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Maintaining Our Resilience as Interpreters

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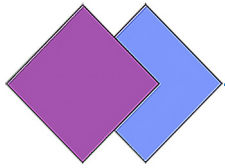
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Maintaining Our Resilience as Interpreters

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Welcome to what will be our final editorial as co-editors of the *International Journal of Interpreter Education (IJIE)*. The title of this editorial focuses on resilience, which can be defined as “a universal capacity which allows a person, group or community to prevent, minimize or overcome the damaging effects of adversity” (Grotberg, 1995, p.7).

As we wrote in our 2020 editorial (Crezee & Major, 2020, p.1), the COVID-19 pandemic “has impacted interpreting in numerous ways,” and it has affected many of us hugely. The immediate effects of the pandemic were reflected in the need to teach remotely, involving the stresses of having to suddenly redesign course delivery and student assessment. The need to work remotely has resulted in other types of stress, such as the need to work from home while also looking after young children or sick family members or having to deal with background noise and possible technological issues. On April 29, 2021, *The New Yorker* carried a piece written by emergency room resident Clifford Marks that focused on what he referred to as the “Lonely, Vital Work of Medical Interpretation.” In it, the author reported on a conversation that he had with Lourdes Cerna, a medical interpreter, in November 2020. Cerna said she had interpreted many end-of-life discussions with patients whose lungs were failing or interpreted bad news for patients’ relatives in faraway countries. Working in isolation, and with her own neighbors and relatives affected by the pandemic, she would log in to her computer at home to undertake interpreting assignments remotely, with many of the calls being COVID-related. But with a near endless succession of potentially traumatizing assignments, just how do Cerna and other interpreters take care of themselves and maintain their resilience? Some interpreters have told us that—looking back—what they also missed was “me time,” the ability to leave responsibilities behind and spend some time recharging their batteries.

Early in 2021, Lisa Morris invited Ineke Crezee to present a keynote address at *Paving the Way to Health Care Access*, a 2-day educational conference sponsored by UMass Medical School’s MassAHEC Network. Ineke was overjoyed to see the conference theme—“Interpreter Resilience: Growing and Adapting to Change as Essential Workers in the Healthcare Setting”—and dedicated her keynote address to “Interpreting Through Trauma: Selfcare and Resilience Among New Zealand-Based Interpreters.” This involved sharing some of the experiences and self-care habits of those involved in interpreting in health and refugee settings as well as those involved in language access following the 2019 Christchurch mosque shootings. The conference took place entirely online, and the organizers hope that many more medical interpreters will attend the 2022 iteration.

Morris, from UMass Medical School and the director of Cross-Cultural Initiatives at Commonwealth Medicine, was the driving force behind this conference. When asked for a summary, she wrote:

The Day 1 keynote speaker, Ryan Foley, spoke about the power and the messages of nonverbal communication and how to comprehend the meaning of common useful nonverbal messages as well as how to modify our own nonverbal behaviors to project approachability and competence. The message truly resonated for the audience of spoken language and American Sign Language interpreters [who] for the most part currently

work in an “emboxed” virtual world where much of the body language disappears below the neck. There were a total of 27 workshops offered throughout the 2-day conference in addition to the brilliant keynote speakers. The workshops covered topics ranging from building and reinforcing professional interpreter skills such as listening and memory, managing in the triadic encounter, ethical challenges, standards of practice, and advocacy. [O]ther presentations included learning more about working in the remote environment, case studies, and specific topics such as HIV, Genetics, Palliative Care, Pharmacology, obtaining informed consent from Deaf clients, and interpreting humor, just to name a few.” (Morris, personal communication, 2021)

The editors wish to thank Morris and her colleagues for devoting this conference to such an important and enduring topic, particularly in current challenging times. We hope to see more contributions on how interpreters, educators, and members of the deaf community and other users of interpreter services have coped in these unprecedented times. It would be great if our readers could share their challenges and controls (Dean & Pollard, 2011) and how the pandemic may have changed the way we deliver interpreter education and interpreter services.

Turning now to issue 13(1) of *IJIE*, we are pleased to share a bumper collection of contributions from around the globe. The first research article is titled “Knowledge-Oriented Training of Trainers: Feedback on a Seminar in Hybrid Mode,” in which Barry S. Olsen and Franz Pöchl describe and evaluate a Training of Trainers Seminar organized by the International Association of Conference Interpreters (AIIC) in Washington, D.C., that pioneered a hybrid mode of delivery. The authors examine the hybrid-mode seminar for perceptual conditions, communicative presence, group interaction, and personal learning outcomes for onsite as well as remote participants.

In “Interprofessional Education for Interpreting and Social Work Students: Design and Evaluation,” Jim Hlavac and Bernadette Saunders discuss interprofessional education sessions for interpreting and social work students conducted in the Australian setting over a period of 3 years.

Dawn Wessling and Suzanne Ehrlich examine unhealthy feedback practices in interpreter education in an article titled “A Survey of Language-Shaming Experiences in Interpreter Education.” They also discuss implications for language and interpreting teachers in devising constructive feedback techniques that better support the learner.

Debra Russell, Colin Allen, and Abigail Gorman start the Open Forum section with an interview titled “Global Pride: Diversity, Equity, and Inclusion in Interpreting.” Russell asks Allen, former president of the World Federation of the Deaf and Visiting Lecturer at the National Technical Institute for the Deaf at the Rochester Institute of Technology (RIT), and Gorman, a human rights activist based in London, about their journey of involvement in the LGBTIQ+ community.

Kimberly Hale and Tara Stevens present a review of the book *Flipped Learning: A Guide for Higher Education Faculty*, written by Robert Talbert. The authors provide a detailed discussion of the book, its foundational principles, and uses and challenges for interpreter educators, particularly in the context of the 2020 COVID-19 pandemic and its consequences for educators globally.

Francesca Maria Frittella completes the Open Forum section with a review of *The Role of Technology in Conference Interpreter Training*, edited by María Dolores Rodríguez Melchor, Ildikó Horváth, and Kate Ferguson. She provides a detailed review of the chapters that make up the three parts of this volume and commends the editors and authors for their contributions to conference interpreter training in terms of knowledge, creativity, and innovation.

In the Commentary Section, well-known interpreting scholar and Professor Emeritus Daniel Gile discusses “Risk Management in Translation: How Much Does It Really Explain?” He examines the links between risk and translation effort, arguing among other things that risk is more often a constraint than a driver of decisions.

The Dissertation Abstract opens with Dawn Marie Wessling’s doctoral dissertation, “Stories of Leaving: A Multiple Case Study of the Attrition of Novice American Sign Language-English Interpreters.” It continues with Laurie R. Reinhardt’s doctoral dissertation, titled “Swift Trust Formation: Experiences of Deaf Consumers and ASL-English Interpreters,” completed at Gallaudet University. Folami Ford also completed her doctoral dissertation, titled “Interpreting While Black: A Phenomenological Study of the Lived Reality of African American ASL-English Interpreters,” at Gallaudet University. The section finishes with the abstract of Agustina Marianacci’s master’s thesis, “Exploring the Exploitation of the Ally Model in Spoken-Language Interpreting From a Service-User Perspective.”

As stated at the start, this is our final editorial as co-editors of the journal. We took the baton from Professor Jemina Napier in 2014 and have thoroughly enjoyed working with many interpreter educators, scholars, practitioners, and practisearchers to put together many issues of *IJIE* over the years. We would like to give credit first to the reviewers who have given their time to review manuscripts for this journal. Without their generosity and collegiality, academic colleagues would be unable to disseminate their research and share their perspectives. We also want to thank Debra Russell for unfailingly going out of her way to interview interpreters and interpreter educators whose often-groundbreaking work is of great value to others in the field. Doug Bowen-Bailey supported us for many years by working his digital magic, managing to get issues published with a very short turnaround time. Serena Krombach-Leigh has supported our work as copy editor extraordinaire for many years,

and we will miss working with her! Last, but not least, we would like to thank the Conference of Interpreter Trainers (CIT) for supporting us in our role as editors and for this opportunity.

A call for new co-editors will go out, and the publication of the journal will rest with Clemson University Press. We can recommend involvement in the journal as a challenging but most of all exciting journey that will help you connect with scholars, practitioners, trainee interpreters, and interpreter educators internationally. As co-editors, you will make a significant contribution to the international academic community by providing a platform for all those working on the interface between education, practice, and research in the field of signed or spoken language interpreting.

We finish this editorial with a quote, a tradition that we have continued as part of Napier's legacy. We would like to cite Lourdes Cerna, the interpreter interviewed by Clifford Marks for his piece in *The New Yorker*:

"We are trained as a profession to hold our emotions off to the side," she said. "But we are humans, too."

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