

The logo for Distance Opportunities for Interpreter Training Center (DOIT) features the letters 'DOIT' in a large, light blue, serif font. A horizontal line with an arrowhead on the right side passes through the middle of the letters.

Distance Opportunities for
Interpreter Training Center

Study Guide

INTR 426

Interpreting Skills Lab 5

Spring 2008

Distance Opportunities for Interpreter Training Center (UNC-DO IT Center), University of Northern Colorado

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Course Overview

Purpose

This lab is a continuation of INTR 425: Interpreting Skills Lab 4 with continued focus on the application of simultaneous interpreting skills. The purpose is to further students' competence in simultaneous interpreting by increasing difficulty of texts based on the complexity of factors to be managed by the student as part of the interpreting process. The majority of the texts to be interpreted in this class will be of the student's choosing and although each assignment will be prepped, the interpretation is to be spontaneous or unrehearsed.

Impact

Lab activities allow for the ongoing application of the skills and abilities associated with simultaneous interpreting in a range of settings. This will further the mastery of skills such as cognitive processing, discourse analysis, simultaneous interpreting and self-assessment. This course also furthers the exploration and appreciation of the various demands and controls associated with the interpreting process. Mastery of simultaneous interpreting prepares students for the NIC examination and the world of work for interpreters.

An additional impact of this course is that students, with the exception of the first assignment, will engage in capturing samples of their performance in live situations—either actual or staged. The transition from rehearsed to prepped, but spontaneous/live interpreting is essential as students prepare for INTR 492: Interpreting Internship, when students will engage in the interpretation of actual interactions under the supervision of an agency or certified interpreter.

Interpreting prepped but unrehearsed interactions also allows for students to observe what new and additional demands arise and how they are managed 'in the moment'. This process will help students further synthesize their knowledge of D-C S as a theoretical construct and work analysis tool, to the cornerstone of their decision-making process while on the job.

Objectives

By the end of this course, you will be able to do the following as part of prepped but unrehearsed interpretations:

- Predict accurately the demands on the interpreter related to simultaneous interpretation.
- Predict accurately the impact of simultaneous interpretation on the participants.
- Identify and apply techniques for the management of turns in simultaneous interpretation.
- Apply strategies for managing message content that requires adjustment in processing time.
- Collaborate with the speaker as a factor in developing an effective simultaneous interpretation.
- Employ controls appropriate to the demands of the interaction that produce an interpretation that maintains the integrity of the message and the discourse event.
- Produce a culturally appropriate interpretation.
- Assess effectiveness of language match in self-generated interpretations.
- Apply target language decision making model to work with realistic time constraints.
- Identify patterns in the work that indicate a need for ongoing professional development.

Required Materials

Media

The following DVD is on loan from the DO IT Center and will be mailed to you prior to class. Please return it to the DO IT Center when you are done with class.

Diagnostic Assessment DVD: ASL and English Texts: Warm-up and Stimulus:

ASL: “My Trip to Sweden” by Barbara Kanapell

English: “Elder Hostel Program” by Maureen Derkin.

Articles

The following articles for this course are in your *DO IT Skills Reader* (2007):

- # 9 Ressler, C. (1999). A comparative analysis of a direct interpretation and an intermediary interpretation in American Sign Language. In *Journal of Interpretation*, Alexandria, VA: RID Publications.
- #14 Tipton, C. (2001). Passive Voice: How is it interpreted? In Proceedings of the 17th National conference of the RID. *Tapestry of our Worlds*. Alexandria, VA: RID Publications

Textbooks

You will need the following texts, received in prior courses.

1. Cokely, D. (1994). *Sociolinguistic Process of Interpreting*. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
2. Russell, D. (2002). *Interpreting in the Legal Contexts: Consecutive and Simultaneous Interpretation*. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
3. Taylor, M. (1993). *Interpretation Skills: English to ASL*. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.
4. Taylor, M. (2002). *Interpretation Skills: ASL to English*. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.

Course Preview

This is a lab course, and as such, involves your ongoing practice of various skills associated with simultaneous interpreting. It will be important that you engage in the class activities as they are scheduled in the roadmap. If you do not do the work in the intervals planned, and allow yourself to get behind, it will be very difficult to catch up when it is time to submit the lab work to your facilitator. You should plan on committing six hours per week to these lab activities—including participation in online discussions (one – one and a half hours per week).

Please note that this lab class differs from those you have previously completed—with the exception of the first skills assignment, the other three skills assignments are of your own choosing and involve your capturing of actual/live interpreted events—either those you are allowed to tape while you are working or those you stage. In either case, the interpretations can be prepped, but not rehearsed.

Prepping involves speaking with the speakers and determining the salient points they will address prior to beginning the interpretation. It may also involve your researching of the topic, and consulting colleagues or language informants for information about how to convey certain concepts during the interpretation. An unrehearsed interpretation is one that you have not practiced in advance—it is one you do spontaneously, as the interaction occurs. So, although you can prep the assignment, you cannot interpret the assignment. You are to submit three samples of unrehearsed and live interpreting. As well, you will complete a self-assessment of your performance, with particular attention to how the interaction differs from your previous work, what new demands emerged, what controls you employed, and what improvements you plan to make

You will also complete readings intended to enhance your understanding and appreciation of the interpreting process and strategies associated with simultaneous interpreting.

Lesson 1: Baseline Assessment

In this lesson you will work with the only mediated material associated with this lab. The purpose of this lesson is to provide you with a baseline of your unrehearsed interpreting performance—prior to this course, your work has been predominately planned and rehearsed. Now, working with the mediated texts, provides you with time to begin arranging for your three live interactions—which are to be events you

interpret as part of your job or events that you stage for the purpose of capturing your work live.

There are two texts you will interpret in this lesson. The first text is by an ASL speaker named Barbara Kanapell, who discusses a trip she took to Sweden for the purpose of participating in a research conference for deaf researchers. It was international and there were deaf researchers from a number of different countries. After this conference, she continued her trip to another location in Finland to attend a second conference. This conference involved both deaf and non-deaf researchers of sign languages. In both conferences she discusses topics that were addressed, the political context of the events, some of the people who attended and spoke, and her own involvement in each conference. There are a range of cultural referents in her presentation—so be prepared to interpret common culturally-bound concepts—like Gallaudet University, ‘big D deaf’, and to discuss the visual-gestural nature of signed languages. You should generate your interpretation of the text as if it were for members of an audience who have little prior experience with deaf people—but are aspiring sign language researchers and interested in the topic.

The second text is by an English speaker named Maureen Derkin, who is discussing a program initiated at Gallaudet for senior citizens referred to as the Elder Hostel program. The program is designed to bring together individuals who become deaf later in life for the purpose of learning about resources related to deafness. She describes the various activities in which the participants engage—including hearing tests, speechreading labs, exposure to sign language and deaf culture, sightseeing and other events. She also discusses a parallel program developed for deaf senior citizens. You should generate your interpretation of the text as if you were interpreting it for Barbara Kanapell—the deaf woman on the first segment of the tape who is an emerging senior citizen and interested in knowing about the program.

Each text is about 20 minutes in length, and there is a warm-up segment for each speaker—where they address a topic other than the one you will interpret. This warm-up gives you a chance to learn about their speaking styles before you interpret for them. Feel free to review the warm-up as often as you like—although it will not prepare you for the content you will interpret.

In terms of your prep, you can take the general information provided above and do your own research on the topics—what can you find out about deaf researchers of ASL? What can you

find out about international efforts to bring deaf researchers together for the purpose of exchanging ideas? What can you predict would be the difference between a conference of deaf researchers only, versus one that involved both deaf and non-deaf researchers? What political implications might exist for how communication occurs or topics that are addressed? Who are the important names in the field of ASL research who are deaf and who are not deaf? How could you find out?

What can you find out about Elder Hostel programs in general—and what can you predict about how these programs might work for people with a hearing loss or who are deaf? What do you know about services provided to senior citizens and what kind of accessibility issues might exist as it pertains to people who become deaf later in life or who have always been deaf? What do you know about Gallaudet's role in helping communities serve the interests of deaf people? What kinds of services would your own community need to consider to make services available to deaf senior citizens and individuals who become deaf later in life and are now senior citizens?

You can also use the brief introduction at the beginning of each speaker's presentation to prep—but you are not to view the text before you generate your interpretation. The interpretation is to be unrehearsed.

Also, make sure to follow the instructions for taping that are provided as part of the DVD. These will help you with the self assessment of your performance and also facilitate the process we want you to follow when you prepare your own scenarios.

Lesson 2, 3 and 4: Self-Selected Scenarios

For each of the next three lessons you are to arrange for and capture samples of actual/live interpreting performances—either from your daily work as an interpreter or staged. These events should follow criteria identified below:

- Each event should be between 15-20 minutes in length.
- When taping, the speaker and your interpretation should both be captured. In the case of English speakers this means that the camera must include both you and the speaker. In the case of ASL speakers, this means that the camera must capture the ASL speaker and a clear overlay of your voiced interpretation.
- At least one of the three scenarios must be an ASL speaker.

- Secure signed statements from the speakers that your work samples can be used for this class and shared with the course instructor.
- The scenario should be conducive to simultaneous interpretation.
 - For example, interactive texts will be hard to capture due to the need to see your performance as well as the speaker. Therefore, a single speaker is likely the most effective.
 - The topic should be one you have discussed with the speaker, have researched and prepped, but is not one you have previously interpreted or practiced in advance.






The first part of your analysis is a synthesis of what you did to prepare for each of the three assignments. Determine the questions you will ask your speakers about their topics; ask for or prepare an outline or mind-map of what will be addressed; do any research of the topic you need to; and dress appropriately for the assignment. Discuss what transpired as part of the discussion with speakers. Define your audience based on the subject matter and the setting in which the speaker is presenting.





After generating the interpretation, engage in a self-assessment—identify the demands that emerged, and the controls you used pre, during, and post assignment. Discuss the patterns that emerged and relate them to the theories you have been exposed to in the class. As well, your course instructor may identify other criteria he or she wants you to address as part of the self assessment.

Participate in online discussions with your peers about the course readings and your progress on the various lab activities.

Course Roadmap

Use this as your “map” while traveling on your distance-learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity indicate specific dates for that item.

Points	Dates		Activities	Done!
Lesson 1 - Baseline Assessment				
	1/14-2/4	1.1	DVD #1: Diagnostic Assessment. Prep the ASL text: My Trip to Sweden	<input type="checkbox"/>
		1.2	Generate a live interpretation of the ASL text and complete a self-assessment.	<input type="checkbox"/>
		1.3	DVD #1: Diagnostic Assessment. Prep the English text: Elder Hostel Program at Gallaudet	<input type="checkbox"/>
		1.4	Generate a live interpretation of the English text and complete a self-assessment.	<input type="checkbox"/>
	2/4		Assignment 2: Submit lab products, videotape (or DVD) and self-assessment to course facilitator.	<input type="checkbox"/>
	2/4-2/9	1.5	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
	2/10	1.6	Return DVD to the DO IT Center	<input type="checkbox"/>
Lesson 2 - Self-selected scenario				
	2/10-2/29	2.1	Read: DO IT Skills Reader Article #9.	<input type="checkbox"/>
		2.2	Arrange for live interpretation and prep the assignment	<input type="checkbox"/>
		2.3	Generate a live interpretation of the assignment and complete a self-assessment.	<input type="checkbox"/>
	3/3		Assignment 3: Submit lab products, videotape (or DVD) and self-assessment to course facilitator.	<input type="checkbox"/>
	3/3-3/8	2.4	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>

Points	Dates		Activities	Done!
Lesson 3 - Self-Selected Scenario				
	3/10-3/30	3.1	Read: DO IT Skills Reader Article #14.	<input type="checkbox"/>
		3.2	Arrange for live interpretation and prep the assignment	<input type="checkbox"/>
		3.3	Generate a live interpretation of the assignment and complete a self-assessment.	<input type="checkbox"/>
	3/17-3/21		Spring Break at UNC.	<input type="checkbox"/>
	4/2		Assignment 4: Submit lab products, videotape (or DVD) and self-assessment to course facilitator.	<input type="checkbox"/>
	4/2-4/6	3.4	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
Lesson 4 - Self-Selected Scenario				
	4/6-27	4.1	Arrange for live interpretation and prep the assignment	<input type="checkbox"/>
		4.2	Generate a live interpretation of the assignment and complete a self-assessment.	<input type="checkbox"/>
	4/28		Assignment 5: Submit lab products, videotape (or DVD) and self-assessment to course facilitator.	<input type="checkbox"/>
	4/28-5/3	4.3	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
End of Semester			Congratulations! Please complete course evaluation.	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Points
Assignment 1 On-going	Online Discussions: Participate regularly and consistently in online discussions about course readings and activities offering 10 original posts and 10 response posts over the course of the semester.	20 points total
Assignment 2 Due 2/4	Lab Work and Self Assessment: This assignments involves the submission of a package that includes the following items: <ul style="list-style-type: none"> • A tape (or DVD) of the two texts interpreted from ASL into English and English into ASL. • A synthesis of your prep for interpreting these texts unrehearsed. • A D-C S analysis of each of the texts based on the pre-, during and post performance you expressed. This analysis should cover all four elements with at least three examples for each element—and controls for addressing each example. As well, at least one example of a demand-control pair should be analyzed through the D-C-C-RD sequence to continue your application of the schema as a tool for ethical decision-making. You should then evaluate the options identified as being liberal or conservative and provide a justification as to why. • A self-assessment of the texts. The specific criteria to be included in your self-assessment will be defined by your course facilitator. Submit the package to your facilitator by US mail.	20 points

	Description	Points
<p>Assignment 3, 4 and 5</p> <p>Due:</p> <p>3/3</p> <p>4/2</p> <p>4/28</p>	<p>These three assignments involve the submission of a package that includes the following items:</p> <ul style="list-style-type: none"> • A tape (or DVD) of a live interpretation from ASL into English or English into ASL. • A synthesis of your prep for interpreting these texts unrehearsed. • A D-C S analysis of each of the texts based on the pre-, during and post performance you expressed. This analysis should cover all four elements with at least three examples for each element—and controls for addressing each example. As well, at least one example of a demand-control pair should be analyzed through the D-C-C-RD sequence to continue your application of the schema as a tool for ethical decision-making. You should then evaluate the options identified as being liberal or conservative and provide a justification as to why. • A self-assessment of the texts. The specific criteria to be included in your self-assessment will be defined by your course facilitator, but of particular importance is your assessment of how your work differs when done unrehearsed versus when rehearsed, and the implications of your performance for the upcoming practicum placement and continued skill development needs. Focus on patterns of performance that emerge and how you can address improving these patterns. <p>Submit the package to your facilitator by US mail.</p>	<p>20 points each</p>

Course Summary

Conclusion

This lab was a continuation of INTR 425, which was an introduction to simultaneous interpretation. During this lab course, you interpreted five texts without rehearsal—at least two of which were from ASL into spoken English. You applied advance preparation to prep the assignments, and began to make the transition from rehearsed to unrehearsed work. As well, you engaged in self-assessment, which helped you identify priorities for continued skill development.

You also added to your knowledge base through a series of readings relating to current research and theories about the interpreting process. This information will help you to gain a deeper appreciation for the complexities of the interpreting process.

What's Next?

Next you will begin your 18 hours of emphasis and will begin applying your skill development to interpreting texts within a specific context. You will also begin studying your area of emphasis and begin to apply your knowledge and skills to interpreting texts drawn from that setting. And, you will soon begin your Interpreting Internship where you will directly apply your knowledge and skills during supervised practicum. The work from Skills Lab V provided an important transition from rehearsed to unrehearsed work and sets the stage for your entry as a working practitioner.

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