

## Best Practices

### Teaming Strategies

You have likely experienced a variety of teaming strategies for various situations while interpreting. The strategies provided here are not intended to limit interpreter's critical thinking about the specific needs to each interpreted situation, however they are provided as a basis to which start from.

#### Course Work & Labs

The interpreting team set up will differ depending on if the instruction is a lecture provided by Dr. Campbell, a guest lecturer, group work, or a hands-on interactive lab.

##### Dr. Campbell's Lecture

The interpreting team will set up at the back of the class, behind all the students, usually in bar height chairs. This allows the interpreting team to see over student's heads and allows the English interpretation to more easily carry around the room. If the lecture is 1.25 hours in length, it is advisable to avoid switching who is working from ASL to English more than once. This is to reduce any potential distraction and disruption to students. Typically the switch will occur approximately half way through the lecture when there is a topic change or other logical place. The team can work with Dr. Campbell on where best to switch. It is also important to inform Dr. Campbell during the interpretation that the switch of interpreters will happen – this can be done by the 'off' interpreter signing that they will soon be taking the interpretation. Make sure Dr. Campbell sees this indication.

Usually the interpreter who will have the second turn working from ASL to English will be ready to interpret the pre-class chatter from the students for Dr. Campbell to have access to the conversations. Conversely the interpreter who had the first turn of working from ASL to English will be available to interpret any after class discussions.

The interpreter who is not actively working from ASL to English will be ready to interpret into ASL when students have questions or comments, if there are any announcements over the PA system, any background noise, etc.

##### Guest Lecturer

When the guest lecturer is using spoken English the interpreting team will set up in a typical fashion with the interpreter working from English to ASL standing at the front of

the room and the 'off' interpreter seated where most appropriate given the room layout. With this set up it is usually most successful if the interpreter at the front also interpret any statements from ASL to English as the 'off' interpreter may not be well positioned to see Dr. Campbell. If however the room layout allows for the 'off' interpreter to work from ASL to English this can make for a more effective interpreted dialogue.

## Group Work

In some courses group work takes place during class time. The interpreting team will both be working at the same time and will divide the class into two sections of, hopefully, equal groups and interpret from A-E and E-A for their respective groups. There will be times when Dr. Campbell is not looking to the group you will be interpreting, but continue to interpret the main themes and discussion points. Dr. Campbell will scan the room and rotate joining group discussions. If you have more than one group in your section, try to stand where you can overhear both groups and rotate which group you are interpreting from E-A for.

## Labs

Similar to the group work strategies above, the interpreting team may divide the groups and interpret in the manner outlined above. However, depending on the room layout and amount of conversations happening the interpreting team may take turns interpreting for the whole class. One interpreter would interpret for both E-A and A-E for a length of time and then switch with the 'off' interpreter. Or, the interpreting team may split the interpreting with one interpreter working from English to ASL and the other working from ASL to English for a specific length of time and then switch. Which strategy is employed will depend on the lab work and room layout. Dr. Campbell can advise on what would work best for each specific situation.

## Meetings

Meetings is a catch all term used for a variety of situations such as:

- Academic meetings: Department meetings, Board or Senate meetings, committee meetings, etc.
- Research or lab group meetings: Meetings amongst Dr. Campbell's lab group, research meetings with external individuals or collaborators, etc.

Teaming strategies depends on the purpose of the meeting and room layout. Generally it is successful when the interpreting team splits the work with one interpreter working A-E and the second interpreter working E-A simultaneously, and switching every 20 minutes

or so. There may be occasions where the interpreters do not switch, such as when 'one' voice is more effective and less distracting, or the work load of both A-E and E-A interpreting is equal and consistency is effective.

Depending on the room layout the interpreter working from E-A may also interpret from A-E if the 'off' interpreter does not have adequate sight lines. It is preferable to split the work for conversation flow, however this is not always possible.

When it's a student's MSc or PhD committee meeting or defense be prepared for rounds of intense questioning from the committee members and external reviewers. In this situation it is helpful to determine which interpreter will interpret for which questioner, or that the team will switch when the questioner changes. If Dr. Campbell is a questioner the interpreting team should split the work with one working from A-E and the other from E-A.

## **Media Interactions**

When the interpreting team consists of two interpreters it is most successful for the team to split the work with one interpreter continuously interpreting from A-E and the second interpreter continuously interpreting from E-A. However, depending on the length of the interaction and density of information it might be necessary to switch interpreters every 20-30 minutes.

It is advisable to discuss with Dr. Campbell and the media team as to whether or not the interpreting team will be on camera or not. If the camera shot is on Dr. Campbell alone, as part of a one-on-one interview for example, the interpreter likely won't be on screen. However if the camera shot includes multiple people and / or the interviewer than the interpreting team may be better placed in shot for transparency sake.

If the interaction is on live radio or being recorded it is usually best to have one interpreter work between A-E for the ease of listeners.

## **Crowded Spaces**

Crowded spaces can refer to:

- Conference poster sessions
- After a presentation taking questions from within the crowd
- Networking times

If a team of interpreters are working it is best for one interpreter to be with Dr. Campbell during these situation due to space limitations. The interpreter not actively working should stand well away from the working interpreter and Dr. Campbell to avoid being asked to interpret the next conversation. Keep distance and also an eye on where the team is for

when it's time to switch. The interpreters will switch approximately every 20 minutes and will switch out in between conversations, unless the conversation is extended and the working interpreter needs a break. Avoid interrupting the speaker if it's hard to hear, alternatively team with Dr. Campbell and actively inform her something was missed due to the background noise. This is because interruptions can throw off the conversation and cause undue attention to the interpreters. Dr. Campbell will go in for clarification if wanted.

### **Important Note for FL Interpreters**

- Have list of questions or clarifications (ex. sign or word choice, concept discussion, room layout, etc.) ready to discuss during the pre-assignment meeting.
- Have two to three (2-3) aspects of your work noted that you would like the teamer to provide feedback on.
- Be prepared to stay after the assignment for a debriefing meeting with the interpreting team. In these discussions maintain confidentiality regarding assignment information while remaining open to discussing successful and unsuccessful situations related to the interpreting work.

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