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 Analysis During Preparation

Processes that Influence Effective Interpretations

- TI Teacher Intent Informs Interpreting: 48%
- SII Student Needs Preferences Inform Interpreting: 9%
- LI Interpreting Process Informs Interpreting: 40%
- LLI Linguistic Issues Inform Interpreting: 3%

Processes that Influence Mostly Effective Interpretations

- TI Teacher Intent Informs Interpreting: 34%
- SII Student Needs Preferences Inform Interpreting: 9%
- LI Interpreting Process Informs Interpreting: 42%
- LLI Linguistic Issues Inform Interpreting: 15%

Processes that Influence Mostly Ineffective Interpretations

- TI Teacher Intent Informs Interpreting: 13%
- SII Student Needs Preferences Inform Interpreting: 0%
- LI Interpreting Process Informs Interpreting: 53%
- LLI Linguistic Issues Inform Interpreting: 34%

Processes that Influence Ineffective Interpretations

- TI Teacher Intent Informs Interpreting: 8%
- SII Student Needs Preferences Inform Interpreting: 8%
- LI Interpreting Process Informs Interpreting: 40%
- LLI Linguistic Issues Inform Interpreting: 44%

Definitions and Coding

Higher Order Thinking

Lower Order Thinking

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?