authority (3)
- Taking Credit (2)
Impact on Participants

- Shock and confusion
- Insult
- Anger
- Frustration
- Internalized the distorted beliefs
  - Model Minority Myth
  - Added pressure
  - Lack of agency
- Isolation
<table>
<thead>
<tr>
<th>Desired Interpreter Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
</tr>
<tr>
<td>Humble</td>
</tr>
<tr>
<td>Vulnerable</td>
</tr>
<tr>
<td>Authentic awareness</td>
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</tbody>
</table>
Where do we go from here?

Accept
Accept that racism infiltrates most every institution

Acknowledge
Acknowledge privilege

Commit
Commit to being an agent of social justice

Action
Take action to interrupt racism
DEAF IMMIGRANT AND REFUGEE STUDENTS AND EDUCATIONAL TEAMS: INTERPRETERS AS MEMBERS

CARLY FISCHBECK, M.A., NIC
Literature Review

- Interpreters do more than interpret messages
- Interpreters in K–12 educational settings take on additional responsibilities
- Deaf students who are refugees and immigrants have unique linguistic and cultural experiences (Akamatsu & Cole, 2000)
Methodology

Participants:
- Full-time in K–12 educational setting
- Work with deaf refugee or immigrant student(s)

Interviews:
- What do interpreters do when working with deaf refugee and immigrant students?
Table 1: Goals of Interpreters When Communicating with the Educational Team

<table>
<thead>
<tr>
<th>Goal</th>
<th>Participants (n = 4)</th>
<th>Number of Instances Mentioned</th>
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<tbody>
<tr>
<td>Problem-Solving and Collaborating</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>Discussing IEP</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Fostering Student-Teacher Relationships</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Conclusion

- Interpreters see educational team members as resources
- Knowledge of current practices leads interpreting students to informed decisions
Collaboration between Interpreters & Other Educational Professionals in K–12 Education

Karen E. Brimm, M.A., RID Ed:K–12
The Problem

Interpreters struggle to successfully navigate the educational setting partially due to the fact that although best practices encourage interpreters to collaborate, strategies for collaboration are not outlined in the literature.

Many ITP graduates begin their careers as educational interpreters…

How can we better prepare them to collaborate?
Framework for collaboration

A working definition of collaboration in K–12 interpreting aligned with Elliott (2001), Hoza (2010), and Monteil–Overall (2005a) as a process where willing professionals work together through cooperation and the combining of expertise to provide educational and social access to the student(s) with whom they work.
Design of Study

Distributed national online survey:

Who answered?

80 educational interpreters from 28 states
&
41 Other Educational Professionals (OEPs)
from 15 states
Design of Study

Survey participants who officially submitted their survey were provided an opportunity to volunteer to be interviewed (31 people volunteered).

One person from each job category was randomly chosen using a random number generator = 5 interviews

Each interview (1 hour minimum) was recorded, transcribed, and analyzed
Findings and Recommendations

- Establishing rapport
- Engaging in intentional introductions
- Developing a 30-second “elevator speech”
- Demonstrating professionalism
- Aligning with industry norms
- Mitigating the silo effect (Linton, 2009)
A Discourse Analysis of an ASL Homily: Pausing, Listing, and English Mouthing

Nancy D. Sullivan
CIT Panel
Nov 2, 2018
What is a Homily? –

Foley (2016):
[A] ritual conversation between God and the liturgical assembly....in the context of a particular community as a prescribed moment of their shared life (p. 161).

United States Conference of Catholic Bishops (USCCB) (2013):
An increasingly important objective of the Sunday homily...is to stir the hearts of our people, to deepen their knowledge of the faith, and to renew their living the faith in the world and participation in the Church (p. 4).
What is Discourse Analysis?

- The description and analysis of language as it is “actually expressed and understood by people engaged in a social action to accomplish a goal” (Roy, 2011, p. xvi).

- Discourse features: The parts of a language that create coherence and involvement (Winston, 1991).
Data Collection

- Selected a priest – Fr. M, native signer, experienced
- Recorded one homily (8.5 minutes) – 12/10/17, ASL mass
- Uploaded to ELAN for transcription
What I found

- Structure – Consistent with homiletic structure (Foley, 2016)

- Body shifts and leans
- Eye gaze and blinks
- Head nods
- Spatial mapping
- Increase in pace, size of signing and body leans as the homily progressed
- Sparse fingerspelling
- Pausing
- Listing without passive hand
- Mouthing of English words
Pausing: Open Hands – 34 times
Pausing: Hands clasped on mid-torso – 34 times
Pausing: Final hold – 49 times
Listing: Does NOT use passive hand

- 10 lists identified
  - Brief open hand
  - Rhythm of signs and body
  - Horizontal plane + space
  - Bound by pause
Mouthing of English words:

- Unexpected finding – Native Signer

- What to call it?
  - Code-switching (Davis, 1989)
  - Contact Sign (Lucas & Valli, 1990)
  - Interlingual transference (Davis, 1990)
  - Translanguaging (Kusters, et al. 2017)
  - Variant of academic ASL (Harris, 2018)
ASL Mouthing – Marked

- “cs” – GOOD–FRIEND
- “mm” – SURFACE
- “neutral” -- QUIET
- “thup” – FAST–HIGHWAY

Seems to mark emphasis
SURFACE with ASL mouthing – “pursed lips”
Summary:

- Homily –
  - Structure follows typical homily
  - Formal register: pauses, lists, English mouthing

- Found what was expected from the literature on ASL
  - Winston (2000) – features and prosody
  - Rayman (2007) – space
  - Wilbur & Patsche (1998) – body leans
TRAINING FOR SIGN LANGUAGE INTERPRETERS IN CONFERENCE SETTINGS

Amanda M. David
Conference of Interpreter Trainers Panel
Presentation – October 2018
Background

Training - Spoken Language Interpreting

• Prolific research on training
  - First training programs (Baigorri-Jalón, 2014)
  - Content and process (Gile, 2005)
  - Curriculum (Setton and Dawrant, 2016)


Background (cont.)

Training - Sign Language Interpreting

• Brief mentions in other contexts
  - Platform interpreting as a discrete setting (Neumann-Solow, 1981; Nelson, 2015)
  - Not mentioned as a discrete setting (Walker & Shaw, 2011)


Mixed Methods Approach (Creswell, 2009)

**Quantitative**
- Survey
- Network Sample (Hale & Napier, 2013)
- 275 Participants
  - Definition of Conference interpreting
  - Experiences with Conference interpreting
  - Model Conference interpreter

**Qualitative**
- Interviews
- Identified by Survey
- 5 Participants
  - Semi-Structured
  - Interview Guide
  - Follow up questions

Findings – Formal Training Programs

Training Program Included Conference Interpreting

- Yes (30.39%) - 62
- No (36.76%) - 75
- I did not attend an ITP (32.84%) - 67
Findings – Formal Training Programs

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<th>Format</th>
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<tr>
<td>Single lecture in a course</td>
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<tr>
<td>Module in a course</td>
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<tr>
<td>Non-course based workshop or lecture</td>
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<tr>
<td>Full Course on conference interpreting</td>
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<tr>
<td>None of these are applicable</td>
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</table>
Findings – Formal Training Programs

Conference Mentoring in Training Program

Yes: 34
No: 29
Recommendations and Future Research

Recommendations

• Standardization
• Identifying core competencies
• Identifying points of entry

# Master of Arts in Interpreting Studies and Communication Equity Thesis or Action Research Project

## Theses/Dissertations from 2018

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<td>PDF</td>
<td>Exploring Deaf Physicians’ and Physician Trainees’ Experiences with Designated Interpreters, Todd S.K. Agan</td>
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<tr>
<td>PDF</td>
<td>Collaboration with Interpreters in K-12 Education, Karen E. Brimm</td>
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<tr>
<td>PDF</td>
<td>The Evolution of Coda Interpreters, Athena Crosby-Martin</td>
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<td>PDF</td>
<td>Meeting the Interpreting Needs of Deaf and Hard of Hearing High School Students, Ursula P. Dierauer</td>
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<td>PDF</td>
<td>Working with Immigrant and Refugee Deaf Students: Strategies and Decision-Making Processes of Interpreters, Carly R. Fischbeck</td>
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<td>Exploring the Racial Microaggressions American Sign Language–English Interpreters Commit, Cheryl Gallon</td>
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<td>Language Preferences of Deaf Employees at the Department of Defense, Trisha H. Montgomery</td>
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<td>Exploring the Work of K-12 Interpreters at One School for the Deaf, Lena K. Stavely</td>
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