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台灣職業與半職業籃球聯盟口譯員角色之研究

A Study on the Roles of Team Interpreters in Professional
and Semi-Professional Basketball Leagues in Taiwan

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Abstract



Basketball leagues in Taiwan have been recruiting foreign coaches as elite international talents, and foreign players have come to Taiwan to play since 2006. The cultural differences and language barriers these coaches and players face have facilitated basketball teams to hire interpreters to assist their foreign staff. The present study aims to explore the roles of team interpreters in professional (P.LEAGUE+) and semi-professional (Super Basketball League) basketball leagues in Taiwan by field observation during actual games and practices and by interviewing foreign/local coaches, foreign/local players and interpreters (17 participants in total) to understand how interpreters are perceived and how interpreters perceive themselves. Results show that different physical positions and different modes of interpretation that team interpreters adopted during actual games and practices affect their visibility. Also, team interpreters play the roles of conduits, assistant coaches, coach's right-hand men and conflict mediators/emotion filters. Generally speaking, team interpreters at professional and semi-professional leagues share similar job responsibilities, but because ecosystems and working modes are different between professional and semi-professional leagues, team interpreters at professional leagues serve less as personal assistants than those at semi-professional leagues. Suggestions about improving team interpreters' interpreting quality and working environment are discussed at the end of the study, including

providing basketball interpreting training and standardizing interpreters' job title and description to give them full recognition of their work at professional basketball leagues.



Keywords: professional sports, basketball, sports interpreting, sports team interpreters, interpreter's roles

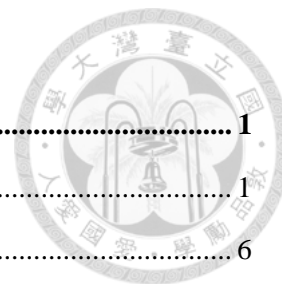


摘要

台灣的籃球聯盟從 2006 年開始引進外籍球員，聘請外籍教練也經常是聯盟與球隊期望能提高競爭強度的方式。外籍教練與球員來台後面臨的文化衝擊與語言隔閡，促使各球隊聘請專職球隊內口譯員，以協助隊上本土與外籍教練、球員間的溝通與協調。本研究透過田野調查與半結構式訪談，實地觀察職業（P.LEAGUE+）與半職業（超級籃球聯賽）聯盟的球隊比賽與練習，以及訪談本土/外籍教練、本土/外籍球員與口譯員共 17 名，以了解台灣職業與半職業球隊的教練、球員與口譯員自身是如何看待口譯員的角色與身分。研究結果顯示籃球口譯員在口譯現場的站位與他們所選擇的口譯模式會影響到口譯員當下的能見度。另外，籃球口譯員依據不同的情境會扮演四種角色，包括傳遞資訊的管道、助理教練、總教練的左右手與衝突調停者。職業與半職業聯盟的球隊口譯員之工作責任大致相同，但由於兩個聯盟間不同的工作模式與生態，職業聯盟的球隊口譯較不需要擔任私人助理的角色。然而，為了更進一步提升球隊口譯的整體工作品質與環境，研究者建議未來的球隊口譯員皆須接受專業籃球口譯的訓練，而聯盟內若能標準化口譯員在球隊內的職稱，口譯員的能見度也能藉此提高。

關鍵字：職業運動、籃球、運動口譯、球隊口譯員、口譯員角色

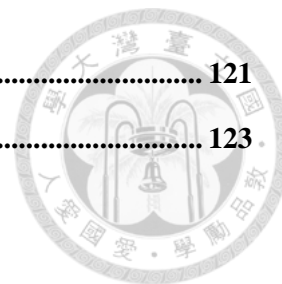
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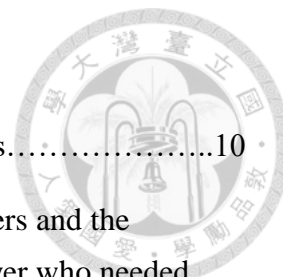


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Chapter 1 Introduction



1.1 Motivation

There have been two professional basketball leagues and one semi-professional (in which some players are students, coaches or P.E. teachers at schools and bank staff) basketball league in Taiwan since the 2021-2022 season, and with teams of professional leagues hiring foreign coaches and each team from any league recruiting two to four foreign players, foreign staff has become a norm in Taiwanese basketball leagues. Therefore, the need for interpreting services is increasing. There could be more combinations of possibilities and strategies in actual games and practices with more foreign coaches and foreign players on the team, and that is the advantage of cross-cultural interaction in sports industry. However, many sports teams around the world have encountered cross-cultural problems over the years. Foreign coaches and foreign players come from different countries where the training process may be drastically different from that in the host country. Professional sports teams tend to hire interpreters to assist their foreign coaches and foreign players during actual games and practices, but sometimes, foreign coaches and foreign players need assistance on getting used to a new country off the field due to culture shock and language barrier. Therefore, this research aims to discover the actual job and the roles of the interpreters in basketball teams in the context of Taiwan.




1.1.1 Communication Challenges Faced by Basketball Teams

The Taiwanese baseball industry has seen miscommunication cause many quarrels, and lack of appropriate communication and competent interpreting services between speakers of different languages can lead to a variety of problems such as misunderstandings about on-field strategies, confrontational relationships between foreign and local team members, and the media's misinterpretation of the foreign coaches' messages (B. -S. Lee, 2019).

Sandrelli (2015) found that major sports teams and leagues usually adopt four strategies to solve the problems of internal cross-cultural communication among team members from different countries. These four strategies are (1) designated personal interpreters; (2) former players with language skills; (3) teammates who speak the foreign language and (4) offering language classes to foreign coaches and players.

Teams in Taiwan currently apply all the four strategies, though inconsistently. For example, the Formosa Dreamers and the Taipei Fubon Braves that joined the ASEAN Basketball League (東南亞職業籃球聯賽), hereafter referred to as ABL, adopt (1) designated personal interpreters (程劉俊、吳忠育、李冠勳, 2018; 吳政紘, 2020), however, regardless of the number of foreign coaches and players on the team, there is only one interpreter for the whole team. Less common in Taiwan is utilizing (2) former players with language skills (葉士宏, 2016; 莊乙苓, 2020), this is because,



unlike footballers in Europe who are usually multilingual, not many Taiwanese players have enough English proficiency to act as the interpreter for the team. Strategy (3) is designating teammates who speak the foreign language to work as interpreters (黃及人, 2014). This is common in Taiwan since there are many young players playing at the National Collegiate Athletic Association (NCAA) system, a nonprofit organization that regulates student athletes of conferences and institutions in North America, and when those players come back for summer and winter break, or are recruited on Taiwanese national team, it is convenient and economic to have them act as interpreters. The final strategy adopted is (4) offering language classes to foreign coaches and players. Sandrelli (2015) pointed out that this strategy is not very popular among players. It is not common in Taiwan, either. However, as the University Basketball Association (大專籃球聯賽), hereafter referred to as UBA, in Taiwan has been recruited international students on the teams in recent years, even teams at the college level have cross-cultural communication needs. Therefore, some coaches even take language classes into consideration if they decide to recruit international students (林宋以情, 2020).

Most basketball teams are aware that there is a need for interpreting services, but each team applies different methods and modes to solve cross-cultural issues.



1.1.2 Modes of Interpreting Used in Sports Contexts

While simultaneous interpreting is preferred at European football press conferences due to its invisibility (Angelelli, 2009; Wadensjö, 2008), sports press conferences with interpreters in Taiwan use mostly consecutive interpreting, which provides interpreters an opportunity to present themselves as part of the branding of the team. According to Pöchhacker (2001), the most common mode of community interpreting by far is bilateral short consecutive interpreting of dialogues (or liaison interpreting), and the distinction between consecutive and simultaneous interpreting roles is of a different nature. Therefore, the press conferences held by professional sports teams in Taiwan are considered community interpreting with dialogue interpreting as the major mode, and sports interpreters are the in-house staff of the teams.

While past research on dialogue interpreting mainly explored interactions between speakers and interpreters in the context of immigration hearings (Wadensjö, 1992), medical service (Leanza, 2005; Wadensjö, 1992), and social service (Pöchhacker, 2016), little research has been done to investigate dialogue interpreting in the context of in-house interpreting and the roles and experience of interpreters for sports teams.

Although there is sports-related interpreting research, the focus is primarily on the effect of interpreters during events or between personnel. For example, professional



football leagues in Europe recruit “elite migrant players” not only from Europe, but also all over the world (Baines, 2013), and press conferences are a critical part of sports teams’ daily routine; therefore, there have been some studies on interpreter-mediated football press conferences (Sandrelli, 2017). According to the BBC Sport (2018), the use of simultaneous interpreting at football press conferences is increasing, which is providing the public with a better understanding of the roles and experiences of interpreters. Multi-sports events also require many interpreters before and during the events, and there has been research exploring interpreting services provided for the 2008 Beijing Olympics (Jun, 2008). As for research on sports teams in Taiwan, even when Taiwan held the 29th Summer Universiade in 2017, there was no research done on interpreters in such a multi-sports event.

Seeing the lack of research on sports team interpreting, B.-S. Lee (2019) explored the roles and experience of interpreters for the local major baseball team, the CTBC Brothers, in Taiwan. B.-S. Lee suggested that future research can continue to explore interpreters who work in different professional sports leagues. Y.-C. Chen (2021) also explored the responsibilities and roles of an interpreter in Taiwan in the context of a basketball team. Y.-C. Chen suggested that future research can explore more than one team.


With a combination of different modes of interpreting in sports contexts, the function of interpreting services could be more well-rounded and could adapt to the fast-pace during actual games.



1.2 Professionalization of Basketball Teams in Taiwan

After Taipei hosted the 29th Summer Universiade in 2017, athletes and sports-related events have received much more exposure. Despite this, there was only one professional sports league in Taiwan, the Chinese Professional Baseball League (中華職業棒球大聯盟), hereafter referred to as CPBL. Basketball, on the other hand, despite being one of the most popular sports in Taiwan, had not developed any professional leagues from 2000 to 2020; the highest level league before 2020, the Super Basketball League (超級籃球聯賽), hereafter referred to as SBL, is only considered a “semi-professional” league (許建民, 2017).

Taiwan did have a professional basketball league back in 1993, the Chinese Basketball Alliance (中華職業籃球聯盟), hereafter referred to as CBA. However, in 1998, the alliance and the broadcast company had a dispute over the contract, resulting in the broadcast company refusing to pay the entitlement premium. This incident caused the CBA to go bankrupt, and it was forced to stop in 2000 (C.-P. Shih, 2001).



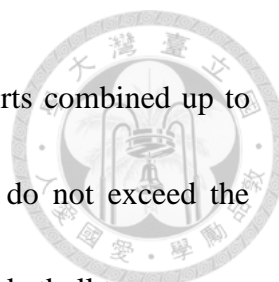
In 2004, four years after the CBA disbanded, the SBL was founded. The SBL started to recruit foreign players in 2006 (including overseas Chinese without Taiwanese passports), increasing the need for cross-cultural communication services, and interpreters have often been hired to meet this need. From 2006 to 2018, each team could only have one foreign player on the team. In 2018, the SBL committee decided that each team can sign two foreign players at most, but the 2020-2021 season applied the one-foreign-player policy again. By the 2021-2022 season, the SBL applies a two-foreign-player policy once again and changed back to a one-foreign-player policy in the 2022-2023 season. In the past, foreign SBL players mainly came from Antigua and Barbuda, Canada, India, the Ivory Coast, Nigeria, Palestine, Puerto Rico, and the United States. However, over the past 15 years, not every team has hired full-time interpreters to assist their foreign players. Some teams ask their assistant coaches to help with the interpretation, and some do not provide any services.

After a sports league is professionalized, the distribution of different positions and roles is clearer. Many teams would hire one designated full-time interpreter after they join a professional league. B.-S. Lee (2019) suggested that the best interpreting strategy for sports teams is the “one foreigner, one interpreter” model. However, it is almost impossible to apply the model for most teams from a financial perspective.



Therefore, if the revenue of sports teams increases, all services including interpreting services may have a better chance to improve.

The revenue of professional sports teams and semi-professional sports teams mainly comes from the sponsorship of parent companies and ticket sales, and if attendance drops, the team's budget may subsequently decrease. Table 1 shows the attendance history of up until the 16th season of the SBL. SBL statistics show that after season eight, the attendance of most seasons was less than 100,000 (Ministry of Education, n.d.). Although the recent two seasons did have an attendance of more than 100,000, the significantly low attendance in season 14 caused some staff and players to break away from the SBL in order to form a new team, the Formosa Dreamers (寶島夢想家), which then joined the ABL, a professional men's basketball league in East and Southeast Asia (黃邱倫, 2017). Two years later, the Taipei Fubon Braves (台北富邦勇士) also left the SBL and joined the ABL (劉家維, 2019). Due to Covid-19, ABL announced bankruptcy in 2020, and P. LEAGUE+, hereafter referred to as PLG, was established later that year in September, which is the fully professional basketball league in Taiwan after the CBA ceased operation. Former ABL teams in Taiwan, the Formosa Dreamers, and the Taipei Fubon Braves then became two of the four teams in the inaugural season of PLG, along with the Hsinchu JKO Lioneers and the Taoyuan Pilots (黃巧雯, 2020). PLG allowed each team to recruit foreign students who formerly



studied in Taiwan and overseas Chinese without Taiwanese passports combined up to two players and unlimited foreign players as long as their salary do not exceed the salary cap. *Figure 1* shows the development history of Taiwanese basketball teams.

Table 1

The Attendance History of SBL

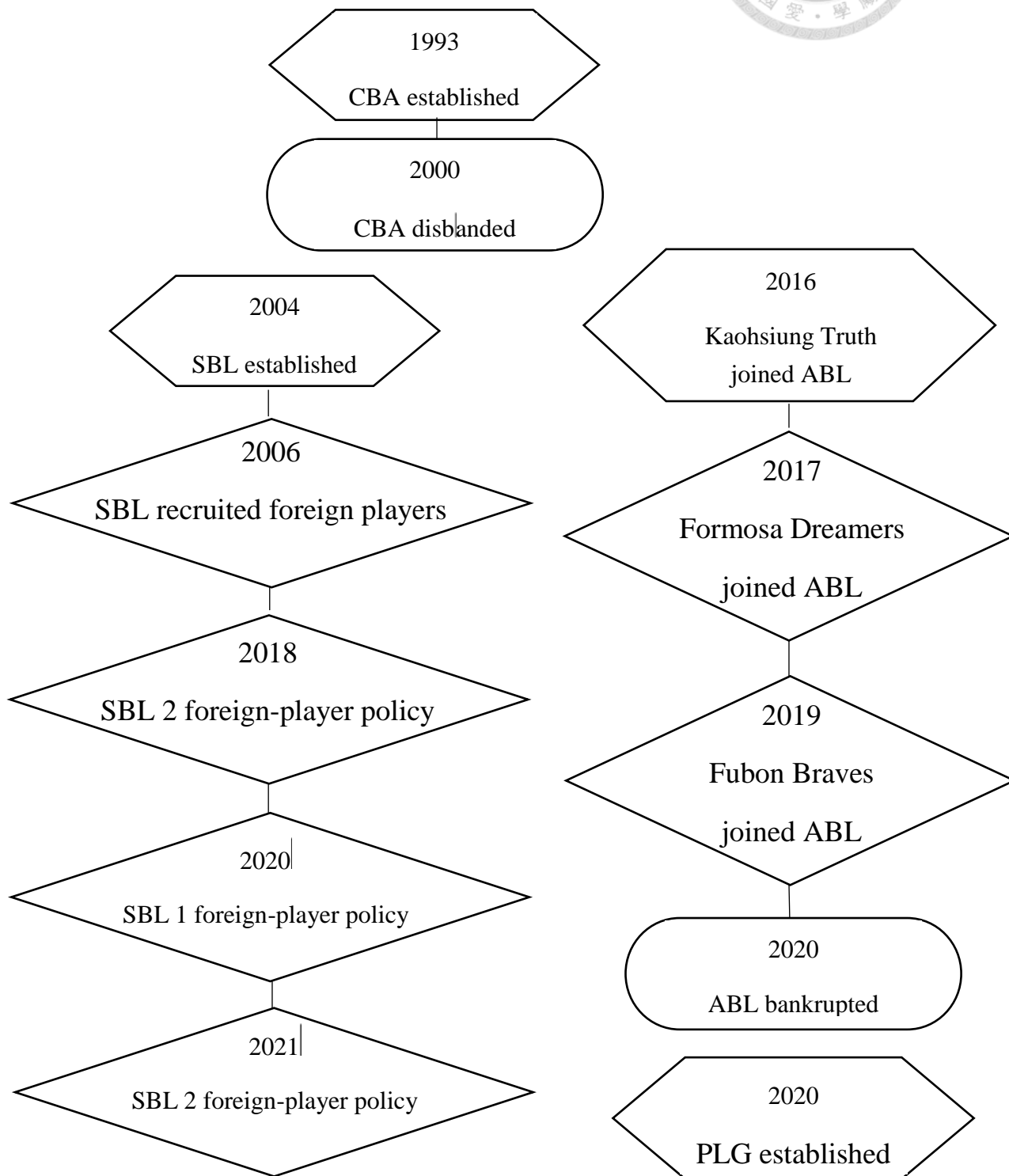
Season	Number of Games	Attendance	Season	Number of Games	Attendance
1	63	127,750	9	121	76,142
2	113	145,921	10	121	61,932
3	122	151,718	11	122	69,743
4	124	184,386	12	126	94,537
5	118	167,353	13	122	137,776
6	118	140,723	14	125	46,863
7	122	133,868	15	127	155,957
8	119	123,319	16	133	158,286

Source: Ministry of Education



Figure 1

The Development History of Taiwanese Basketball Leagues






Taiwan's sports affairs are governed by the Ministry of Education, but there is no specific definition for 'sports professionalization.' In 2015, the Sports Administration, Ministry of Education launched a report (2015) on the developing plan of sports professionalization, aiming to help Taiwan's sports affairs to develop professionalization by analyzing different leagues with various sports in countries around the world. According to the report, the only team sport that the Sports Administration hopes to professionalize is soccer, considering that there is already a semi-professional league SBL in Taiwan, which had five teams in 2022.

Japanese researcher Watanabe (2007) suggested a model consisting of five pillars for the basic development of professional sports: (1) Market scale; (2) Social contribution; (3) Public support; (4) The structure of the organization; (5) Sustainability.


Market scale is evaluated through attendance, and the debut of both the Formosa Dreamers and the Taipei Fubon Braves have proved the attraction of the marketing and promotion a professional league has. On the first weekend, they attracted an audience of over 10,000 with only one game, and earned an estimated revenue of \$7,700,000 NTD (about \$261,780 USD) (民視新聞, 2017; 潘泓鈺, 2019), showing that after the two teams joined the ABL, the attendance is much better than when they were a part of the SBL.



The second pillar, social contribution, is common among professional sports leagues such as NBA Care (謝旻凱；許智彥；陳聿池, 2014). The Formosa Dreamers has done a lot of different charity events, for example, a charity run for patients diagnosed as the persistent vegetative state (溫振甫, 2020), and the Taipei Fubon Braves has conducted charity basketball camps in a rural area in Taiwan with the Fubon Charity Foundation (體育中心, 2019).

Public support, the third pillar, usually comes from ‘home advantage’ (Watanabe, 2007), which requires teams to have their own home courts. In Taiwan, the SBL games are hosted at venues selected by the Chinese Taipei Basketball Association; thus, the SBL teams lack home advantage. In order to join the ABL, the Formosa Dreamers and the Taipei Fubon Braves have to own their home courts, and this also means that teams need to deal with ticketing and venue maintenance themselves. When the PLG was established, all four teams in the inaugural season agreed to follow the ABL’s steps, continuing to host home games at each team’s home court. The rulebook of the PLG clearly regulates that the home court is one of the managing responsibilities each team and its parent company need to take (P+ LEAGUE, 2021).

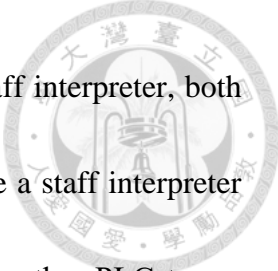
The structure of the organization determines the clarity of a league, for instance, salary cap and transparent draft are key elements for a professional league. The PLG rulebook regulates that all players are paid at least \$40,000 NTD per month, and the



draft is one of the three official ways for players to join the PLG, along with contract signing and trading. A whole chapter in the PLG rulebook was contributed to describing the details of the draft, including the qualification of the players, the draft schedule, the mechanics, each team's rights and duties, and the requirements of new players' contracts (P+ LEAGUE, 2021).

The last pillar, sustainability, means whether a team truly wants to help develop the industry, and the Formosa Dreamers starting a youth team is considered a kind of sustainability (潘泓鈺, 2020).

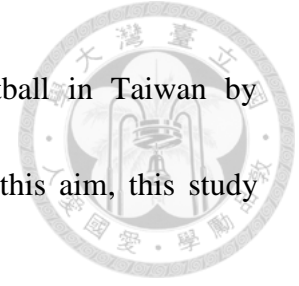
With more revenue earned for each game, both the Formosa Dreamers and the Taipei Fubon Braves have hired a designated full-time interpreter to assist their foreign coaches and players. The ABL features teams from Hong Kong, Macau, Malaysia, the Philippines, Singapore, Taiwan, and Vietnam, and it allows each team to sign up to three foreign players; thus, there is a larger need for cross-cultural communication services as both inter-league and inter-team communication require cross-cultural communication. Both the Formosa Dreamers and the Taipei Fubon Braves have more than one foreign player, and the Formosa Dreamers have hired foreign coaches since the 2018-2019 season, and both teams have been the very first teams in Taiwan to hire a designated full-time interpreter as a staff member on the team.



After experiencing the interpreting services provided by a staff interpreter, both the Taipei Fubon Braves and the Formosa Dreamers continue to hire a staff interpreter after the PLG was formed. Following these two pioneers' steps, the other PLG teams have also hired staff interpreters to assist their foreign coaches and players. Since the term 'team interpreter' is more often used to refer to the staff interpreter in Taiwanese basketball context, the 'team interpreter' in this research also refers to the staff interpreter.

1.3 Research Purposes and Questions

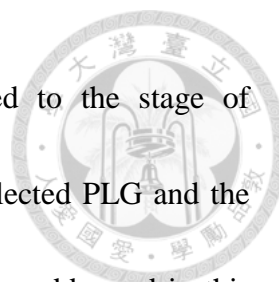
On the topic of interpreters' roles and experiences in Taiwan's sports industry, B.-S. Lee (2019) examined only one of the four professional baseball teams in Taiwan and conducted his research during a short period of time, the spring training. In terms of basketball, Y.-C. Chen (2021) only explored interpreters' roles in one of the PLG teams, and the research was done during one of the ABL seasons. Building upon these two previous studies, the current study aims to describe the actual work, the roles, and the perceptions of basketball team interpreters in Taiwan by comparing the differences of interpreters' roles between professional and semi-professional teams, and to provide more in-depth insight into the operation of the teams by observing the teams during several games and practices during the regular season. Ultimately, this study aims to



provide suggestions for the future professionalization of basketball in Taiwan by illuminating the different working conditions for interpreters. To this aim, this study attempts to answer the following five questions:

1. What are the roles of team interpreters in professional and semi-professional basketball teams in Taiwan as revealed by the interpreters' physical positions and choices of interpreting modes in actual games and practice sessions?
2. What are the roles of team interpreters in professional and semi-professional basketball teams in Taiwan as perceived by foreign/local coaches, foreign/local players and the interpreters?
3. How do the roles of team interpreters in professional and semi-professional basketball teams differ?
4. What are the challenges faced by team interpreters in professional and semi-professional basketball teams in Taiwan?
5. How can interpreting quality, visibility and working conditions be improved for future basketball team interpreters?

Table 2 indicates all the PLG and the SBL teams in the 2021-2022 season, and while the author of the present study was conducting the research, another professional basketball league, T1 League, hereafter referred to as T1, was established. However,




when T1 was established, the researcher had already progressed to the stage of discussing the field observation and interview schedule with the selected PLG and the SBL teams. Therefore, the roles of the interpreters in T1 will not be addressed in this research.

Table 2

All the PLG and the SBL Teams in the 2021-2022 Season

League	Team	
PLG	Formosa Taishin Dreamers	福爾摩沙台新夢想家
PLG	Hsinchu JKO Lions	新竹街口攻城獅
PLG	Kaohsiung Steelers	高雄鋼鐵人
PLG	New Taipei Kings	新北國王
PLG	Taipei Fubon Braves	台北富邦勇士
PLG	Taoyuan Pilots	桃園領航猿
SBL	Bank of Taiwan	台灣銀行
SBL	Kaohsiung Jeoutai Technology	高雄九太科技
SBL	Taiwan Beer	台灣啤酒
SBL	Taoyuan Pauian Archiland Yulon	桃園璞園建築
SBL	Luxgen Dinos	裕隆納智捷



The participants of this study include foreign/local coaches, foreign/local players and interpreters from three different teams: two professional teams from the PLG and one semi-professional team from the SBL. Field observation and semi-structured interviews were used to answer the five research questions.

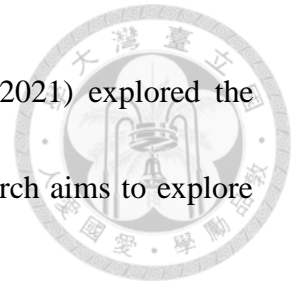
Research question 1 was explored based on field observation. Field observation included the different jobs the interpreters did and the different services the interpreters provided aside from the interpreting service.

Research questions 2 to 5 were answered by semi-structured interviews with team players, coaches, team executives, and the interpreters themselves respectively in order to see whether the image of the interpreters stays the same from different personnel's perspectives.

1.4 Expected Value

The findings of this study can serve as the first step in understanding the similarities and differences in interpreting activities in professional and semi-professional teams, and it can also be helpful for people who want to fully professionalize the Taiwanese basketball industry. Since B.-S. Lee (2019) already explored the interpreting activities in the context of a baseball team, this research aims to show the differences in the settings of sports interpreting, i.e. the different social

context between baseball and basketball, and since Y.-C. Chen (2021) explored the interpreting activities in the context of a basketball team, this research aims to explore more details by observing more teams.



Chapter 2 Literature Review

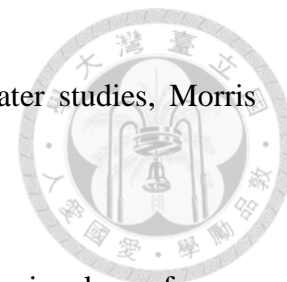


This study intends to identify the similarities and differences in interpreters' roles between professional basketball teams and semi-professional teams. Since most previous studies on interpreters' roles were conducted within the conference interpreting scenarios, and sports interpreting is part of the community interpreting, the literature review will first examine past literature on conference interpreters' roles, community interpreters' roles, and sports interpreters' roles. How sports interpreters are presented in other major professional sports leagues will then be discussed, and characteristics of sports professionalization will also be included.

2.1 Conference Interpreters' Roles


Bao-Rozée (2016, p.16) concluded that “the main purpose of interpreting is to transfer thoughts and ideas from one language to another language.” Pöchhacker (2004, p.147) suggested that the role of the interpreters has to meet the requirement of “a set of more or less normative behavioral expectations,” and the role of interpreters is one of the major issues identified in Interpreting Studies. In order to establish the professional image of an interpreter, the role of interpreters needs to be addressed. According to Pöchhacker (2004), the original concept of ‘interpreters’ roles’ originated from legal interpreting since there was no freedom for interpreters to adjust the source meaning

and could only perform verbatim translation (Morris, 1995). In later studies, Morris (2010) listed “faceless voices” as the interpreters’ roles.



Diriker (2001) observed in his case study that professional conference interpreters perform various forms of active involvement in the interpreting activity and interaction, and do not limit themselves to the original speakers’ words. Therefore, interpreters assume different roles when serving as a listener and a speaker. As a listener, an interpreter is a “full participant” just like the audience at present; while as a speaker, an interpreter becomes a “secondary principal” since the interpreter is repeating what the speakers just said again in another language (Takimoto, 2012). Although the roles of conference interpreters are much simpler than those of community interpreting (Mikkelsen, 1998; Tate and Turner, 1997/2002; Wadensjö, 1998), Bao-Rozée (2016) concluded that conference interpreters not only are active in practice, but also have an impact on the outcome of communication.

The focus of research in conference interpreting has been largely on quality (Albl-Mikasa, 2010), and there are only a few studies focusing on interpreters’ roles in Interpreting Studies in China (Mu & Wang, 2009). Chen (2004) proposed “intercultural noises” as the interpreter’s role after examining the interpreting process from an intercultural communicative perspective since the interpreter as the intercultural ‘explanation’ for each party of the communication is actually a barrier that gets in the



way. Liu (2005, p.92) observed that since the 1990s, interpreters have started to play multiple roles in their actual practice due to market demands and social changes. Interpreters then need to perform as conference organizers, consultants, message conveyors, negotiators, project managers, reporters and translators.

In studies conducted in other parts of the world, similar roles are categorized as well. Zwischenberger (2015, p. 107) used a metaphorical concept, conduit, to describe the interpreters' function as "acting as a passive and emotionless channel which solely has to convey a sense that is inherent in the message as delivered by the speaker." Roy (1993) reviewed Witter-Merithew's (1986) study on the four basic descriptions of the interpreters' roles: (1) bilingual/bicultural specialist; (2) communication facilitators; (3) conduit; (4) helper.

While researchers categorized that conference interpreters have different roles while they are working, Diriker (2015) noticed that most professional conference interpreters define themselves as 'mediator between languages.' Interpreters also have to act as 'cultural, linguistic mediators and social beings' as they "continuously negotiate their identity with their clients while interpreting" (Nakane, 2009). However, when interpreting is understood as a comprehensively collaborative activity, interpreters' roles are "a weaver-together of narratives and a connector of people" (Turner, 2007,

p.181). No matter what category they fall into, most interpreters consider their jobs as a connection between either cultures or people between different languages.

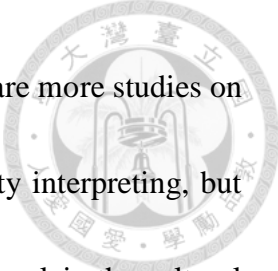


2.2 Community Interpreters' Roles

The discussion of 'role' has long been at the center of research studies in the field of community interpreting since interpreting in the public services domain has been widely used, including scenarios of courts, hospitals, local authorities, police stations or schools (Albl-Mikasa, 2010). Bancroft (2015) noted that community interpreting has largely been a semi-professionalized activity with community interpreters having varied degrees of training.

Different community interpreters' roles have been discussed and are as follows: (1) conduit; (2) clarifier; (3) cultural broker; (4) advocate; (5) system agent; (6) integration agent; (7) community agent and (8) linguistic agent (Hale, 2008; Leanza, 2005; Niska, 2002). Expectations and role perceptions of clients and service providers also affect interpreters' roles (Pöllabauer, 2007). When service providers have misconceptions about interpreters or lack experience working with interpreters, interpreters' roles and task performance may be negatively affected (Mättää, 2015).

Albl-Mikasa and Hohenstein (2017) argued that community interpreting is not just a socially situated activity, but like any form of interpreting, is a cognitively



situated one, which also requires mental processing. However, there are more studies on problems and strategies in conference interpreting than in community interpreting, but community interpreters usually need to think more about whether to explain the cultural differences to both sides of the dialogue (Shih, 2020). Shih suggested that it is probably because conference interpreting is a profession that has been developed for a long time, and there is more research conducted in the field than in community interpreting.

There are different scenario settings in community interpreting, and interpreters' roles differ accordingly. Examples of interpreters' roles in medical interpreting settings are co-therapist (Drennan, 1999; Weiss & Strucker, 1999), facilitators of integration (Bischoff et al, 2012), multi-purpose bridge or miner (Angelleli, 2004) and patient advocate (Kaufert, & Koolage, 1984).

However, community interpreters in Taiwan face problems in mechanisms, including a lack of evaluation system (Shen & Liao, 2017), discrimination (Chang, 2014), emotional burden (Chen, 2018), low remuneration (Chen, 2018; Fan, 2011; Shen & Liao, 2017), the need for more training (Chen, 2018; Yang, 2017) and unfamiliar dialects (Chen, 2018; 蔣宜婷, 2017). Shih (2020) also suggested that the level of intervention or involvement during communication determines interpreters' roles.

A community interpreter can be (1) an advocate (to provide help to service receivers); (2) a communication facilitator; (3) a cultural mediator (to avoid cultural

misunderstanding); (4) a conduit (to transmit messages) (Ciordia, 2017; Zwischenberger, 2015).

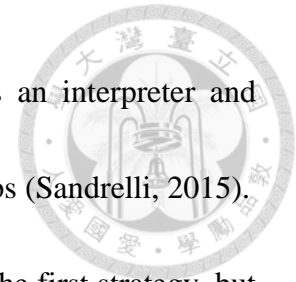


Although the concept of community interpreting has been used to discuss the interpreting services used by immigrants when coming into a new country, the nature of foreign staff on basketball teams is similar to immigrants since they stay in a foreign country for at least one year and usually do not speak the local language. Also, when it comes to the construct of interpreters' roles, previous researchers tended to use the framework of community interpreting to conduct the research. Therefore, this research also reviewed studies related to community interpreting. However, systematic investigation on the topic of sports interpreters' roles has not yet attracted much research attention in Taiwan.

2.3 Sports Interpreters' Roles

Even for European professional football teams, only major clubs would hire designated interpreters for individual players (Sandrelli, 2015). In order to overcome the cross-cultural communication challenges faced within teams and leagues, teams usually adopt the following four strategies: the use of personal interpreters who are assigned to foreign players; the use of a factotum, usually an ex-footballer with language skills; the

use of a teammate who speaks the foreign language and acts as an interpreter and cultural mediator; and finally, language courses provided by the clubs (Sandrelli, 2015).



In Taiwan, the professional baseball league, CPBL, applies the first strategy, but there is only one team with more than one interpreter (B.-S. Lee, 2019). After analyzing the data recorded from field research and semi-structured interviews, B.-S. Lee identified four different types of roles an interpreter has in a professional baseball team: (1) Assistant Coach/Foreign Coaches' Right-hand Man; (2) Conflict Mediator/Emotion Filter; (3) Team Administration Staff; (4) Personal Assistant. The third role 'Conflict Mediator/Emotion Filter' in B.-S. Lee (2019) echoes the frequently encountered challenge of 'emotional burden' in community interpreting (Lee-Treweek, 2013; Miller et al., 2005).

After conducting research on one of the professional basketball teams in Taiwan, Y.-C. Chen (2021) identified two different types of roles an interpreter has in a professional basketball team: (1) Conduit; (2) Mediator, while at the same time, interpreters carry the responsibilities of (1) Assistant Coach; (2) Team Trainer; (3) Energy Guy; (4) Partner and Soul Mate of the Team Members.




2.4 Characteristics of Professional Sports

When a league does not consider athletes as part of its promotion strategies or part of the core products, teams then forget that interpreters play an important role in making foreign players feel like part of the team (B.-S. Lee, 2019).

Branding is very important to professional teams, and it is a crucial promotional tool for team managers (Gladden & Milne, 1999). According to Yessis (1981), the spread and communication of sports knowledge and information could be more efficient and effective with the service of specialized interpreters/translators; the conversation between athletes, coaches, and sports officials could be broader and more sophisticated; and interpreters/translators could play a role in promoting sports. That is to say, interpreters/translators could be part of a professional team's branding.

Tauber (1981), Aaker (1991) and Apostolopoulou (2002) also stated that when the branding of parent companies is stronger, the greater the possibility of a brand franchise extension being successful. When the teams gain more wins, the branding of the parent companies will receive more positive feedback. Many team executives of the SBL think that since the SBL is not yet a professional league, there is no need to hire staff interpreters for its specific tasks. People can do more than one task because at least the service is provided, and that is sufficient (莊鎮安, 2007).



While Taiwan has no specific definition of sports professionalization, Vrooman (1995) listed five institutional arrangements of professional sports leagues in the US (MLB, NBA and NFL): (1) Bargaining agreement; (2) Free agency; (3) Payroll cap; (4) Gate sharing; (5) Media sharing. Vrooman stated that the purpose of the cap may not be to achieve balance. Instead, the cap could serve as a collusive attempt to control total players would allow the maximization of profits for the league as a whole, and this may affect the employment of other staff on the team.

Revenue of teams and leagues definitely affects the employment condition, and pay varies with personal productivity, racial discrimination, the nature of factor substitutions, and player mobility. This is applicable to not only players, but also to team sports that employ coaches/managers, scouts, and trainers; and because there is a strict payroll cap and salary cap, even the accountant and general manager would be key to the success of a team. Since professional teams need to take care of the venue themselves, and as incomes rise and the line between sports and entertainment blurs, the quality of a stadium's amenities – including cheerleaders, gift shops, instant-replay features on scoreboards and mascots, more comfortable seating, promotional items and refreshments – takes on more importance (Rosen, & Sanderson, 2002). The PLG even listed in its rulebook that each team needs to host a public event preseason at least once (P+ LEAGUE, 2021).

The core products of sports marketing are the actual sports, athletes, equipment, stadium and services (Mullin, Hardy, & Sutton, 2007), while currently the SBL only focuses on the content (陳柏廷、劉志鈺、沈欣漢，2014).



Sheehan (1996) analyzed the revenue of the four major sports leagues in the United States and found that the leagues divide the national entitlement premium to each team while each league has its own rule regarding tickets sold. Local entitlement premiums and other revenue from the venues such as billboard rent, parking fee, suite rent, etc. all belong to teams.

The revenue of professional sports teams mostly comes from (1) local TV contracts; (2) national TV contracts; (3) properties; and (4) gates (Hausman & Leonard, 1997; Rees & Mittelstasdt, 2001). However, all the revenue from the gate of the SBL goes to the league instead of to the teams (莊鎮安, 2007), so teams of the SBL only rely on entitlement premiums and sponsorship from their parent companies (邱偉盛, 2010), which might be the reason why most semi-professional teams are not willing to hire full-time in-house interpreters to assist their foreign staff. On the other hand, after the Taipei Fubon Braves joined the ABL, a professional basketball league, both the Formosa Dreamers and the Taipei Fubon Braves launched seasonal passes as part of their promotional strategy since all the gate revenue goes to the teams instead of to the league (張曜麟, 2019). The revenues of the PLG teams include gate revenue, vendor

rent at the venue, gift shops and sponsorship, but the entitlement premium belongs to the league (P+ LEAGUE, 2021).



Markham and Teplitz (1981) also stated that allowing teams to take all the gate revenue provides teams a stronger motivation to win more games, and it will lead to games with better quality, thus attracting more audience to create more gate revenue. While at the SBL, all the teams share the entitlement premium, and no matter whether the teams are at the top or bottom of the league, their shares are the same. Then, players do not have the need to play wholeheartedly (莊鎮安, 2007).

Besides the revenue source, part of the reason why the SBL has always been considered a semi-professional league is that some players are students, coaches or P.E. teachers at schools and bank staff (players of the 'Bank of Taiwan Basketball Team') (莊鎮安, 2007).

2.5 Summary

Generally speaking, professional teams value the importance of in-house interpreters more than semi-professional teams, but sometimes the interpreters' integrity will be tested (Gurner, 2001). Interpreters may be at risk of becoming scapegoats, and their integrity can only be later proven by the video recordings provided by the



broadcaster of the game (B.-S. Lee, 2019). There has been no research on the similarities and differences in interpreters' roles before and after professionalization.

As B.-S. Lee (2019) pointed out, some players treat interpreters as their personal assistants, but at CPBL, the Operation Assistant of International Affairs thinks interpreters have the right to refuse such service, but we also see that refusal might lead to players' complaints (黃及人, 2018).

The revenue of professional sports teams comes from various sources, and professional sports teams consider everything related to the team as part of their branding, including cheerleaders, gift shops, instant-replay features on scoreboards and mascots, more comfortable seating, promotional items and refreshments (Rosen & Sanderson, 2002). With the rather mature regulations, including salary caps and transparent draft, the structure of professional sports leagues is stronger (Watanabe, 2007). With more income and structural organization, the working conditions of sports interpreters are much better.

Even though interpreting has become an indispensable part of professional sports, there has only been one academic study (Y.-C. Chen, 2021) investigating interpreting in professional basketball team settings in Taiwan. This study is intended to fill the gap and hopes to provide some insights into the similarities and differences in interpreters' roles between professional and semi-professional basketball teams.

Chapter 3 Methods



This chapter describes the design of this research, including the participants, the setting, and the methods adopted in data collection and data analysis. The data for analysis came from the following three sources: (1) field observation during practice sessions and during actual games; (2) the recordings of interpreted dialogues during training sessions; and (3) semi-structured interviews with foreign/local coaches, foreign/local players, and interpreters from both professional and semi-professional basketball teams. It is hoped that with these qualitative data, the working conditions and roles of staff interpreters in professional and semi-professional basketball settings can be explored.

3.1 Participants

A total of 17 participants took part in the study. They were foreign/local coaches, foreign/local players and interpreters from three different teams: two professional teams from the PLG and one semi-professional team from the SBL. During the process when the author of the present thesis was contacting the teams, some teams expressed their concern about confidential affairs related to the teams such as the tactics against opposing teams. Therefore, all teams that participated in this research were put into codes.

According to Warren & Karner (2010), all participants in research must be voluntary, and the research has to ensure that the respondents' identities remain confidential; therefore, all the participants were given a code for the purpose of data analysis. Actual names and identifying details should be removed or changed in all written materials.

Table 3 shows the basic information of the current team interpreters of the designated teams. The age, job title, whether they had a language-related major at university and whether they had formal interpreting training were included. Table 4 illustrates the interpreting service users, including local and international players and local and international coaches. Their professional basketball career background was included.



Table 3

Basic Information of the Current Team Interpreters

Code Name	PI1	PI2	SI1
Age	28	41	25
Job Title	Interpreter	Assistant Coach	Interpreter
Language-Related Major	No	No	Yes
Formal Interpreting Training	No	No	Yes
Overseas Experience	Grew up in Taiwan attending bilingual schools	5 years as a student	Grew up attending international schools; 4 years as a student
English Efficiency Test	GEPT Intermediate TOEIC Gold Certificate	TOEFL PBT 600	N/A
Interpreting Career	2 years at semi-professional league; 4 years at professional league	9 years at semi-professional league; 3 years at professional league	1 year at semi-professional league

PI: Interpreter of Professional League, SI: Interpreter of Semi-Professional League



Table 4

Basic Information of the Interpreting Service Users

Code Name	Position	Basketball Career
PLP1	Player	15 years
PLP2	Player	12 years
PLP3	Player	2 years
PLP4	Player	10 years
PLP5	Player	5 years
SLP1	Player	8 years
PFP1	Player	11 years
PFP2	Player	6 years
SFP1	Player	2 years
PLC1	Assistant Coach	6 years as player; 5 years as coach
PLC2	Head Coach	2 years as player; 25 years as coach
PLC3	Assistant Coach	14 years as player; 5 years as coach
SLC1	Head Coach	21 years as coach
PFC1	Head Coach	8 years as coach

PLP: Local Player of Professional League, SLP: Local Player of Semi-Professional League, LFP: Foreign Player of Professional League, SFP: Foreign Player of Semi-Professional League, PLC: Local Coach of Professional League, SLC: Local Coach of Semi-Professional League, PFC: Foreign Coach of Professional League



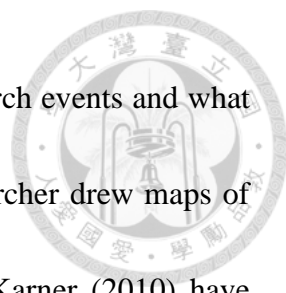
3.2 Data Collection

According to Warren & Karner (2010), gaining admission to a setting which the researcher does not already have a role and where people do not know the researcher begins with the first contact. The researcher received contact information for the basketball teams from contacts who work in the industry, and through e-mails and telephone calls to seek possibilities for admission. The researcher had already received permission from the basketball teams listed in this research prior to the actual field research and semi-structured interview.

Since a researcher who has gained entry to a setting through one or a group of key informants may be assumed to leak confidential information to other teams by other people in the setting, the researcher would sign a non-disclosure agreement on the teams' request if necessary. However, all the teams that participated in this research did not request the researcher to sign any non-disclosure agreement.

3.2.1 *Field Observation*

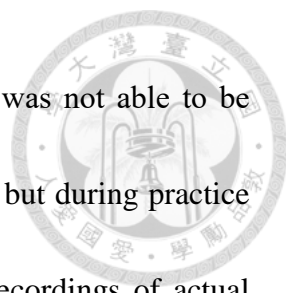
The field observation took place from April, 2022 to October, 2022, including 3 actual games and practice sessions, which were 21 hours in total. During field observation of face-to-face interaction of the professional basketball teams, the researcher took extensive field notes during and/or after the field observation. Field



notes included a description of appearances, behavior, events, research events and what time the researcher entered and left the field. In addition, the researcher drew maps of the setting, including the placement of participants. Warren and Karner (2010) have suggested that field researchers take brief jotted notes in the setting. The real names of the people the researcher encountered during the research were not put in field notes; instead, codes were used.

According to Platt (2002), “people are least interrupted, when they can tell their stories in their own way ..., they can react naturally and freely and express themselves fully.” Since the basic aim of qualitative research is to understand all aspects of social behavior (Paltridge & Phakiti, 2015), the purpose of this field observation is to understand what the real working conditions of staff interpreters in a professional basketball team are.

Crowley (2007, p.603) said that “if researchers present themselves in ways that resonate with their potential participants, then their studies are likely to proceed.” In addition, Warren & Karner (2010) suggested that it is advisable to dress and conduct in a manner fitting local expectations. Therefore, the researcher dressed in fieldwork entrée more energetic and sportier, so that the participants felt that the researcher was part of their community. As a result, the participants may be more likely to share more thoughtful, detailed observations with the researcher.

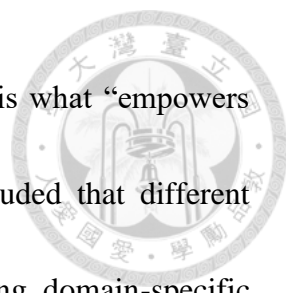


However, due to the researcher's gender, field observation was not able to be conducted in the locker room during the observation of real games, but during practice sessions, some teams discussed their tactics and reviewed video recordings of actual games in the locker room, and the researcher was admitted to the locker room in such settings. In addition, the researcher was able to conduct some semi-structured interviews with some of the players while they were receiving medical treatment from the team medics in order to minimize the rest time taken away from the players due to the field observation and semi-structured interviews.

3.2.2 Recordings of the Interpreted Dialogues

Dialogue interpreting is different from the other types of interpreting, during which “an interpreter works in the (shorter or longer) consecutive mode for both parties in a given encounter” (Tiselius & Albl-Mikasa, 2019, p.234). Arumí and Vargas (2017) investigated the strategies of public service interpreters and concluded that in order to coordinate dialogue interpreting, interpreters use both intrusive and non-intrusive strategies. Therefore, dialogue interpreting during practice sessions was observed and recorded for this research.

During dialogue interpreting, interpreters monitor participants by using gaze to allocate turn-taking (Vranjes et al, 2018). Albl-Mikasa (2019, p.241) pointed out that




the “integral background of understanding as an inferential basis” is what “empowers dialogue interpreters to perform successfully.” Albl-Mikasa concluded that different types of knowledge are needed in dialogue interpreting, including domain-specific knowledge (basketball in this research), general background knowledge, knowledge of discourse conventions and linguistic knowledge (of two languages in the interpreters’ case) and other types of knowledge. Therefore, whether the interpreters receive formal interpreting training and whether they have language-related majors were included in the basic information section.

During basketball training sessions or actual games, the format of dialogue interpreting was mostly one direction only, which is interpreted from the language the coaches used to the other language for players who needed interpretation. Only when the players needed to communicate with the coaches, both directions of interpretation would take place. However, during actual games, the duration of time-out was one minute. Therefore, interpretation was usually conducted in one direction only as well.

3.2.3 Semi-structured Interviews

The researcher provided a list of questions that would be asked to the basketball teams that were going to be interviewed in advance. All 17 interviewees were provided with the research aims and proposed consent forms, including 3 interpreters, 4 local

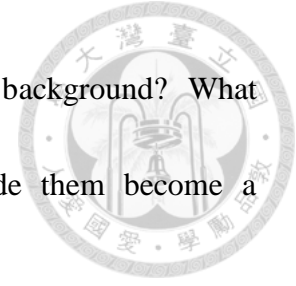


coaches, 1 foreign coach, 6 local players and 3 foreign players. The interview process and the purpose of the study were explained to all the interviewees before they signed the consent forms. In order to maintain the flow of the interview, the sequence of the interview questions was adjusted if participants' replies were more related to other questions. Each interview session took between 150 minutes to 1 hour.

The semi-structured interview was conducted through present-time face-to-face interaction, and in the format of a dyad, with only one interviewer and one respondent at a time. All the stories told by the respondents were recorded and then transcribed before analysis.

According to Warren and Karner (2010), there are four considerations in evaluating interview setting appropriateness: access, cost, geographic issues and interest. Therefore, the ideal interview setting was set at the practice venue of the designated basketball teams. It was accessible for both the researcher and the team; it did not cost extra money; it was not affected by weather; it was of the potential subjects' interest; and provided emotional comfort to the participants since it was their usual practice venue, which contained social relationships for them (teammates).

The interview questions of this research for interpreters focused on four themes:



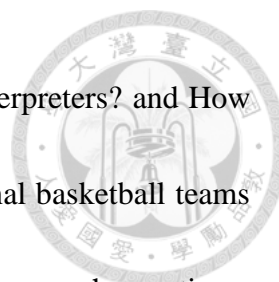
1. Personal Background: What is their educational background? What experience do they have with learning English? What made them become a basketball team interpreter?

2. Interpreting Experience: What experience do they have as a team interpreter? What challenges and hurdles have they had to overcome as a team interpreter?

3. Working Requirements: What abilities and qualities do they think are required in order to work as a competent team interpreter? What do they feel are ideal working conditions for a basketball team interpreter?

4. Professionalization: How has the professionalization of the basketball team affected the interpreter's job? How has team operation changed? (for interpreters of professional teams)

Appendix 1 is the interview questions for interpreters. Questions 1 and 2 belong to the first theme: personal background; questions 3 to 6 belong to the second theme: interpreting experience; questions 7 to 9 belong to the third theme: working requirements; question 10 asks about professionalization; and question 11 was added for the purpose of the special condition under covid-19. Questions of the second theme answered the second and third research questions: What are the roles of team interpreters in professional and semi-professional basketball teams in Taiwan as



perceived by foreign/local coaches, foreign/local players and the interpreters? and How do the roles of team interpreters in professional and semi-professional basketball teams differ? Questions of the third theme answered the fourth and fifth research questions: What are the challenges faced by team interpreters in professional and semi-professional basketball teams in Taiwan? and How can interpreting quality, visibility and working conditions be improved for future basketball team interpreters?

The in-depth semi-structured interviews with coaches and players were conducted after the field observation. The questions for coaches and players focused on three themes:

1. Perceptions of interpreters: What experiences have they had working with team interpreters? How do they interact with the interpreters on a daily basis? How do the interpreters help them? How do they perceive the interpreters?
2. Recommendations: What else can be done to improve communication between the interpreters, team coaches and players? Do they have any suggestions for improving cross-cultural communication in the team?
3. Comparison: What is the difference between playing for a semi-professional league and playing for a professional league? How do the interpreters help the foreign coaches and players where there are more foreign staff

on the team? How have the experiences of working with team interpreters changed due to these differences? (for coaches and players of professional teams)



Appendixes 2 and 3 are the interview questions for players/coaches. Questions 1 to 3 belong to the first theme: perceptions of interpreters; questions 4 and 5 belong to the second theme: recommendations; and questions 6 and 7 focus on the last theme: comparison. Questions of the first theme answered the second and third research questions: What are the roles of team interpreters in professional and semi-professional basketball teams in Taiwan as perceived by foreign/local coaches, foreign/local players and the interpreters? Questions of the second theme answered the fourth and fifth research questions: What are the challenges faced by team interpreters in professional and semi-professional basketball teams in Taiwan? and How can interpreting quality, visibility and working conditions be improved for future basketball team interpreters? Questions of the third theme answered the third research questions: How do the roles of team interpreters in professional and semi-professional basketball teams differ?

The interviews for local coaches, local players and the interpreters were conducted in Mandarin, and the spoken contents were translated by the researcher for this research.



3.3 Data Analysis

Both field observation and semi-structured interviews draw on the research perspective of ‘intercultural rhetoric,’ which explores similarities and differences in rhetorical patterns between two sets of texts (Paltridge & Phakiti, 2015). In this research, the two sets of texts were between professional basketball teams and semi-professional basketball teams. The researcher used analytic ordering by making connections “between themes or categories by some logical progression” (Warren & Karner, 2010, p.239).

3.3.1 *Field Observation*

In order to observe the interactions between foreign/local coaches, foreign/local players and the interpreter, the researcher conducted field observations during action games and practices. The observation started half an hour before the practice and ended half-hour after the practice. The positions and the duties of the team interpreter were the main focuses in the observation. According to different participants at present, person talking and positions of the interpreter, the researcher presented different modes and positions of interpreting through figures.




3.3.2 *Recordings of the Interpreted Dialogues*

All the recordings of the interpreted dialogues were meant to be transcribed and then used for analyzing the interpretation directions, roles of the interpreters and the interpreting techniques the interpreters used. However, only a part of the recordings could be transcribed due to the confidential tactics of the teams, the allowed distance between the interpreters and the researcher, and the noisiness of the actual game. Therefore, the quality of some of the recordings were not good enough to be transcribed.

3.3.3 *Semi-structured Interview*

All the data collected during the interview period was coded and grouped within themes. After the results were constructed, the researcher went back to the data to reassess the codes and the themes. The recorded interviews were transcribed. The researcher “listened carefully and thought deeply about the recorded voices and the interview context, “interviews were transcribed, including the researcher’s questions and probes” (Warren & Karner, 2010, p.169). If there was anything irrelevant to the research, parentheses were put into the transcription.

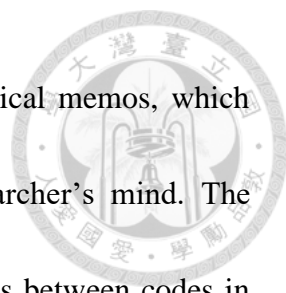
Content analysis was adopted in this study to “interpret meaning from the context of text data” (Hsieh & Shannon, 2005) for data gathered through the



semi-structured interviews. Since Y.-C. Chen (2021) separated the interpreters' roles and their responsibilities into two sections, in this research, B.-S. Lee's (2019) categories of baseball team interpreters' roles were used as the main analytical framework, including four main themes: assistant coach/foreign coaches' right-hand man, conflict mediator/emotion filter, personal assistant and team administration staff.

Open coding was the first level of conceptual analysis of the data. The researcher assigned a category label to each segment of the semi-structured interview. Each language chunk ranged in length from a phrase to several paragraphs. Dörnyei (2019) suggests that the researcher highlights any interesting-looking passage even if it is not immediately related to the focus area.

During the theoretical coding phase, the researcher related the categories to each other. In order to launch this phase, the researcher needed to go through each respondent's transcripts and listed all the codes identified in the open coding phase. As the coding process progressed, certain categories were highlighted and positioned in the center, which led to the selective coding phase. During the phase, a core category was picked for the rest of the analysis, and a tree diagram might be needed if the hierarchy of the categories was very clear. According to Dörnyei (2019, p.261), "the central theme needs to be central both from our own and the participants' perspective."



During all three coding phases, the researcher wrote analytical memos, which were notes of all the ideas and thoughts that came to the researcher's mind. The researcher used the memo to explore the similarities and differences between codes in the rest of the analysis. In the end, the researcher cross-examined the interview analysis and field notes.

As this research is qualitative research, after data analysis, validating analysis was conducted. In order to validate qualitative interpretation in this research, the researcher adopted respondent validation (also known as member checking technique) to “check for accuracy and resonance with the participants’ experience” (Birt et al., 2016). The respondent validation was for the purpose of making sure the researcher’s understanding aligns with the participants’ and helping refine the research results. With the validation process, the results of this study can reflect the roles and perceptions of interpreters more adequately. Out of the 17 participants, 11 have seen the transcription and the analysis draft. Since the researcher does not have the contact information of the other six participants, those participants could not be reached after analysis.

Chapter 4 Results and Discussion



This chapter presents the results and discussion of the research, which include the roles that basketball team interpreters played, the physical positions basketball team interpreters took while interpreting and the different modes of interpretation. The roles of the team interpreters were determined by the researcher's field notes and observation, the recorded dialogues, and the semi-structured interviews with the foreign/local coaches, foreign/local players and the interpreters.

This chapter starts with the physical positions and different modes of interpretation of team interpreters. Then, the four main roles of the team interpreters are introduced before discussion on the challenges of the basketball team interpreters. This chapter ends with the researcher's suggestions for improving the quality of basketball team interpreters' work and their working conditions.

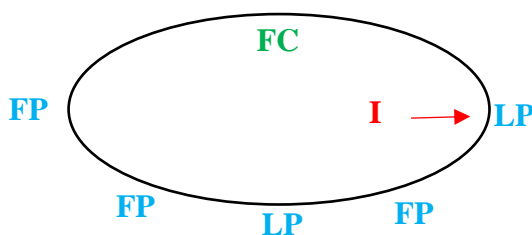
4.1 Physical Positions of Team Interpreters and Modes of Interpretation

Basketball interpreters are mobile while working, unlike conference interpreters who stay in a sound-proof booth. *Figure 2 to Figure 4* indicate the different physical positions the interpreters would take during actual game time, *Figure 5 to Figure 9* indicate the different physical positions the interpreters would take during different practice sessions.



Figure 2

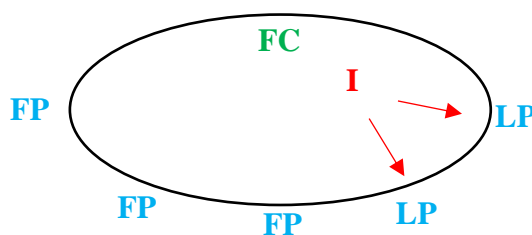
The positions of the head coach, local players, foreign players and the interpreter during an actual game when there was only one local player who needed interpreting service

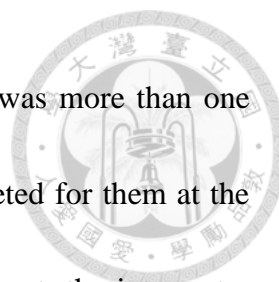


As shown in *Figure 2*, during an actual game, when there was only one local player who needed interpreting service, the interpreter only interpreted for that player. When this situation happened before the game, the interpreter applied consecutive interpreting after the coach finished his full instructions, but when this situation happened during a time-out since the time was limited to only one minute, the interpreter applied whispering.

Figure 3

The positions of the head coach, local players, foreign players and the interpreter during an actual game when there was more than one local player who needed interpreting service

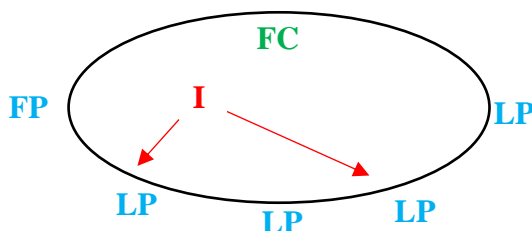




As shown in *Figure 3*, during an actual game, when there was more than one local player who needed interpreting service, the interpreter interpreted for them at the same time. Therefore, when this situation happened during a time-out, the interpreter had to apply simultaneous interpreting so that both players could hear what the interpreter said.

Figure 4

The positions of the head coach, local players, foreign players and the interpreter during an actual game when there was more than one local player who needed interpreting service, but they were separated

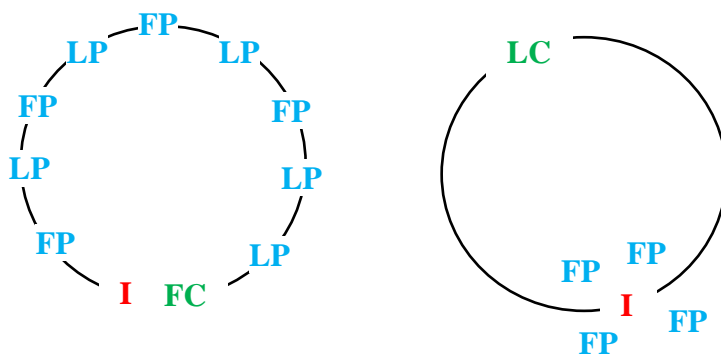


As shown in *Figure 4*, during an actual game, when there was more than one local player who needed interpreting service, but they were separated, the interpreter spoke louder, making sure that all who needed interpretation could hear, and the interpreter applied simultaneous interpreting in this situation as well.



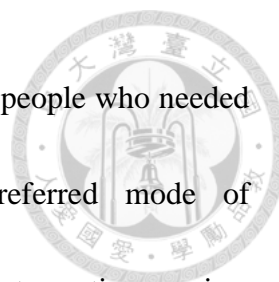
Figure 5

The positions of the head coach and the interpreter when announcements were made



As shown in *Figure 5*, whenever the foreign coach had announcements to make, players stood in a circle, and the interpreter stood next to the foreign coach, and interpreted the instructions in consecutive interpreting. This situation happened before the practice when the foreign coach gave out instructions about the practice and after the practice when the foreign coach announced information about the practice the next day.

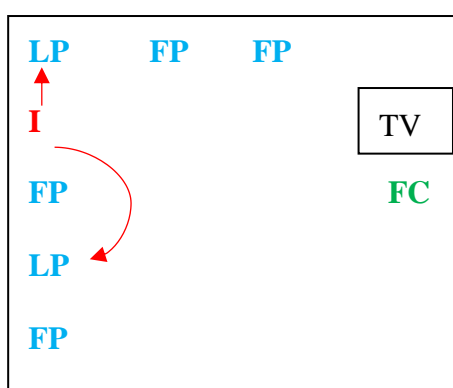
When the announcements were made in teams with local coaches, players also stood in circle, but instead of standing next to the local coach, the interpreter stood next to the foreign players. Even though there were more foreign players in professional league, local players were still the majority, so in situations that only a few foreign players needed the interpreting service, interpreters interpreted the instructions in simultaneous interpreting. This situation happened when the local coach gave out instructions about the practice and after the practice when the local coach made an announcement.



These two situations showed that whenever there were more people who needed the interpreting service, consecutive interpreting was the preferred mode of interpretation, and when there were fewer people who needed the interpreting service, simultaneous interpreting was the preferred mode of interpretation.

Figure 6

The positions of the head coach, local players, foreign players and the interpreter during the video viewing session when most players in the group did not need the interpreting service



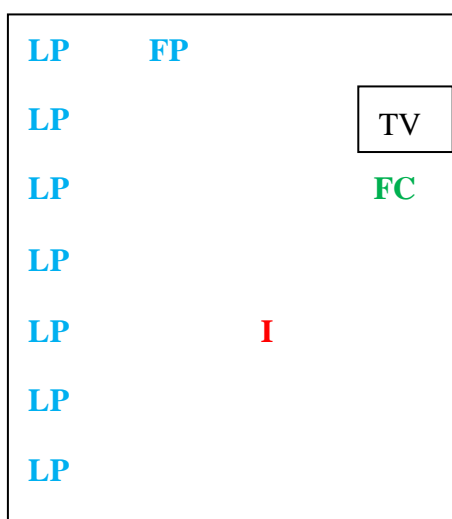
As shown in *Figure 6*, when the team was viewing game videos, players separated into two groups, and when most players in the group did not need the interpreting service, the interpreter would sit next to the one who needed it more and then whispered to him most of the time. Only when the other local player needed help would the interpreter adopt consecutive interpreting mode and interpret for the two local players. Both the interpreter and foreign coach understood which players needed the



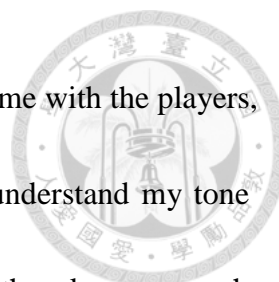
interpretation the most, so when the situation depicted in *Figure 6* happened, the foreign coach would not even slow down for the interpretation because he knew that the interpreter would whisper to the player in need.

Figure 7

The positions of the head coach, local players, foreign players and the interpreter during the video viewing session when most players in the group needed the interpreting service



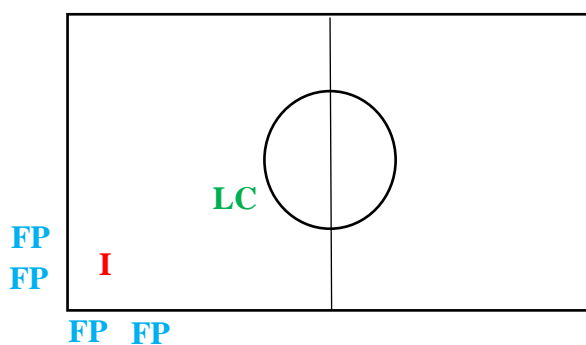
As shown in *Figure 7*, when the team was viewing game videos, and most players in the group were local players, the interpreter would stand in front of the players and do consecutive interpreting. PFC1 said that when there were more players who needed interpreting services the first year he came to Taiwan, the interpreter had to do short consecutive interpreting, "Last year was two sentences, stop, two sentences,



stop." (interview dated April 18, 2022), but after PFC1 spent more time with the players, "a lot of the players now just spent time with me, and started to understand my tone very well, and so they know enough English words. You know, they know enough vocabulary. They can combine my tone with the particular word, and they know what I'm saying." However, if the situation in *Figure 7* happened, he would speak slower and wait for interpretation.

Figure 8

The positions of the head coach and the interpreter when explaining the tactics the team was about to practice

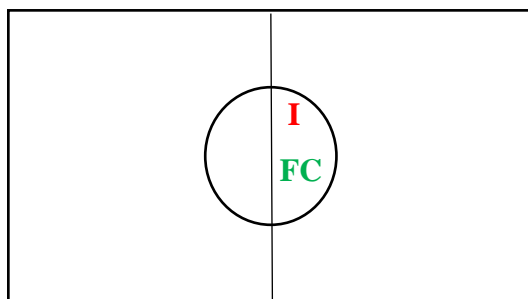


As shown in *Figure 8*, before the team was about to practice certain tactics, the interpreter would stand next to the foreign players and provide simultaneous interpreting service when the local coach explained the tactics and gave instructions.



Figure 9

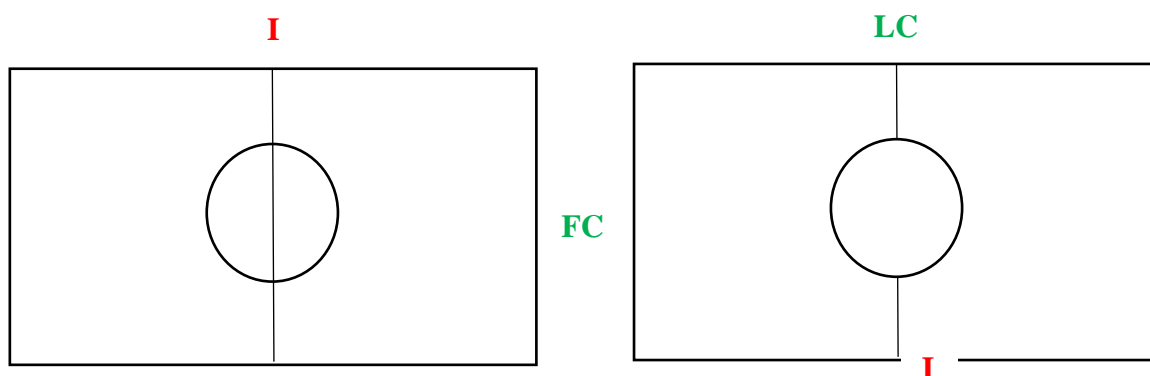
The positions of the head coach and the interpreter during a half-court practice session



As shown in *Figure 9*, when the team was practicing half-court play, the foreign coach and the interpreter stood at the mid-court and the interpreter would do consecutive interpreting.

Figure 10

The positions of the head coach and the interpreter during a full-court practice session



As shown in *Figure 10*, when the team was practicing full-court play, the foreign coach would stand at the bottom line, and the interpreter would stand at the

sideline and do consecutive interpreting, making sure all the players on the court understood the instructions.



When teams with local coaches were practicing, the interpreter would focus on the players that played important roles in current tactics, and interpret the instructions in simultaneous mode. Sometimes, local players shouted vocabulary in English or gave instructions in English themselves. If the coaches instructed on-court, the interpreter would walk to foreign players to interpret; therefore, their positions in this case were not fixed.

Generally speaking, interpreters, as described by Y.-C. Chen (2021), assumed the role of conduits by employing various modes of interpretation to transmit coaches' messages to players. However, when employing simultaneous interpreting, interpreters exhibited lower visibility compared to consecutive interpreting. This was because when the interpreters did simultaneous interpreting, coaches could seamlessly continue without pauses for interpretation, and interpreters often positioned themselves closer to the corner rather than at the center or next to the coaches. The field observation of physical positions and modes of interpretation applied to both professional and semi-professional league.




4.2 Roles of Team Interpreters

Based on the analysis of the researcher's field notes and observation, the recorded dialogues and the semi-structured interviews, the researcher adjusted B.-S. Lee's (2019) framework of baseball team interpreters' roles to fit the context of professional basketball. Table 5 compares the roles in B.-S. Lee (2019), in Y.-C. Chen (2021), and in the current study.

In addition to being an interpreter, the roles of the professional basketball team interpreters can be best described with the following four main themes: (1) Conduit; (2) Assistant Coach; (3) Coach's Right-hand Man; (4) Conflict Mediator/Emotion Filter. Depending on their different responsibilities, different titles and whom they served (coach, player or team staff), each interpreter might assume a different combination of roles.

In Y.-C. Chen's research, he listed two interpreters' roles: (1) conduit; (2) mediator, and four responsibilities: (1) assistant coach; (2) team trainer; (3) partner and soul mate of the team members; (4) energy guy.

Since interpreters' initial job was to convey messages truthfully, the author of the present thesis decided to keep Y.-C. Chen's first role, conduit. Both Y.-C. Chen and the author of the present thesis decided to separate B.-S. Lee's first role, assistant coach/foreign coaches' right-hand man, into two categories. Y.-C. Chen listed assistant



coach and team trainer; while the author of the present thesis listed assistant coach and coaches' right-hand man. The author of the present thesis decided to keep B.-S. Lee's second role, conflict mediator/emotion filter while Y.-C. Chen did not include such category in his research. Both Y.-C. Chen and the author of the present thesis eliminated team administration staff from the list, but Y.-C. Chen's third responsibility, partner and soul mate of the team members, could be considered as something similar to B.-S. Lee's last role: personal assistant/foreign players' lifeline; while the author of the present thesis did not include that at all. During the field observation and analysis, the author the of the present thesis did not observe specific behaviors of the interpreters that "amp up the team," therefore; Y.-C. Chen's energy guy was also removed.



Table 5

Comparison of B.-S. Lee (2019), Y.-C. Chen (2021) and the Researcher's Categories of

Team Interpreters' Roles

B.-S. Lee's Roles	Y.-C. Chen's Responsibilities	Roles of this Research	Y.-C. Chen's Roles
N/A	N/A	Conduit	Conduit
Assistant Coach/Foreign Coaches' Right-Hand Man	Assistant Coach Team Trainer	Assistant Coach Coaches' Right-Hand Man	Mediator
Conflict Mediator/Emotion Filter	N/A	Conflict Mediator/Emotion Filter	Mediator
Team Administration Staff	N/A	N/A	Mediator
Personal Assistant/Foreign Players' Lifeline	Partner and Soul Mate of the Team Members	N/A	Mediator
N/A	Energy Guy	N/A	Mediator

4.2.1. Conduit

Being a conduit is one of interpreters' roles (e.g., Hale, 2008). PI1 mentioned that the basic aspect of his job is to provide instant interpretation during games and practice sessions. PLP5 also described that the interpreter was like a "bridge" to him.



He's the bridge between coaches and players. Although most people have good English proficiency, there are still some people who don't, and it's important to convey the coaches' messages; otherwise, some people would make mistakes, and that affects the whole team, so he's an important bridge, be it communication in general or anything we need to comprehend on the court (interview dated April 19, 2022).

Even when most players understood what the coaches were talking about, interpreters still played an important role, not only to make sure the players' understandings were correct but also to emphasize the highlights once again. SFP1 pointed out that since his coach spoke English fluently, the interpreting service the interpreter provided him would be highlighting the key points once again.

The coach speaks English. That's a plus, but you can't come to other people's country and ask them to speak English. If it's only in Chinese, [with the help of the interpreter], you would be able to know what people are actually saying; otherwise, sometimes I can get it, and sometimes I don't (interview dated October 7, 2022).

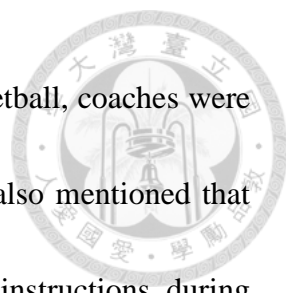
As C.-Y. Chen (2021) mentioned, the main duty of team interpreters is to "convey instructions given by the coach and bridge up players" (p. 35), the author of the present study decided to keep C.-Y. Chen's first role in the current research.



4.2.2. *Assistant Coach*

According to B.-S. Lee (2019), sports interpreters with other administrative responsibilities not only interpreted coaches' instructions and philosophies but also 'explained' those contents to those who needed interpretation. Among the six teams in the PLG in the 2021-2022 season, three of them hired a designated interpreter under the title of 'interpreter' while the other three adopted different job titles, including an assistant coach, general manager and statistic analyst. When it came to the job and roles of the team interpreter, PLP2 said that he didn't have many thoughts over it, but he agreed that "he mainly serves as an interpreter, and his second role is assistant coach" (interview dated April 19, 2022).

As one of the assistant coaches on the team, PI2 described the position of the interpreter as "the best seat in the house to learn" (interview dated April 18, 2022). He could take up and adopt foreign coaches' approaches and learn how to coach players himself at the same time. PI2 did not conceive himself as merely an interpreter, "I've never considered myself as just an interpreter. I would say interpreting is just an 'add-on function' of me." During the 2021-2022 season, most of the players on his team had no problem understanding most of what the coaches said. Therefore, the percentage of PI2 working as an assistant coach and an interpreter was 60% and 40%.



When interpreters also had knowledge of coaching and basketball, coaches were more willing to give them the power of an assistant coach. PLC1 also mentioned that the interpreter on the team sometimes helped the coaches give instructions during practice sessions. Having the authority and knowledge to give players instructions also meant that the interpreters were not only communication mediators but also information conveyors.

Besides, since the workload of assistant coach/interpreter was heavy, PI2 did not have to do and did not have time for other administration work on the team. “It’s not like we only needed to practice for two hours today, so I came to interpreter, and had nothing to do afterwards and just went back home. It’s not like that. I still have a lot of homework to do after I go back home.” According to PI2, he mainly interpreted during actual games and practice sessions, but off the court, he needed to learn and understand the coach’s system, which was part of an assistant coach’s job. PLP5 also added that if the interpreter helped the team with video editing and tactic explanation, the interpreter would be considered an assistant coach.

Even interpreters without the knowledge of coaching sometimes needed to act as assistant coaches. PI1 said that since PLG only plays within Taiwan, he did not need to worry about traveling, he usually interpreted at the press conference although his team did have a designated interpreter on the PR team. However, there were a lot of things

happening right after a game. If the head coach wanted to conduct a coach meeting right away, he would need to help with the stats, and in that situation, the work coming from the coach would be a priority.



Both SLC1 and PLC2 mentioned that it is almost impossible for the team interpreter to not know any basketball tactics. PLC2 said “if the interpreter has no knowledge of any tactics, it would be very difficult for him/her to interpret what I want to the players” (interview dated June 9, 2022). Besides, the time-out periods were short, if the coach gave five steps of instruction, and the interpreter only had time for two steps, there would be problems. Therefore, the ability to catch up with the speed of the coach was the key to be a good interpreter.

4.2.3. *Coach’s Right-hand Man*

B.-S. Lee (2019) listed team administration staff and personal assistant/foreign players' lifeline as two of the baseball team interpreters' roles. P11 described that only 50% of his job was interpretation, the other half was related to player and team management, which could be considered as team administration work. PLP4 also agreed that besides interpretation, the team interpreter's job involved team management. However, in the context of professional basketball, interpreters did not need to serve in

the roles of personal assistant, which helped to improve the quality of their interpretation and private life.



PI1 mentioned that since the duration of time-outs during the games is short, he sometimes needed to give instructions to foreign players, and when that happened, he felt that he was one of the assistant coaches on the team. However, whenever everyone was back to the locker room, his role changed back to communication mediator, no matter between the coach and foreign players or between local players and foreign players. And when communication was needed off-court or after practice, his role was more of the manager of the team.

At the beginning of the first season of PLG, PI1 was in charge of getting the box-score sheets from the table officials after halftime and each game, but he did not need to do that after the mid-season because there was designated staff from the league who distributed the box-score sheets to the locker room. PI1 did have to do some management work, but he thought “my interpretation supported my management work, and my management work supported my interpretation” (interview dated June 9, 2022). For example, he helped foreign players with their work visa applications and any other documents the league and the team required or contacted the team athletic trainer or doctor for foreign players. PI1 thought that these tasks helped him build trust with foreign players, and thus facilitated the interpreters to become the coach’s right-hand

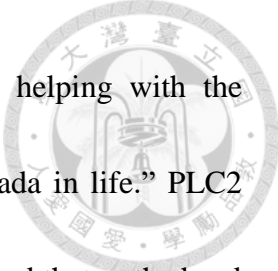


man on and off the court. PLC3 also mentioned that interpreters focused on their interpretation on the court, and only when there was no need for interpreting service did they help the team with administration work. Since professional teams needed to handle everything on their own, there was more administration work and was thus more complicated. Instead of merely asking the interpreters to help with it, professional teams also tended to recruit more staff.

Even without helping foreign coaches and players with their personal life, the interpreters still helped them on adaptation to a whole new country. PFP2 thought that Taiwan was one of the easiest countries he had ever played in, but adaptation was still overall difficult.


I would say Taiwan is definitely one of the easiest cultures, countries in Asia to adapt to. ... The team itself along with the people in Taiwan just in general. It's easy to adapt. Everyone makes effort, but Taiwanese people in general, you guys are very welcoming, very warm, so it's easy to adapt (interview dated April 19, 2022).

Since coaches were like parents on a team who also took care of players' emotions as well, the interpreters became the first group of friends foreign coaches and players could make to seek emotional comfort. Since PFP2 had played basketball in many countries, he added that "sometimes you need to speak broken English for people



to understand you.” Therefore, he appreciated the interpreter for helping with the adaptation. “He helps the adaptation coming from Europe and Canada in life.” PLC2 also emphasized calming the emotions of foreign players. He mentioned that as the head coach, his job was to take care of all players on the team. Whenever there was a local player losing control, it was easy for him to find anyone on the team to calm that player down, but if it was a foreign player, he could only rely on the communicating ability of the interpreter. Therefore, the interpreters’ communicating ability was very important to their roles as the coaches’ right-hand man.


The interpreting services the interpreters provided helped foreign players a lot. All of the foreign players interviewed for this research agreed that communication was the best benefit they received from the interpreters’ help. PFP1, SFP1, PFP2 and PLC2 emphasized that communication was a huge element in a basketball team, so aside from interpreting the messages, helping the communication between coaches and players was one of the very important jobs of a team interpreter, and that made the interpreter the coach’s right-hand man. PFP2 also mentioned that an interpreter needed to be easy to talk to, and this personality would become a big help to the coach in managing a team. PFP1 also described that the team interpreter had been “a really great friend of his” (interview dated June 9, 2022), and in his opinion, “you gotta be a people person, to be willing to understand the differences in terms of culture but also being able to be there



for them, their family and whatever they need.” Besides the interpreters’ communication skills, PLC3 also thought that when recruiting foreign coaches/players, choosing those with personality traits such as open-mindedness to different cultures usually saved the team from a lot of cross-cultural or cross-language problems. “This is our priority. If the players’ personality’s easygoing, there won’t be any cross-cultural or cross-language problems” (interview dated June 9, 2022).

Even though PLP1 considered himself without high English proficiency, he understood almost everything on the court and anything related to basketball. Besides, there were several players on his team with good English proficiency, so even if he did have to communicate with foreign staff on the team, he would ask for their help. Only when the contents that he wanted to communicate with foreign staff about were very important and might take longer time to explain, he would seek help from the team interpreter. PLP3 also agreed that players generally knew vocabulary related to basketball, so even if a player’s English proficiency was not good enough to form complete sentences, vocabulary itself was sufficient on the court. Both SLP1 and PLP3 said that only when they wanted to tell foreign staff something related to daily life or something more personal, they would seek help from the interpreter.


PI2 also considered himself a language teacher, not that he taught players English or Mandarin, but taught them how to communicate with each other. PI2 gave an



example he encountered before in which a foreign player called a time-out just to complain to the coach that no one was asking ball from him on the court this problem could be easily solved as long as the local player shouted ‘ball’ on the court. Therefore, PI2 encouraged players on the team to communicate and interact with each other without relying on their interpretation all the time.

Both PLC1 and PLC2 also agreed that players needed to communicate with each other more on and off the court. PLC2 said that if local players did not have the basic abilities to communicate with foreign players on the court, they would not be able to call small meetings on the court themselves. SLP1 said that he tried to communicate with foreign players on his own during practice sessions because even though the communication did not work, he could still seek help from the interpreter, and if the same problem happened again, both he and the foreign player would have more understanding of the situation. SLP1 also thought that it would help improve cross-cultural communication if players communicated with foreign players more off-court.

Even local coaches who could communicate with foreign players on their own needed an interpreter's help. PLC2 pointed out that there were many players on one team, and there were local players who did not understand English. “Although I’m able to communicate with foreign players myself, but you know, after all, there are too many



people on the team, and many of them don't understand English" (interview dated June 9, 2022). Therefore, as a local head coach, he still needed to speak in Mandarin, and thus, he would need help from the interpreter. However, SLC1 gave instructions bilingually during actual games and practice sessions. Thus, he did not need the interpreter's help, but it took twice the time to convey his messages.

4.2.4. Conflict Mediator/Emotion Filter

Conflicts kill the momentum and the morale of a team, and misunderstandings can be more common in cross-cultural and cross-language interactions. Therefore, interpreters must serve as the conflict mediator/emotion filter. As a conflict mediator, the interpreter's role is to convey the messages clearly, and the emotions are what can be filtered. PLP1 pointed out that there were times when coaches and players talked more emotionally, and that was the time when interpreters played an important role by toning down the language of each side of the communication. "Actually, you know, people sometimes speak more intense, and of course, coaches do, too, and the interpreter is very important in such condition. They need to put off the sparks between the coaches and the players" (interview dated April 19, 2022). PLP3 said that coaches might sometimes say something harsh, and if the interpreter interpreted word by word,



foreign players' emotions would be affected, so he thought that interpreters were like the "buffer" between foreign staff and local staff.

S11 said the stress he felt at work mainly came from the emotions of coaches and players. Therefore, whenever coaches and players got intense, he needed to think about what content to interpret to filter the emotion. PI2 also mentioned that whenever the coach became intense, he first needed to identify whether the player the coach was referring to could accept "hard coaching." If that player had higher stress resistance, direct translation with a serious tone was fine even though it contained more intense expressions, letting the player know that they had reached the coaches' bottom lines. However, if the player did not have a strong mindset, strict language would lead to the opposite effects. Therefore, PI2 would adjust the content he interpreted based on whom he provided his interpreting services.

Usually, experienced players could take serious criticism or expressions better than younger players. And sometimes, younger players could not follow the coaches' instructions because they did not know how to; it was not that they did not perform well on purpose. In this case, even if the coaches' expressions were mean, the interpreters would filter them all. PI2 believed that even if players did not understand what the coaches say, they could still tell from facial expressions that it was not something friendly, "actually players can read the coaches' facial expressions, and they more or

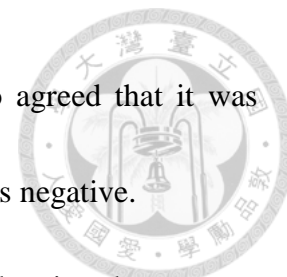
less understand bad words, but if what they receive from you are warm messages, they will build up trust with you” (interview dated April 18, 2022).



The interpreters needed to not only filter emotions during the communication between coaches and players but also controlled emotions during games. P11 mentioned that the pressure he felt as a team interpreter was the fast pace during games and the emotions of coaches and foreign players. He said that when the game was very intense, it was easy for players to lose control on the court, and as the team interpreter, he needed to calm the emotions of foreign players. “The pace of basketball games is fast, and of course, there are ups and downs for a team during a game, so when I interpret during games, I also consider the emotions of foreign players and of coaches” (interview dated June 9, 2022).

On the other hand, PFC1 mentioned that he liked how the interpreter did not hesitate to interpret what he said, even if the message was negative. “I think that’s extremely important for me in my delivery and then obviously, the function” (interview dated April 18, 2022). Also, he thought that interpreters had to be patient and understanding since they needed to absorb the coach’s emotions in order to convey the messages, but at the same time, the interpreters needed to be mature enough to “not get caught too much in my emotion cuz he really is the messenger, but also he has to absorb

my emotion to also, you know, invade my emotions.” PLP1 also agreed that it was better for the interpreter to convey the message directly even if it was negative.



He would use indirect ways to interpret, so you feel better hearing the content, but everyone has their emotions, and if you understand nothing of what the coach just said, you will feel even more confused why the coach seemed so angry (interview dated April 19, 2022).


There might be misunderstanding between coaches and players if the interpreter ‘always’ conveyed the negative message indirectly. SLC1 also mentioned that interpreters sometimes did not dare to interpret mean words said by the coach, and if coaches could say it themselves, foreign players would be able to receive the messages more directly. “If I cursed during actual games or practice sessions, are you going to curse the player just like I did? You have to. You have to” (interview dated October 7, 2022). However, if it was a conflict or conversation between local and foreign players, SLC1 hoped that the interpreter could filter the emotions in case the atmosphere in the team deteriorated. Therefore, even though not every staff member on the team wanted the interpreter to be an emotion filter, being a conflict mediator was one of the important roles the basketball team interpreters played.

4.2.5. Differences of Team Interpreters' Roles Between Professional and Semi-Professional Leagues



Although the jobs and roles of team interpreters in both professional and semi-professional leagues were generally similar, the researcher still found some differences after analysis, and that was the reason why the researcher decided to split assistant coach/coaches' right-hand man, remove team administration staff and personal assistant/foreign player's lifeline from B.-S. Lee's (2019) framework, and added cram school teacher into it. Even though semi-professional league also had their operation and structure, the total ecosystem was different from that of the professional leagues. Both PI1 and PI2 had experience serving as an interpreter in both professional and semi-professional leagues.

PI1 explained that even though there was much to do at professional teams, interpreters did not need to do chores not related to their duty, and this was due to the division of labor at professional leagues. One of the main reasons that professional leagues tended to hire designated interpreters was that there were more foreign coaches or foreign players on one team. PLC2 also agreed that having more foreign players and overseas Chinese without Taiwanese passports who did not speak Mandarin on the team was one of the main reasons why professional basketball leagues needed designated interpreters.



According to P11, the first few years of SBL only applied a ‘one foreign player policy,’ and this could be the reason why SBL did not need a designated interpreter. Even in recent years, there were only two foreign players on each SBL team. PLC2 mentioned that when SBL applied the ‘one foreign player policy,’ one interpreter was enough, and even with two foreign players, one-to-two was still acceptable. However, either ABL or PLG allowed teams to hire more than three foreign players. PLC2 said that when there were more than three foreign players on the team, even having one designated interpreter was not enough.

The point of professionalization is that, I personally think, foreign players come to help the team, and if we can’t make them feel included because of languages, the team cannot be strong. Foreign players won’t have a sense of belonging (interview dated June 9, 2022).

His team then recruited one designated interpreter after professionalization and one of the assistant coaches who used to provide interpreting services only helped when necessary. PLC3 also thought that the biggest difference between professional and semi-professional leagues was the number of foreign players.


Aside from recruiting more foreign players, professional leagues tended to recruit foreign coaches as well. According to PLC1, who had worked for both professional and semi-professional leagues, the numbers and percentage of foreign staff

on the team increased after professionalization. Therefore, interpreters' workload and importance also increased after professionalization.



PI2 said that even though the team he served at SBL before was well-organized, there were still many differences between the two leagues. The parent companies of the SBL teams operated basketball teams for promoting basketball; meanwhile, professional teams in the PLG were commercial products to their parent companies. Therefore, professional teams were willing to spend more money on players aside from their salaries, including accommodation, equipment, team venue, etc. These rewards also became one of the players' motivations.

Players of professional teams understood that they were assets of the team, and by performing better, their values would increase. Therefore, it was common for players to stay at the venue for extra shooting practices after the official team practice. On the other hand, players of semi-professional teams were more like public servants. Their working hours were game hours and practice hours. They devoted themselves wholeheartedly during games and practices, but they were not professional basketball players, especially when some of them were coaches at school, students or bank workers. Therefore, the ambiance and culture on the team were totally different between professional and semi-professional leagues.



S11 mentioned that he thought he only needed to interpret for the team, but after working for a semi-professional league, he realized that he also needed to do a lot of chores. Even though interpreters of semi-professional teams might need to remain on call for foreign staff's personal needs, their working hour ended after the game and practice sessions according to the players' schedules. However, SLP1 mentioned that during the pandemic, the interpreter at the semi-professional league had to do extra work if foreign players needed to see the doctor. SLC1 also said that semi-professional teams recruited interpreters not only for the interpreting service but also for making announcements and taking care of foreign players. As B.-S. Lee's (2019) framework included personal assistant as one of the interpreter's roles, SLC1 emphasized that the interpreter was responsible for foreign players' disciplines and punctuation, serving as foreign players' personal assistant, at semi-professional teams.

Another aspect was that interpreters of professional leagues were treated as team staff on the team instead of an assistant to the team. PI2 said that he was once doubted by players of semi-professional leagues, saying that he was only an interpreter, he could not have the authority to ask the players to practice certain training. Whenever this kind of situation happened, PI2 would interpret whatever the players said to the coaches, and there might be conflicts, but it happened much less in professional leagues since he was considered a team staff. The 'coworker mindset' was practiced throughout the PLG,

even the referee and table officials all received more respect than they did in semi-professional leagues.




PFP2 also mentioned that since he was with the teammates more, and the interpreter belonged to the ‘coach group,’ there was a barrier between the management level and the players.

The players, we’re always together, but if he’s (the interpreter) there, yeah, for sure, but I’m more or so just around teammates. ... and they (team staff) have family, they’re different. Different situations. I’m with the local players a lot, and they help me, for sure (interview dated April 19, 2022).

Besides, it was just not as convenient and polite to bother the interpreter for some personal stuff. Thus, the role of personal assistant/foreign players’ lifeline was taken out from B.-S. Lee’s (2019) framework in this research. Since interpreters in professional league do not spend as much time with foreign staff on the team as that of in semi-professional league, C.-Y. Chen (2021)’s third responsibility, partner and soul mate of the team members, was removed from this research along with B.-S. Lee’s role of personal assistant/foreign players’ lifeline.


According to Sandrelli (2015), one of the four strategies major sports teams and leagues usually adopt was asking teammates who speak a foreign language to serve as the interpreter. PI2 said that this strategy was not ideal for two reasons. First, players



usually did not like the idea of doing something other than practicing, and second, if the player that served as an interpreter took a side between the coach and the other player, the interpretation might not be faithful. As a local player who grew up in an English-speaking country, PLP2 said that he still needed to help with interpretation on the court at a semi-professional league from time to time, but he did not need to do that in a professional league. PLC3 also mentioned that during the pandemic, when the team interpreter was under quarantine, players who speak a foreign language would need to serve as the interpreter as an emergent solution.

We might face shortages of interpreters, but it was just one person less, so it wasn't that urgent. Not that we would be 'oh, no, no body could interpret!' Because we still had people who speak English. Many of our players are fluent in both English and Mandarin, so it was not problem to ask them to interpret. It was kind of an emergency after all (interview dated June 9, 2022).

All the coaches and interpreters interviewed for this research sensed clear differences in interpreters' jobs and roles between professional and semi-professional leagues. However, all the players interviewed thought that there was no difference between professional and semi-professional leagues in terms of the belief that interpreters' jobs were merely interpreting. PLP1 pointed out that long before professionalization when SBL started to recruit foreign players, teams started to hire



interpreters. In his opinion, interpreters at professional and semi-professional leagues did the same things, understanding foreign coaches/players, and helping with communication between foreign and local staff. He did not think there were any big differences after professionalization.

PLP2 also thought that there were no big differences in interpreters' jobs and roles between professional and semi-professional leagues, but he also pointed out that SBL did not recruit any foreign coaches, and half of the teams at PLG recruited foreign coaches, so he thought interpreter's job was a little bit more complicated at PLG than that at SBL because the interpreting service at SBL was only for foreign players. Players tended to focus on their training, and they only considered the team interpreter as one of the team staff.

4.3 Challenges for the Team Interpreters

The following two challenges, namely being a scapegoat and lacking personal life, were based on semi-structured interviews with foreign/local coaches, foreign/local players and team interpreters.



4.3.1. *Being a Scapegoat*

B.-S. Lee (2019) explained a situation of the baseball team interpreters being a scapegoat with an example in which the interpreter's faithful interpretation could only be later proven by the video recordings. PFC1 and PI2 both agreed that this issue only happened when there was not enough trust between the coaches and the interpreter, but since the pace of team sports is very fast, and the game itself is intense, it is possible that the coach sometimes jumped to the conclusion that it must be the interpreter's problem of causing any misunderstandings between the coaches and the players.

PFC1 said that after he developed a friendship with his interpreter, communication became much easier. Once the interpreter got to know him and got used to his delivery, demeanor and tones, they worked well together. "I think the biggest thing is that I have tremendous trust in him, so when I say something, I do trust him that he's gonna send out my message, he's not gonna change it" (interview dated April 18, 2022). Even though he trusted his interpreter, PFC1 also mentioned that understanding each other took patience and time, so being an interpreter was never an easy job, but a high-level task.


PI2 mentioned that there were some key tactics that were not carried out well by the local players, and the foreign coach did doubt whether it was because of his interpretation. PI2 then explained to the coach that it was clear that the players were

able to carry out the tactics during practice sessions, so there must be something else that was wrong on the court other than his interpretation.



PI2 said whenever players played well on the court, people would praise the players for playing well or praise the coaches for nice coaching, and nobody would give the credits to interpreters. However, on the other hand, whenever the players played badly, people doubted the interpreters' interpretation. This was clearly a double standard, but he did have the experience of being questioned after foreign players did not perform well in a semi-professional league.

Since interpreters were invisible on the court, PI2 suggested that this problem could be solved by spending more time understanding the coaches' styles and systems. PI1 also pointed out that an interpreter might need one to two years to get used to a coach's system. The better an interpreter understood the coaches, the better his/her interpretation would be. PI2 believed that the feeling was mutual. Once the coaches felt that the interpreter was saving time for the team, the trust was then built even more. PLC2 also agreed that once trust was built between the coach and interpreter, the interpreter would understand what messages from the coach were supposed to be delivered and what could be omitted. SLC1 mentioned that what the coaches needed to do was to keep their systems consistent so that the interpreters would be able to follow suit.



All in all, team interpreters needed to put out the same performances and proved themselves by showing that the quality of their services never changed. PI2 added that when there were more and more foreign coaches and foreign players on the team, it was impossible to avoid all mistakes, but the value of interpreters needed to be seen. “I’m not saying I’m brilliant, but a great interpreter really makes a difference on the communication on a team, and I do hope that there are more and more people who want to dedicate in this industry as interpreters” (interview dated April 18, 2022). If foreign staff was important to the team, so did interpreters.

4.3.2. Lack of Personal Life

Unlike what B.-S. Lee (2019) mentioned in his research that baseball team interpreters needed to remain on call, the interpreters of professional basketball teams did not need to help with foreign coaches and players’ personal life to a large extent. However, they still lacked personal life for two reasons: (1) Prolonged Interpreting Service; (2) Traveling with the Team.

According to PFC1, a professional basketball coach works around the clock, and thus interpreters are needed for the same hours. PI2 also said that the coach sometimes asked him to arrive at the practice earlier if he wanted to communicate with a certain player before the practice or on the day after a game, which was a day off for the team,

and if the coach wanted to discuss some tactics with a certain player, he may need help from the interpreter, and that would be extended working hour. However, PI2 felt that he took more responsibility than he did on semi-professional teams because of these services he provided.

Second, professional leagues practice a home/away system, so interpreters need to travel with the team, and that takes away a lot of the time the interpreters can spend with their families. PI1 mentioned that when the team still needed to fly abroad for away games, he not only needed to interpret but also took care of part of the team management. Therefore, the team would have someone else designated to interpret at press conferences. Having a detailed and elaborate division of labor and with more staff on the team, interpreters at professional teams could focus on their interpreting roles.

PLP4 added that not everyone was suitable for being a team interpreter since the actual games and practice sessions took a lot of effort and time, and their day-offs were different from regular office workers. Most importantly, being able to adapt to teamwork was the key.

4.4 Suggestions for Improvement

With basketball team interpreters' challenges, multiple roles, responsibilities and work content discussed and presented in the previous sections, the researcher offered

three suggestions for improvement, namely basketball interpreting skill training, standardization of interpreter position and language classes for local players.



4.4.1. Basketball Interpreting Training

After observation and semi-structured interviews, the author of the present thesis concluded that complete or formal interpreting training may not be needed, but basic interpreting skills and basketball terminology are required. Therefore, the author of the present thesis suggests that all teams list basketball interpreting skill training as a requirement for team interpreters. Followings are the three key elements to proper trainings: (1) internship; (2) basketball knowledge acquisition; (3) basic sports interpreting training.

4.4.1.1. Internship

PI1 did not receive any complete or formal interpreting training before becoming a team interpreter, but he still thought that it would be helpful if future interpreters understand more about basketball interpreting. In his opinion, the best strategy would be having future interpreters interpret at actual events. However, since it will be too risky for the team and too stressful for the interpreter-to-be to interpret at actual games, practice sessions would be an ideal option. SI1 also agreed that this kind

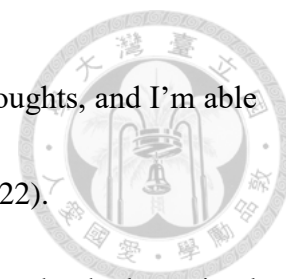
of ‘internship’ would help improve the quality, and proper handover was highly recommended. An internship will also help the interpreters know where to position themselves during actual games.



4.4.1.2. *Basketball Knowledge Acquisition*

PI2 also did not receive any complete or formal interpreting training. However, while he was serving as the team manager of the varsity team at Brigham Young University–Hawaii, there were two Taiwanese players on the team. This experience gave him the opportunity to practice basketball interpreting, but he would still consider himself a ‘self-taught basketball interpreter.’ PI2 said the experience at Brigham Young University–Hawaii was very important for him because he thus had a better understanding of what happened on the court, and what terms and vocabulary coaches and players would use in both English and Mandarin. He spent a lot of time communicating with the two Taiwanese players who studied at Brigham Young University–Hawaii at the time, and finally figured out how they would understand the coach’s instructions better through his interpretation. According to Taiwanese coaches who had received interpreting services from PI2, he was able to interpret in words that players could easily comprehend. “They found out that I’m different from other

interpreters they have met. My thoughts are closer to the players' thoughts, and I'm able to receive messages from the coaches" (interview dated April 18, 2022).



SI1 was the only interpreter interviewed for this research who had received formal interpreting training. His language proficiency came from his unique background. SI1 grew up attending an international school and went to high school and university in the U.S. When he came back to Taiwan after freshman year at university, he decided to major in the Department of English Language and Literature at Soochow University, which now hosts a translation and interpretation program. SI1 not only took courses in translation theory but also shadowing, sight translation, consecutive interpreting and simultaneous interpreting classes. He gained his basketball knowledge and bilingual terms through his experience playing on the varsity team in the U.S. SI1 agreed that basketball knowledge was the most important element of being an interpreter at basketball teams, but he also thought that if future interpreters receive basic interpreting training, their performances would be much better. He mentioned that the biggest difference between other interpreting jobs and basketball interpreting was that other speakers usually talk about contents they prepared, while coaches on the court said what they had in mind. Therefore, interpreters in basketball teams needed to understand the technique of omission. Besides, SI1 believed that shadowing and simultaneous

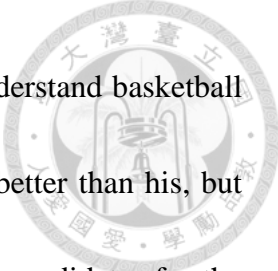
interpreting were the two pieces of training he would recommend basketball teams to have.



According to PFC1, not only the message of the content was important, but also the tone. He mentioned that some of the interpreters he cooperated with in his previous coaching jobs in other countries or previous seasons in Taiwan struggled with some of the messages he was trying to convey.

Something would happen, and you know the message was not received. Maybe it was delivered, but for whatever reason, you can really sense it. Like really sense it got lost in the translation ... it's not just the translation. Those players didn't know me, didn't know my system, didn't know my tone (interview dated April 18, 2022).

When interpreters did not really know basketball, it was difficult for them to convey the messages correctly. SLC1 also mentioned that someone with experience coaching for at least four years or playing basketball in high school or college would be the most suitable to be a team interpreter. PFC1 said that there were times when certain things happened on the court that he knew his messages during time-out were not received by the local players, and it was lost in interpretation due to a lack of basketball knowledge. Therefore, basketball knowledge was as important as interpreting skills.



PI2 explained that there definitely were more people who understand basketball better than he did, and so were those whose English abilities were better than his, but since he happened to be good at both, he became one of the perfect candidates for the position of an interpreter in basketball teams. He hoped that more people could dedicate to this industry in the future, but first, understanding basketball was the key. PLP2 and PLP3 also agreed that basketball knowledge was more important than English proficiency to an interpreter in a basketball team. PLP2 said that basketball knowledge was the key because vocabulary used on the court was sometimes different from what was used in daily life. PLP5 also added that it was necessary for interpreters in basketball teams to know basketball keywords and terminology. Both PFP1 and PLC1 thought that aside from language proficiency, basic basketball knowledge was a must. PLC3 said that language proficiency was the basic requirement, basketball knowledge was the second, and communication ability was the third.

4.4.1.3. Basic Sports Interpreting Training

Although most interviewed interpreters in this research did not receive formal interpreting training, if teams hope to increase the quality of the interpreting services provided by the interpreters, cooperating with interpreting training institutions could be a solution. However, current interpreting training institutions in Taiwan mainly focus on

business interpreting, conference interpreting or court interpreting, etc. These types of interpreting are stricter, usually forbid the interpreters from being flexible on expressions and word choices.




PI2 mentioned that he did not interpret word by word, but picked out the key messages and said them again to the players so that they would memorize them by heart.

I would never interpret word by word. Why? Because if the coach needs one minute to say what he needs to say, and I interpret word by word, I also need one minute, and that makes it two minutes in total, but we don't have so much time during time-out (interview dated April 18, 2022).

Besides, due to the shortness of time-outs, PI2 considered himself a cram school teacher because he was always highlighting the most important part of the coach's instructions for the players.

I always say the important points as fast as I can. They need to know this and that, so that's the only thing I say, and I say it fast. I always jokingly say that I'm a cram school teacher because I'm highlighting important points (interview dated April 18, 2022).

In PI2's opinion, the ability to highlight key points was as important as basketball knowledge for interpreters on basketball teams. PLP3 also thought that the



most difficult part of an interpreter's job was to condense important content in a short period of time. PLC2 also pointed out that delivering the key points concisely was the most important quality of interpretation in basketball teams. If the interpreting training institutions in Taiwan could open up courses focusing on sports interpreting, more interpreters who are interested in dedicating themselves into the sports industry would be more prepared before they step into the real world.

4.4.2. Standardization of Team Interpreters' Job Title and Description


B.-S. Lee (2019) suggested that all professional teams should recognize the importance of interpreters and define interpreters' job descriptions and standardize the job of a team interpreter in the league's agreement. Take the PLG for example, five of the six teams included the interpreter as one of the team members on their website, which was a good start. However, those interpreters who had more responsibilities than only being an interpreter were listed as their other positions. The researcher suggests that if their titles could be switched to assistant coach/interpreter, general manager/interpreter and statistics analyst/interpreter, the interpreter position could be clearer and their visibility would be higher.

Moreover, since the PLG had been improving its regulations year by year, it would be better if the PLG standardizes the job of a team interpreter in its league's

agreement the next season. All teams that want to join the league would need to follow suit.



B.-S. Lee (2019) suggested that the best interpreting strategy for sports teams was the “one foreigner, one interpreter” model. While baseball and basketball ecosystems are different, if teams could not afford to have as many interpreters as their foreigners on the team, standardization may help. According to P11, players’ positions vary dramatically in baseball, while in basketball, it is much simpler, so as far as he was concerned, the “one foreigner, one interpreter” model was no doubt the best, but ‘one to two’ or ‘one to three’ was also acceptable. Since it was possible that all foreign players on the team played at the same position, it was not inconvenient for one interpreter to tell foreign players what they needed to know all at once. However, since PLG allowed teams to hire overseas Chinese without Taiwanese passports and foreign students after they graduate, P11 also mentioned that, if these two kinds of players were on the court along with foreign players, more than one interpreter would be needed. PLC2 also pointed out that if foreign players, who played at different positions: guard, forward and center, all needed interpreting services at the same time, one interpreter was not enough. In his opinion, the “one foreigner, one interpreter” model was still the most ideal solution.



PFP1 also pointed out that the “one foreigner, one interpreter” model is no doubt the best, but it was also very difficult to apply. He mentioned that if there were foreign players on the team who did not speak English as their first language, there would be messages lost in translation no matter how good the interpretation was. Therefore, in his opinion, it was more important that the interpreter understood what the players needed to do on the court and conveyed the message clearly.

PLC2 mentioned that the language combination of the interpreters does not necessarily have to be English and Mandarin. “Some players are not American. ... Now we could even recruit Asian players, so maybe Japanese or Korean interpreters could be needed in the future” (interview dated June 9, 2022). Therefore, PLC2 believed that the “one foreigner, one interpreter” model was no doubt the best.

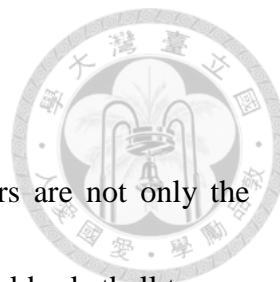
Besides, in order to improve the working conditions of interpreters in both professional and semi-professional leagues, the author of the present thesis suggests that the semi-professional league increases its division of labor so that interpreters do not need to spare effort and time dealing with administration work that is does not involve cross-culture or cross-language needs but focus on helping foreign staff with getting used to the team and providing interpreting services. On the other hand, since interpreters in professional leagues

4.5 Summary

The results and discussions demonstrate that the interpreters are not only the conduit of information but also perform different roles in professional basketball teams.

Being a team interpreter, one serves as a conduit, assistant coach, coach's right-hand man and conflict mediator/emotion filter.

Different physical positions during actual games and practice sessions demonstrate that an interpreter of a professional league needs to adjust his/her job environment and working format a lot based on the situation on-site. Therefore, two modes of interpreting are used, including consecutive interpreting and simultaneous interpreting.



Chapter 5 Conclusions



The present study explored the roles and actual work of staff interpreters in Taiwan's professional and semi-professional basketball teams. Two of the six teams in the PLG (the professional league) and one of the four teams in the SBL (the semi-professional league) participated in this study.

The data was collected through field observation and semi-structured interviews. Field observation was conducted during the regular season of 2021-2022. Interviews were conducted with foreign/local coaches, foreign/local players and interpreters.

The results showed that interpreters are important parts in both professional and semi-professional basketball teams, and four main roles other than the role of an interpreter were revealed in this research, including an assistant coach, coach's right-hand man, conflict mediator/emotion filter and cram school teacher.

However, due to the different ecosystems of professional and semi-professional leagues, the roles of interpreters in each league are slightly different. Interpreters in professional league do not need to serve as foreign staff's personal assistants, and due to detailed division of labor, they do not need to do chores that are not related to their duty, but they might need to provide extra working hours if coaches need their interpreting services for further strategic discussions with players, and when their teams play away

games, they need to travel with the team, which takes away their private time with family.



On the other hand, interpreters in semi-professional league are like public servants whose work hours align with actual games and practice sessions, which do not require them to provide extra working hours, but they need to take care of foreign players' personal life and make sure they show up for practices and follow the rules of the team as if they were personal assistants.

Interpreters in both professional and semi-professional league employ two modes of interpretation. When employing simultaneous interpreting, interpreters exhibit lower visibility because coaches do not need to pause for interpretation, and the positions of the interpreters are often closer to the corner. When employing consecutive interpreting, interpreters exhibit higher visibility because coaches need to pause for interpretation, everyone on the team is able to hear the interpretation, and the positions of the interpreters are often in the center or next to the coaches.

Although all the coaches and interpreters interviewed for this research sensed clear differences in interpreters' jobs and roles between professional and semi-professional leagues, all the players interviewed believed that an interpreter's job was to interpret. Players usually focused on their trainings, and since interpreters were

considered part of the coach group, coaches were able to see the actual job interpreters did, while players would not be able to see the whole picture.



A few recommendations of improvement are offered after the results are presented. It is suggested that all future interpreters of professional basketball teams receive basic interpreting skill training and must acquire enough basketball knowledge. Also, if all the teams in the league can recognize their interpreters even if they have multiple titles on the team, the visibility of interpreters will enhance, and if the league can standardize the job of an interpreter, there will be more protection to interpreters in professional basketball teams. B.-S. Lee (2019) concluded that the “one foreigner, one interpreter” policy is the ideal solution for improving baseball interpreters’ working conditions in general, and it can apply to other sports leagues as well. However, before this policy becomes workable for most sports teams, this research suggests that basketball interpreting skill training could be the best solution in current sports environment in Taiwan.

Although according to Sandrelli (2015), the strategy of offering language classes to coaches and players is not very popular among players, the researcher would still suggest that teams provide language classes to coaches and players as a benefit of being on the team so that those who want to improve their own language skills would not need to worry about finding the resources themselves.



5.1 Limitations

There are some limitations to this research. First, during the research process, Taiwan faced two outbreaks of Covid-19. The first time was from May to September 2021, when the researcher was contacting the basketball teams for field observation and interviews, and the arrangement was then postponed. The second time started in April 2022, when the researcher already started field observation and interviews.

Another restriction is that even though the researcher already got permission from one of the teams to record dialogues during the game, it was very loud in the venue, so all recordings of actual games were not eligible. Other teams did not allow the researcher to observe the games from the courtside due to confidential reasons.

Originally the researcher planned to pick two teams from both the PLG and the SBL for this research. However, one of the SBL teams that agreed to participate in the research was dismissed right before the field observation and interviews. Therefore, due to time constraints, the researcher ended up only picking one team from the SBL for this research.

Last, the researcher only picked some of the teams on both the PLG and the SBL, and therefore the results might not be generalized to other teams. Also, while the researcher was conducting this research, another professional basketball league was

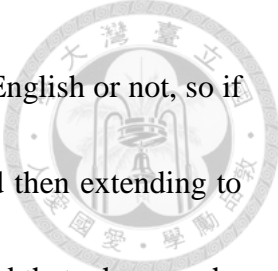
established, the T1. The results that were collected from the data of the PLG teams may not be generalized to the T1.



5.2 Recommendations for Future Research

Although Sandrelli (2015) pointed out that the strategy of offering language classes to coaches and players was not very popular among players, interviewees of this research still showed interest in this strategy. SFP1 was a foreign student in Taiwan and participated in the drift after graduation. Since he is not a native English speaker, he believed that either English classes or Mandarin classes would help him or other non-English speaking players adjust better in a foreign country. However, as the classes Sandrelli suggested were meant to design for foreign coaches and players to adjust to the team, most interviewees who expressed positive attitudes towards language classes agreed that offering English classes as an option for local staff would be ideal as young players nowadays longed for playing abroad, English proficiency was an important tool for them to achieve this goal.

PLP3 hoped that the team could provide English classes for local players because he would like to be able to communicate with foreign coaches/players himself. Even if he could not reach the point where he could communicate independently, maybe at least he could understand what foreign coaches/players wanted to express. Besides,



he was not sure whether he knew all the basketball terminologies in English or not, so if there was a language class starting from basketball terminology, and then extending to other fields related to the game itself, it should be helpful. PLP3 added that whenever he wanted to say something simple to foreign players on the court such as “calm down” or “hang in there”, he felt frustrated not knowing how to express himself, and these short phrases were not even basketball terminology. Therefore, he would like to learn useful phrases that he could use on the court as well. In addition, PLP3 pointed out that young players nowadays have the dream to play abroad. It could be leagues in China, Japan or other countries. If players want to communicate with foreign players directly or adapt to foreign countries well, language proficiency is a necessity.

According to PLP3, many Taiwanese players had taken advantage of online language courses. It not only fit their unstable schedule but also satisfied their specific needs. PLC1 also mentioned that there were many channels and methods to obtain English knowledge. Therefore, English is a basic language standard in the modern world. If players are willing to spend a little more time on their language proficiency, it may help with their judgment on the court.

PI2 thought that all players need to build up the ability to communicate with others on their own, whether they are foreign players or local players. It is not economic and efficient to always rely on interpreters to interpret for them. Therefore, if the team

provides language classes as a benefit, it will be helpful to the communication on the team.



PLC2 agreed that the language proficiency of local players was the fundamental solution to cross-cultural interaction. He believed that language classes for local players will be useful, but the effects would be limited since most players were in their 20s and they had their own personal lives. If the team wants to provide language classes, certain rules must be imposed. In his opinion, it would be better if the players understood the importance of language proficiency when they were still students.

However, from interpreters' perspectives, if all players' language proficiency is good enough to communicate on their own, there will be no need to recruit interpreters on the team in the future, and if teams provide language classes with team interpreters as the teachers, the combination of interpreters' roles will change as well. Future researchers can seek a balance between interpreters' job security and players' desire and want.

As for the research area and scope, it is hoped that future research can explore the actual practice and roles of interpreters of T1, and then we may better understand whether the roles differ because of professionalization or the roles differ based on the leagues.

It is also recommended that future research can continue to explore interpreters in different professional or semi-professional sports leagues in Taiwan. With more exploration and understanding of sports interpreting, the environment for breaking culture gaps and language barriers in the sports industry will be more mature, and more talented future interpreters who are interested in sports will be willing to join the industry.





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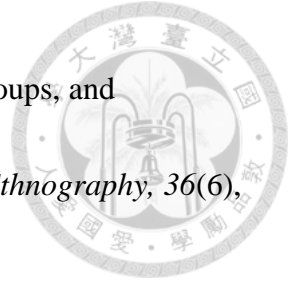
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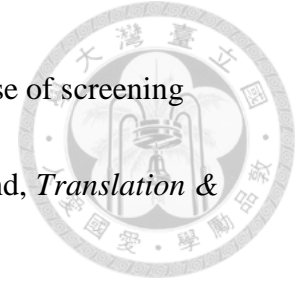
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Appendix 1 Interview Questions (Interpreters)



1. 首先想先請教您的求學背景，大學就讀科系，畢業後的進修狀況，是否接受過專業口譯訓練或修習相關課程？
2. 您是如何成為職籃球團翻譯人員的？
3. 您擔任職籃球團翻譯人員時的工作內容有哪些？平時負責什麼業務？
4. 您如何看待您服務或共事的對象，分為六種：本土球員、本土教練、外籍球員、外籍教練、球團內部人員、媒體？
5. 您在工作中會遭遇到什麼樣的壓力或是衝突？壓力和衝突的來源是什麼？
6. 您如何看待您擔任職籃球團翻譯人員的角色？
7. 您理想中，職籃球團翻譯人員應該扮演什麼樣的角色？
8. 您覺得職籃球團翻譯人員應該具備什麼樣的能力與條件？
9. 如果可以，您會希望職籃球團翻譯人員接受什麼樣的職前訓練，以幫助他們在正式工作時能有更好的表現？
10. 您覺得球隊職業化，對於口譯員的工作職責有什麼影響？(P+ League球隊)
11. 疫情期間，外籍球員與教練皆先行回國，在球隊不需要口譯服務的同時，您在球團內的工作為何？(P+ League球隊)

Appendix 2 Interview Questions (Local Coaches and Players)



1. 想請教球隊口譯平時如何協助您？他平常的工作包含什麼？
2. 在與球隊外籍成員交談時，您如何跟口譯員互動？
3. 您如何看待球隊口譯？您會怎麼描述他們的角色？
4. 您覺得稱職的球隊口譯員應該具備什麼特質、能力？
5. 球隊的跨語言、跨文化溝通過程，有什麼值得改進之處？
6. 在職業聯盟打球/擔任教練有什麼特別之處？外籍球員人數增加的情況下，口譯員如何協助您進行溝通？您認為職業與業餘或半職業聯盟在跨語言、跨文化溝通過程中，有什麼不同？（P+ League球隊）

Appendix 3 Interview Questions (Foreign Coaches and Players)



1. How do the interpreters help you? What work do they do on a daily basis?
2. How do you interact with the interpreters in an interpreted conversation?
3. How do you perceive the interpreters? How do you define their role?
4. What qualities and abilities do you believe a competent team interpreter should have?
5. Is there anything that can be improved with the cross-cultural communication process in the team?
6. What are the differences between playing in a professional league and playing in a semi-professional league? How does the interpreters help you with having more foreign staff on the team? How are the experiences of working with team interpreters change due to these differences? (P+ League team)

Appendix 4 Consent Forms (Local Team Members)



研究參與者知情同意書

- 一、研究主題：臺灣籃球職業化對口譯員角色之影響
- 二、研究者：張芸禎（國立臺灣大學翻譯碩士學位學程碩士生）
- 三、研究目的：欲了解籃球聯盟職業化前後對口譯員角色的影響
- 四、研究方法與程序：半小時至一小時不等之個別訪談，訪談地點依受訪者指定之地點為主。訪談流程於填寫研究參與同意書後，進行約一小時之訪談。訪談全程將進行錄音。
- 五、研究效益與對研究參與者之益處：
 - 甲、研究之科學效益：預期能夠更了解職籃球團口譯員之十劑工作角色與工作情況，為日後提升職籃球團口譯員之工作條件與效益、增加球團跨文化溝通之效率做參考。
 - 乙、對研究參與者之益處：參與者在完成研究流程後，將獲得500元車馬費。
- 六、研究材料之運用規劃及機密性：研究者將依法把任何可辨識您的身分之紀錄與您的個人隱私資料視為機密來處理，不會公開。將來發表研究結果時，您的身分仍將保密。您也瞭解若簽署知情同意書即同意您的原始紀錄可直接受監測者、稽核者、研究倫理委員會及主管機關檢閱，以確保研究過程與數據



符合相關法律及法規要求；上述人員也承諾，將不會洩露任何與您身分有關之資料，絕不違反您的身分之機密性。

七、研究參與者權利：

甲、如果您研究過程中有任何疑問，可以直接詢問研究人員。

乙、研究者已經向您說明研究相關之最新資訊，並已告知可能影響您繼續參與研究之意願之所有資訊。

丙、研究者已將您簽署之一式兩份同意書其中一份交給您，並已充分說明本研究之內容。

請您決定是否參與本項研究。在以下欄位簽名，即表示您以閱讀以上說明並同意參與。研究過程中不需要任何理由，可隨時撤回同意書或退出研究，口頭或e-mail告知研究者即可。

參與者簽名：_____

日期：2022 年 月 日

研究者簽名：_____

日期：2022 年 月 日

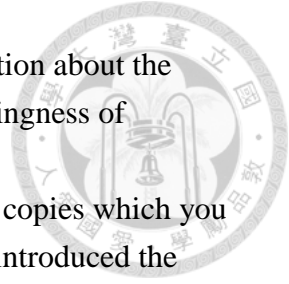
Appendix 5 Consent Forms (Foreign Players and Coaches)



Consent to Participate in Research

1. Research topic: Impacts of Basketball Professionalization on Roles of Staff Interpreters in Taiwan
2. Researcher: Jenny Yun-Chen Chang (Graduate student of Graduate Program of Translation and Interpretation at National Taiwan University)
3. Purpose of this Research: This study aims to understand the actual work, the role, and the other staff members' perception of a staff interpreter in professional basketball teams in Taiwan.
4. Description of Procedures: If you volunteer to participate in this study, you will be asked to do an interview with the researcher that will last no longer than 30 minutes. At the beginning of the interview, you will be asked to read the consent form. If you agree with the terms, you sign on the form. After receiving the signed consent form, the researcher will conduct an interview that lasts no longer than 30 minutes. The whole interview will be digitally recorded.
5. What are the potential benefits?
 - i. Academic Benefits: The findings of this study can serve as the first step into understanding the interpreting activities of a staff interpreter for professional basketball teams. It can also be helpful for people who are interested in further probing the role of interpreters in other professional basketball teams and professional sports industry in general or defining what responsibility and obligation a staff interpreter in a professional sports team should assume. With better working conditions for interpreters and improved cross-cultural communication, teams can create more harmonious rapport within the organization, produce finer results on the field, delight their fans, and thus draw more people in attendance, which is usually accompanied by increased profits.
 - ii. Compensation for Participation: If you agree to participate in this research, you will be compensated with NT\$ 500 , which will be offered to you in cash at the beginning of the research.
6. Confidentiality: Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.
7. Rights of Research Subjects:
 - i. If you have any questions during the research process, you can ask the researcher.

- ii. The researcher has informed you of the latest information about the research and all the factors that might affect your willingness of participating in the research.
- iii. The researcher has given you one of the consent form copies which you have signed, and the researcher has comprehensively introduced the content of this research.



You can choose whether to participate in this study. If you volunteer to participate in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

Signature of Subject

Date

Signature of Researcher

Date