Advanced ASL- English Interpreting-

Course Objectives

1. Apply theoretical constructs found in current research to a variety of interpreting samples.
2. Demonstrate comprehension of and the ability to mentally apply the process of Discourse Mapping and other textual and discourse features analysis tools to one’s work.
3. Demonstrate increased comprehension of source messages (ASL) in order to more effectively determine the meaning of the message.
4. Apply intervention skills to an interpretation to increase effectiveness & accuracy.
5. Continual development and application of on-target self-analysis skills utilizing various self-analysis tools.
6. Demonstrate ability to interpret both simultaneously and consecutively.
7. Demonstrate ability to interpret in various settings (medical, education, mental health, etc) as well as in various modes (2D vs 3d).
8. Produce interpretations that are evident of cultural mediation.
9. Produce a dynamically equivalent message in the target language (English).
10. Demonstrate professional behavior as it relates to the interpreting process/situation.
Artifacts 1 & 2
https://www.youtube.com/watch?v=SPGoB6dfbqA
https://www.youtube.com/watch?v=nyHKhSFL18I

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6. Demonstrate ability to interpret both simultaneously and consecutively.
7. Demonstrate ability to interpret in various settings (medical, education, mental health, etc) as well as in various modes (2D vs 3d).
8. Produce interpretations that are evident of cultural mediation.

Reflection:
The first video clip is taken from a consecutive interpretation I did from a journal entry on the Deaf Studies Digital Journal website. In the video, Janis Cole is presenting on the history of women at Gallaudet University. The second video clip is taken from a simultaneous interpretation I did from a TedxTalk, in which Wayne Betts, Jr. describes his film-making journey. Both of these videos demonstrate my ability to apply theoretical concepts found in interpreting research. The particular concept I wish to demonstrate with these videos comes from an article by Sergio Viaggio titled "Teaching Beginners to Shut Up and Listen. A Conference Interpreter Espouses Silence." In the article, he states that an interpreter must "never... allow himself to open his mouth without being reasonably sure of what he is going to say." While this is certainly a concept that is easier to apply during consecutive interpreting, it essential for both consecutive and simultaneous interpretations. In the first video, which was done consecutively, I was able to mentally develop a plan while still watching for comprehension. When I paused the presenter, I was then able to interpret with confidence and surety of voice. Likewise, in the second video, which was done simultaneously, I utilized a longer processing time in order to afford myself the same luxury of having a plan ready. In both examples, having a plan ready helped me to speak in full comprehensible sentences with a sure and steady voice.

As I have already mentioned, the first example was interpreted consecutively while the second was done simultaneously. These examples demonstrate my competency in both skills. Although consecutive interpreting is typically associated with highly interactive settings, I chose to use consecutive interpreting based on the density and formality of the presentation. Choosing this method afforded me ample time to fully understand the information being presented. The second video, however, I chose to interpret simultaneously because the presentation was less formal and the information less dense. Not only have I demonstrated competency in interpreting consecutively and simultaneously, I have also demonstrated wisdom in determining which method is appropriate for the situation by analyzing a variety of factors including formality, length, density of information, and consequences.

Both of these video examples demonstrate my ability to interpret in 2D settings because none of my coursework was done in 3D settings. However, I believe these videos still demonstrate my competency to interpret across a variety of situations. For example, at first glance, both videos seem to be presentations. While this is true, I have developed the skills necessary to further
analyze a situation in order to more fully understand the implications of the setting. The first video is a presentation given in a formal, academic setting. The second video, while still presentation style, is more casual and interactive than the previous example. Not only that, but the videos also deal with varying topics. The first video is an historical presentation, while the second is an informative personal journey. Recognizing these subtle variances have consequences for my work as an interpreter and how I approach the situation. This skill is invaluable as I approach a career where one situation quickly becomes another without warning.

These videos also illustrate my ability to provide cultural mediation in an interpretation. While some argument has surrounded the concept of cultural mediation, I believe that is essential to our work as interpreters. Others have viewed it as adding to the message, but I disagree. The goal of interpreting is for all participants- those with direct communication access and those using interpreting sizes- to leave the situation with the same understanding and the same information. Cultural mediation aims to provide the necessary information about one culture, in this case Deaf culture, in order for the other participants to fully understand. For instance, in the first video, I was able to interpret effectively about Gallaudet University, the center of the Deaf community in America. In the second video, I put words and signs on equal footing in my interpretation. This shows respect and understanding of both cultures, as well as my ability to apply that information to my work.
Artifact 3
https://www.youtube.com/watch?v=pMtXKVAd8Mc

Objectives:
2. Demonstrate comprehension of and the ability to mentally apply the process of Discourse Mapping and other textual and discourse features analysis tools to one’s work.
3. Demonstrate increased comprehension of source messages (ASL) in order to more effectively determine the meaning of the message.
9. Produce a dynamically equivalent message in the target language (English).

Reflection:
This video clip is taken from an interpretation I did from a source video discussing childbirth. In this interpretation, I was able to appropriately apply the process of Discourse Mapping to my work. The ten steps of the process are prediction, viewing and recalling the text, creating a content map, noting the salient linguistic features in the source language (ASL), creating an abstract, retelling the content in the source language (ASL), thinking about equivalent salient linguistic features in the target language (English), creating a visual map, retelling the content in the target language (English), and finally, interpreting. Although these ten steps are taught using frozen texts and translation work, the steps all happen within an interpreter's mind during the actual work. This video clip demonstrates my ability to quickly go through these steps as I am watching the message before I begin voicing the interpretation. Although you cannot peer inside my mind to see these steps happening, you can see the evidence in the fact that I was able to accurately visualize what is being described and then portraying that in English. As I was going through the Discourse Mapping process, I was also attending to other discourse markers of the two signers in order to handle two simultaneous messages.

In this video clip, I felt that I truly understood, not only the content of the signs, but also the intent and goal behind the message. Having two people signing simultaneously was an added difficulty, but I was able to understand their interaction and the reasons why each was telling that particular part of the story. This helped me to make my interpretation clear and understandable for the English audience. I was able to discern, from my understanding, what was crucial information to be shared and what was simple overlap and repetition. For example, the point of mentioning the curtain and the braces was not to simply describe the set-up. Those things were mentioned to show the difficulty in the situation and why she asked her husband to tell the rest of the story. Being able to make those necessary judgments in a short amount of time is crucial to understanding every aspect of the message.

Part of creating a dynamically equivalent interpretation is making sure that the person using the interpreting services leaves the situation with the same understanding as anyone who had direct communication access. I chose this video clip to demonstrate my competency in producing an equivalent interpretation because of the added factor of two signers. During this segment, not only was I able to effectively interpret the content, I was able to handle the overlap in a clear and concise manner. This does not mean that I necessarily reverted back to the "He said... She said..." strategy, but it does mean that I was able to appropriately take in two messages and interpret
them in a manner that an English speaker would understand the back and forth nature even if they had not seen the two participants. This made the interpretation equivalent in content and experience.
Artifact 4

During DC-S

Environmental:

14. Demand: I am not familiar with film language, so I missed some of the fingerspelling.

   Control: He generally described the term so I included the description is place of the term.

   Consequence: The audience did not get that vocabulary, but I was able to keep moving.

15. Demand: I noticed several expansion techniques throughout his presentation.

   Control: I tried to stop talking and not be repetitive in English.

   Consequence: The audience may have wondered what was going on since I was quiet, but it gave me a chance to breathe, which is always a good thing!

16. Demand: The video was still pretty long for my typical chunks.

   Control: I made sure I had plenty of time, and I took off my watch and put my phone away so I couldn’t dwell on time.

   Consequence: I actually got into the groove and it went much more quickly than I anticipated.

Interpersonal:

17. Demand: The speaker asked for a show of hands in one instance.

   Control: I sped up my interpretation so that my consumers could still participate and answer the question in a timely manner.

   Consequence: The audience was able to connect more with the presenter. Since the question was first after a clip, no information was left out.

18. Demand: The presenter showed his struggle and work in reconciling Deaf world and film language.
Objectives:

4. Apply intervention skills to an interpretation to increase effectiveness & accuracy.
5. Continual development and application of on-target self-analysis skills utilizing various self-analysis tools.

Reflection:

This shows a Demand- Control Schema analysis I completed for demands that popped up during my interpretation of Wayne Betts, Jr.’s TedxTalk on "Deaf Lens." In the analysis, I mentioned different strategies I used to increase the effectiveness of my interpretation. In a live interpreting situation, I would have been able to incorporate even more strategies including asking for the information to be repeated or clarified. However, since those were not options available to me in this situation, I relied on other strategies. For instance, varying my processing time (demand 17) helped me to provide an equivalent experience while using cloze skills (demand 19) helped me to fill in any blanks in my understanding. Cloze skills rely on the
information that is comprehended to understand the entire message. These types of strategies can be helpful when there is not an opportunity to stop the presenter to ask for information to be repeated or clarified.

This Demand-Control Schema analysis is one of the most beneficial analysis tools that I have found because it is applicable to preparation, the actual event, and post analysis. As you can see, a during analysis includes the consequences of my choices. This helps me to realize the impact that my actions have on the situation and the consumers, and is more beneficial to me that reflecting generally. I have also found that for ASL to English interpreting, typing a transcript of my interpretation helps me to become more aware of my choices and my particular idiosyncrasies, as well as the impact they have on the situation. Even though I may not use the same analysis tools that my colleagues prefer, it is important that I have found tools that work well with my professional development.
Objective:
10. Demonstrate professional behavior as it relates to the interpreting process/situation.

Reflection:
I chose two video clips to support this one objective because, truly, professionalism is essential to our work even before we say or sign anything. For this reason, I chose to include a basic introduction as well as an interpreting sample. The interpreting sample is taken from the interpretation I produced from Trudy Suggs’ presentation at a Street Leverage conference titled "Disempowerment and Today's Interpreter." In the introduction, I displayed professionalism by briefly introducing myself then deferring to the presenter. This demonstrates my respect for their authority over the situation as well as a respect for their time. This particular interpreting clip is taken from an emotional moment in the presentation where the presenter is relaying harmful actions of other interpreters. I displayed professionalism in this situation by interpreting faithfully despite the possible negative repercussions for my field. I held the presenter's message in higher regard than my own safety and well-being. These are just two aspects of professionalism, but if I had to condense professionalism for interpreters into a brief explanation, I would say this- professionalism for interpreters is all actions and behaviors that inspire trust for the consumers, both for accuracy and for confidentiality.