



**SIGN LANGUAGE INTERPRETERS ASSOCIATION OF NEW ZEALAND INC**

## **THUMBS UP | Quarterly Newsletter**

**March 2013**

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Hi All,

I hope you all had an enjoyable and restful summer holiday break. The SLIANZ committee is back and we are looking forward to doing our bit to advance Sign Language Interpreting in NZ for 2013.

Upcoming events to put in your diaries include NZSL week and regional professional development opportunities, details will be coming to you soon.

Now is the time to think about presenting at the SLIANZ conference which will be held in Wellington this year. It's gonna be a good one so I hope to see many of you there!

This month's edition has a focus on professional development. This is a timely reminder that your PD submissions for the 2012/13 year are due, along with membership renewal registrations next month.

Have a wonderful Easter everyone, safe travels!

Take care,  
Kelly Hodgins

Newsletter Editor

## **CRITICAL DISCOURSE ANALYSIS: Why you should critically analyse your interpreting.**

*Jenn Gilbert*

Critical discourse (CDA) is a discourse model which examines the relationship between language, discourse and social reality. CDA can examine how discourse shapes behaviours and practices, and can allow us to see ideological and sociological aspects of language. CDA can be used by interpreters as a framework to analyse our work- not so much on a grammar or accuracy level, but more to scrutinise the power we have in an interpreted situation, and to help us be aware of institutional contexts that affect our work.

There is no set way to do a CDA, but I will take you briefly through a basic methodology I recently performed for one of my MA papers. I will use the example of a medical interpreted situation to help explain the process. You may want to do this individually, or as a group.

To begin you would want to think about the specific situation you are working in, and the discourse and institutional ideologies that frame that space. We know that medical professionals work within a larger medical establishment, based on thousands of years of practice. Medical institutions have their own “social structures, power allocations, hierarchies and access to positions and information” (Wodak, 2006, p. 681). The medical profession has its own set of discourse (and sub-discourses) which we may or may not have access to. In medical situations, doctors (or other professionals) hold the power over the patient, because they have medical knowledge, authority, and a system supporting their work. Patients are in a weakened position of power because they are ill, and they have a lesser grasp on knowledge and institutional discourse.

You might want to ask questions in your scenario such as:

- Who has the power?
- How asymmetrical are the power relationships between different participants (teacher/child, case worker/client etc)?
- Who are allowed in certain roles (teacher, Doctor, social worker etc), and who or what has given them authority to be in that role (a degree, certain skills etc)?
- What do these roles grant them access to (personal information, a institutional discourse, certain people)?
- What specific jargon and knowledge does this person have?
- What are the goals of the participants (are they the same/different?)

Once you have looked into your specific situation, you can broaden the analysis out to an interpreted situation. I did this by writing out the basic details of an interpreted situation right after it had happened.

I included

- A basic description of all participants and their role
- A basic transcript of the talking and interpretation
- Notes on para-linguistic aspects, such as who arrived first, such as where I sat/stood, how well the participants knew each other or the situation and so on.

Now that you have refreshed your memory, you might ask yourself:

- As an interpreter what power did I have?
  - How did my presence influence the discourse?
  - How did my actual interpreting influence the discourse?
  - How was the Deaf client/s situated in regards to power and access to information? (This will vary for every client and every context.)
  - What were each participants goals, and did I influence the outcome of these goals?
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- A basic analysis of these questions would show that upon arrival in a medical discourse context, I would move the chair to sit next to the doctor. This move immediately affects the discourse flow. A raised eyebrow to the Deaf client as the doctor s.l.o.w.l.y reads the notes builds solidarity with the client, but doesn't fit the old 'neutral' interpreter model (an out-dated model, but one we often use to frame our work). Suggesting the doctor write down a complex drug name (instead of fingerspelling) interrupts the discourse. Even though I am suggesting this to help smooth discourse out, I am deciding this on behalf of the others involved. Even getting the doctor to sign a job sheet influences the discourse. These actions aren't necessarily bad or wrong, but they do show that I have power over the discourse process.

The power that interpreters hold is a complex notion, but one we should be constantly aware of. You would probably want to do a more detailed analysis than this, but I will leave mine there for brevity.

I don't think we should ask these questions to beat ourselves up over our ethics or accuracy, but to really examine and acknowledge how we influence a situation. Melanie Metzger (1999) says that interpreters face a situation similar to the researchers 'observers paradox,' and thus, like observers, we must be aware of the influence our position holds. Performing a CDA helps us be aware of the para-linguistic aspects of our interpreting and decide if our influence is at an appropriate level. Being aware of institutional knowledge and power can help us interpret with greater social awareness. Being aware of certain jargon of discourses can help us interpret with greater accuracy.

Metzger, Melanie 1999. *Sign Language Interpreting: Deconstructing the Myth of Neutrality*. Washington: Gallaudet University Press.

Wodak, R 2006. Medical Discourse: Doctor–Patient Communication. In: Keith Brown, (Ed) *Encyclopaedia of Language & Linguistics*. Second Edition, Vol 7: 681-687. Oxford: Elsevier.

If you would like to talk to the committee about this article, or any other interpreter related issues, feel free to contact us on [secretary@sliaz.org.nz](mailto:secretary@sliaz.org.nz)

## ***DipSLI to BA NZSL- English Interpreting in 8 papers***

*Delys Magill*

I've had a lot of inquiries over the last 3 or 4 months about how interpreters with the Diploma in Sign Language Interpreting (DipSLI) go about completing the BA. It has taken me a wee while to get my head around the process, and I wanted to make sure the information I shared with you was correct.

The BA NZSL – English Interpreting is a 360 point qualification.

You are able to cross-credit the full 240 points from the DipSLI.

The remaining 120 points required are attained through successful completion of the following papers:

3 BA core papers level 6/7: These are papers which all BA students within the Faculty of Culture and Society must complete. There are 4 different categories and you must choose only one paper per category. For those up skilling from the DipSLI you only need to complete 3 papers. They are worth 15 points each - 45 points.

167907	NZSL Interpreting 3 – Advanced Interpreting Techniques	15 points
167901	NZSL 4	15 points
167909	NZSL Interpreting Practicum Experience 2 – Professional Practice	<u>15 points</u>
		90 points

The final 30 points come from:

167770	Advanced Interpretation Legal Studies AND	15 points
167771	Advanced Interpretation Legal Interpreting	15 points
<b>OR</b>		
167780	Advanced Interpretation Health Studies AND	15 points
167781	Advanced Interpretation Health Interpreting	<u>15 points</u>
		120 points

Unfortunately not many of these papers are available via distance, but if you would like more information about possible options please contact me via email [delys.magill@aut.ac.nz](mailto:delys.magill@aut.ac.nz) and we can discuss them.

It should also be noted that the process of using your DipSLI to complete the BA NZSL and Deaf Studies is a little more complex and the cross-crediting options different, but it is still possible. Again if you have any questions just email me.

## **INTERPRETING BLOGS**

### **SIGN LANGUAGE INTERPRETING**

[www.terpthoughts.com](http://www.terpthoughts.com)

<http://www.signlanguagenyc.com/>

<http://theinterpretersfriend.org/>

<http://terpethics.blogspot.co.nz>

<http://terpethics.wordpress.com/>

<http://terptopics.com/Blog/>

<http://signing-on.blogspot.co.nz/>

<http://aiic.net/page/6448/sign-of-the-times-aiic-and-sign-language-interpreters/lang/1>

### **SPOKEN LANGUAGE INTERPRETING**

<http://rpstranslations.wordpress.com/>

<http://2interpreters.tumblr.com/>

<http://theinterpreterdiaries.com/>

<http://thoughtsontranslation.com/>

<http://thejudiciaryinterpreter.com/interpreter/>

<http://patenttranslator.wordpress.com/2012/11/04/why-are-all-sign-language->

Above is a list of interpreting blogs that might be of interest. We have included this to demonstrate the possible points you can acquire for PD. The committee realizes at times it can be hard finding that last extra point to ensure you have reached the required point total.

One of the ways you could do this is by interacting on a blog. More details on how to do this are included in the PD point submission information on the website.



## SEEKING CHAMPIONS OF NEW ZEALAND SIGN LANGUAGE

Deaf Aotearoa is looking for this year's New Zealand Sign Language (NZSL) in Action Award winners.

The awards acknowledge the significant contribution made by businesses, organisations, schools and individuals throughout the country in supporting both NZSL and the New Zealand Deaf Community.

Entries close on 31 March, with the winners announced at a Gala Dinner at the Intercontinental Hotel in Wellington on Saturday, 18 May - celebrating the end of New Zealand Sign Language Week (13 - 19 May).

Deaf Aotearoa Marketing and Communications Manager Kathryn Heard says that through the NZSL in Action Awards, Deaf Aotearoa is able to thank a wide range of people and organisations that have embraced NZSL and ensured Deaf people are an active part of New Zealand society.

For further information or to complete a nomination form please visit [www.deaf.org.nz](http://www.deaf.org.nz) or contact [nzslawards@deaf.org.nz](mailto:nzslawards@deaf.org.nz) for an entry form.

Categories are:

**Magnet Youth Award** - Recognises a young (14-24 years) Deaf or hearing impaired leader who motivates others, has overcome significant challenges and is a strong advocate for NZSL.

**NZSL in Schools Award** - Recognises a pre-school/school that has shown commitment to NZSL by promoting NZSL within their curriculum.

**NZSL Teaching Award** - Recognises the efforts of an educator/teacher who, through commitment and devotion, has made an outstanding contribution to teaching NZSL to their Deaf and/or hearing students.

**Interpreter of the Year Award** - Recognises the outstanding efforts of a registered NZSL Interpreter who has gone the extra mile to show leadership, passion and professionalism.

**NZSL Champion Award** - Recognises the hard work of a person who has been committed and passionate about protecting, promoting and preserving NZSL successfully.

**NZSL Employer Award** - Recognises an NZ business or organisation that has proven success through commitment to NZSL and in working with Deaf workers or individuals

**NZSL Accessible Service Award** - Recognises a service provider that has provided exceptional service to NZSL users and shown an outstanding commitment to the Deaf community (formerly the NZSL Public Service Award).

**NZSL in the Media Award** - Recognises an individual or media organisation that has demonstrated a commitment to promoting awareness of NZSL and Deaf Awareness.

## Call for Papers

We are now seeking presenters for our annual conference which will be held July 5-7 in Wellington. This year's theme is "Staying Alive". Please see attached PDF for details.

### For your diary

#### *Upcoming important dates*

#### **April 2013**

19 April (tbc) – Mentoring workshop with Megan Mansfield

26 April - Membership forms and fees due, and Professional Development forms due

#### **May 2013**

(tbc) SLIANZ Regional meetings: Wellington, Christchurch, Outerpreters

9 May – SLIANZ Regional Meeting: Auckland

13- 19 May – NZSL Week

24 May – AGM information sent out

25 May – Cut- off date for articles for June newsletter

31 May – Committee Nominations due

#### **June 2013**

21 June – Deadline for business for AGM to be submitted to SLIANZ Secretary

#### **July 2013**

5- 7 July- SLIANZ Conference "Staying Alive", Wellington

#### **August 2013**

22 August – Cut-off date for articles for September newsletter

#### **October 2013**

16-18 Oct – 2<sup>nd</sup> WFD International Conference, Sydney

19 Oct – ASLIA ANC conference (1 day), Sydney



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