Conference of
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New Dimensions in Interpreter Education: Evaluation and Critique

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New Dimensions in Interpreter Education: Evaluation and Critique

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Editor's Introduction

It was especially gratifying to serve as the program chair for the Seventh National Convention of CIT and as editor of the proceedings. What a joy to see presentations which were enjoyed by conference participants turned into the written word so that all members of CIT, interpreter educators, working interpreters, and students of interpretation can benefit from in the wealth of knowledge that was shared at that convention.

I would like to thank the 1986-88 board of CIT, the members of the 1988 convention committee, and the 1988 program committee. A special thanks is due to JoAnn Shopbell (President 1986-88) and Gail Partridge (convention chair) for making the Seventh National Convention the resounding success that it was. I would also like to extend my warmest appreciation to Donna Reiter Brandwein for her kind concern before, during, and after the convention; to Dr. Marina McIntire for her help "beyond the call of duty" during the preparation of these proceedings; and to CIT's current board for entrusting me with the responsibility of editing these proceedings. Finally, I extend my heartfelt appreciation to each of the authors for their dedication, cooperation, and patience.

Table of Contents

Making Sense in Interpreter Education Programs: Evaluation

John W. Oller, Jr.
University of New Mexico

Thank you JoAnn, and thanks to all of you for inviting me to be here. It is an honor to talk at your annual CIT convention. I feel almost as if I were at home, being here with so many language teachers and trainers of teachers. If I were only a signer! It has been an enlightening and invigorating experience to have spent the last two days with so many of the country's best interpreter trainers. Coming from a language teaching background, I have discovered, as I expected, that we have much in common. If only I knew American Sign Language or even Signed English, the common ground would be still greater. Therefore, I feel I need to be a listener and a learner rather than a speaker at this convention. Still, it is my hope, that we may be able to benefit each other. In spite of some important differences between foreign or second language education and the training of interpreters, there is much that we have in common. However, I believe we have more to learn from you than you do from us, for reasons that I will make clear in my first point.

Actually, there are four points that I want to discuss: (1) to encourage all of you on your substantial accomplishments in interpreter education; (2) to consider a theoretical perspective on semiotics, the study of representational systems in general, and its implications for interpreter education; (3) to deal specifically with curriculum and evaluation; and (4) to speak briefly about how results of research with cloze procedure support the perspective that I will advocate here today.

First, may I be so bold as to offer a few words of encouragement to all of you concerning what I perceive to be your unique place in the broad field of non-primary language instruction? Sandra Gish has said that the goal for meetings like this one is an abstraction, a broad intent to inform, enlighten, educate, convince, and challenge, and I doubt that she would disagree that in addition to information we all seek encouragement and even inspiration at meetings like this one. In that vein, I would like to offer a few observations.

Based on what little contact I have had with foreign language teaching, second language instruction, and the whole family of related enterprises concerned with language teaching, it seems to me that you folks rank right at the top in terms of the level of success achieved. Not only are you forward looking in curriculum ideas and in approaches to evaluation, but, more importantly, you aim higher than almost any other segment of the broad class of educators involved in language instruction.

Most foreign language teachers are happy if their students can just succeed in managing one side of a fairly simple conversation. You folks aim for the capacity to do simultaneous interpretation of more or less fluent native interactions across an incredible spectrum of variability in style, topic, context, etc. While it is widely acknowledged within your own ranks that interpreter skills vary greatly, and that there are some practitioners whose training would have to be judged inadequate, it cannot be denied that you set a higher goal for yourselves and generally achieve a higher level of success than will be observed in most other language programs. Therefore, it seems to me that you people and your organization have much to offer to the language teaching profession at large. Hopefully, increasing interaction at various levels will take place and will be mutually beneficial.

To illustrate the point I am making, consider the fact (one that, if I may say so, is **apt** to be taken for granted), that as I am speaking there are these two interpreters on either side of me. One is simultaneously translating (interpreting) what I say into ASL while the other interprets into Signed English. The fluency and, I may hope, accuracy with which they are doing this and the visible differences between the two systems provide an angle for viewing (literally, viewing) the process of language use and discourse production that is unavailable for spoken languages per se. Furthermore, as I was watching the several ASL interpreters over the last couple of days, and especially this morning, I also noticed that styles of presentation are markedly different, and that these differences are more visible again, than they could ever be in speech systems per se. For these and many related reasons, I believe that interpreters and interpreter educators have an angle on language itself, a particular way of viewing it, that is unique and valuable to linguistic and semiotic theory. Therefore, signed languages should enjoy an especially high status when it comes to research and theory pertaining to discourse processing and language systems in general.

This naturally brings me also to my second point: a theoretical perspective on semiotics (representational systems)

which I want to recommend for your consideration. I know that there is an intuitive appreciation of the importance of such a theory because of the sorts of things I read in papers coming out of your organization. For instance, in last year's proceedings, J. F. Voss said, "Experiences are mapped into our memory. A person who has a more complete map, a 'high knowledge individual', can recall more propositions within a discourse than a 'low knowledge individual' because the map contains more chunks of information and each chunk contains more details." This sort of statement, and many others could be cited, reveals a deep appreciation for the fact that our knowledge and experience are intimately related to how we comprehend, acquire, and use language. Voss's statement reveals our common concern for semiotic theory.

For the next few minutes, I'd like to suggest a way of developing and fleshing out that common theoretical interest. No less a thinker than Albert Einstein remarked upon the difference between the world we know through our senses and the means by which we express and understand meanings relative to that world. He said,

> we have the habit of combining certain concepts and conceptual relations (propositions) so definitely with certain sense experiences that we do not become conscious of the gulf — logically unbridgeable — which separates the world of sensory experiences from the world of concepts and propositions (1941, as reprinted in Oller, 1989, p. 25).

The question Einstein implies in his lucid remarks concerns the how of this connection: how are we able to link representations with the world of experience? Figure 1 gives a visual and schematic form to the problem. I call it the "pragmatic mapping" problem.

Figure 1

The view that I wish to recommend for your consideration is that the primary problem of language comprehension (and sensible production) is just the one summed up in the diagram — the problem of crossing Einstein's Gulf. Or, if we think in terms of language acquisition over the long haul, the same diagrammatic picture applies with equal force. It is still a question of linking representations in one form with the world as we know it through experience. On the other hand, like all simplifications, this one overshoots the mark somewhat. It fails to suggest adequately that our knowledge of the world as given to us by our senses and the manipulations we perform upon that sensory and motor information also has a representational character. This latter fact is better displayed in a more elaborate version of the same theoretical idea. Figure 2 makes some improvement.

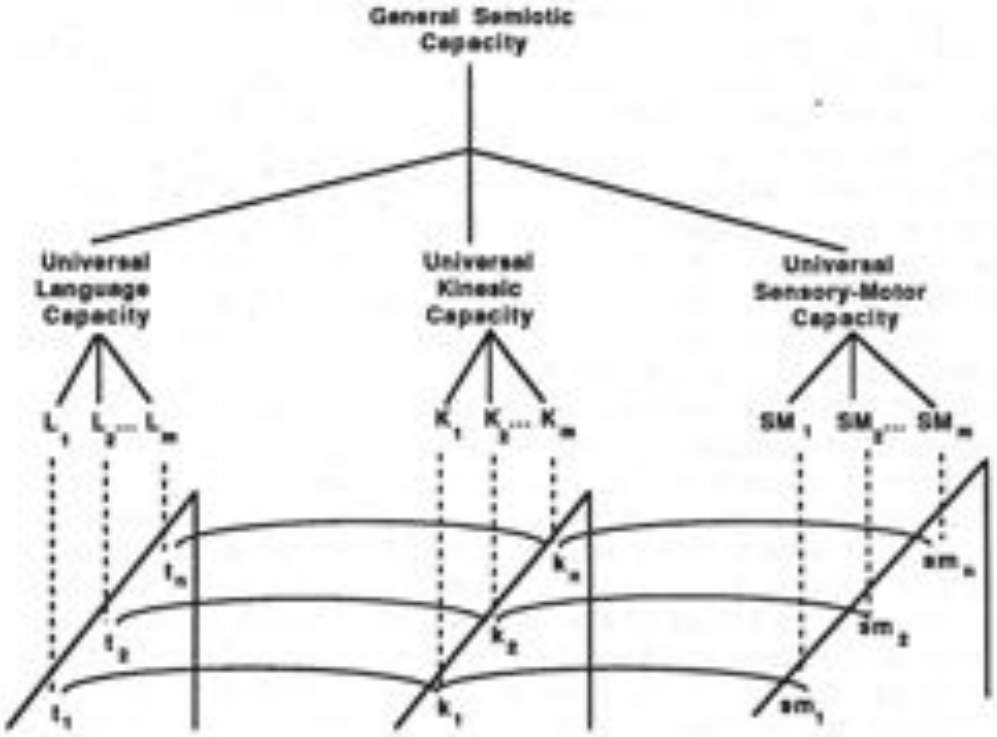


Figure 2

The fact is that we have multiple ways of representing meanings, but we have no, non-representational way of knowing anything at all. That is to say, all language comprehension and language acquisition as a long-term process of comprehension, involves the translation of representations in

one form into representations in some other form or forms. We make sense of a narrative text, a story, for instance, by imagining a sequence of events that fit the story as it is told to us in words. Or, we may move in the other direction. If we tell the story, presumably we have some idea (some representation in another form) of the events that occurred, and we interpret those events into a different representational form, in this case, words or signs.

However, as Figure 2 suggests, this interpretive process involves a variety of representational forms. In the diagram, I have only provided for three types of representational forms, and, again, this is still an oversimplification of the facts. Nonetheless, it may give us a better angle on just what comprehension (or making sense) consists of, and if so, it may provide some clues as to how to design curricula for language instruction, not to mention ways of evaluating them.

At the extreme left of the diagram we have language as a means of representation. We may think of language, just as the diagram suggests, at more than one level. We may consider the deep and presumably universal language system, L_u, that underlies all natural language systems, or we may think of the particular languages, L_1, L_2, etc., that this deep language system makes possible. In the middle of the diagram gestural or kinesic systems are provided for. These also come in a variety of particular forms (K_1, K_2, etc.) and are delicately linked to and coordinated with particular language systems. They too, however, are undergirded by a universal kinesic system, K_u. While some gestures have near universal meaning across cultures and across language boundaries, there are also many aspects of gestural systems that are strictly governed by convention. Interestingly, among the hearing world, vocal and articulatory movements provide the main basis for the abstract representation of meaning that we typically call language, while other bodily gestures and facial expressions define the kinesic realm. In the deaf world, it seems that almost the reverse is true: in ASL, at least, or so it appears to this viewer-from-a-distance, bodily gestures provide the means for fully abstract propositional representations, while facial expressions and vocalization seem to play the supplementary role of the kinesic system.

All of this suggests that American linguists of the Bloomfieldian era were simply wrong in associating language narrowly with speech. Language is deeper, wider, richer, and in every way imaginable, just plain *more* than mere speech, or signing for that matter, could ever be. This, presumably, was part of the message that de Saussure tried to communicate to

his students in Geneva even before the turn of the century in his distinction between "langue et parole." However, many linguists have unwittingly expressed too much concern for speech, to the exclusion of other semiotic systems, and too little concern for language which, apparently, undergirds all the public manifestations of language whereby we make ourselves understood to others. In doing this, we rely on several distinguishable but closely interrelated semiotic systems as Figure 1 suggests.

At the deepest level of the postulated hierarchy of semiotic systems is an abstract and general system for representing meanings. If such a deep and general system did not exist, we would have no way of explaining how it is that we can talk about what we see. This point is implied, though not developed fully, by Jackendoff in his book on *Semantics and Cognition* published by MIT Press in 1983. That is, there must be a deep representational system that mediates between what we see and what we say. Otherwise a person telling a story about personal experience could not recall the sequence of events that occurred, nor could the person listening imagine anything similar. Yet no one seriously doubts that we can do these things.

In between the sensory motor systems (SM_u subordinating SM_1, SM_2, ... SM_n) represented on the right hand side of the diagram (Figure 2) and the linguistic systems (L_u subordinating L_1, L_2, ... L_n) represented on the right hand side, are kinesic or gestural systems (K_u subordinating K_1, K_2, ... K_n). In the hearing world, as Roy observed in a recent CIT publication, in speech comprehension, there are "prosodic and paralinguistic cues which co-occur with the surface content of a message which listeners use to evaluate message and meaning. For the most part they are habitually used and perceived, but rarely consciously noted and almost never talked about directly." In fact, it could be argued that hearing persons use gesture, facial expression, and adjustments in tone of voice to achieve certain auxiliary functions in support of speech while in the deaf community gestures, in refined form as articulate signs play the central role of carrying meaning, while facial expressions and vocal movements, and bodily postures carry the kinesic function. At any rate, the research with hearing persons (Condon and Ogston, 1971) and deaf alike (see the forthcoming dissertation by Jeffrey Davis from the University of New Mexico) shows that there is a close coordination between linguistic and kinesic systems. In fact, the coordination is so nearly perfect that Ogston and Condon remarked that the interpreters and producers of meaningful

signs are apt to resemble two puppets being operated by the same puppeteer. Their bodily movements, eye blinks, and signing gestures are normally that closely coordinated.

Focussing, then, on the language part of the semiotic hierarchy, and more specifically on some one particular language system, say the sign system we are trying to teach or learn, there are a variety of ways that it can be viewed. For instance, we may think of the capacity to use a particular language as a composite of components of knowledge: e.g., phonology, morphology, lexicon, syntax, semantics, and pragmatics. This sort of view is shown in Figure 3. Or, another way of viewing knowledge of a particular language is in terms of distinguishable skills: e.g., listening, speaking, reading, writing, thinking, and the like as shown in Figure 4.

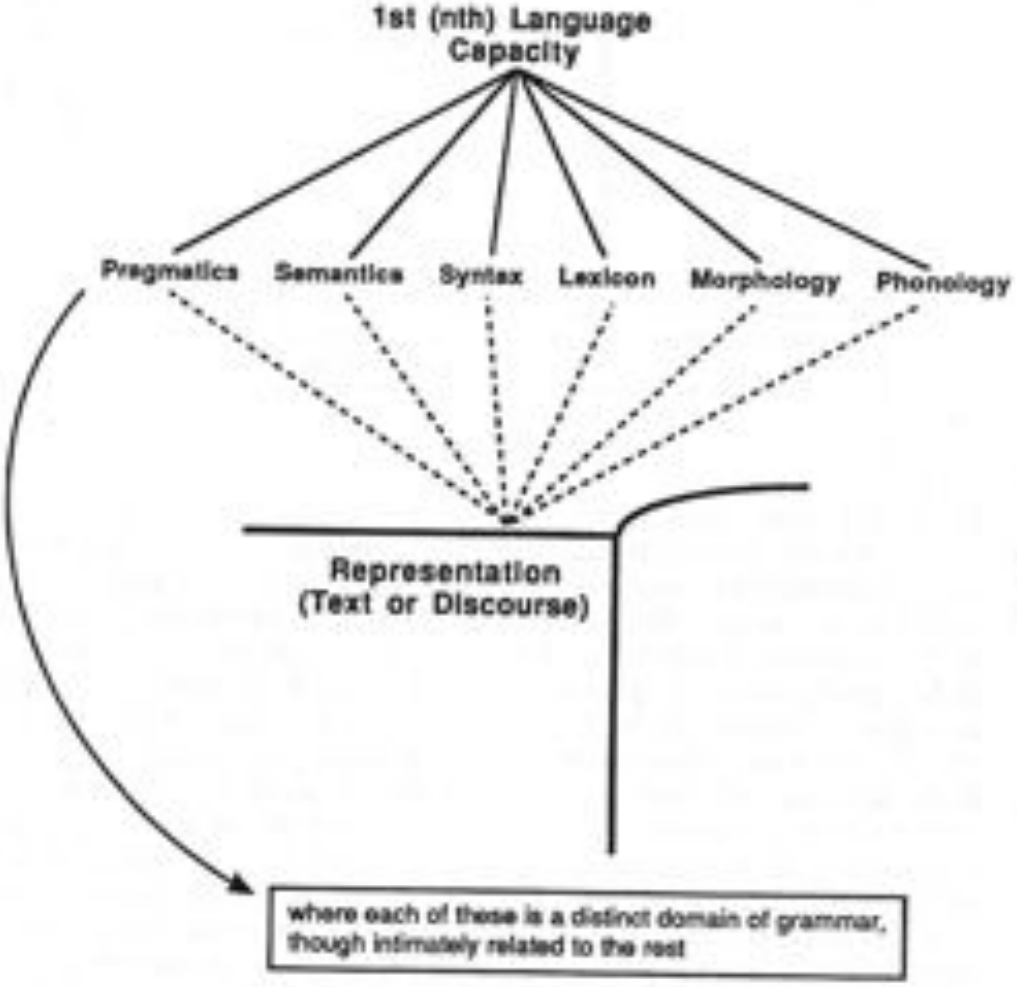


Figure 3

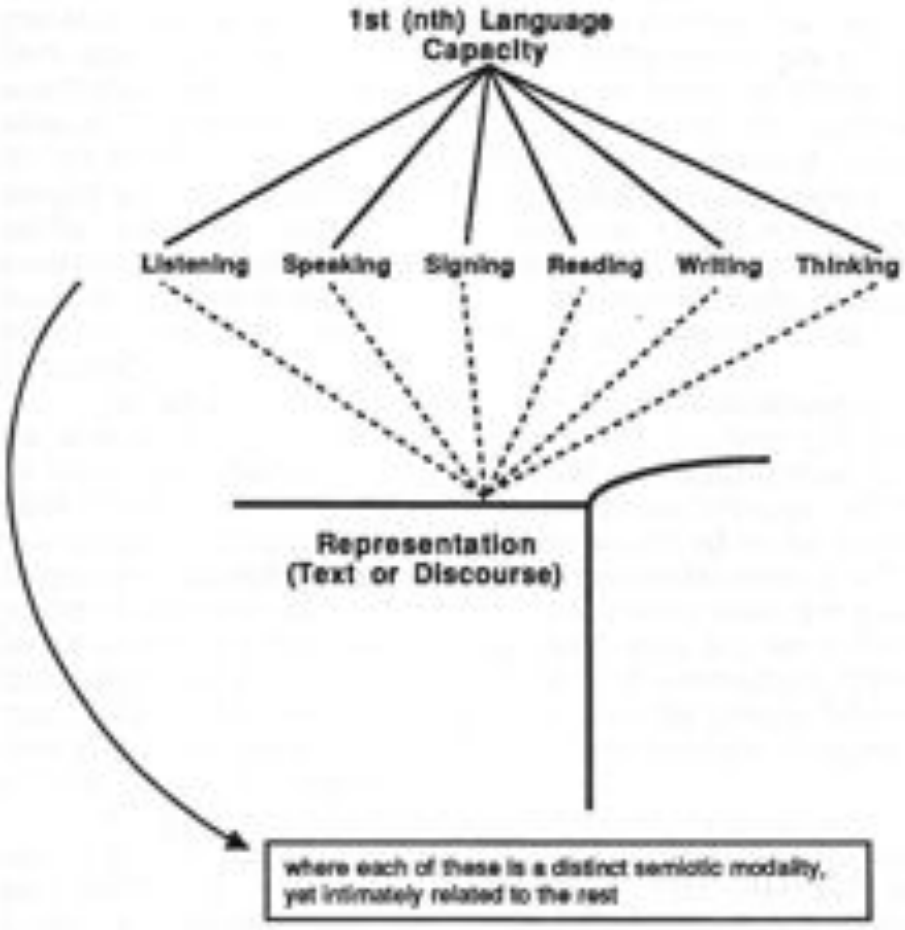


Figure 4

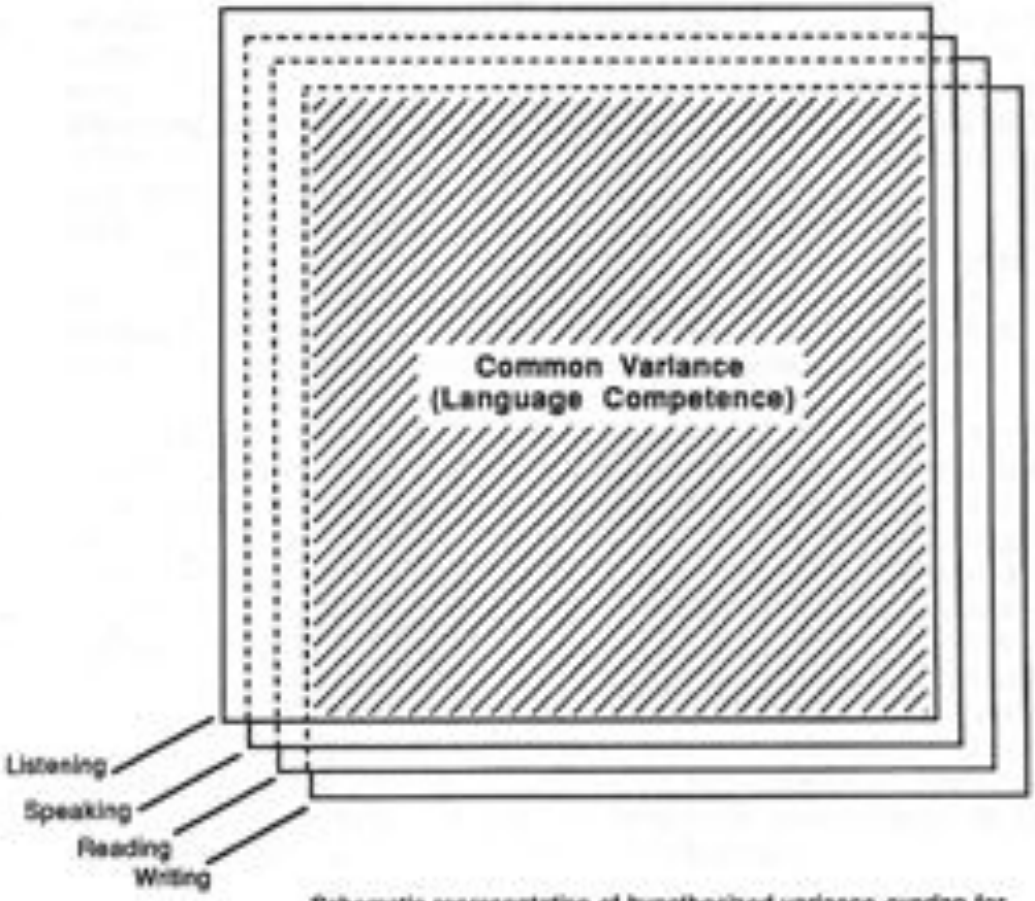
While many discussions have been had over which of these two ways of viewing language is preferable for one purpose or another, it is clear from a semiotic perspective that the two alternatives are really just two different ways of looking at the same thing. Both are valid and useful. However, it is simply an error to regard them as being in competition one with the other. Nor are they exhaustive of the possible ways of viewing language capacities. There are many ways the many faceted capacity that we call language may be turned, and with each new angle new facets come into view. It is a truism (and a trivial one at that) to say that language is a complex phenomenon and that its countless intricacies are difficult to capture from any one particular vantage-point. A simpler and less informative remark about the complexity of language could hardly be imagined. Paraphrases of the statement that "language after all is not simple," entoned with grave aire and

knitted brow, are trotted past the reviewing stand at every possible opportunity, and those who advocate this banal truism are eager to plunge into the bottomless pit of endless analysis which follows closely on the heels of their favorite slogan. The temptation then is to attempt (no one can actually do it) to prolong analysis infinitely by producing longer and longer lists of potential skills, sub-skills, components of sub-skills, subcomponents of components, elements within subcomponents, subelements of elements, etc., etc., ad infinitum. But there is no logic that can support such an approach however often it may have been recommended and even attempted.

All logic converges on the theme that language for all of its diversity, for all of its complexities, involves the potential at least for coherence. This potential, if nothing else, suggests that there must be some connectedness between all the innumerable elements that might be imagined to be part of the language capacity. That intrinsic interrelatedness of all the parts is at least as undeniable as the fact that the countless parts must be admitted to exist. And, just so, we come to the third point in my talk: curriculum and evaluation. The question to be addressed in this part is how do people learn to the interpret? Or more basically, how does anyone acquire a particular language system?

My guess is that skillful interpreters don't really chop language up into an infinitude of separately identifiable bits and pieces of unrelated components. The research on language acquisition does not support the view that a curriculum should consist of 50,000 bits and pieces of linguistic material. Just as runners do not learn to run by independently flexing first their calf muscles one at a time, then the quadriceps, then the gluteus maximi, etc., etc., language users do not acquire language in terms of separate and unrelated phonemes, morphemes, words, skills, subcomponents, and so forth. We acquire language in whole contexts of communication where all of the various skills and components are at least potentially involved in acts of communication. Therefore, it makes no sense to have curricula for language instruction where in one class everyone learns only listening skills, or only English phonetics, or only French morphology, or just practices writing compositions, etc., etc. The research shows that more holistic approaches work better because there are natural transfers and benefits across modalities, skills, components, etc. In fact, the examination of language proficiency in terms of the traditionally distinguished skills shows that they typically, in normal language users at least, show a large com-

ponent of common variance in all sorts of well-designed measures. All of this can be summed up as shown in Figure 5.



Schematic representation of hypothesized variance overlap for integrative tests of the traditionally recognized four skills (for normal populations of first and second language learners).

Figure 5

The general idea behind what I am saying is well illustrated in some of the Vermont-farmer stories told by your own Dennis Cokely. The Vermont-farmer, in Cokely's stories, could have been a modern curriculum specialist — a person with some substantial training in structural linguistics, a Bloomfieldian-style compartmentalist. He can't see the forest on account of all the doggone trees. He treats his horse with the same remedy of molasses and cornmeal that killed his neighbor's horse the year before. Why? Because the connection between the curriculum and the result is beyond his theoretical perspective. He denies, in his rich appreciation of the complexities of life, the relatedness of the treatment and

the outcome. He is fully committed to the slogan that, after all, nothing is simple. When asked by an outsider which road leads into town, he allows as how he really doesn't care whether either of them does. Looking at shorn sheep the same guy fails to appreciate that they have been shorn all over. The neighbor's comment that Jones has finished sheering his sheep gets a skeptical response: "On this side." What is missing from the Vermont-farmer's understanding is any sense of connectedness, and herein lies the key to a sensible curriculum, not to mention sensible evaluation.

In fact, we might sum up the essential ingredient of methods of language teaching that work (see Oller and Richard-Amato, 1983, *Methods that Work: A Smorgasbord of Ideas for Language Teachers*) in a few simple principles:

(1) The goal of language instruction needs to be concentrated on communication — the establishing of community or shared meaning. The problem from the learner's point of view is first to understand the meaning of texts (strings of signs) in the target language. Next, the objective is to acquire the skills necessary to the production of those texts (or signs). Finally, to do this under normal time constraints. All the while, throughout the process, the object is to understand communications of other persons and to communicate in such a way as to be understandable. As Stephen Krashen has so effectively argued, contrary to the claims of many critics and nay-sayers, the goal of language instruction is first comprehension and subsequently production.

(2) Language instruction should aim for success, for mastery. A text (sequence of signs) that is not fully and fluently comprehended and produced, that is not fully developed in terms of the pragmatic mapping relation illustrated in Figures 1 and 2, has not been taught. Furthermore, as the episode hypothesis claims (see Chapter 2 of *Methods that Work*), a story-line helps a lot. Comprehension is easier when the text (the sequence of signs) that serves as the basis for curriculum is connected and is leading somewhere. The teacher needs to have this in mind. Unlike the Vermont-farmer who doesn't care whether either of the roads in question leads to town, the teacher needs to know where the story goes and whether or not the student is following it. Beyond comprehension there is the question of production. More about that in a moment.

(3) In the materials used or adapted for classroom instruction a story-line implies a great deal. It suggests logic

and causality. The sort of language materials that do not respect the connectedness of normal events in experience, as Otto Jespersen suggested clear back in 1904 (*How to Teach a Foreign Language*) should not be used at all. Meaningful text will involve plans and goals where surprise-value is a necessary consequence of the difficulties along the way between the plan and the achievement of the goal. The curriculum should rely on fact or plausible fiction. Fantastic malarkey or nonsense should not be used. The characters in the story-line should be people students can identify with. The pursuit of goals by those characters should involve meaningful conflict. There should be lots of action. Dramatizable action is easier to understand than language that has no sensory-motor supports. (Here, as always, we have in mind the semiotic hierarchy and the normal way that representations in one form are supported by representations in some other form.)

(4) Given an episodic curriculum — a sequence of episodes with a story-line connection — language development can proceed at an optimal pace and in an orderly step-by-step fashion with connectedness throughout. The teacher and students alike can work through the material a little at a time, understanding all the pieces eventually, because they are all connected to the meaningful story-line. Some pundit said, "Things are hard by the yard, but inch-by-inch anything's a cinch." With a story-line it becomes possible to get the gist of any given episode on the first pass, and with repeated passes, multiple cycles, to expand upon the initial comprehension until it can be described as mastery. Mastery of a sufficiently rich textual basis is all that language acquisition is. When a textual basis is grounded in plausible fiction or actual facts, there will be answers to the meaningful (pragmatically relevant) questions that the teacher puts and it will always be possible to paraphrase, translate, interpolate, extrapolate, summarize, and review the textual basis in a great variety of ways. However, for any given episode, here are some specific ways that teaching and testing can be integrated into a coherent approach. String out these activities into a series of episodes and language acquisition can be assured. Needless to say, innumerable variations on the theme developed here are possible. For instance, the "story" might be replaced by some activity, game, or other communicative event. Any of the following activities then could be appropriately re-interpreted:

(a) Present the episode. This is best done with a motion picture film or a dramatization that is fully developed and rich

in story structure. Obviously the first episode in the series needs to be pragmatically simple. It should lead to the second, which leads to the third, and so forth.

(b) Ask yes-no questions about what happened.

(c) View the episode again.

(d) Ask wh-questions that can be answered in simple one-word responses. For instance, what's the little boy's name, assuming there is one in the story? What's his sister's name? Etc.

(e) View the episode again.

(f) Translate the lines of dialogue that appear in the story-line into a language known to the students to establish every element of the meaning. The students need to known what the facts are that are being discussed. Referring back to Figure 1, this activity, will help to establish the pragmatic foundation of "facts" to which the elements of "texts" can be articulately related. If both the facts and the texts are simultaneously varied at random, however, the learner's task will be almost impossible. That's why we must pin down the facts (even if they are mere plausible fiction!).

(g) Imitation. The students should be able at this point to imitate each element of the dialogue in the target language. They may be clumsy (have lousy accents, etc.) at first, but the object is to elicit the best possible imitation of the text. Up to now they have uttered only a word at a time in the target system. Now they need to handle sequences. Backward build-up may be used. However, students need to get the idea that they can produce the text in the target language and that they are expected to do so.

(h) Next, lines of dialogue can be elicited by asking questions that require mere repetition. Since the students learned to do that in the previous exercise, this is not beyond reach though it presents a slightly more difficult challenge than the previous exercise. The idea is to progress up the ladder of learning just a small step at a time. No one should be expected to leap a tall building at a single bound (though language teachers often set their students just such a task). The object at this stage would be to elicit whole lines of dialogue (for the first episode these might be two or three words long in each case).

(i) If students can perform successfully on each of the foregoing tasks, they should be able to handle a dramatization of the story where various ones play various parts in the story. Here the task is complicated only by the fact that the only cue as to what comes next in the story is what some other player is saying or doing and what the learner remembers of the story-line. (And, by the way, memory is an important part of

language acquisition contrary to those Vermont-farmer types who would like to keep memory out of the language classroom. It is impossible that we should be able to learn any language system whatever without dependence on memory — short term and long term. But to develop that point adequately would lead us too far afield.)

(j) The next step up the scale might be to introduce indirect quotation of dialogue lines. For instance, instead of "Hi, Sam", the student might encounter, "Mary says, 'Hi, Sam.'" This presentation would involve a full pass through the entire episode introducing new forms such as "says", "asks", etc. However, these will be comprehensible, i.e., Krashen's net will still catch fish, because the students already know all the facts of the episode and all the other textual forms from the direct dialogue.

(k) Questions can then require not merely a repetition of the dialogue lines, but, now, may include the elements introduced in the indirect forms as well. "What does Mary say?"

(l) From here pragmatic expansions can go in several directions. For one, subtle points of sign structure can be brought out. If we were teaching English, for instance, we might concentrate on the "do" auxiliary by illustrating its uses in a variety of forms. "Does Sue say, 'Hi, Sam'?" "No, Mary does" and the like. However, this kind of grammatical development of the text will only work within the limits of what the story-line factually supports. Otherwise, it will be asking students to lift themselves by non-existent bootstraps if forms are presented without the requisite pragmatic supports.

(m) The most difficult linguistic form into which the dialogue or story-line might be converted is a straight narrative. In this form the characters names and the events are still represented in some of the same vocabulary, but a great deal of new material can be introduced, e.g., "Mary comes along and says hi to Sam." Here, as always, the problem is to avoid introducing too much. The textual expansion must be kept within the range of the students' current level of development within the target language, i.e., in Krashen's terms, just one step beyond the previous achievement, at $i + 1$. The Russian psychologist, Lev Vygotsky, called this level the "zone of proximal development."

(n) From the narrative it is easy to see that a series of additional activities can be spun off, spiraling ever outward to a wider ken, just as we did in previous exercises and activities. As we get farther into the language system opportunities for relating more and more to the experience of individual students will be richer and richer. However, we would no

doubt introduce additional episodes of the story-line in simple dialogue form before we get to the narrative level of the first episode. In this way, the student will be working on several episodes (a series of connected ones) all at the same time, but at different levels of depth. In the first episode by the time the student reaches the narrative level it would be possible to be working on the dialogue, say, of episode three in the series, and the pragmatic expansion exercises of episode two.

(o) Question-answer activities can be based on any and all of the foregoing activities. If the language is a written one, these can be presented in a written format as soon as the spoken form has been sufficiently mastered to ensure that "spelling" induced accent will not be a difficulty.

(o) Elicited imitation (repetition) tasks can be based on any and all of the foregoing activities.

(p) Dictations can be used.

(q) Fill in the blank exercises are possible with all of the foregoing.

(r) Writing exercises of all sorts can be conceived of that use the story-line elements as a basis for expansion, summary, etc.

It should not be necessary to say so, but it probably is necessary to point out that all of the activities that might be associated with the sort of development of a curriculum outlined above can also be viewed as tests. While many language teachers have the idea that tests are basically a means for determining a grade, this is certainly not their only use. In fact, it is impossible to teach anything or even to communicate without testing. In normal communication we are always asking ourselves either explicitly or implicitly whether or not our meaning is getting through. Is what I am saying or writing what I mean to communicate? Is it being understood or should I adjust it in some way to make it more comprehensible? The teacher who fails to ask these kinds of questions at every stage of the teaching process should probably go to Vermont and take up farming.

While testing certainly does, and legitimately so, serve managerial functions such as those involved in grading, it ought to serve some higher purposes as well. It ought to help further instruction. A test that does not help students progress through the material in the curriculum should not be used. Good testing will also inform the curriculum (cf. Oller, 1979, Chapter 14). It will help the teacher and student alike to see what they are about, and what the curriculum is

about, or, at least, what it ought to be about. Good testing will also help the student and teacher alike to diagnose their respective weaknesses and strengths. In this way tests can serve a proper and useful role in motivating us. Students (and teachers too) who are doing well will be rewarded for their achievement. Those who are not doing so well may be encouraged to apply more effort or to try a different approach.

Finally, I come to my fourth point. The theme throughout the discussion has been the importance of connectedness in semiotic theory, in language teaching, and in language testing. This idea is not new to CIT conventionnaires: Sandra Gish said, at another meeting, "Closure is not guesswork. It is the use of a reality based framework to identify a missing piece of information and to analyze known content within a specific context in order to retrieve the missing information." If the idea of pragmatic mapping is retained, we will not ask our students to guess about things they have no way of knowing. We will, rather, ask them to comprehend things that are well within their reach because the unfamiliar textual forms (or signs) of the target language system are sufficiently supported by well-established and previously comprehended factual contexts. Gish is right. If we understand the facts, filling in missing elements or small gaps on the side of texts will not be mere guesswork.

Concerning this last point, I want to refer briefly to a paradigm of research with "cloze" procedure which bears heavily on the idea of connectedness. As most CIT people will already know, cloze tests are based on connected prose. Certain words, or possibly phrases in some cases, are replaced by blanks. The object of the test taker is to replace the missing elements. Interestingly, if the text is connected narrative, this is easier to do than if it is a mere string of disjointed, unrelated sentences. There has been plenty of debate in recent years whether cloze items are sensitive to the sort of information that makes a narrative coherent, or whether they are only sensitive to short-range grammatical constraints of the phrase-structure type. To test this issue one approach has been to make a cloze test of a narrative and then to scramble its sentences so that the narrative sequence is disrupted. The result is that the items are significantly more difficult to answer in the scrambled condition. This outcome supports the claim that cloze items really are sensitive to some deeper level of coherence and not merely to phrase-structure constraints.

Actually, the research design typically employed is a little more complex. To prevent a transfer effect, i.e., learning, subjects are not tested on just one text in both a scram-

bled and normal sequence. If this were done, we might expect a lot of learning to take place on the first presentation and for performance on the second occasion to be significantly improved by the previous exposure. Therefore, two or more passages are used and from each of them a scrambled and normal cloze test are made. Then, every other subject takes a scrambled version of one passage and a normal of the other. Assuming that the distribution of tests on the first round is random, there is no reason to suppose that there will be any difference in the ability of the subjects who do one or the other version. On the second round, subjects who got one text in the scrambled condition get the other one in the normal condition, and those who got a normal text on the first round now get the other text in the scrambled condition. Assuming that the two groups selected by this method are really about equal in ability, by averaging across the two scrambled versions and the two normal ones we get an idea of the extent to which cloze items are sensitive to narrative level coherence constraints. A significant difference favoring the texts in normal sequence over the scrambled sentence versions would suggest that cloze items are, to the extent of that difference, sensitive to narrative constraints ranging across sentence boundaries. And, to make a long story short, they are.

However, as noted, the design is not quite complete if subjects take only one form of each test. What if they were subsequently asked to take the other form of each of the tests previously encountered? What kind of learning, and how much, would be expected to occur? In a fairly recent study, Grover Yu and I applied the more complete design to a population of English language teachers in Japan. Forty three subjects completed two cloze tests in both a normal and scrambled form. On the first occasion each subject took one or the other test based on one of the texts in its normal narrative sequence and the other in a scrambled sequence. Care was taken to see to it that about half of the subject first completed a scrambled passage, then a normal one, and half first completed a normal one then a scrambled one. Then, a day later, all of the subjects completed the counterpart tests over each of the same texts: if they had already completed passage A in a scrambled form and B in the normal form, now they received A in the normal condition and B scrambled. Again, care was taken to counterbalance the design.

An interesting result emerged, and, it is one that bears directly on the theme of this whole discussion. As expected, see Figure 6, on the first day a significant contrast was observed between the normal and scrambled conditions. On the

whole, the difference favored the normal condition by a little more than ten percentage points. (Also see the Table which goes with Figure 6.) The surprise came on day two. It was expected that subjects who had encountered a given text in its normal condition the day before would remember much of it and would therefore do better on the scrambled version than they might have if they had only encountered the scrambled version with no previous experience of the normal one. In fact, on the second day, subjects who had previously encountered the normal version of a text on the day before apparently remembered everything from the previous day's session and still improved slightly. There was even a slight improvement for subjects who had encountered the scrambled version on the first day when they came to the normal one a day later. And here is the interesting contrast: the amount of improvement from the scrambled condition to the normal condition was about ten times smaller than the improvement attributable to having studied the normal passage on the first day. That is, something is learned from studying disjointed, unrelated sentences — a scrambled narrative, for instance — but much more, about ten times as much in the experiment described, is learned from studying sequential narrative. (There are, of course, many ways to view the relevant contrast: one way is to compare the average difference between the scrambled passages on day one and the normal on day two against the normal on day one and the scrambled on day two. The contrast is presumably inversely proportional to the amount of learning, positive transfer, that can be attributed to the narrative sequence as opposed to the scrambled one.)

Table 1

Mean Scores on cloze test by condition and day

Condition	Day	Mean Score	N of Cases
Normal	1st	0.5959	43
Scrambled	1st	0.4916	43
Scrambled	2nd	0.6075	43
Normal	2nd	0.6177	43

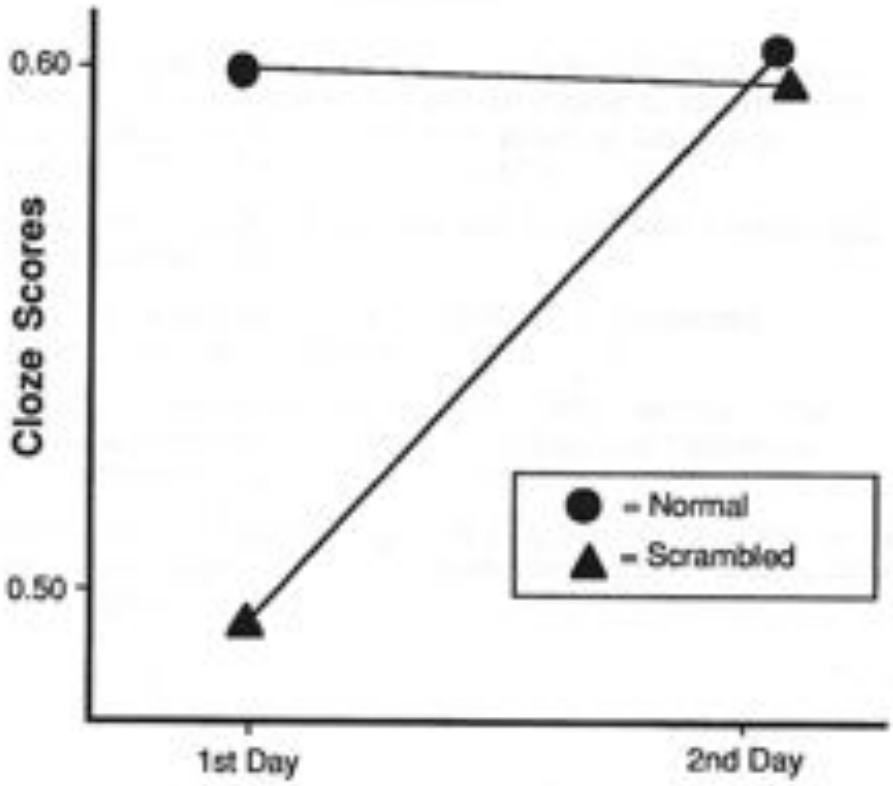


Figure 6

What does it all mean for language instruction? It means that connectedness in the ideas we ask our students to communicate about in the target language is an important factor. If we want them to be able to capitalize on their deep semiotic capacities and their normal ability to fill in gaps in patterns that are only partially understood, we need to respect the episodic structure of ordinary experience. We should never, it would seem, use material dropped from the blue which is unrelated to previous material or to experience. In fact, a story-line approach would probably make more sense than any non-narrational basis for curricular organization.

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The Working Model Method: From Modeling to Evaluation for the Instruction of Voice to Sign Interpretation Skills

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Introduction

I have never been known to teach the same class the same way twice. For all of the methods and materials developed and redeveloped, for all the lectures written and rewritten, for all the addresses redressed and undressed, for all the students who have been guinea pigs to ideas striking me in the shower, I have finally come to the disheartening realization: the less I actively teach, the more my students learn.

A new instructional method based on modeling and hands-on practice was born after several years of reading course evaluations including comments such as, "I need more in-class practice with critique," "I need more interpreting in non-threatening situations," and "I want more practice that is similar to what interpreters actually do."

As instructors of interpretation, we often try to impart all the knowledge that came to us through the difficult "school of hard knocks." We try to share as much information with our students in an attempt to save them from experiencing some of the more memorable lessons we endured out in the "real world". The method described in this article is based on the concept that "showing them" is far more effective. Do as I say and do, not just as I say.

Borrowing from language learning theory, it is clear that modeling plays an important role in (a) the ability of students to emulate and develop language skills and (b) to emulate and develop their own interpreting skills. Many of our students have not had sufficient modeling of linguistically sound American Sign Language to begin development of ASL language skills. Further, most have never actually seen a skillful delivery of interpretation. We have been asking them to apply non-existent ASL skills to a task they have never (or rarely) witnessed.

The basis of the *Cassell Working Model*© method is to make the classroom experience as similar to that of a working interpreter as possible while maintaining a safe learning environment. The Working Model incorporates all of the following: live speeches that simulate the real-time experience of interpreters; public speaking skill development for students; modeling of interpretation each class session (by instructor or guest interpreter); every student actively interpreting for part of every class session; each student providing and receiving peer critiques each session; students having the opportunity to work with a different partner each session; video and audio records of all live speeches (resulting in marvelous materials to be used in the future); and last, but not least, the benefit of this method is voice-to-sign skill development for the instructor!

Fitting the Working Model Method into Your Curriculum

Primary Objective

This method was developed with the primary objective of voice-to-sign interpretation in mind. It can be used for the instruction of voice-to-sign transliteration. It can be modified to teach sign-to-voice interpretation.

Recommended student prerequisites

- Knowledge of interpretation process
- Basic ability in the use of American Sign Language
- Ability in the use of spoken English

Note: This course should be viewed as an advanced interpreting course.

Format of course

- Originally designed for a quarter/term format (11 weeks, 2 sessions per week, $1\frac{1}{2}$ hrs. per session) This can be modified to accommodate the time lines of a semester system.
- Schedule developed for 16 students (see appendix A). This can be modified for other class sizes and for odd numbered classes (see appendix B).

Recommended Equipment/materials

- Two video cameras (one for the model interpreter, one for the speaker)
- A timer (for timing 5-10 minute periods)
- Blank videotapes (one for the model interpreter, one for the speaker)
- Each student is to buy and retain a videotape to record their work.
- Blank audiotapes: recommend one side of a cassette for each individual ten minute speech
- Podium for speakers (optional)
- Blackboard of overhead projector (optional)
- List of topics for live speeches (see appendix C)
- Schedule for assignments throughout term (see appendices A and B)

Note: The amount of equipment available through your program will dictate necessary modifications. For example, if you have only one camera, you may opt to videotape the interpreters and audiotape the speakers.

Class Schedule

Appendix A contains a sample of a Class Schedule that has been used for a class of sixteen interpreting students. If you have an odd number of students, the "odd" student can be the media manager. If you use two cameras and an audiotape player for each session you will be glad to have this assistance, and it is beneficial for students to learn to operate all of this equipment. Appendix B is a sample of a Class Schedule that has been used for a class of 19 students. Students were randomly assigned a number (they picked them from a "hat"). When they find their corresponding number on the schedule, the following information is obtained:

a) When they are scheduled to interpret.

b) Who will be their partner for each class session.

c) When they will be presenting a ten minute spoken English speech.

d) When they will be the media manager.

Since working interpreters ideally are aware of assignments ahead of time, these interpreter/students are also informed in advance what 'assignments' they will be expected to interpret via the class schedule.

The students are assigned a different partner for each class session. Switching partners each time accomplishes the following:

a) Students learn how to team and work together with a variety of personalities with diverse strengths and needs.

b) They receive feedback from people having different perspectives.

c) Having a different partner each time reduces the chances that students will have the opportunity to develop a dependent relationship with one peer.

The schedule also informs students as to when they will be responsible for giving a ten minute spoken English speech. Each student randomly selects a topic "from a hat" during the first class session. This speech will be used as the stimulus material for the interpreting practice to occur during that class session. There are several advantages to working with this "real live" material:

a) First, these speeches present a very close approximation to the task real interpreters face on a daily basis. The speeches are *not* to be read, but presented in natural flowing speech including the errors, hesitations, and coherence (or lack of it) that normally occurs.

b) Second, the speech is videotaped and audiotaped so that it is easily accessed for use to reinforce the learning that has occurred.

c) Third, it provides students with an opportunity to practice using public speaking skills in what is most often their first language, English. The feedback they receive with regard to aspects of public speaking such as pronunciation, articulation, loudness, confidence displayed, etc. is directly applicable to their sign-to-voice interpreting skill development.

d) The topics are assigned randomly (students select the topics "from a hat") and are unrelated to working as an interpreter. The topic must be researched; this helps students build a broader base of knowledge. (See Appendix C for a suggested list of topics).

e) Students are asked to consider a specific context and audience when preparing their speeches; gives them practice in the art of language assessment/analysis.

f) You may increase the length and complexity of the speeches for more advanced interpreting students.

The Basic Format for the Working Model Method

I. Five minute warm-up period.

A. Meet with Partner (partners determined by class schedule-see Appendix A)

B. Warm-up of muscles (arms, hands, neck, shoulders)

1. If students learn to warm up prior working, this may prevent overuse syndrome in the future.

2. Instruction on appropriate warm-up procedures given during first session of course.

C. Position yourself (sitting or standing) in front of partner as if partner were a Deaf consumer (with visual access to both the interpreter and the hearing consumer).

D. Agree on areas to be critiqued. The students are provided with a description of skill areas that the instructor recommends the critique focus upon. Each student determines which (1 or 2) skill areas s/he wishes to receive specific feedback on for that class period (see appendix E for a sample of skill areas to critique).

E. The partner responsible for providing feedback readies any necessary materials (paper, forms, pencil, etc.)

F. The video equipment is readied (the "Working Interpreters" for that day are responsible to bring in their own videotapes).

II. Two live, spoken English speeches are presented as stimulus materials for interpreting practice.

A. The first ten minute speech is presented by the scheduled speaker (as assigned by the class schedule, see appendix A) while being videotaped and audiotaped.

1. Instructor (or invited interpreting model) interprets the ten minute speech while being videotaped.

2. All students work with their assigned partners. Partner A interprets, Partner B critiques her/him on agreed skill areas.

3. Five minutes are given for feedback;

a. Partner B gives feedback to partner A on specific skill areas identified during the warm-up session.

b. The student that gave the speech is given feedback by her/his partner on public speaking skills.

B. The second ten minute speech is presented by scheduled speaker (as assigned by class schedule) while being videotaped and audiotaped.

1. The "Working Team" (as identified by the class schedule) will be interpreting at the front of the room while being videotaped.

2. Partner A of the working team interprets the first five minutes of the speech while being videotaped.

3. Partner B of the working team interprets the second five minutes while being videotaped.

4. The rest of the class members continue to work with their assigned partners. During this speech, it is partner B that interprets and is critiqued by partner A.

5. Again, five minutes is provided for individual feedback by partners.

III. Class feedback session

A. The videotapes of the model interpreter and each of the working interpreters are reviewed and critiqued.

B. Specific skill areas are addressed. Choices the interpreters made are recognized—reinforcing appropriate choices and providing alternative choices to those that could have been done better.

Note: All students are actively involved in the critique of all three interpreters (this gives the instructor the opportunity to model how to receive and make good use of criticism).

IV. Review and application of lesson

A. The first ten minute speech is repeated (either from audio or from the videotape of speech).

B. Each partner interprets five minutes of the speech, applying what they have learned from the model and critique session.

V. Homework:

A. Students are to be prepared to interpret these speeches using features presented by the models and the class feedback session.

B. Students are informed that one of the speeches presented will be used for the midterm and final examinations. They are not told which one. This serves as additional motivation to practice.

Recommended time frame for one (1 1/2 hour) class session

Warm-up	5 min.
First speech	10 min.
Critique	5 min.
Second speech	10 min
Critique	5 min.
Group feedback session	25 min.
Review: speeches interpreted again	20 min.

As can be seen from the above description of the Working Model Method, the classroom provides a simulated interpreting experience. The students know their "interpreting schedule" ahead of time. If they choose, they may contact the speaker for that day and prepare by:

a. requesting notes of the speech

b. asking about any technical terms or words likely to require fingerspelling

c. discussing the pace at which the speech will be presented

d. addressing any plans to use media support

e. agreeing on positioning and special lighting needs

While performing the task of interpreting, the working interpreter (whether the model or the student) is encouraged to interact with the speaker as necessary — for example, asking the speaker for clarification, to slow the pace, to spell a name, etc. In this way, students learn how to assert their needs as a working interpreter to maximize their effectiveness. They learn from both the perspective of the hearing consumer being interrupted as well as the interpreter (or in this case, the interrupter) the importance of being precise, tactful and professional in such interactions.

From Modeling to Evaluation

When the class session is over, the work is far from over. The students have available to them a videotape (or audiotape) of the speaker as well as a videotape of the model interpreter. They are to apply what they have learned during the

individual peer critique and the group feedback session by incorporating these features to their own interpretation of this sample. Students know that one of these samples will be used as the midterm and final exam for the course. They do not know which one. This has proven to serve as an exceptional motivator.

Once the evaluation sample has been selected, a script of the first three or four minutes of the speech is created. The script is then "scored" with specific items that have been of focus during the group feedback session (see appendix F for a sample evaluation "Scored Script"). Each student is videotaped interpreting the sample. The scored script is marked based on their performance. Each student has the opportunity to review their videotape in conjunction with the evaluation sheets.

In his keynote address at this convention, John Oller gave us some enlightening ideas regarding a "broader view of evaluation." He offered the following four criteria:

1. Serves as a motivational tool
2. Serves as an instructional tool
3. Serves as a diagnostic tool
4. Defines the curriculum

When this method of instruction and evaluation was piloted at Western Oregon State College, it did meet all four criteria.

The students were extremely motivated, both to perform within the class structure (since it so closely simulated a "real" interpreting assignment) as well as to prepare for the evaluation to follow. This method is indeed an instructional tool. It is so powerful a tool, in fact, that the class practically runs itself. It, too, serves as a diagnostic tool providing participants very specific feedback through on-going critique, feedback, and evaluation. This method does define the curriculum. In observing students' work, the instructor determines patterns of strengths and weaknesses that literally redirect instruction. This allows an instructor to be totally responsive to students' needs, rather than following a rigid lesson plan.

Instructional Materials Development

Beyond being a successful instructional method leading to objective ways of evaluating interpreting students, the Working Model Method also results in the development of marvelous materials that can be used for future classes.

The videotaped speeches are excellent voice-to-sign practice materials. The model interpreting tapes can be used by students in an independent lab session, or during class sessions to point out interpreting choices to be emulated and interpreting errors to avoid (you will always find some of each in every sample!).

The only pitfall I encountered with the development of these materials was that I was the only model on the tapes. It is difficult to find individuals who are willing to interpret for a video camera for the purpose of having the result dissected in a class of hopeful interpreters to be.

It is clear, however, that videotaped models of interpretation is a great resource for any instructor of interpretation. So convinced, I set about producing professionally made interpreting modeling tapes under the name of *Sign Envision*. One year later, after being used at several Interpreter Preparation Programs, these tapes received such high praise that *Sign Envision* has since expanded to become *Sign Enhancers, Inc.* and has to date produced thirteen interpreter modeling tapes (please see appendix G for tape descriptions and information in how to obtain these materials for your use).

Sign Enhancers, Inc. Modeling Tapes

These materials were developed using the same format as the Working Model instructional method. For each tape (there are both voice-to-sign and sign-to-voice modeling tapes) a short source language sample is given, followed by at least two different interpreting models.

Having students work with a sample and then be able to see how several master interpreters interpreted the same sample has had exciting results. The modeling provides learning on several different levels. Students learn target language vocabulary, structure, non-manual features. The ability to see the process in action and integrate the best of what they see with their own skills makes learning to interpret possible.

I have done workshops and witnessed people who have strived to interpret using ASL for years, only to be able to accomplish processed transliteration at best. These individuals, after being exposed to these videotaped models actually using the target language of ASL, were finally able to emulate small portions of the interpreted performance and for the first time actually "feel what it is like to interpret using ASL."

Summary

I am excited to share what has been an exciting and successful instructional method with you. The resulting materials have been a wonderful new resource for many instructors. It is my hope that these ideas, methods, and materials will assist you in creating skilled professionals who will be prepared for the challenging task of voice-to-sign interpretation.

Appendix A

Cassell Working Model Method: Class Schedule

Sample for an even number of students (16)

WORKING TEAM (Be prepared to interpret in front of class)
SPEAKERS (Be prepared to present a ten minute speech)

DATE:_____

1	**2**	**3**	4	5	6	7	**8**
9	10	11	12	13	14	15	**16**

DATE:_____

1	**2**	3	4	5	6	7	8
10	**11**	12	13	14	15	16	9

DATE:_____

1	**2**	**3**	4	5	6	7	8
11	**12**	**13**	14	15	16	9	10

DATE:_____

1	2	**3**	4	5	6	7	8
12	13	***14***	**16**	16	9	10	11

DATE:_____

1	2	3	**4**	**5**	6	7	8
13	14	15	***9***	**16**	10	11	12

DATE:_____

1	2	3	4	**5**	**6**	7	8
14	15	16	9	***11***	**10**	12	13

DATE:_____

1	2	3	4	5	**6**	**7**	8
15	16	9	10	11	***13***	**15**	14

DATE:_____

1	2	3	4	5	6	**7**	**8**
16	9	10	11	12	13	***15***	**16**

Note: These numbers correspond with those which students select randomly from an envelope at the beginning of the course. Each student follows the schedule based on the number they selected for the duration of the course.

Appendix B

Cassell Working Model Method: Class Schedule

Sample for an odd number of students (19)

WORKING TEAM (Be prepared to interpret in front of class)
SPEAKERS (Be prepared to present a ten minute speech)
Media Manager (Responsible to setting up and running equipment)

DATE:_____									
1	2	3	4	5	6	7	8	9	10
17	12	13	14	15	16	11	18	19	
DATE:_____									
1	5	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	17	18	19
DATE:_____									
1	2	8	4	5	6	7	8	9	
12	13	16	15	16	17	18	19	10	11
DATE:_____									
1	2	3	6	5	6	7	8	9	
13	14	11	16	17	18	19	10	15	12
DATE:_____									
1	2	3	4	6	6	7	8	9	
14	15	16	17	18	19	10	11	12	13
DATE:_____									
1	2	3	4	5	6	7	8	9	
15	16	17	18	19	10	11	12	13	14
DATE:_____									
1	2	3	4	5	6	7	8	9	
16	17	18	19	10	11	15	13	14	15
DATE:_____									
1	2	3	4	5	6	7	8	9	
17	18	19	10	11	12	13	16	15	16
DATE:_____									
1	2	3	4	5	6	7	8	8	
18	19	10	11	12	13	14	15	16	17
DATE:_____									
15	2	3	4	5	6	7	8	16	10
15	17	1	14	15	9	11	19	18	
DATE:_____									
1	15	14	4	5	6	7	8	9	
10	16	12	13	19	11	16	17	18	2

Appendix C

Sample topics for ten minute spoken English speeches

Note: Topics such as these are placed in an envelope. Each student randomly selects a topic. They are responsible to research the topic in order to prepare a ten minute speech on the subject. They are NOT to write out the speech and read it. They are permitted to use cue cards with one or two word cues.

Abortion: from a pro-life perspective
Abortion: from a pro-choice perspective
"Where was George?"
A Biographical Sketch of Lucille Ball
Cooking for better health
Laughter as a medicine
Indian Folklore
Higher Education: Do the benefits equal the cost?
The migration patterns of Canadian geese
Aerodynamics of hot air balloons
Self-help books: are they really helpful?
The effects of computerization on industry

Appendix D

Classroom Setup

Appendix E

Samples of skill areas to be critiqued

In order for the peer critiques that occur in the course be useful, students are provided instruction in how and what to critique. Below are samples of specific skill areas students may select in which to receive feedback.

I. Interpreting Performance

A. Target language (TL): American Sign Language (ASL)

1. grammatical structure
2. non-manual markers
3. use of space features
4. TL vocabulary choices
    a. Register variation
    b. Conversational sign choices
    c. Fingerspelling
        i. Proper nouns
        ii. Technical terms
        iii. Numbers, weights, heights, dollar amounts
        iv. Borrowed loan signs
5. TL vocabulary production
    A. Position/location
    B. Palm Orientation
    C. Handshape
    D. Movement
        i. size
        ii. direction
        iii. intensity
        iv. completeness
    E. Corresponding non-manual features
6. TL fluency

B. Source language comprehension/analysis accuracy

1. Conversational
2. Technical
3. Register variation
4. English idiomatic/cultural specific expressions

C. Visualization accuracy

D. Source language message-target language message accuracy

1. Content match
2. Affect match

E. Cultural adjustment/mediation techniques

F. Speaker/interpreter interaction

Appendix F

Working Model Method Evaluation Sample

Note: This was developed from an actual speech given by a student. This particular evaluation was used for the midterm evaluation. Each student was videotaped and given their tape and these specific scored sheets for review.

My topic is on "*Science*". The last time I even thought about

Sign Choice (topic indicated) Y__N__

science was probably about *six years ago* when I was taking one of

F.S. Production Y__N__

those required classes that you have to take for college.

Science has never been one of my strong points;

Grammar: T/C Y__N__

it's probably one of my *weakest points*. You might say,

Sign Choice Y__N__

as chemical reactions go, we *don't mix*. I remember when I was in

Affect Match Y__N__

Jr H.S., *way back in the Dark Ages, my partner and I* were

Sign Utilization Y__N__ **Use of Space Y__N__**

mixing a few things together one day, and, um, if it hadn't been for an extremely observant *science teacher*, we could have very easily

Use of Space: Referent Y__N__

blown up the classroom with the chemicals we were mixing. We didn't know they were as *dangerous* as they were.

Sign Choice Y__N__

We were just two bored students in a classroom full of ways to

Use of Space Y__N__

fulfill our curiosity. Fortunately, our curiosity *didn't kill us*.

Sign Choice Y__N__ **Grammar: Negation Y__N__**

Then I remember when I was in ***high school,***

F.S. Production Y__N__

I had this ***really great*** biology class. The instructor was really into

Affect Match Y__N__

animals, and, um, one side of the classroom was full of fish tanks.

Sign Choice: Plurality Y__N__

They had gold fish, and she even had a ***piranha*** in one of her tanks

Sign Choice: Descriptive Y__N__

at one point. She had to get rid of the piranha,

Sign Choice: Descriptive Y__N__

because people like ***my brother*** were feeding the gold fish to it,

Use of Space: Relieve gaze Y__N__

and they ran up quite a bill for buying gold fish.

I remember one experience with an experiment involving

chickens and injecting them with ***testosterone*** to

F.S. Production Y__N__

see what the affects would be. I ***refused to inject*** my poor little

Nonmanual: Eye Gaze Y__N__ **Grammar: Negation Y__N__**

chicken with that stuff. I didn't want to see it grow an oversized um

top-notch. ***"Excuse me, an oversized what?"*** Top-notch.

Use of Space: Character Shift Y__N__

Um, I just didn't feel it would grow up to be a normal humane chicken

if I did that to it, so ***my partner*** injected his with it.

Use of Space (consistent) Y__N__

I injected mine with water, which caused nothing but

Grammar: T/C or Rh-q Y__N__

extra bathroom trips for the chicken. Anyway, when

Sign choice Y__N__

the experiment was over, they had to get rid of the chickens, and

I really was never sure what they did with the chickens —

Affect Match Y__N__

whether they took them to a persons house. I know my brother brought his home and we kept it for about two weeks.

I asked my mom if we could

Space: Directional Verb Y__N__

keep my chicken, but she said no because of the past experience. We also realized that *my cat would probably eat it within a week*, and I

Nonmanual: Markers/affect Y__N__

didn't want that to happen to my little chicken, so *I said good bye*

Nonmanual: Eye gaze Y__N__

and sent it on its way. Then I tried taking in a chemistry class my senior year; it was an advanced chemistry class.

It was also a *major mistake*. It's a good thing I was allowed to drop

Sign Utilization/Affect Y__N__

the class; *I would have been terribly depressed with the grade*

Grammar: Conditional,T/C or Rh-q Y__N__

I know I would have received. It wasn't that I couldn't mix the things together and get the proper reaction.

That was no problem if you put the beakers in front of me and

Grammar: Conditional Y__N__

the chemicals in front of me and told me what to do with the chemicals. It was no problem; I had the instructions there; I could do it real easily, but try and get me to explain,

give you the *names of the chemicals*, explain

Sign Choice: Plurality Y__N__

the reaction, and take a test, and answer all the questions about it, then *I was clueless; I had no I idea* what was going on. Unless I

Sign Choice Y__N__

had the instructions, I was nowhere. And no matter how my teacher rationalized it to me, I could never figure out how a letter like *X could equal a number like a two* or any other number.

Use of Space: Y__N__

Numbers are different than letters; they just don't equal out; I couldn't see the reason behind that logic.

So *getting back to my talk,*
Sign Choice Y__N__
what was I supposed to talk about?, since I know relatively
Nonmanual: Rhetorical Question Y__N__
nothing about science.
I decided why not talk about the uselessness of science and the
Grammar: Restructured Y__N__
useless classes you have to take to get a college diploma.
Sign choice Y__N__

Score Sheet

Student Name: _____

Videotape #: _____

Confidence Displayed	1_2_3
Professional Manner	1_2_3
Restructuring	1_2_3
Sign Production	**1_2_3**
Subtotal:	☐ 12

Page 1:	☐ 15
Page 2:	☐ 13
Page 3:	☐ **10**
Subtotal:	☐ 38

Total: ☐ 50 X 2 points each = ☐ 100

Grade: 90-100 = A
80-89 = B
70-79 = C
60-69 = D

Specific Feedback: To detect areas of strength and weakness, please check the number of items you performed correctly within each skill area. If you find any mathmatical errors in the grading, please bring them to my attention. Thank you.

Sign Choice:	☐ 11	Use of Space:	☐ 8
Fingerspelling:	☐ 3	Nonmanual:	☐ 3
Grammar:	☐ 7	Sign Utilization:	☐ 2
Affect Match:	☐ 3		

Appendix G

SIGN ENHANCERS$_{TM}$

INSTRUCTIONAL MODELING VIDEOTAPES NOW AVAILABLE FOR INSTRUCTORS OF INTERPRETATION

Voice to Sign Interpretation/Transliteration: Modeling Tape 2A

This tape provides a ten minute lecture on the topic of "Dream Analysis" as presented by Ms. Julia Smith, therapist. This spoken English lecture is then followed by three model interpretations. The speech is presented again, this time followed by the same master interpreters modeling transliteration. The model interpreters are: 1) nationally known Jan Kanda, 2) William Burt, C.S.C. and 3) Jenna Cassell. Recommended use: preparation for Voice to Sign Interpretation & Transliteration performance evaluations.
Tape length: 1 hr. 20 minutes.

Voice to Sign Interpretation/Transliteration: Modeling Tape 2B

This tape follows the same format as tape 2A. The lecture: "Technology for the Hearing Impaired" is
presented by Mr. Ron Leavitt, Audiologist and Professor at Oregon State University. With the advent of technological advances in telecaption devices, TTYs, signal devices, etc., this tape provides interpreters with the opportunity to work with this information embedded within a short lecture. The lecture is followed by the same three master interpreters each doing a model interpretation of the lecture and then a model transliteration. The interpreters are: Jan Kanda, Bill Burt, and Jenna Cassell. Recommended use: preparation for Voice to Sign Interpretation & Transliteration performance evaluations.
Tape length: 1 hr. 20 minutes .

Voice to Sign Interpretation/Transliteration: Modeling Tape 2C

The lecture on this tape is entitled: "Encouraging the Discouraged" as presented by Dr. Richard Jensen, Associate Professor at Western Oregon State College. Dr. Jensen is a vibrant, inspirational and exciting speaker. This tape presents a challenge to interpreters as compared to tape 2A and 2B with regard to pace and amount of information presented. The viewer is able to see how each of these model interpreters handles this challenging assignment. Again, each model interprets, then transliterates the sample. Recommended use: preparation for Voice to Sign Interpretation & Transliteration performance evaluations and advanced skill development for experienced interpreters.
Tape length: 1 hr. 20 minutes.

Appendix G (Cont.)

Sign to Voice Modeling Tape 4A

This video features the signed presentations of Konrad Hokanson. In his eighties, ASL comes as naturally to "Hoke" as breathing. Two samples that would challenge even the most experienced of interpreters, each followed by two expert interpreters modeling sign-to-voice interpretation. The first sample, "My First Day at the School for the Deaf" is packed with cultural information from the now never to be forgotten past. The second sample, "Memories of a Cruise" provides a real challenge even for the interpreters very skilled at receiving fingerspelling. Model interpreters: Jenna Cassell, Marie Griffin, Sheila Jacobs and Sally Kozlar. Recommended use: Developing awareness of Deaf Culture, exposure to model ASL user, & advance sign-to-voice practice.
Tape length: 1 hr.

Sign to Voice Modeling Tape 4B

This video features the signed presentations of Jack R. Cassell. Raised at a residential school for the Deaf, living within the Deaf community his whole life and now managing a statewide TDD access program, Jack provides us with an excellent opportunity to practice sign-to-voice skills for a daily consumer of interpreting services. The first sample, "Adventures in River Rafting" allows the interpreter to get accustom to this signer's style. ASL is used with ample opportunity to practice selecting appropriate word choice for classifiers as well as matching affect to a thrilling tale. The second sample, "Telecommunication Access for the Deaf" is a more formal lecture delivered in ASL with a slight shift in language towards PSE. An excellent tape for individuals preparing to take the sign-to-voice interpreting portion of the RID Evaluation. Each of these samples is followed by two model interpreters. Interpreters include; Sheila Jacobs, Eileen McCaffrey, Dana Huitt, and Jenna Cassell. Recommended Use: Preparation for Sign to Voice Interpretation performance evaluations.
Tape length: 1 hr.

Sign to Voice Modeling Tape 4C

This tape features the signed presentations of Debi Duren. A natural storyteller, Debi presents three samples each followed by two expert model interpreters. "My Experience as a Camp Counselor" is an amusing story presented using PSE leaning more heavily in the direction of ASL (PSA?). "A Backpacking Adventure" is also a fun story and good practice for interpreters wanting more experience with ASL. Debi's third sample, "Use of ASL in the Classroom" is a lecture intended for hearing teachers wishing to work with Deaf children. The language shifts towards PSE with more features of English present. Interpreters include; Judie Husted, William Burt, Eileen McCaffrey, Kent Olney, Sally Kozlar and Dana Huitt. Recommended use: Preparation for Sign to voice interpretation performance evaluations.
Tape length: 1 hr.

Appendix G (Cont.)

Sign to Voice Modeling Tape 4D

This tape features the signed presentations of Zelma Hokanson with a guest appearance by her husband, Konrad. An excellent opportunity to practice sign-to-voice interpreting for the more mature members of the Deaf community. Zelma has a delightful signing style. She begins with an "Autobiographical Sketch" that includes cultural information and attitudes about Deaf people that were prevalent during the 1920's. She then shares about her "Fear of Driving in the Snow". The language is PSE (packed with features of both ASL and English). These samples are followed by "Hoke" using ASL to tell his "Duck Story" (you decide if this is a true story!). Each of these samples is two model sign-to-voice interpretations . Interpreters include: Marie Griffin, William Burt, Jenna Cassell and Kent Olney. Recommended use: Developing awareness of Deaf Culture, exposure to mature Sign Language user, & advance sign-to-voice practice.
Tape length: 30 min.

Sign to Voice Modeling Tape 4E

This tape features the signed presentations of David Wood. Currently the vice principal for the High School at the Oregon School for the Deaf, David starts by sharing how he got his start "Working at the School for the Deaf". David also has had the unique experience of being a competitor at the Deaf Olympics in Finland. In his second talk, he shares some fascinating tales of what that experience was like- including meeting Deaf Olymptans from Russia! Each sample is followed by two model interpreters. Interpreters include: Eileen McCaffrey, William Burt, and Sheila Jacobs. Recommended Use: Excellent tape for preparation of sign-to-voice transliteration performance evaluations.
Tape length: 45 min.

Sign to Voice Modeling Tape 4F

This tape features the signed presentations of Jean Teets. A leader in the Deaf community, Jean has strong opinions and is not afraid to express them! This tape contains four samples including: 1)"My Phobias", an informal and personal account of Jean's fears, 2) "A Consumer's View of Interpreters", an honest review of past experiences as an interpreting consumer, 3) "A Deaf Woman's Story: Positive Change through Political Involvement", a sharing of a lifetime of commitment to improving the quality of life for persons with disabilities and 4) "Should ASL be Used in the Classroom?" addressing the needs of accessibility. Jean primarily follows English structure and consistently uses English mouth movements. Interpreters include: Judie Husted, Sally Kostar, Marie Griffin, Jenna Cassell, William Burt and Kent Olney. Recommended Use: Excellent tape for preparation of sign-to-voice transliteration performance evaluations.
Tape length: 45 min.

Appendix G (Cont.)

***Performing Arts ***

Modeling Tape 3A

As more theaters and performing artists make their cultural events accessible to Deaf audiences, Sign Language Interpreters are needing to develop skills in this specialty area. This videotape features a live performance as interpreted and transliterated by two C.S.C. interpreters. The performer, John McCutcheon, story teller, musician, and folksinger, has worked extensively with interpreters (He even composed a song about Sign Language Interpreters called; "Music in Your Hands" which is included on this tape!). The live performance was done twice, the first time the concert was interpreted by Jenna Cassell. The second performance was transliterated by Jim McKnight. This video was produced so that the viewer will first have the opportunity to see the performer alone (giving the opportunity to practice performing arts interpreting), then the viewer sees the model interpretation, followed by a model transliteration. You have the opportunity to compare styles and see clearly the differences between interpreting and transliterating. Recommended use: Performing Arts skill development, interpreting/transliterating comparison and entertainment. *Tape Length: 1 hr. 15 min.*

Educational Interpreting

Sign to Voice Modeling Tape 5A

Specifically developed for educational interpreters to use for skill building! Featuring the signed presentations of Scott Pfoff. At ten years old, Scott already has experienced attending classes at both the school for the Deaf as well as a mainstreamed setting. Beautifully articulate, very confident, and creative, he is a delight to watch. The three samples on the tape include; 1) "The All Star Athlete" 2) "Jack and the Beanstalk" and 3) "My Summer Trip to California". Each sample is followed by two model interpretations. Interpreters include; Marie Griffin, Jenna Cassell, Patty Togioka, Jane Mulholland and Kent Olney. Recommended use: Exciting new tape for sign-to-voice skill development for educational interpreters.
Tape Length: 1 hr.

Sign to Voice Tape 5B

This exciting new educational interpreting practice tape features thirteen Deaf children from ages 9-19 who currently attend the Oregon School for the Deaf. Varying in ages, interests, language ability, they share of themselves in ways that are extremely beneficial to individuals working within this setting. Some of the topics include; "ASL or English: Which is More important in My Life?", "My Cochlear Implant", "The Gallaudet Protest", "Deaf Leadership Training", "Components of Deaf Education" and many more. Over twenty samples, each is voice interpreted. Interpreters on this tape include: Jenna Cassell, Kent Olney, William Burt, Patty Togioka and Jane Mulholland.
Recommended use: Exciting new tape for sign-to-voice skill development for educational interpreters.
Tape Length: 1 hr.

Appendix G (Cont.)

ASL Sampler
Tape 6A

This tape includes samples taken from tapes 4A, 4B, 4C, 4D, 4E, 4F and 5A. One sample from each of these Sign to Voice practice tapes with one model voice interpretation for each. The language used ranges from ASL to signing in English word order with mouthing. The variety of people on this tapes ranges from a child to senior members of the Deaf community.
Recommended use: Preparation for both the interpretation and transliteration sign-to-voice interpreter evaluations.
Tape Length: 45 *min.*

For more information, catalog, and order form write:

Jenna Cassell, Sign Enhancers, Inc.
1913 Rockland Dr. NW
Salem, Oregon 97304

Plenary Session

Sylvie Lambert
University of Ottawa

I'd like you to picture, for a moment, someone learning how to drive an automobile with a standard transmission. Remember when you learned to drive? Whether you took driver's education or learned from a friend, no one put you into a car on the freeway at a high speed in 5th gear! You began bylearning how to start the engine, put the car into neutral, and go into first gear. Probably you did this many, many times before you progressed any further. There is a natural sequence to learning. I want to draw an analogy between learning the process of interpreting and learning to drive an automobile. You do not learn to interpret by being thrown into a booth, such as happened at the Nuremburg trials. The careful training which is required explains why our screening is so stringent.

I teach the process of interpreting in stages, beginning with a series of exercises which involve no translation-interpreting. Interpreting is the variable which comes late in the program. The tools can be used as eliminatory tests. If a student driver cannot shift from neutral to first gear, there is no point in teaching him how to move into fifth gear. If students cannot successfully perform the first task, there is no point in teaching them the second.

From the psychological point of view, simultaneous interpreting is a complex process involving many components. First, the interpreter receives and attends to part of a sentence (a propositional phrase) which is a meaning unit. That unit is conveyed in the target language at the same time the second meaning unit is being received. The first meaning unit must be held in the echoic memory store, similar to rehearsing a telephone number while you are looking for paper on which to write it. In addition, the interpreter must retain the first unit long enough to monitor transmission to be certain that the message is conveyed accurately. Our task as instructors is to "tease apart" the tasks and introduce the students to them one at a time in a gradual build-up. I will show you the tasks and exercises.

The first exercise is a listening and memory task Figure 1). Students are asked to listen to a speech. Listening is the basic skill in simultaneous interpreting. Recording the student's output is useful for subsequent analysis by the student and the

instructor. Students are not allowed to make notes while they listen and are warned that they will be asked to recall the main points. Interpreters are rarely asked to recall what has been interpreted, so why do we use this exercise? First, because it is a memory building tool. Second, it is a way to assess the ability to listen and recall the meaning without distortion. If the student has already distorted the meaning of the message while remaining in his A (native or mother) language, there is no point in continuing training as an interpreter. Later in the training, testing is done in the ability to listen in the passive, or B language, and recall in the A language. If the student cannot do this, their command of the passive language is not good enough and the student must be placed "on hold" while additional language courses are taken to improve the skill level. In Canada, an interpreter must be equally competent in both French and English. In Europe, interpreters are only required to work into their A language.

Shadowing, or listening and speaking simultaneously, tests selective attention (Figure 2). The interpreter must learn to listen and to speak in another language simultaneously. This ability is vital to interpreting, so there is no point in continuing training if the student cannot do it. An interpreter must be able to shadow in both A and B languages. This is an acquired skill, but a candidate for interpreting should be able to master it in two weeks. I advise students to practice while wearing a Walkman until they can shadow perfectly. Initially, most students can shadow from A to A language, but cannot shadow from the B to B language. Often a student will shadow one sentence, then miss the next. Sometimes a student will wait for the natural pauses and try to speak quickly enough to fit everything in. Students always have tricks to try to stay up. However, the instructor has tricks also, and can always read the text at a faster and faster rate without pauses. Sometimes there is a mechanical problem which interferes with shadowing. A female student will sometimes have difficulty because her voice is the same pitch as mine and her speech masks mine. When that happens, I tell her to increase the volume of the tape until my voice is loud enough for her to hear over her own. If that doesn't take care of the problem, I will have a male student read to see if pitch really is the problem. Another technique to try is to remove the headphone from the non-interpreting ear. The dominant, or interpreting, ear is receiving the input and the other is then used to monitor the output. If the student still cannot shadow successfully, send her home.

There are two distinct types of shadowing, both of which are appropriate for interpreter education. The first, phonemic shadowing, is repetition of phonemes, not words. There is no

simultaneous interpreting involves paraphrasing. If sentences were all as simple as " the sky is blue", everyone could be an interpreter. Difficulty of text can be increased as skill improves. I use welcoming speeches for screening. Students who perform poorly on this task also tend to perform poorly in introductory courses in simultaneous interpreting. Another way to make the task more difficult is to require that every word in a text must be paraphrased.

Abstracting, or telescoping is introduced when students are actually ready to begin interpreting (Figure 5). Speeches are constructed so that each sentence has subordinate or relative clauses and fillers (such as "however" or "additionally"). The student is asked to interpret only the main proposition. Abstracting is the ability to summarize speech and retain only the main subject, verb, and main object. For this exercise, you must compose your own material. This method teaches a "hop, skip, and jump" method to catch up when lag has become too long. The first exercise is to read sentences only. Students take no notes. During the pause you provide at the end of the sentences, the students summarize. The second exercise uses a shortened pause, until there is no pause. At the same time, students are required to summarize sentence one only when sentence two has started. At the end of this exercise, they are practicing the equivalent of simultaneous interpreting. Exercise three is really a simultaneous mode. If the student falls behind, he should use the abstracting technique to catch up and regain the appropriate lag. Students cannot leave sentences incomplete. That is a handicap which must be cured as quickly as possible.

Cloze exercises (Figure 6) are used to assess competence of people in the B language. A paragraph is written with every tenth word deleted. Students are given paper and asked to fill in the exact word or an acceptable synonym. Generally there is no problem in doing this in the A language, but great difficulty in the B language. How can this be adapted for voice interpreting? One method is to use an audio tape with a beep substituted for the tenth word. Students can write the missing word on paper at the beginning and then, as skill increases, can do shadowing. For simultaneous mode, students would listen to the passage in the B language and shadow in the A language. This is an important exercise because there will always be words the interpreter cannot hear due to microphone failure, static, coughs, or other noises. This is not only a mastery test, but also shows real life problems found in interpreting.

Sight translation is also used in simultaneous interpreter education (Figure 7). Sight translation is the closest approximation to simultaneous interpretation available, but in a

written form. Students must read ahead of their spoken transmission from the written text into an oral mode and a different language. The variables involved include time, anticipation, reading for idea closure, and the oral nature of the task. A good chronological order for introduction is as follows:

1. Prepare a typed paragraph. Read the paragraph for a five minute preparation time. Return to the podium for oral interpretation delivery. The only constraint is that once a sentence is begun, the student may not start it over. To increase the difficulty, students may be required to maintain eye contact with the audience, or the preparation time can be removed.

2. Start with a general text, then progress to more complex materials. Strategic words can be eliminated to test cloze and deep processing level. It also tests the student's world knowledge.

The more deeply a student processes information, the easier it becomes to fill in the blanks. When asked to do sight translation interpreting, there are some things to remember which will make the task easier (Figure 8). It is extremely important to remember not to say, "I'm sorry." Tell students to watch television news reporters to find out how to cover errors in spoken transmission.

Digit processing (Figure 9) is different and more difficult because it is non-semantic. Digits have meaning only when associated with words, and they are highly unpredictable. They demand the full attention of the interpreter. My theory is that one reason it may be so difficult is that a cerebral dominance switch is involved in addition to the translation component. If two interpreters are working together, the non-speaking partner can write numbers on a paper so that the other only needs to glance at the numbers to refresh memory. This saves having to store the digits in the echoic memory. (Acronyms and names may be handled in this manner also.)

Lag time exercises are explained in Figure 10. The order of introducing lag time exercises is words, simple sentences, then complex sentences in A to A and then B to A languages. The final component is to introduce complex sentences in the A language which require different construction in the B language.

In the anticipation exercises (Figure 11), I will stop in the middle of a sentence in the prepared text and the student must finish the sentence gracefully and completely. If the student is not processing deeply, this cannot be done. Sometimes you lose a sentence in the echoic memory and must invent an ending. Anticipation exercises are vital because they simulate real life situations.

The final portion involves stress. Stress can be added as a factor to the exercises by the methods explained in Figure 12. Remember that when you are evaluating for stress, interpreters should be recorded after the twenty minutes are over so that playback analysis will show what breaks down first.

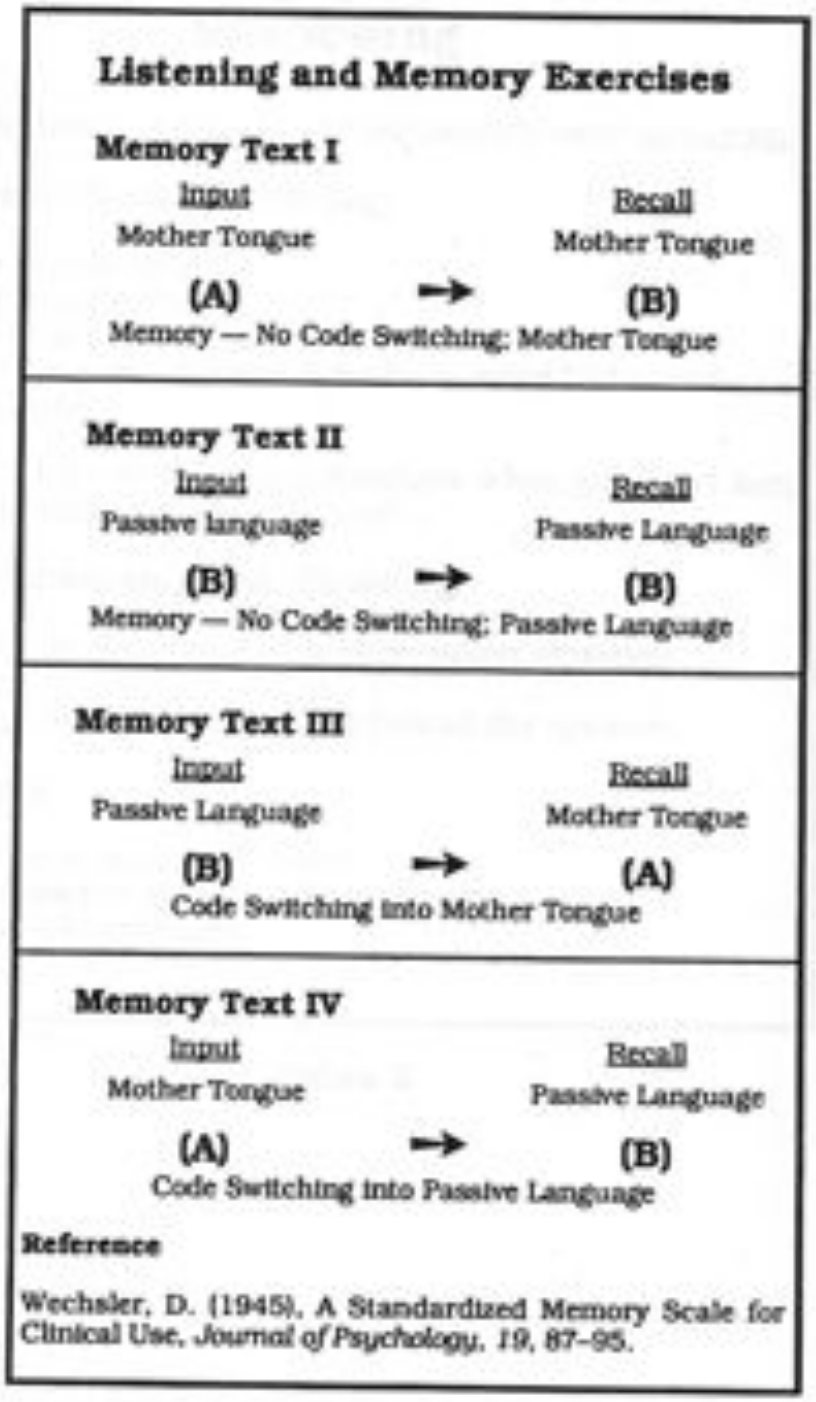

Listening and Memory Exercises
Memory Text I
Input
Mother Tongue
Recall
Mother Tongue
(A)
(B)
Memory — No Code Switching: Mother Tongue
Memory Text II
Input
Passive language
Recall
Passive Language
(B)
(B)
Memory — No Code Switching: Passive Language
Memory Text III
Input
Passive Language
Recall
Mother Tongue
(B)
(A)
Code Switching into Mother Tongue
Memory Text IV
Input
Mother Tongue
Recall
Passive Language
(A)
(B)
Code Switching into Passive Language
Reference
Wechsler, D. (1945), A Standardized Memory Scale for Clinical Use, Journal of Psychology, 19, 87-95.

Figure 1

Shadowing

Learning to listen and speak simultaneously until automatic

Phonemic Shadowing (No Lag)

- Parrot-style
- Every syllable
- Don't wait
- Keep up with speaker who is going faster and faster

There will be a cut-off point somewhere when you can't keep up (especially in the B language)

Phrase Shadowing (Lag, Chunking)

Approximating simultaneous interpretation situation.

Develop lag. Stay at 3 or 4 words behind the speaker.

Exercises

- Read faster and faster
- Shadow speeches for intonation
- Cloze exercises

Figure 2

Dual-Task Training

Human Information Processing Theories

Primary Task:

Listening

Secondary/Interference Task:

Counting out loud backwards in two's, odd numbers: 99-97-95-93 ...

Test students' attention to primary task by administering a recall test

Reference

The work of Barbara Moser-Mercer (M.I.I.S., Monterey, California)

Figure 3

Paraphrasing

Render the meaning of a message in words (lexical) other than original and in different construction (syntactic).

Lexical Transformation

"celebrates and cements the partnership between our two countries"

↓ ↓ ↓

"honors and strengthens the ties between our two nations"

Syntactic Transformation

"The entente between our two nations is strengthened by your visit to Canada"

(Passive syntax)

- Paraphrase every word, e.g., Ottawa → Capitol of Canada
- Paraphrase more loosely (only certain portions of a sentence)

Figure 4

Abstracting or Telescoping

Exercise I: Consecutive Summary
Sum up main idea during pause

Exercise II: Main Idea
Same as above but simultaneous mode

Exercise III: Simultaneous Mode
If student falls behind, use abstract technique to catch up and retain optimal lag.

Sum up main idea by ignoring extraneous details
(e.g., subordinate, relative clauses, oppositions, prepositional phrases, etc.)

Interpret only the main SUBJECT + VERB + DIRECT OBJECT of each sentence

Reference

Ine van Dam (M.I.I.S., Monterey, California)

Figure 5

Cloze Exercises

Cloze: Delete words and have students fill in the blanks, either the exact word or appropriate synonym. Good index of general language proficiency in second language.

Cloze:

- Sight translation mode
- Shadowing mode
- Simultaneous mode
- Consecutive mode

Cloze is a very versatile exercise

Reference

Stubbs & Tucker (1974), *Modern Language Journal*, 58, 239-241.

Figure 6

Sight Translation Exercises

General Texts (e.g., horoscopes, National Enquirer to amuse entertain, catch attention

Move to more general topics, even technical papers

- financial
- political
- legal
- medical

Pick texts from wide variety of sources

- birth certificates
- depositions

Cloze Exercises in sight translation to teach people how to paraphrase and get out of sticky situations

Sight translation in simultaneous mode

Figure 7

Sight Translation

① Ask if you can read text (to yourself) from beginning to end.

② If not, read entire sentence before you begin translating.

③ Read "ahead", keeping your eyes 2 or 3 words ahead of what you are actually in the process of translating.

④ Once you've begun a sentence, **keep going.** Don't stop and start over again.

⑤ Don't say, "I'm sorry." To correct, say, "I correct ..." or "Rather ..."

⑥ If you don't know a word, paraphrase and **keep going.**

Figure 8

Digit Processing

Digits are non-semantic, largely unpredictable

May even involve switch of cerebral hemispheres when processing or interpreting digits

More difficult to process digits in B language

Practice:

- Digits always presented in context
- Have students write down digits as they hear them
- Two students in a booth: one to interpret, the other simply writing down down the digits on a pad of paper for the interpreter to **see** them and **read** from pad while interpreting

Figure 9

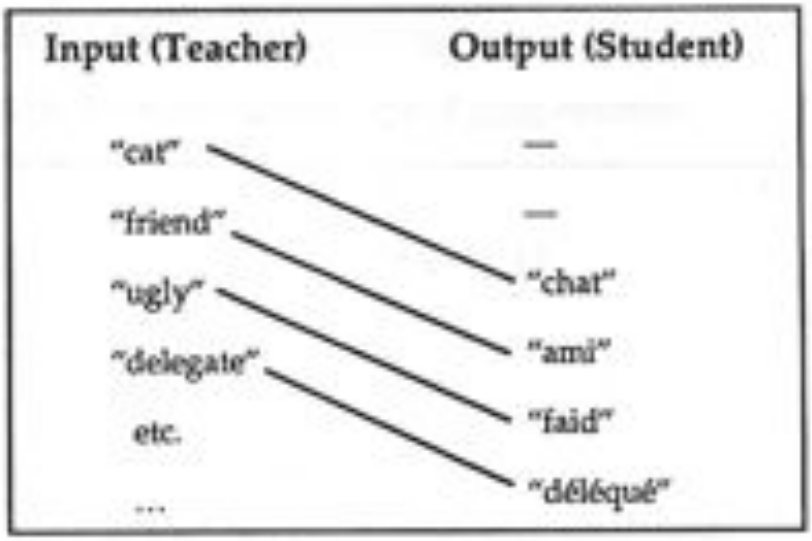
Lag Exercises

Gradual progress from **nouns**
to **adjectives**
to **verbs**
to **short sentences**

I. Shadowing Mode
II. Simultaneous Interpretation Mode

From general to technical to scientific

Increasing Lag



Reference

Paul Hendrickx (1971). *Simultaneous Interpreting*. Longman Group Ltd. London, U.K.

Figure 10

Anticipation Exercises

Very common in German Schools of Interpretation since in German the verb is at the end of the sentence.

Passage is presented to students who either:

listen to
shadow
or interpret

Once the context of text becomes familiar, instructor leaves one sentence incomplete (stop in mid-sentence, suddenly).

If students are processing deeply enough and following links in the text, they should be able to finish the sentence "gracefully" even if they have to invent.

Think of this as another type of cloze exercise.

Figure 11

Interpreting Under Conditions of Stress

A. Texts read as opposed to natural public speaking (speed stress)

B. Texts full of digits

C. Accented speech (e.g., Japanese delegates speaking English; U.N. speeches with African delegates; Hispanic speakers)

D. Increasing background (white) noise

E. Interpreting for longer than 20 minutes. How to cope?

Reference

The work of David Gerver.

Figure 12

Interpreter Evaluation: The Whole Does Not Always Equal the Sum of Its Parts

Nancy Schweda-Nicholson

Once upon a time, an interpreter scheduled to interpret at a conference tried to get some preparatory information. She got the papers ahead of time and looked them over. There was one really complicated section with one idea she just couldn't figure out. Before the speech, she approached the speaker for clarification. The speaker turned to her and said, "Understand? You don't have to understand it. Just interpret it!"

Of course, as you are all aware, any interpreting involves understanding the message and putting it into a form which the audience can understand. I plan to speak on three areas today:

1. The importance of distinguishing between content and meaning;
2. Two ways to approach interpreter evaluations based on performance and based on screening a candidate's suitability for interpreter education, and;
3. Why more qualifiable and less quantifiable aspects of evaluation are in order when we talk about interpreter evaluations; and why it is difficult to devise evaluations composed of discrete, quantifiable criteria.

The content of a message is the factual information contained in the speech: specific terminology, names of organizations and leaders, distinct ideas, and general knowledge. The meaning is made up of three areas: linguistic elements, consisting of the semantics, syntax, and phonology; paralinguistic elements, consisting of intonation, rhythm, and stress patterns; and extralinguistic elements, consisting of gestures, facial expressions, and less easily identified intuitive knowledge such as knowing why the site was chosen, what the goals are, the speaker's attitude if the topic is controversial, and who makes up the audience (students, experts, outsiders, insiders, or a mixed group). It is difficult to demonstrate where the extralinguistic factors are used in interpretation, but cues are always there in the interpreter's mind. It is important to remember that meaning is more than the factual content. Once the interpreter

understands the meaning of the message, s/he must repackage it into language which is acceptable and appropriate to the consumer.

In considering how to evaluate and what aspects must be considered, it is important first to establish the criteria. If you are evaluating interpreter performance, it must be decided which components are of primary importance and which are secondary and how they are related before beginning assessment. Evaluative categories are referred to discretely in this discussion only for reference. Each of the components contributing to meaning is closely intertwined and cannot be separated from the others. For simultaneous interpreting, there are four elements:

1. Perception,
2. Understanding,
3. Translation, and
4. Phonation

These are neatly outlined for discussion; however, interpreting is a parallel, not a discrete process. It is also very difficult to separate the factual content from the para- and extralinguistic elements. All three contribute to the whole meaning.

We must evaluate performance in the areas of accuracy and completeness, high level of competence in the target language, knowledge of terms, styles, registers, microphone technique (especially simultaneous interpreting), and discourse structure.

We can begin accuracy and completeness assessment by comparing the source language and the target language. The content must be accurately represented in the target language. This seems simplistic and obvious, but I have seen trainees who are inaccurate in their rendition but have such a confident, smooth spoken delivery that they appear to be very competent. I heard about some Spanish language interpreters who were suing the testing agency because they didn't pass their certification evaluation and, therefore, could no longer work in the courts. Two judges testifying on their behalf praised them for being so wonderful: always on time, dressed well, professional, and confident. Lawyers for the testing agency asked whether the judges were fluent in Spanish. Even though they were not, they were quick to comment on how good they were. Without knowledge of the target language, how could they evaluate? It is important to remember that factual content, though vital, is only one component of good interpretation.

Another area for evaluation is the discourse style. This is the expression of the content so that it takes on meaning for the

audience. Delivery is related more to style than to content, but it has a major influence on the audience. If the interpreter has understood completely, it is still only half the job. S/he must then be able to express the ideas so the audience can understand. The interpreter must be competent in the discourse style of the target language. For example, English is very straightforward in its discourse style, but Spanish is descriptive, wordy, and flowery. An English speech interpreted into Spanish without appropriate discourse style will be perceived as "funny." Some people will still be able to get the meaning, but it won't be "real" Spanish.

We have the ability to express ideas in many ways. An interpreter must be able to select the appropriate register. Delivery should match the speaker. In interpreting a formal presentation, the interpreter should not use colloquialisms. Intonation affects meaning. Several women sitting around a luncheon table were invited to have lunch the next week with an unpopular member of the group. Two women said, "I'd love to have lunch with Marcia next week," but used entirely different intonations. One was polite and eager; the other was very sarcastic. Children do not need formal patterns. At the same time, a formal lecture should not sound childish or patronizing. The interpreter must match the register of the speaker, however, even if the speaker's register is inappropriate.

We need to be able to evaluate the overall impression of the interpretation. How well did the components over lap and interact? For a high continuity rating, there must be appropriate discourse style, register, and accuracy of content. How do we do this? One problem is that some components are very easy to measure. If we are measuring factual content, it is either there or not, correct or incorrect. However, other factors require an approach that evaluates quality. Another difficulty is that the quality may vary throughout the interpretation. Inconsistencies make it much more difficult to provide a valid evaluation. One way to solve this problem is to use discrete listings of the qualifiable components and a continuum scale for the others. One approach which generally produces high interrater reliability is choosing specific lexical items to be graded. Raters pay close attention to particular items. The overall rating is based on the percentage of correct items. I feel this should be only one component in the evaluation. You can't make a good, overall evaluation based only on vocabulary. Another approach is to assess the target language rendition as if it were a separate piece of discourse. Two groups should be used to evaluate it: one group which knows the source language very well can provide a content delivery evaluation and a group of native uses of the target

language can evaluate the discourse style and acceptability to native users.

In my 1986 article "Screening Interpreter Training Candidates in Delaware: A Comparative Study," I discussed in depth the language abilities and exercises developed in the screening process. I evaluate based on three tasks: shadowing, sight translation, and simultaneous interpreting. It is not fair to expect students at the screening to do as well as graduates of the program, but the tasks are included to see how students react to them without training or experience. In the shadowing task, I look for the level of difficulty in speaking and listening at the same time. I do not expect 100% complete articulation. For sight translation I am looking to see if they are mentally flexible. Can they recognize when it is appropriate to paraphrase? Specific vocabulary can be obtained easily in courses, but mental flexibility cannot. For the simultaneous interpreting, I look for endurance qualities. Some students give up and say, "I can't do this!" They are told to try to do as much as possible: words, phrases, sentences. They are not to be concerned with a polished delivery. Sometimes a candidate will do well on all three areas, but that is exceptional. For that student, training will only increase the skills.

Specific criteria should be developed in advance. Know what, why, and how you want to test. Assessment must be flexible enough to recognize the different components of interpreting. Most evaluations are based only on factual content because it is easier. In addition to qualifiable components and use of a continuum, we need an overall evaluation to reflect the continuity of interpretation: the flow of ideas and the cohesiveness of the components.

I began today with stressing the importance of understanding to interpretation. Understanding provides the bridge from the interpreter to the audience. I hope you see this as a strong case for a more comprehensive evaluation and understanding that the whole does not always equal the sum of its parts.

Preliminary Findings of a National Survey of Interpreter Training Programs

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This paper reports on the preliminary findings of a national survey of programs which offer certificate/degree and/or in-service training programs in interpreter education and that are associated with institutions of higher education. Both federal and non-federal sponsored programs responded to the survey during the summer and fall of 1987. The 16-item survey questionnaires were completed by individuals identified as coordinators within the responding programs. Information was sought on student, faculty, pre-service academic and in-service training curricular characteristics, program resources, and trainee post-graduation outcomes.

Background

Individuals involved in interpreting have long sought to sharpen their skills in facilitating communication between deaf and hearing people. Prior to the 1970's, early efforts at acquiring skill in interpreting occurred largely in an informal, individual manner, rather than on an organized, formal basis (Pimental, 1979). The informal acquisition of skill in interpreting, for the most part, occurred in situations such as the:

- home environment as members of families with deaf parents, siblings, or other relatives
- school setting as educators of deaf children
- rehabilitation setting as service providers with deaf adults, and
- church setting as clergy with congregations with deaf members.

Through these informal situations, skill in interpreting was, for the most part, either natively acquired (e.g., in the home setting with deaf parents) or experientially acquired through

extensive experience with deaf people in a variety of "helper" roles (e.g., in the school setting as a teacher) (Frishberg, 1986). Instructional and curricular resources as well as interpreter trainers were not prevalent features among informal training situations (Quigley & Youngs, 1965; Kanda, 1987).

As educational, employment, and social opportunities for deaf people rapidly expanded in the late 1960's and early 1970's as a by-product of several federal initiatives, the demand for interpreting services began to exceed the available supply of interpreters. These federal initiatives included:

- the Rehabilitation Acts of 1965 authorizing, for the first time, the use of case service funds to purchase interpreting services for deaf VR clients
- provision of federal funding in 1968 to establish NTID and four regional postsecondary training programs with special support services for deaf students
- passage of the Rehabilitation Acts of 1973 mandating equal access for disabled people to employment, education, health, and other related federally-sponsored programs
- passage of P.L. 94-142 in 1975 mandating the handicapped children have access to public education programs and that they be educated in the least restrictive environment.

Federal support was instrumental in facilitating formal efforts at interpreter education and training in the early 1970's. In an effort to respond to the increasing demand for interpreters, the Rehabilitation Services Administration provided funding for the establishment of the National Interpreter Training Consortium (NITC) (Lauritsen, 1976). The funding of the NITC in 1974 with six cooperating programs represented the first organized national effort at formal interpreter education and training (Frishberg, 1986).

The efforts of the NITC and the subsequent funding of 10 regional interpreter education programs beginning in 1980 helped spur a rapid expansion of programs in vocational/technical institutes and colleges and universities throughout the U.S. offering certificate/degrees in interpreter education and training. The proliferation of interpreter training programs from the mid-1970's to the present is a relatively recent phenomenon. The rapid growth of interpreter education programs has stimulated considerable national interest in obtaining up-to-date information on current practices to facilitate

program planning and development (Yoken, 1979; Per-Lee, 1980). How many interpreter education programs exist in the U.S.? What are the key characteristics of the programs? The only national effort to compile information on interpreter training program characteristics noted in the literature is that included in a resource guide for programs training interpreters for the hearing-impaired (Battaglia & Avery, 1986). At the time the survey was conducted in 1985, 48 out of 53 programs responded to the survey. A majority of the programs were characterized as two-year programs offering associate degrees (n=36). Approximately three-fourths of the programs (n=42) did not require sign language proficiency as a prerequisite for admission into the program. The number of students estimated to graduate each year from the programs ranged from a low of 6 to a high of 20. All of the programs included in the survey were affiliated with either a vocational-technical program, a two-year community or junior college, or a four-year college/university.

Descriptive information on other essential aspects of the programs such as student, faculty, curricular characteristics, program resources (e.g., sources of funding), and trainee post-graduation outcomes were not reported in the Battaglia and Avery (1986) survey. This study attempts to provide descriptive information on these various aspects of interpreter education programs.

Methods

Sample selection and verification of programs

A mailing list of 66 programs was identified through two primary sources: a) resource guide for programs training interpreters for the hearing-impaired (Battaglia & Avery, 1986) and b) names and addresses of programs served by the 10 federally-sponsored regional interpreter education programs in their respective geographical areas. An initial screening form was mailed to all 66 programs to verify if the program offered either a pre-service academic and/or in-service training program in interpreting. Of the 66 programs, 5 did not meet the criteria for inclusion in the study. The total number of screening forms received back was 61 for a response rate of 92% (based on 61 out of 66 programs).

Data collection

A 16-item questionnaire which sought information on variables such as student, faculty, and curricular characteristics was mailed to the 61 identified programs. The questionnaires were

completed by individuals identified as coordinators within the programs. Responses were received from all 10 federally-sponsored programs and from 80% of the non- federally-sponsored programs. The overall response rate was 84%. Table 1 presents a breakdown of the response rate by type of program.

Table 1

Survey of ITP Program Characteristics

Type of Program	N	Response Rate	# of Responses Received
Federally-Sponsored Program	10	100%	10
Non-Federal Program	51	80%	41
TOTALS	61	84%	51

Results

Geographical distribution of programs

The 61 programs identified as offering certificate or degree programs in interpreting were distributed among only 33 states with no programs in 17 other states. At least one program, however, was located in all ten RSA geographical regions of the U.S. (Table 2). On the other hand, the distribution of programs on a region-by-region basis was notably uneven with the largest concentration of programs located in the North Central and Southeast regions, respectively. The smallest concentration of programs were located in four regions (New England, New York-New Jersey, Middle West, and Rocky Mountains). This uneven distribution, in terms of local, state, and federal efforts to respond to the national need for interpreters, is skewed in favor of those residing in four regions (North Central, South Central,

Southeast, and Pacific Coast). It was also noted that there were no federal programs in two of the regions with small concentrations of programs (New York-New Jersey and Northwest), although both regions contain cities that are major population centers in the U.S.

Table 2
Geographical Distribution of Programs by Type and RSA Region

RSA Region[a]		Program			
		Federal		Non-Federal	
N	Location	N	%	N	%
61	TOTAL	10	100	51	100
4	New England (1)	2	20.0	3	6.0
2	NY-NJ (2)	0	0.0	2	3.9
5	Mid-Atlantic (3)	1	10.0	4	7.8
10	Southeast (4)	2	20.0	8	15.7
13	North Central (5)	1	10.0	12	23.5
8	South Central (6)	1	10.0	7	13.7
3	Middle West (7)	1	10.0	2	3.9
2	Rocky Mountains (8)	1	10.0	1	2.0
8	Pacific Coast (9)	1	10.0	7	13.7
5	Northwest (10)	0	0.0	5	9.8

aRSA-Federal Rehabilitation Services Administration Regional System

Size and salient characteristics of program enrollments

Collectively the 51 programs reported a combined enrollment of 1,262 pre-service trainees during the 1985-86 academic year. Pre-service trainees included full and part-time students matriculating for a degree in interpreting. The number of pre-service trainees ranged from a low of 3 to a high of 111. Most programs, on the average, had between 16 to 50 pre-service trainees. Only one program reported having more than 100 pre-service trainees. Nearly one-half of the pre-service trainees were enrolled in four-year college programs with one-third enrolled in community college programs and a much smaller number in

technical institutes (Table 3). The types of programs in this survey are described in Appendix 1.

Table 3

Distribution of Trainee Enrollments by Type of Program

Programs		Trainee Enrollments					
		Total		Pre-Service[b]		In-Service	
N	Type[a]	N	%	N	%	N	%
51	TOTAL	7273	100	1262	100	6011	100
5	Technical Institute	439	6.0	151	12.0	288	5.0
22	Community College	3220	44.3	488	38.6	2732	45.5
24	Four-Year College	3614	49.7	623	49.4	2732	50.0
	TOTAL	7273	100	1262	100	6011	100
10	Federal Program	4029	55.4	368	29.2	3661	60.9
41	Non-Federal Program	3244	44.6	894	70.8	2350	39.1

[a] See Appendix 1 for definitions of program types

[b] A pre-service trainee is considered a full or part-time student matriculating towards an academic degree in interpreting

In terms of demographic characteristics, more than one-half of the programs (55%) reported that a majority of their students were white, female, and young (between 18 and 30 years of age). Minority students were not well represented as pre-service trainees or in-service trainees among any of the programs, although the need for increased minority student involvement in interpreting is of national concern (R. Jordan, Personal Communication, December 21, 1987).

Of the 6011 trainees who participated in in-service training programs during the 1985-86 academic year, it was interesting to note that more than one-half received their training through the federally-sponsored programs (Table 3). Though there are fewer federally-sponsored as compared to non-federal programs, they appear to be the key resources for in-service training and interpreter skill upgrading. This could be partially explained by the mission of the federal programs which emphasize both pre- service academic training and interpreter skill maintenance and up-

grading. In terms of the kinds of in-service training offered, those most frequently reported were those related to the interpreting process (e.g., interpreting/transliterating and sign to voice interpreting), communication modalities (e.g., ASL), professional behavior (e.g., code of ethics), and interpreting for special populations.

Degree programs and curricular characteristics

Although more four-year colleges than either community colleges or technical institutes offer interpreting training programs, the most frequently available degree option is two-year associate degree. As a consequence, more than three-fourths of the pre- service trainees during the 1985-86 academic year were enrolled in two-year associate degree programs (Table 4). On the other hand, it was interesting to note that in terms of post-graduation outcomes, more than one-half of the programs indicated that their graduates chose to continue their education (e.g., seek a higher degree). The large enrollment of pre-service trainees in two-year associate degree programs within four-year colleges appears to provide a climate for graduates to further their education rather than seek immediate employment. It is also apparent from comments received from respondents to the survey that for most interpreting students, particularly those without prior background in deafness, two-year training, for the most part, is not sufficient in terms of the length of time needed to develop skills to immediately function as a professional interpreter. To some extent, these concerns present a dilemma to the field. On the one hand, there is a continuing national need for interpreters on a short-term basis. On the other hand, the complexities and length of time required to develop skill in interpreting point to a need for more long-term programs beyond those available in two-year programs.

Table 4

Distribution of Pre-Service Trainees by Types of Academic Degree Program

Degree Programs		Trainees	
N	Types	N	%
48	TOTAL	1212	100
7	Certificate	69	5.7
34	AA/AS	942	77.7
7	BA/BS	201	16.6

Another issue relevant to the efforts of interpreter education programs to strive for a balance between responding to the national need for interpreters and to providing quality academic and in-service training programs, is that of funding. Nearly three-fourths of the programs reported annual operating budgets of under $100,000. The average number of full-time faculty per program was 2 full-time faculty in federal programs and 1.7 full- time faculty in non-federal programs (see Table 5). This national total of 89 full-time faculty training a total of 7,273 students through pre-service and in-service training programs suggests that a majority of the programs operate on limited budgets. In order to facilitate the efforts of interpreter education programs to respond to the needs of the field and at the same time emphasize high quality academic and in-service training, the need for increased resources and funding support must be addressed at the local, state, and national levels.

Table 5

Distribution of Full-Time Faculty by Hearing Status and Type of Program

Programs N	Types	Faculty Hearing Status: Total N[a]	Total %	Hearing N	Hearing %	Deaf N	Deaf %
51	TOTAL	89	100	69	100	20	100
5	Technical Institute	15	16.9	12	17.4	3	15.0
22	Community College	29	32.6	24	34.8	5	25.0
24	Four-Year College	45	50.5	33	47.8	12	60.0
	TOTAL	89	100	69	100	20	100
10	Federal Program	20	22.5	16	23.2	4	20.0
41	Non-Federal Program	69	77.5	53	76.8	16	80.0

[a] The average number of faculty employed in each program, by type of program was as follows: a) federal program (2.0); b) non-federal program (1.7); c) four-year (1.9); d) community college (1.3); and e) technical institute (3.0).

On a positive note, there appears to be a good deal of commonality rather than diversity among programs with respect to the types of curricula available to students. The following courses were offered by all programs that responded:

History of Interpreting
Community/Culture of Deaf People
Professional Ethics and Consumer Issues
Skills Development-Methods

The following courses were offered by at least three-fourths of the programs:

ASL Grammar and Vocabulary
Skills Development-Specialized Settings
Skills Development-Special Populations
Community Resources/Services
Supervised Internship/Practicum
Non-verbal Communication
Cross-Cultural Issues In Interpreting

The respondents were also asked to indicate if they offered curricular to help prepare trainees to work with deaf-blind consumers and if practicum/internship opportunities were available for those interested in working with that special population. Approximately two-thirds of the programs do include at least some curricular emphasis in their programs on working with deaf-blind consumers and also make practicum/internship opportunities available to interested students. Since experienced, practicing interpreters and service providers are more likely to have contact with deaf-blind consumers, than are students, it was interesting to note that few programs offered in-service training programs directed towards serving deaf-blind persons. Whether the need exists for on-going in-service training workshops in the area of deaf-blindness could not be determined from the data.

Faculty characteristics

Of the total of 89 full-time faculty, one-half are employed in the four-year colleges while about one-third are in community colleges (Table 5). Deaf faculty members comprised less than one-fourth of the total number of full-time faculty employed in interpreter training programs. Deaf faculty members were more likely to be involved in interpreter education programs on a part-time basis. On a full-time basis, more deaf faculty members were employed in four-year colleges than either the community colleges or the technical institutes, although on a percentage basis they still comprised only about one-fourth of the total number of full-time faculty employed by those programs. Very few programs were found to employ minority faculty on either a full or part-time basis. In programs where they were employed, they were employed on a part-time basis.

More than 85% of the programs reported having faculty with at least a master's degree. Less than 15% of the programs employed full-time faculty with a bachelor's degree or less. Very few programs employ faculty with a doctorate, although that may change in the future since a few programs did report that some of their faculty were nearing completion of their doctoral studies.

With regards number of years of experience as an interpreter trainer, two strands of experiential levels appear to emerge from the data. On the one hand, close to one-half of the programs reported having employing faculty with ten or more years of interpreter education experience. Slightly more than one-half of the programs reported employing faculty with three years or less of experience. It is apparent that those who enter the field of interpreter training are those who are committed to the field and tend to remain for many years. It is also apparent that in recent years opportunities to employ a new, younger generation of interpreter trainers have occurred.

Moreover, with regards to interpreting certification, most programs employed full-time faculty with some type of certification (e.g., CSC, RSC, IT/TC). It was noted, however, that not every program employed at least one full-time faculty member with the highest levels of RID certification (e.g., CSC and/or OIC:C). In terms of future efforts to develop appropriate standards for interpreter training programs, consideration may need to be given encouraging all programs to have at least one full-time faculty member with the highest level of RID or an equivalent level of certification.

Trainee post-graduation outcomes

Of the 375 students reported to have graduated during the 1985-86 academic year, the programs indicated about two-thirds were involved in interpreting on either a full or part-time basis. Although the technical institutes had fewer total graduates than either the four-year and community colleges, a higher proportion of their graduates were reported to be involved in interpreting on at least a full- time basis. This was a surprising finding given the relatively small number of technical institutes participating in the survey. One possible explanation for this finding could be related to the presence of large concentrations of deaf students in some of the technical institutes. With large deaf student enrollments, there is a continuing immediate need for interpreters plus ample opportunities for students to acquire hands-on experience as part of their internships/practicums. Further, the Battaglia and Avery (1986) survey noted that more graduates obtained employment as interpreters in educational settings than in other types of settings (J. Avery, Personal Communication, September 6, 1988). It is thus apparent that the presence of a critical mass of deaf students on the campus or immediate vicinity of the interpreter training program may be an important factor with regards to employment opportunities for the graduates. One limitation of the study with regards to post-employment outcomes was the unavailability of specific information on the nature of the

graduates' employment. This would include information such as type of program, job duties, salary, and type of clientele served. Such information could probably best be obtained through periodic follow-up studies initiated by the programs.

Finally, for those graduates who elected to participate in certification evaluations, the most frequently reported type of evaluation was the state screening or QA. Few graduates were noted to have attained RID certification shortly after graduation. Two possible explanations for the finding that more graduates were reported to have attained QA rather than RID certification are a) the QA is offered more frequently and on a state by state basis and b) the QA is a screening process for the identification of interpreter competency whereas RID offers a national certification evaluation which is more intensive and advanced. The QA was established to meet the need for interpreters to have some type of certification at the local and state level in order to be hired by state VR agencies and other human service programs. About one-third of the responding interpreter education programs indicated that their graduates during the 1985-86 academic year had received QA certification. State screening systems, however, are not available in every state. The feasibility of making available to all graduates of interpreting training programs options regarding local, state, or national certification evaluations should be investigated.

Table 6

Distribution of Trainee Post-Graduation Outcome by Types of Program and Number of Graduates Involved in Interpreting on a Full or Part-Time Basis

Programs N	Types	Number of Graduates N	%	Employment Outcomes Full-Time[a] N	%	Part-Time[b] N	%
51	TOTAL	375	100	169	100	87	100
5	Technical Institute	95	80.5	146	86.4	60	69.0
22	Community College	132	35.2	44	26.0	34	39.1
24	Four-Year	148	39.5	49	29.0	46	52.8
	TOTAL	375	100	169	100	87	100
10	Federal Program	73	19.5	23	13.6	27	31.0
41	Non-Federal Program	302	80.5	146	86.4	60	69.0

Recommendations

Consistent with the efforts underway among interpreter training programs to respond to the increasing demands for interpreting services by providing the best education and training possible, given their limited resources, some thoughts and suggestions are offered for future directions and initiatives:

1. Intensify efforts to improve the uneven geographical distribution of programs in the 10 RSA regions. Efforts should be made to assure that underserved regions have access to an adequate number of programs. Efforts should also be made to assure that each of the 10 RSA regions have at least one federally-sponsored program. Federal leadership and funding should be directed to achieving these objectives.

2. Increase our investments in the funding of interpreter training programs at the local and state as well as federal levels to provide more resources and personnel for education and training.

3. Intensify our efforts to improve the underrepresentation of deaf as well as minority full-time faculty in interpreter training programs. To more appropriately achieve this objective, federal sponsored interpreter training programs should be provided a mandate to recruit and train deaf as well as minority faculty as interpreter trainers.

4. In view of the increasing cultural and ethnic diversity within the deaf population as well as the general U.S. population, we should re-invigorate our efforts to recruit Black, Hispanic, Oriental, and other ethnic minority students in both academic and in-service training programs.

5. Intensify our efforts in follow-up studies of graduates to expand our database and knowledge of their post-graduation employment and certification evaluation outcomes. Cooperative efforts between national and state organizations involved with interpreting and federal leadership could assist in facilitating achievement of this objective.

6. Federally-sponsored programs should be provided with the mandate and funding to work with various states and national certification organizations (e.g., RID) in developing appropriate certification evaluation options for graduates of interpreter education programs.

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APPENDIX 1
Definitions of Four Types of Postsecondary Programs for Deaf Students

1. **Rehabilitation Facilities**: These programs provide only a vocational diploma or certificate to prospective deaf graduates and emphasize either prevocational or vocational training rather than technical or high levels of training.

2. **Technical Institutes**: Deaf graduates may receive either a vocational degree or associate's degree. Training is generally offered at the technical or equivalent levels of career preparation.

3. **Community Colleges:** The most prevalent type of postsecondary program among those in this national study. Degrees range from the vocational to the associate's levels.

4. **Four-Year Colleges:** Since most of these have accompanying graduate schools the range of degrees include the bachelor's, master's, or advanced degrees or professional certificates.

Source: Watson, D., Schroedel, J., & El-Khiami, A. (1988). A national study of postsecondary education of deaf students. In D. Watson, G. Long, M. Taff-Watson, & M. Harvey (Eds.), *Two decades of excellence: A foundation for the future*. Little Rock, AR: American Deafness and Rehabilitation Association.

Health Care Interpreter Program

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Introduction

Background

St. Mary's Campus of the College of St. Catherine offers health and human service career opportunities through associate degree and certificate programs. Founded in 1964 as St. Mary's Junior College, the institution merged with the College of St. Catherine, a four year liberal arts college, in 1986. One of several majors offered at the college is the Health Care Interpreter Program (HCI) which is now entering its sixth year. Implications of the merger for the Interpreter Program will be discussed in a moment.

The Health Care Interpreter Program was designed to address the problem of the lack of programs to train interpreters to work in the specialized area of health care interpreting. This, of course, is ultimately for the purpose of meeting the needs of deaf people needing health care and the needs of health care practitioners providing health care to deaf patients.

In 1973, the Rehabilitation Act was passed, mandating that "...hospitals do not deny or limit participation of handicapped persons in the service and benefits of its services. ...[Hospitals] must establish a procedure for effective communication with hearing impaired persons...with qualified interpreters who will ensure effective communication." The health care system's positive response to this mandate resulted in an overwhelming increase in interpreter requests. In the Twin Cities of Minneapolis, and St. Paul, requests jumped from 135 in 1980 to 1,346 in 1984 for health care settings.

In 1981-82, St. Mary's initiated a comprehensive needs assessment of the need for health care interpreters. In the fall of 1983, the school established an Associate of Applied Science (AAS) degree program in Health Care Interpreting. The lack of instructional materials for interpreter education generally become quickly apparent. The non-existence of curriculum and materials for health care interpreter education was less of a

surprise. Funding was sought to develop materials and was granted beginning October 1, 1985.

FIPSE Grant

In October of 1985, St. Mary's was awarded a two year Federal grant from the Department of Education under the auspices of the Fund for Improvement of Postsecondary Education (FIPSE). FIPSE may be a familiar name to members of this audience — this is the organization that has also funded RID's development of the new evaluation system. The purpose of the grant to St. Mary's was to develop curriculum and materials for the Health Care Interpreter Program. Included in this discussion then, will be a reporting of the results of that grant work.

The Health Care Interpreter Program

General Information

The Health Care Interpreter Program can be taken for either an AAS degree or for a Certificate. Students entering the program who already have a degree can opt to take the Certificate route. Either group takes the same interpreter program courses — the difference is in the number of General Education courses. Let me explain the different options in a little more detail.

Students enrolled in the Associate of Applied Science Degree Program take 30 General Education credits, 4 Interprogram Studies credits, and 33 technical credits. The technical credits represent the Interpreter Program courses. Included in the General Education courses are what are referred to as Program-required courses. These courses are (1) Human Anatomy and Physiology, (2) General Psychology I and II, (3) Lifespan Development, (4) Psychology of Adjustment, and (5) Medical Terminology.

Students who already have a degree take a Certificate Program. The Certificate Program includes the 33 technical credits and the Program-required general education courses. Students completing all requirements of either the AAS degree program or the Certificate program are considered graduates of the Health Care Interpreter Program.

If students enter the HCI program with background experience or courses similar to any of the technical courses, they have some additional options. Students who are candidates for the AAS degree may take a challenge exam for any course they feel they do not need to take. If they pass the challenge exam,

they pay a reduced fee and receive credit for the course. For students in the Certificate program, it is the discretion of the Program Director to waive any courses she feels the student does not need to take. This may be on the basis of a transcript from another institution showing completion of a similar course, or it may be on the basis of a challenge exam for which there is no charge. If the student satisfies the requirements, the total number of credits necessary to complete the Certificate will be reduced.

For example, it is not uncommon for students who are graduates of an ITP to want to come to St. Mary's to study the specialty area of health care interpreting. These students will have some reduced requirements in language classes and interpreting skills classes. Students who are RID certified are not required to take the language and skills courses. It has been our experience, however, that most opt to take several of the interpreting skills courses.

The length of the HCI Program varies not based on whether a student is enrolled in an AAS or Certificate program, but on their ASL language skills when they enter the program. We require that students have a minimum of one year of sign language courses before entering the program. Students with this bare minimum take three to four years to complete the program. Students entering with strong language skills can complete the program in two years and students who are RID certified can complete the program in one year. A formal language assessment occurs at the end of the student's first year. At this time the faculty meets with students to plan their schedule of classes for the next one to three years. At this time also, faculty may counsel those students who are obviously inappropriate out of the program. If students are adamant in their desire to pursue health care interpreting, they are counseled to take a year off to work on their language skills;another assessment is conducted the following year. To this date, there have been a few students who have reentered the program and have successfully graduated.

We are planning to become a four year BS degree program in the near future. This became a possibility with the merger with St. Catherine's. The program is currently working with the college to actualize this plan. In addition to a BS degree, some certificate options would remain.

Faculty for the St. Mary's Program consists of three full time instructors and several adjunct faculty. It is of some concern that we are as specialized as we are, and we are currently working with one another to become more prepared in each other's realms. Currently, Beth Siebert teaches the language courses. Beth is deaf and has a BA in Psychology and an MA in

Special Education from Gallaudet University. Sandra Gish teaches the interpreter skills courses and the ethics course. Sandra holds a BS degree in Education of the Deaf from the University of Illinois, and is currently pursuing an MA at Western Maryland College in Teaching Interpreting. Marty Barnum teaches the medical and mental health courses and the linguistics and culture courses. Marty's BA is in the field of linguistics. She has an MA in Intercultural Communication and is currently pursuing a second MA in Psychology. Adjunct faculty are brought in to teach some of the interpreting skills courses and the acting class.

Program Philosophy

Before reporting on the details of the program development, it seems appropriate to say a few words about the philosophy of the program. Any program is really a reflection of the people involved in it, so "philosophy of the program" really means the philosophy of the faculty and of the institution that houses the program. Our faculty emphasizes student learning rather than teacher teaching. The faculty believes that students join a program motivated to learn and it is our job to maintain that motivation. We make available to the students the information they will need to be effective health care interpreters, we maintain our own enthusiasm for the profession, and we work to provide a positive, supportive and encouraging environment for the students. We have found this approach much more successful than an environment where students are afraid to make mistakes, and where they feel perfection is the only goal. One of our first lessons to students is that they will make mistakes, that we make mistakes, and that interpreters are human. The goal is to enhance one's skills so that in any given situation one is prepared to make the best choices and decisions possible at that moment. Should an individual later decide that they did not make the best decision, they can learn from the experience and refine their choices for the next time (rather than consider suicide or, at the very least, quitting the profession!) It is our philosophy that the more training and practical experience one has, the better the decisions one will make. I will go in this in more detail later when I discuss the Ethics class.

Program Structure

The program consists of language courses, interpreting skills courses, health care interpreting courses, and some miscellaneous courses such as English for Interpreters, Introduction to Culture, Acting for Interpreters and a Clinical.

The courses are designed to complement one another. For example, the Sign Reading class, a class to enhance students' ability to understand ASL, uses materials that include medical vocabulary. The idea behind this was that the structure itself could be appropriate to any specialized area of training — business interpreting, legal interpreting, etc. The materials for any particular class, then, would substitute materials with business terminology or legal terminology for the medical terminology. In the Health Care Interpreting Program, students spend time observing interpreters in medical and mental health settings and ultimately have a practicum or clinical experience in these settings. Again, a different specialization would simply substitute appropriate settings.

Language Classes. Students take advanced ASL courses, a fingerspelling course and a sign reading course. The fingerspelling course does not isolate fingerspelling from the context of signing, but simply has as its objective the enhancement of fingerspelling. As was stated before, the materials used in these classes complement one another and complement other courses within the program.

The acting class, Acting for Interpreters, could be put under language classes or interpreting skills courses. It is taken the first semester of the program and includes body movement, mime and use of space, voice work, relaxation technique, and a host of other areas traditionally found in the acting arena, but, we felt, germane and useful to the interpreting area. We have found this to be a class that produces instant cohesion for the Freshman class. It's a very popular class.

Interpreting Skills Courses. Curriculum for this series of courses was part of the grant work. Materials for these courses will soon be available.

Our intent is to ground students in the theory of interpreting and then to take progressive steps toward the consecutive interpreting process, basing the process on current research. When students seem solid in their consecutive skills, we move on to simultaneous interpreting. The sequence of interpreting courses designed to do this is:

1) Visual and Auditory Analysis
2) ASL Translation
3) Consecutive Interpreting
4) Simultaneous Interpreting.

The first three courses span one academic year. For students who need further work in the consecutive process, we set

up an ongoing class over the summer. From experience, we know that students need to be strong in their consecutive skills before they move on.

The first in the series is a course titled Visual and Auditory Analysis. This deals with the process of receiving information, storing information and analyzing information. This is followed by English-to-ASL Translation. This course is designed to develop the composition aspect of the interpreting process. Included are several interpreting tasks: text analysis, decision making, image search, vocabulary/phrase search, nonverbal behavior search, characterization and addition-substitution-omission. These two courses lay the groundwork for the interpreting courses which follow.

The next course the students take in this sequence is Consecutive Interpreting. This is the first course where students begin to actually interpret. The theory here is goal-to-objective. Students voice-to-sign and sign-to-voice interpret for both recorded and live speakers.

The final course in the sequence is Simultaneous Interpreting. This simply continues the process that the students have learned in the consecutive class until they are working the the simultaneous mode.

Health Care Interpreting Courses. Introduction to the Health Care Interpreter Setting is the first course in the sequence of health care interpreting classes. In this course students gain an overview of health care settings through lectures, tours, and observation opportunities. Students gain a better understanding of health care structures (such as hospitals and HMOs), particular departments and areas of health care (such as emergency care, OB/GYN, in-patient mental health treatment, etc.), and what an interpreter's role is within these settings. One class period each week is a visit to an actual site, e.g. a pediatrics unit or a detox center, and a second class period is devoted to further discussion. As examples:

One evening we visit the hospital admissions area. One of the admissions clerks explains the process and then "admits" one of the students. We are able to discuss where the interpreter would want to position him/herself, what vocabulary would be needed, etc. Another evening we "scrub" (put on surgical gowns) and tour an empty surgical area seeing the pre-op, post-op and recovery areas as well as the various surgery rooms. In our discussion of all areas, we include information on protocol and who's responsible for what. As a part of this course, students observe interpreters who are working in medical or mental health settings.

Medical Interpreting is taken during the fall semester of the student's last year in the program. At this point their interpreting skills must be good enough for them to fulfill practicum hours, where much of the time they will be interpreting themselves under the direction of a working interpreter. This course is a lecture/lab course, designed to present information but also to give students opportunity for hands-on experience. The course is divided by topics, and each topic is exemplified by specific medical areas or procedures. The topics include Admissions, Pre- and Post-Sessions, Adapting the Environment, Determining the Appropriate Mode of Communication, Interpreting Style, Placement, Implications of Medication, and Dealing with Job Related Stress. Each topic, or unit, contains vocabulary, exercises and role plays for medical areas for which that particular topic might be a concern.

For example, one of the topics is placement, i.e. where does the interpreter appropriately position him/herself while interpreting medical situations. The area of obstetrics is used to illustrate the principles involved. After the topic is introduced, students learn vocabulary related to OB/GYN. Then designated students participate in a role play for which they have notice prepared. Preparation involves a pre-session with the practitioner involved (a topic they have already covered), vocabulary preparation, and whatever else they deem necessary. We have money in our budget to hire deaf people to play the role of patient in these role plays, and practitioners are either played by one of our instructors, a real doctor or therapist, or an instructor from the college. Whenever possible, the role plays are done in the natural environment. The other students observe the role play and do a written feedback sheet for the student involved. After the role play, debriefing is done first with the practitioner and patient, and then again later with just the class members.

Another topic under Interpreting Style is safety issues. Here, X-ray is used as the supporting area. Another is Mode-of-Communication, where surgery and medicated patients are illustrative of the concerns. Under interpreting style, physical therapy has provided a good example of consecutive interpreting. Each topic or lesson includes an activity and an exercise in addition to the vocabulary work and the role play.

Also as a part of the Medical Interpreting class, three panels of "experts" are brought in. The first is a panel of deaf people who have themselves been patients, sometimes with an interpreter and sometimes without an interpreter. They discuss their experiences and concerns and talk openly with the students about privacy issues, gender of interpreter, etc. The second panel is a panel of health care practitioners who have worked with an interpreter. Again, they are candid about their

experiences and their perspectives of the communication process. The third panel is a group of interpreters who have experience in medical settings. This last panel is generally toward the end of the semester, giving the students an opportunity to ask if what they're being taught is reality!

Another important topic in the Medical Interpreting class is job-related stress. We discuss stress and support groups or support persons, and then the class functions as a support group in discussing some of their practicum experiences.

Each student has twenty hours of practicum time during this course. These hours are spent with a working interpreter in a medical setting. We are fortunate to have three hospitals that have interpreters on staff and an HMO that has two interpreters on staff. The bulk of the practicum time is done at these settings. Students log their time and keep a journal of their experiences. Time is taken in class throughout the semester to discuss some of the experiences, using this as a time to teach the students how to appropriately discuss a confidential situation.

This course was developed as a part of the grant. Developed to be used with the course is a student manual — the chapters coincide with the topics — and a videotape. The videotape focuses on emergency, admissions and X-ray settings, and we hope to develop additional videotapes for other settings. Also, a teacher manual is almost ready that adds things like sample exams to the student manual.

Following the medical class, students take Mental Health Interpreting. This course is comparable in scope to the medical class.

Based on literature about mental health interpreting (of which there is more than on medical interpreting) and experience in the first two years of the program, the following assumptions were made:

1) Teaching sign vocabulary for mental health terms is not a priority. Signs in the field are much less standardized than for medical terms, and it seems more appropriate for interpreters to familiarize themselves with the signs in use in the particular setting in which they find themselves interpreting. (This is somewhat less true in the areas of substance abuse and sexual abuse, and some time is devoted to vocabulary work in these areas.)

2) Interpreter students generally have less personal experience in mental health settings than they do in medical settings.

3) Mental health settings can present surprising or sometimes shocking information that can affect one's ability to interpret.

Based on these assumptions, it was decided that the students needed to become familiar with the mental health settings in which they might eventually interpret. A comprehensive list of these settings was grouped and the following general areas emerged:

1) Individual, couple, and group therapy
2) Day programs, residential settings, and hospital settings
3) Minimal language skill clients
4) Sexual abuse and battered women
5) Psychological testing
6) Chemical dependency, substance abuse and co-dependency

Information is presented on various therapy styles that might occur in individual, couple, and group sessions. An understanding of the therapeutic relationship and where the interpreter fits into this relationship is critical. Included with this is a review of the concept of pre- and post-sessions introduced in the preceding course. Also discussed is the relationship between the interpreter and the therapist and ways for interpreters to take care of tehselves emotionally.

Minnesota has an abundance of day and residential programs for individuals who are deaf and mentally ill; deaf and mentally retarded; or deaf, mentally ill, and dangerous. Students become familiar with these programs and visit several during their accompanying practicum experience. Important information here includes the interpreter's role (how is it defined and who defines it), safety issues, charting protocol, and what kinds of routine and not so routine activities interpreters can expect to interpret for.

After the first two years of teaching the course, we recognized the need to include training in interpreting for Minimal Language Skill (MLS) clients. This happens before students visit residential and day programs so they are practiced in communication skills.

In the areas of sexual abuse, battered women, and substance abuse, students learn how these are legally defined, what services are available, and what situations might require an interpreter. Students are presented with blunt information about what they can expect to hear and see in these settings and are cautioned that they need to be clear on their own issues before accepting jobs in these areas.

Co-dependency as an issue was tagged onto the Chemical Dependency unit as a one night lecture and discussion. Initially the reasoning behind this was to inform students about the concept, since it would likely come up during discussion on chemical dependency and family counseling. The first time it was taught, the instructor sensed something wrong about halfway through the lecture. She stopped and asked, "How are you all doing?" More than one student broke into tears and one responded, "Now that you've described us, are you going to tell us what to do about it?" The purpose now is to give the students information *and* to deal with the co-dependency issues we as individuals and interpreters face.

In the area of psychological testing, we have had a guest speaker, a psychologist with years of experience in testing deaf clients. He presents the various tests that interpreters may find themselves asked to interpret and gives information on the pros and cons of various instruments. It is stressed to the students that this information allows them to be a potential resource, mainly to be able to refer mental health workers to specialists such as our speaker or to literature on mental health testing and deafness.

To ensure that students are familiar with literature in the area of mental health and deafness, our library carries a fairly comprehensive collection of articles which is added to regularly. Students are required to peruse the collection and to select three articles to analyze.

As with the medical class, students spend twenty hours in mental health settings getting practical experience. The particular settings will vary depending on what happens to be available at that particular time. That is, if there happen to be deaf individuals in chemical dependency treatment, some students are able to join the professional interpreter and gain experience. There is generally a living skills course in operation somewhere. Additionally, Minnesota has two state hospitals with special programs (including chemical dependency) for deaf patients. They have interpreters on staff and have welcomed our students for part of their practicum experience.

The final course in the health care sequence is a ninety hour practicum. Based on their practical experience in the two preceding courses, Medical Interpreting and Mental Health

Interpreting, students, together with their instructors, select one or two sites where they would like to put in their final practicum hours. Often these practicum experiences have turned into jobs for the graduating students. In the original years of the program, there were not the number of on-staff interpreters in health care settings that we now have. A large number of these on-staff positions were created through the practicum involvement with our program, and a number of the interpreters are graduates of our program. These on-staff interpreters are now able to serve as supervisors for current practicum students.

Miscellaneous Courses. Ethics and Decision-Making for Health Care Interpreters is the course which interfaces ethical issues associated with the health care setting with those of the interpreting profession. It is within this area of study that students are challenged to become independent, accountable, ethical decision-makers. Or, as one student put it, "This is where we really have to grow up."

The premise for this course is that while a knowledge of the RID Code of Ethics is essential for all interpreters, the professional health care interpreter requires a much broader base of knowledge from which to become an effective on-the-job decision-maker. In addition to a study of the RID Code of Ethics, the course includes:

1) An historical perspective of medical and interpreter ethics
2) The underlying values and themes of basic medical ethics
3) Moral development and application
4) Values systems and values clarification
5) Federal and state statutes that apply to deaf patients, interpreters, and health care practitioners
6) Common social and ethical dilemmas in health care service provision

Further, students in this course receive training in human interaction, group process, and decision-making strategies. The assumption is that interpreters must develop specific skills which lead to effective team membership, positive interaction and negotiation with clients and practitioners, and efficient and effective decision-making. Emphasis is given to ethical account-

ability and the ways in which professionals must correct or accept less effective decisions as well as recognize and evaluate the best decisions.

Central to the interaction and decision-making strategies taught in this course is the concept of "Functional Leadership" as defined by the Johnson brothers from the University of Minnesota. Briefly, Johnson and Johnson identify two components of group interaction: product and process. During any group interaction, those group members who contribute to the positive realization of either component is a temporary, or functional, leader. Interpreters never influence the product of an interaction, but they are closely tied to the process of the interpreted interaction. Since they are not formally identified as "leaders," yet frequently must work with the process of the interaction, the concept of functional leadership skills is uniquely helpful to develop appropriate leadership behavior in health care interpreters.

Students taking this course have expressed a heightened sense of self-awareness, increased confidence, and greater skills in negotiating daily life as well as their interpreting assignments. They seem to accomplish the instructor's overall goal by becoming the most calm, confident, ethical, and responsible professionals possible.

The course in its entirety is founded upon a belief that interpreters must base their ethical behavior on something more universal than a set of rules, laws, or strategies. It teaches that people must function as ethical human beings, and make their professional decisions accordingly, because this is the healthiest way to live as individuals and the only way to make a contribution to our profession and society.

Work on the Ethics and Decision-Making course was part of the grant project. Materials on this course are available.

Introduction to Culture is based on the premise that we learn to understand other cultures by first understanding ourselves as cultural beings. This is a new idea for many people. Students look first at their own idiosyncratic cultures, then at American culture, and begin to develop an understanding of cultural differences — what they might be and where they stem from. We explore the discomfort that can result in unfamiliar cultural settings and ways to cope with this. Additionally, students are introduced to topics such as cultural relativity, biculturality, bilingual education and the relationship between minority and majority cultures.

An In-Service class offers students the opportunity to learn how to prepare an in-service for health care workers. Students select a topic and design a lesson plan and materials for their topic. They then present the in-service to the class and

to one outside group. Students receive copies of all the lesson plans from the class, giving them prepared presentations that they can adapt as they enter the work world.

English for Interpreters is a somewhat misleading title. It is assumed that the students have a good command of the English language. What this course is designed to teach is entry level information on linguistics and information on registers. We have found the work on registers to be a useful tool for the students in their sign-to-voice work. Students learn about social registers, vocational registers, etc. — who uses them, why we use them, and how this may affect their choices in structure, vocabulary, and style when they are interpreting sign-to-voice for a deaf person.

Conclusion

The Health Care Interpreter Program curriculum is not written in stone. We are part of an exciting field that is exponentially growing in terms of research and materials. It is our plan to continuously be incorporating the most current information available on how best to train interpreters.

Under the auspices of the FIPSE grant, the HCI program developed:

- Interpreting in Medical Settings: A Student Manual
- Videotape: Health Care Interpreter Series: Program 1, The Emergency Room: Admissions, Examination, X-ray
- Videotape: Health Care Interpreter Series: Program 1, Emergency Room: Student Practice Tape
- Practicum Manual: Health Care Interpreter
- Ethics Curriculum: Ethics and Decision-Making for Health Care Interpreters
- Course Syllabi
- Interpreting Curriculum

  Part I: Auditory and Visual Analysis

  Part II: Translation

  Part III: Consecutive Interpreting

These materials are available, some for a price and others at no cost. You may contact the program for further information.

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Process Diagnostics: The Deaf Perspective

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Introduction

This paper deals with the perspectives of the Deaf community toward the field of ASL/English interpreting and education. At the 1988 CIT Convention, most speakers focussed on post-secondary educational programs and how to assess and improve them.

Marie Philip and I are avid consumers of interpreter services and we have collected for this presentation our own experiences, as well as those of many other Deaf people. (Some of our remarks do refer to transliterators, as well.) We should make it clear that we do not intend to represent the entire spectrum of the Deaf Community. We plan to discuss some cultural differences in viewing interpreters, some conflicts about interpreting services and to discuss the issue of feedback. As Shaw points out (this volume), most programs focus on the "product" — the new interpreter. That is not the case for Deaf people. We like to see the product that the interpreter offers, but they feel it important to see everything that contributes to the product. That will be the focus of this paper.

Knowing the way the two cultures see each other is very important for instructors. If young interpreters are to be prepared for the real world and dealing with Deaf consumers, the Deaf perspective is an important element in their education. Throughout the paper, we give examples that illustrate this point. We emphasize, however, that these are not etched in stone, and we caution you against teaching the content of this paper as if it were a frozen, final pronouncement. What we wish to offer here are some tools that you may use in the classroom to assist students in becoming more sensitive to cultural differences.

Interpreter Assessment: The Deaf Perspective

There are five parts to this paper. First, let us look at interpreter preparation programs (IPP's) and how Deaf people feel about them. For many years we as professionals have discussed what constitutes an IPP. Most programs are

still heavily involved in teaching language; it is difficult to establish and maintain an appropriate separation between second language teaching and interpreter education. We therefore need to examine the question of the place and role of Deaf people in IPP's. Is it really to teach interpreting? Is it really as language teachers? When Deaf people are involved in a program, what is their role and function? Colonomos (1988) points out that when we test students, we have criteria laid out ahead of time. Depending on the number of right or wrong items, we assign numbers. Deaf instructors, however, tend to begin at a zero level (rather than from the 100%) and work up. The assumption for many hearing instructors is that if the ideal has not been attained, the battle is being lost until students can "make the grade." From the Deaf perspective, not much is expected from students, and any time something is good, students are rewarded.

The Deaf person in an IPP is generally involved in teaching sign language. Many programs accept students with no knowledge of sign whatsoever and so the Deaf teacher becomes responsible for teaching a second language and for making decisions about the proficiency level of the students. In other IPP's, students enter with some language abilities. In that case, the Deaf instructor makes decisions about readiness for entrance to interpreting courses and about remedial work, getting students ready for advancement. Deaf instructors are often involved in the language laboratory, but rarely are they actually responsible for assessment. Much more often they model or teach the language with the goal of preparing the student to move into a class a class for ASL-to-English interpretation, or to enhance expressive ASL skills. Deaf people do assist in making decisions about a student's readiness for interpretation or transliteration and their relative aptitude for one or the other of those areas.

Historically, students have been accepted into programs on the basis of sign vocabulary; grammar is an aspect that is to be "picked up" along the way. Let us use the analogy of baking chocolate chip cookies. Suppose I am making cookies; I put in the ingredients — flour, sugar, vanilla, and the like, but I decide to delay putting in the chocolate chips, figuring they can wait. I put the dough on the cookie sheet and bake them. Would we still call them chocolate chip cookies? Obviously not.

The same approach is apparent in ASL instruction: we say we'll "worry" about the eyebrows and all that stuff later. Should we call that ASL? We really should think about dealing with the grammatical aspects of language instruction much earlier on. The analogy can be viewed in another way: suppose we put too many chocolate chips in and the cookies are very chocolatey. Those may not be the world's best chocolate chip

cookies, but we can accept them. On the other hand, without chocolate chips in them, they're just not chocolate chip cookies. We could even imagine picking out the chocolate chips from the dough; that's pretty good, huh? It would be like having grammatical features and appropriate facial behaviors without the signs — that might not be too bad either.

Deaf teachers are also involved in transmitting culture. One of the important functions of the Deaf teacher is to decide whether students are knowledgeable about the culture, whether they are sufficiently sensitized, whether they are too "crude" or "too hearing." Teachers can transmit culture in a variety of ways. For example, just interacting in a culturally appropriate way with the students will offer the students a chance to observe these differences which are perfectly acceptable in Deaf culture. A hearing teacher might comment on inappropriate use of the eyebrows, but Deaf teachers can offer direct and immediate, "normal" feedback.

The Deaf teacher also serves as a consumer model so that students can role-play how consumers and interpreters interact. Students need to know that "real world" consumers cannot give the same kind of feedback that is available in the classroom. It is very difficult for a Deaf person to give the kind of feedback that students desire; they don't have the resources for it and it may create cultural conflict.

Even though Deaf teachers may be great at teaching language, and offer appropriate language and cultural modeling, they lack a full understanding of the interpreting experience. Ideally, we need to separate language teaching and interpreter education. Obviously, Deaf people need to be involved in the latter, as their feedback — at the very least — is invaluable.

Consumers' Criteria For Evaluation

How do we know whether an interpreter is doing a good job? Many times there seems to be no feedback going on. In our own (Deaf) culture, there is feedback. It doesn't appear on paper, but we are aware if the interpreter is or is not incorporating cultural information. Interpreters depend on the response offered by the consumers. Notice that this requires no discussion; rather the interpreter can respond to information coming to them from the consumer.

When the interpreter is relatively inexperienced and the consumer has been around awhile, it is obvious that the interpreter is concentrating on very specific, conscious items. For example, such an interpreter may approach the consumer and say, "I'm YOUR interpreter." "MY interpreter?" thinks the experienced Deaf consumer. Or, the

interpreter gives her name and walks away. This sort of behavior gives me enough clues to know that the interpreter is ignorant of Deaf culture. Others will approach, give their names, and identify themselves as the interpreter for the situation; this offers an opportunity to assess for cultural knowledge. Finally interpreters who "know" come up, hug us, and talk with us at length. Some might say that this is in violation of the Code of Ethics, especially chatting about personal topics. They might claim that such an interpreter is becoming too involved. On the contrary, Deaf people are put at their ease with this personal approach and can really connect with the interpreter. When the job actually starts is when the business relationship begins.

Some interpreters, not knowing enough about Deaf culture, may give only a first name, and later — even reluctantly — identify themselves further. Deaf people need to have some degree of background so that they can understand, know about the interpreters' level of social experience in the Deaf Community, and the like. We want to know where we stand with the interpreter.

Another issue is respect. As a consumer, I am interested in knowing whether the interpreter respects me. This is quite easy for Deaf people to determine. Over the years, Deaf people have experienced a great deal of oppression in their families, in their schools, and in professional life; this makes us very skilled in detecting similar oppressive attitudes among interpreters. A consumer can see that an interpreter may have cultural knowledge, but is still lacking respect. For example, an interpreter may ask the language preference of the Deaf consumer and where the Deaf person wants to have him sit. This appropriately leaves decisions with the Deaf person. The answer may be, "It doesn't matter, you can decide," but at least the Deaf consumer has maintained control. Occasionally, the consumer may tell the interpreter that her clothing is inappropriate; the interpreter may become defensive. That makes a difference to us, as we do not make such comments as a general rule, but certain situations bring them about. Deaf people are, after all, individuals, and what suits one may not suit another. Other times, on a break during an assignment, the interpreter takes off, reappearing only when work resumes.

Another cultural conflict comes up when the Deaf person wishes to check out part of the information given. How the interpreter responds to the situation is significant. If the interpreter just says, "I can't tell you, it's a violation of the Code of Ethics," the Deaf person sees it as a slap in the face. It might be better to respond by saying, "I'm stuck, I can't say anything." Then the consumer can ask why and the

interpreter can explain about the Code and how it binds interpreters to certain forms of behavior. Similarly, a Deaf person may just wish to ask a simple question of the interpreter. If she immediately says, "I can't answer that. You'll have to ask the speaker," it's very awkward. The interpreter can just explain that it is inappropriate for her to respond, and that it's best to ask the speaker. Make the point that the interpreter may not have the right answer; that increases the comfort level.

Another very important issue is control. For example, interpreters get to decide whether to accept an assignment. A Deaf person has little or no control over it. The referral specialist makes the decisions and the interpreter just shows up. The consumer might very likely prefer to make some choices about language use and the like. Often the interpreter shows up, explains his role to the hearing consumer (perhaps even in private), leaving the Deaf person out of the exchange altogether. The consumer now becomes suspicious because she has been excluded and this results in a lessening of confidence. Instead, the interpreter can explain what goes on, how he functions, what his role is to both consumers. This raises the Deaf person's confidence and also allows her to maintain control over the situation. It ensures that the interpreter is not identified with the other, hearing consumer. These are all issues of cultural sensitivity and how Deaf consumers measure it.

Several items have to do with comprehension. If an interpreter approaches the Deaf consumer and asks for a language preference, ASL, PSE, or straight English, the Deaf person knows this interpreter can't make a judgment based on conversation. Immediately, confidence is lessened. An interpreter should know the answer from the Deaf consumer's conversational use. Sometimes a Deaf consumer responds by saying, "ASL" only to be told, "I can't do ASL." The consumer thinks to herself, "Why did you ask, then? I tell you what I want, and you tell me it's not available." If the consumer insists, the interpreter may say, "I'll try, but it's terribly confusing for me." This puts the consumer in a terrible position. How the interpreter makes this approach makes all the difference. For example, after a few minutes of conversation, he could say, "It seems to me that you want ASL. Am I right?" This gives the Deaf person the choice and shows respect.

Another issue focuses on the Deaf consumer's faith in the interpreter's ability to do the job. You may have a situation where the interpreter is doing a great job, and both the consumer and interpreter know it. But if we see the interpreter struggling, then we feel it's obvious. We have a hard time believing this person accepted the job. We may

decide to say nothing about it, but still we think, "The nerve of this interpreter to accept this job!" All of these things are going on in a consumer's thoughts. "Gee, is the interpreter blind? Do I have to tell her these things?" A person with no skills in such an assignment cannot grow from such an experience. If the interpreter is so awful, how can the consumer help knowing it? Other times, the interpreter may handle the signing well, but has awful posture. For example they may stand with their feet together and their knees locked. An interpreter in such a posture cannot use ASL appropriately. The deaf person makes this observation and knows it is going to be a poor performance. On the other hand, if the interpreter stands with feet firmly spread, the Deaf consumers immediately know that good work is going to come from this person.

As to feedback, we have to make judgments about an interpreter's ability to accept comments. We want to know how an interpreter may take feedback. For example, Deaf consumers normally want to ask lots of questions, because they want to know the information. If there are no questions, that should be an indication to the interpreter that the information was not conveyed. If the interpreter is working, and there are no questions to the speaker from deaf consumers, that should indicate that there are some difficulties. Consumers know not to ask a question because the interpretation was not clear; they are afraid to ask questions. If, conversely, there are questions and comments from the audience, then the interpreter can know that the job was well-done. If the job was very well-done, questions will be extensive. Yet another indication of success is discussion of the topic among Deaf audience members. If they just sit there, with no debate or discussion, it suggests that they didn't understand.

All this relates in turn to the "comfort factor." If a Deaf consumer feels comfortable with the interpreter, she will feel comfortable in looking away occasionally, because with sufficient cultural skills, she can go back to the interpreter in moments and still follow the message. If there is difficulty following the interpreter, she won't move her eyes. This comes from needing to concentrate intensively in order to "get" the message.

Community Goals and Evaluation of Interpreters

Let us make a few comparisons between the profession of interpreting with the Deaf Community. Back in the '60's, the government began to spend money in response to the need for interpreters. The request for such expenditures came not from Deaf people, but from teachers of the deaf. We

should consider the impact of this original input. What remaining effects has this "educational" origin had on the field of interpreter education?

As we all know, many interpreters hide behind the Code of Ethics. It's interesting even to think about the sign. Look at CONSTITUTION and LAW. These are very important and very official social referents. You cannot violate the law; if the law tells me this is the way it should be, then I must follow that. Now interpreters use a related sign for CODE-OF-ETHICS, and Deaf people are intimidated because it means, "this is something beyond reproach and cannot be argued."

We are not suggesting that we do not need a Code of Ethics, because obviously we do. Rather, we question an interpretation of the Code which reflects no cultural sensitivity and is taught in a rigid fashion. Often an interpreter behaves like a machine, with no interpersonal skills. Deaf people may enter a situation needing to know who their allies and friends are. It's nice to walk into a room knowing there is another person who can sign and be able to talk with the person. They don't want to look around the room and see "the" interpreter standing as rigid as stone. They want a real, live person. They want a confident interpreter, comfortable with himself, a good role model. They definitely do not want someone who appears to be uncomfortable, powerless, and oppressed. That simply compounds the Deaf person's own sense of inadequacy.

A lot of recent discussion in the interpreting field has focused on the dichotomy between transliteration and interpretation. A great deal of energy is spent on discussing these types of services. These issues are of course important to Deaf people, but the issue that really concerns us is getting appropriate voice-interpreting services. As you know, the Deaf Community has been heatedly discussing evaluation systems, but I haven't seen very much interest in interpreting from English into sign, and I don't see a lot of Deaf input into that discussion. It seems that the interpreting community has proceeded to make decisions without asking for or expecting Deaf peoples' input.

We also seem to spend a lot of time thinking about interpreting as "understanding the speaker." Interpreters are often perceived by Deaf people as producing something which is truly for the education of Deaf people; interpreters are there to teach us something. It is exceptional when a Deaf person meets an interpreter who is extremely humane and comfortable to talk with. Some of us are shocked to see that we can just chat with the interpreter. It should be the norm, but unfortunately it isn't. This suggests a drastic question about the kind of interpreters we are teaching, and how they are able to relate to most of their consumers.

One area of concern to the community relates to referral services. Often, we see regular or full-time interpreters in referral agencies because of the financial status of the agency. People in the community needing an interpreter for fifteen minutes or for a doctor's visit cannot seem to get the service from referral services. It is very difficult to find an interpreter, so a lot of "grass roots" Deaf people are still using friends to interpret or resorting to pencil and paper for communication. It remains extremely difficult for many consumers to get interpreters to take care of daily, personal situations. If, by chance, a Deaf person cannot function very well because of lack of education or extremely poor language skills, she does get services through an agency that provides social services, along with interpreting. But for the Deaf person able to function in society, it is difficult if not impossible to get services. We end up with two extremes of deaf people getting services: those who work in a government agency or a large corporation and those at the lower end of the spectrum. The majority of Deaf people, having neither special needs nor particular advantages, cannot find interpreters to meet their needs on a day-to-day basis.

Another area of concern I wish to touch on is the image that the community would like for the interpreter. Very often, when an interpreter is in a certain setting, hearing people make judgments about what Deaf people are like, based on what they see the interpreter doing. Deaf people would like the interpreter to be a good representative of the Deaf community. We would like the interpreter to be perceived as a friend. Sometimes Deaf people are alone, surrounded by hearing people, so they do not feel they have an ally and are very much alone. When an assignment is over and social time begins, it is critical for the interpreter to interact with the Deaf person for awhile. This is no violation of the Code of Ethics. Similarly, before the interpreting assignment begins, it really makes the situation much more comfortable. A Deaf person feels less nervous and less concerned about what is going to happen. Sometimes, we need a little help in the beginning, need to have something explained in a strange situation. We often don't get that help, because the Code of Ethics is used as a shield. Often a Deaf person could use some cues or tips on working with an interpreter until they become more competent. The community would like to see interpreters more as advocates than they are now.

There are also certain things about an interpreter's appearance that may not be acceptable to Deaf people. For example, extreme dress, hairdos and colors are very distracting. They get in the way, regardless of the

interpreter's skills. An inappropriate appearance hinders understanding the message.

One prevalent image in our field today which disturbs the Deaf community a great deal is the money motivation. I give you an example. A Deaf person asked the agency to send a CSC interpreter to a particular assignment; of course, as often happens, the agency did not send a CSC, but someone with "some interpreting experience." The situation was training for referees in wrestling. The man was learning to be a referee, and there were lots of jocks and sports people there. The interpreter did not look like an athletic person and was not comfortable with the other hearing people there. The Deaf person was trying to get information, but the interpreter knew nothing about sports, and didn't have the vocabulary to understand what was going on. The Deaf person did know a lot about sports and did the best he could. Of course the interpreter was very apologetic after the meeting, admitting his inadequacies to the Deaf person. Yet, at the same time, he proceeded to hand out his business cards to everyone there, making sure they knew that he was available for other jobs. What effect do you think that has on the Deaf consumer?

Deaf people would like to see a little more flexiblity in interpreters, especially in regard to finances. Often, interpreters are fairly rigid, saying they must be paid every time, in every situation. They are inflexible about their rates, too. Deaf culture works on a reciprocity system. We give our language and culture to interpreters, yet what we get back is a bill. We would like to see more flexibility; we would like to be able to work out another kind of arrangement. I fear we are teaching interpreters a "hearing-skewed" perspective: you must get paid for every job; don't volunteer; Deaf people have to learn to pay.... But Deaf people are saying, "Look, we want to pay, but once in awhile it's ok to provide pro bono services." Please understand that we are not talking about every interpreter and every program. In general, however, I feel these are real problems and they deserve our attention.

Role and Meaning of Consumer Feedback

What is the nature of consumer feedback? As you may know, Deaf people are not completely comfortable providing feedback. As we mentioned above, Deaf consumers feel that they are giving their language and that both parties can benefit. But they do not give feedback to just anybody: they make a determination based on certain criteria. Suppose an interpreter approaches a consumer and introduces herself. The way she does that is how the consumer makes his judgment. The consumer will also determine how

interpreters handle themselves with hearing consumers. The Deaf consumer judges the interaction between these two hearing people. If the interpreter communicates poorly with the deaf person, but spends all her time with the hearing consumer, the Deaf person leaves with a very bad impression, even with anger. The feedback level will then be at zero. Based on feelings of confidence and trust, consumers will be more willing to provide the feedback.

Suppose I meet a person and have made no observations yet; I use other cues. I can look at signing style and determine skills. If the interpreter uses all types of strange signs, my trust will be nil. Obviously, this is a person who does not fit my needs. But if she is well-versed in ASL, then my trust and confidence will increase and I am more willing to provide feedback. Even so, I may wait until the second or third event, because I am not sure whether my level of confidence may decrease. If things continue to go well, that allows my trust to increase.

We also use other strategies. Sometimes, when consumers are unsure about giving feedback, they may be very hesitant and use indirect approaches. Perhaps the interpreter makes lots of errors and just doesn't do well; the response from the consumer may be a blank stare. If the interpreter asks for feedback, that puts the consumer on the spot. The response will likely be, "Good. Nice try." That really says that it wasn't a very good job. If the interpreter gets the message, the consumer knows no more feedback is necessary. On the other hand, the interpreter may respond by being very defensive ("I just moved to this city", "The speaker was too fast"). That kind of defensiveness lessens our confidence and reduces the probability of our offering any feedback. The consumer may say, "You did OK" and the interpreter respond, "Thank you." They both know the interpreter did not do a very good job. I don't give up in this case, because that is the kind of person I can build a relationship with, to start working on things. Later, when we get to know each other, and become more familiar, I can give feedback. That is the beginning of rapport. The consumer may say, "You're good, but you have some errors." That also leaves an opening to check on the interpreter's level of defensiveness.

Sometimes, in order to protect ourselves, we may blame the lighting or some other factor. We may say things like, "Oh, I couldn't see you very well, because something was in the way." Such comments can have double meanings, depending on the facial expression. If the consumers say they had a hard time seeing you, it may mean negative feedback or it may be an honest response. The consumer can make all kinds of subtle suggestions with this feedback.

The interpreter's response determines how future feedback is given. For example, one particular thing really annoys me from my own experience. The interpreter uses a particular sign that the deaf person has never seen before. She sometimes becomes defensive, saying, "Well, my teacher taught me that sign," or "Deaf people showed it to me." The Deaf person is indifferent to this information. It feels as though the interpreter is saying, "You're wrong!" Instead, the interpreter should try to be versatile and use the consumer's signs. For example, in Massachusetts, there is a local sign meaning "unfair." Students have other ways to sign the same thing, but usually have not seen this local sign. I like to show them these regional signs, but it doesn't mean that using another sign is "wrong." Deaf people can adapt and use many different forms of a single sign or a single meaning. When the interpreter does not accept such variation, it comes across as a suggestion that the consumer doesn't know anything.

If the consumer says to an interpreter, "You were clear," check the facial expression: it may be positive or negative feedback. Often, interpreters ask for feedback, but the consumer has nothing to say. The consumer may, in fact, have complaints that the interpreter cannot handle. If the interpreter does a really good job and works very hard, but gets no feedback from the consumer, it can have two meanings. It may mean that the Deaf person didn't give feedback because the person was not active, or it could mean that she was very pleased with the interpreter, but didn't feel obligated to extend the praise. Sometimes interpreters don't understand that. If the Deaf person comments on what is being said, that's a compliment. But the interpreter may be waiting to hear explicitly about the wonderful job. The consumer may not feel that she has to tell the interpreter repeatedly about his performance.

Let us focus for a moment on voice interpreting. A Deaf consumer cannot determine whether the interpreter is doing a good job or not. She may not trust the interpreter 100%, particularly if she doesn't know the interpreter. How can I tell, then, whether this interpreter is doing a good job? I watch for head nods signalling agreement. Another way is to tell a joke; if the audience laughs, then I know that the interpreter is doing a good job. Chances are that the message is getting through. If the laughter is inappropriate, then I know something has gone wrong. Perhaps there was a cultural conflict and the interpreter did not get the message across correctly. If the audience does not laugh, I can say, "Did you get my point? Was I not clear?" That forces a response from the audience, and I can repeat my message.

That sort of audience feedback is important. When a consumer meets a highly skilled interpreter, word gets

around to the Deaf Community immediately. This also happens when the interpreter doesn't have the skills. The Deaf Community does know how to determine whether such negative comments are personal (a personality conflict) or actual skills. The community knows that a given person tends to be honest and they trust what they hear about an interpreter. Word is spread through the community.

Other times, such as platform situations, the Deaf person has no control over the interpreter. Some Deaf people go often to events of this sort; they know the interpreters they want and sometimes they are stuck with what they get. In personal matters, Deaf people are very concerned about privacy. They may not wish to speak about the issues until they are ready, yet the interpreter to be assigned is very important. When I contact a referral agency and request a specific interpreter, that is a form of feedback and praise. If I am going into a medical, counseling, or legal situation, I can get the interpreter I want because I know how to use the system. If I know about an event well in advance, I can ask for a particular interpreter. That is an indication of trust in that interpreter. When there is a regularly-occurring event, a Deaf consumer may ask the interpreter for the available time and make arrangements to work with that interpreter regularly.

Sometimes, the consumer needs somebody at the last minute and may have to go to the referral agency. But feeling confident in a good relationship with a particular interpreter, the consumer may go directly to the interpreter. An acceptance of such a situation increases the level of confidence in the interpreter. Making a request for a quick, informal bit of service is another way of determining the attitude of the interpreter.

Cultural Issues in the Assessment of Interpreting

In general, American culture is obsessed with numbers and quantity and objectivity. Culturally, however, Deaf people value more intuitive, impressionistic, and subjective assessment. When Deaf people offer input, then, they are often greeted with, "Where's your proof? Where are your statistics?" Their input is devalued, because what they have to say is measured by hearing values and norms. Deaf people respond internally, "Wait a minute! I know my language; I know my culture. In my gut there's an alarm going off telling me that there is something drastically wrong..."; but we can't seem to get through.

We know that there are things that are important that we need to measure. One thing that people use as a measure is the CSC. Often when we see someone "showing off" her CSC, we think, "This person shouldn't get a CSC. I don't care

what percentage she got on the test. Look what she's doing!" So the "professional" view and the Deaf view of a what a competent, certified interpreter should look like may be very different.

One hearing response to Deaf people's protests about the certification system is, "Well if we make a subjective evaluation and fail someone on the basis of what you're telling us, we might get sued. So we need to have something to defend ourselves, something that fits with the system." But it is very frustrating for Deaf people, because we often can tell in a split second whether someone is going to make a good interpreter or not. We can't seem to make that work in "the system."

What are the goals of assessment? For Deaf people and for the profession, the goals may be different. Similarly, the approach may be different. Many teachers make a great effort to mask the identity of students when announcing grades, reflecting an anxiety-filled situation. Deaf people are more likely to approach and give the person direct feedback, face-to-face. Of course, the response to that is, "How rude and how abusive you are to interpreters!"

Finally, we need to think about the differences in perception of quality and quantity. At the beginning of the surge in interpreter education, the issue was quantity. But what Deaf people want is more and better quality. When Deaf people say, "More," they don't mean more numbers. They mean more skills. Deaf people say, "We want more interpreters." Interpreter education programs mass-produce new interpreters, and say, "Here, you're getting more." No, we want more interpreters. I think that we are not communicating very clearly what we want: we want skilled, qualified interpreters.

At the top of the list for us is cultural sensitivity; second is language. Perhaps last is the ability to interpret. Quite frankly, many Deaf people would rather pick someone who has the cultural sensitivity and lacks the skills, over someone with the "nuts and bolts" but the wrong attitude.

In closing, let us make some comparisons. One very important premise in conflict with the field of interpreting is that Deaf people feel very often that no interpreter is better than a poor one. With an unqualified interpreter, they are often forced to go through some very painful situations. That feeds into and reinforces a lot of negative feelings Deaf people have. They would rather have no interpreter and say, "I wasn't able to understand you. Could you maybe write down a little summary of what you said?" At least the Deaf person gets something out of the situation and doesn't have all those negative when it's all over.

Then there is the "hot" issue over interpreting vs. transliterating. Some of us have a reputation for demanding very high quality interpreting services. Frankly, though, if dual services are offered and the interpreter is not doing a very good job, but the transliterator is clear and doing very good transliteration, I would shift to that side of the room. I have talked to other people who prefer signed English; but if the transliterator doesn't use appropriate facial expression and is therefore unclear, they will switch to the interpreter.

We need to think more about meeting people's needs and stop worrying about artificial labels. I think Deaf people will look to where the information is coming through most clearly and comfortably and stop worrying about what side of the room they are on. Where a Deaf person looks says less about identity than it does about clear communication from the interpreters.

Conclusion

Interpreter preparation programs across the country and the Deaf Community obviously need to work together. The Deaf Community has much to offer IPP's through participation on panels, where members can express their viewpoints and expectations of interpreters. We can learn from one another, and together we can improve the quality of programs and the services for both communities.

Selection Examinations for Student Interpreters at the University of Ottawa, Canada

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As the number of interpreter education programmes grows steadily throughout the world, so does the number of reports on the various types of selection and admission examinations used to screen applicants to such programs (Pfloeschner, 1965; Keiser, 1978; Gerver, Longley, Long, and Lambert, 1984; Moser-Mercer, 1985; Schweda-Nicholson, 1986). The object of this paper is to present the screening instruments used at the University of Ottawa, Canada, to select applicants seeking admission to the Graduate Diploma Programme, one of seven distinct programmes offered at the School of Translators and Interpreters.

The University of Ottawa's interpretation programme provides professional training in both consecutive and simultaneous interpretation. The curriculum includes compulsory and optional courses, a practicum, and a final examination before a board of examiners. Since translation skills are generally considered a prerequisite to interpreting, applicants should ideally have previous training or experience in translation. The programme is offered by rotation of courses over two years. It is intended primarily for part-time students, although those who place very well in the entrance examination and who are exempted from introductory courses may be able to undertake the programme on a full-time basis.

The selection tests at the University of Ottawa are designed not only to assess basic interpretation skills but also to test candidates' command of both their working languages, namely the mother-tongue or dominant language (L1), and the second language (L2). While some of the tests used were designed at the University of Ottawa, others stem from the Polytechnic of Central London (see Gerver, Longley, Long and Lambert, 1984).

Briefly stated, the admission exam consists of three parts. The first part, namely the written examination, is taken by all candidates. The second and third parts, i.e. the oral examination and the oral interview, are taken only by those candidates who pass the written examination. No reference works are allowed for any part of the admission exam.

1. Written Examination

All candidates are required to take a written examination of 4 1/2 hours' duration. Only those candidates obtaining a sufficiently high score (i.e. a C+ or 66%) on the written examination are eligible to take the oral examination, described in section 2. The written examination consists of four parts: precis-writing, paraphrasing, translation, and general knowledge. These are described in turn below.

1.1 Precis-writing (L1 to L1)

The precis-writing section of the examination tests candidates' ability to summarize in L1 a text written in the same language. The source text, approximately 1000 words long, is taken from a current-interest publication, and is non-technical. The candidate is asked to summarize the passage in about 300 words. Specifically, the instructions read as follows: "You will be expected to extract the most important ideas from the passage and to reformulate these ideas in your own words in such a way as to produce a coherent summary reflecting the content, emphasis and style of the original. Avoid lifting entire sentences from the latter."

The purpose of the precis-writing exercise is twofold. On the one hand, it tests the candidates' ability to understand and express themselves in L1. This is important because experience has shown that there is simply not enough time in the Diploma program to deal with basic language problems. On the other hand, it tests the candidates' ability to extract the most important ideas from a text and to re-express them coherently. This skill is, of course, essential in consecutive interpretation. Although summarizing techniques are further developed in the consecutive interpretation courses, a basic level of skill is considered a prerequisite.

1.2 Paraphrasing (L2 to L2)

This section tests the candidates' ability to paraphrase in L2 a non-technical text of about 150 words written in the same language. By paraphrasing we understand a systematic

replacement of the original formulation with a synonymous one. Specifically, the instructions read as follows: "Your text should convey the same meaning as the original and you should not modify the order of the sentences, but you should systematically replace all but the most standard terms ... by words and phrases of your own."

The purpose of this exercise is, first of all, to test the candidates' comprehension and expression in L2. As already mentioned, the Diploma program cannot deal with basic language problems. The paraphrasing section thus provides the examiners with a means of ascertaining that candidates have attained a certain level of competence in L2 before entering the programme. Second, paraphrasing tests the ability to reformulate ideas accurately, a skill which is also essential in interpretation, albeit in an interlingual form.

1.3 Translation (L2 to L1)

The translation section of the examination tests the candidates' ability to translate from L2 into L1. The selected source text is of a general nature (translations are provided for difficult or technical terms) and is approximately 200 words long.

The purpose of this exercise is threefold. First, it provides the examiners with one more way (in addition to the paraphrasing section) of assessing the candidates' comprehension of L2. Second, it provides the examiners with one more way (in addition to the precis-writing section) of assessing the candidates' expression in L1. Third, it provides a rough indication of the candidates' ability to translate, the assumption being that the skills used in written translation are similar to those used in oral translation (i.e. interpretation), in the sense that both require one to understand a meaning expressed in the source language and to render this meaning idiomatically in the target language. It must be stressed, however, that candidates are not expected to produce an excellent translation in order to pass this part of the examination: after all, they may never have done written translation before, and will not be expected to do written translation in the course of the program. The examiners essentially look to see whether the meaning of the source text has been rendered accurately and idiomatically in the target language, and are not concerned with minor stylistic blemishes which may simply be due to the candidates' lack of formal training in translation.

1.4 General knowledge (L1 and L2)

This section of the examination tests the candidates' general knowledge in areas such as politics, economics, law and science, the assumption being that potential interpreters must be in the habit of reading widely in their two working languages. Candidates are given two short texts taken from newspapers or other current-affairs publications, one in French and one in English, in which a number of words, abbreviations and phrases are underlined. For each text, candidates are asked to comment briefly on as many of the underlined items as possible, in the language in which the text is written. Examples of items underlined in one recent English text are moratorium on nuclear testing, the Rodney Dangerfield treatment, the Reagan Administration, the arms race, a panacea, cut the Gordian knot, Nevada, and so on.

The purpose of the general knowledge section is twofold. First, and most important, it indicates to the examiners whether or not candidates are in the habit reading widely in both L1 and L2, and to what degree they are able to retain general information. Second, it gives the examiners one last opportunity to assess the candidates' ability to express themselves in both working languages. It is important to note that candidates work within a very severe time limit for this section: they are give only one hour to comment on forty items. Thus, they are required to recall facts quickly and to express them succinctly, skills which, it is assumed, are crucial for interpretation.

2. Oral Examination

The oral portion of the entrance examination consists of a battery of oral exercises performed in simultaneous interpretation booths. Candidates are isolated in individual booths and are recorded for subsequent evaluation. The oral tests last between 60 and 90 minutes and consist of the following: sight translation, shadowing, paraphrasing, cloze, and memory tests. They are text-based and subskill-based in nature. Text-based tests assume the processing of connected discourse to be a crucial feature of an interpreter's task. This approach is based on recent work in the area of text-processing (Kintsch, 1974). Text-based tests require either the recall of information presented (e.g. memory tests) or the completion of individual target words in the text (e.g. the cloze test). The second type of test, termed subskill-based, assumes that language subskills such as synonym generation,

sentence re-expression (or paraphrasing) and vocabulary selection reflect the other aspects of the interpreter's task. (See Gerver, Longley, Long and Lambert, 1984).

2.1 Sight translation (L2 to L1 and L1 to L2)

Candidates are handed two texts of approximately 250 to 300 words to sight translate, one from L2 to L1, and another in the other direction. The topics of sight translation material are current events and are general enough not to tax the candidates' technical vocabulary, but rather test their ability to circumvent difficult passages, paraphrase words or expressions for which equivalences do not come immediately to mind, preserve the meaning of the original, and render the translation in a fluent and native-like version. The texts are sometimes doctored to discourage word-for-word translation and to create "problematic material" to see how candidates will react.

Candidates are given five minutes to read and prepare each text. They are instructed to translate the text aloud into the microphone in the booth, to proceed at an even and unhurried pace, and, once they have begun a sentence one way, to carry on that way until the end of the sentence rather than change syntactic constructions midway or start over again. They are also warned that they may come across an expression for which they will not be able to find an immediate equivalent and that they will be judged on their ability to extricate themselves from difficult situations.

Sight translations are evaluated on content and style. The meaning of the original message should be rendered as faithfully as possible, and both the frequency and severity of meaning errors are taken into account. The information should be conveyed in a smooth, flowing, native-like style, and voice mannerisms are taken into account. A stricter assessment of style is made when candidates are translating from L2 to L1: here, we expect the translation not to sound word-for-word.

While the main aim of sight translation is to test the candidates' ability to produce an accurate and fluent text, a secondary aim is to detect those candidates who are unable to cope with the stress of thinking quickly under pressure, and those who become audibly frustrated when they are unable to come up with the proper equivalent.

2.2 Shadowing (L1 and L2)

Shadowing is a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, that is, word-for-word repetition, in the same language, of a message presented through headphones. This technique has often been used as a means of studying selective attention and is usually part of the training method employed with beginner interpreters who first need to learn to listen and speak simultaneously (from one language into the same language) before attempting to interpret (from one language into another).

The shadowing test is given in both languages. Shadowing exercises test whether or not candidates are able to speak and listen at the same time, as well as how quickly and accurately they can reproduce what they hear; they also serve to assess the candidates' command of and fluency in L2, for many candidates who shadow well in L1 are unable to complete one entire sentence when shadowing in L2 when that language is weak. Candidates are encouraged to stay as close as possible behind the original speaker, in other words to practice phonemic shadowing as opposed to phrase shadowing (Norman, 1976; Chistovitch, Aliakrinskii, and Abulian, 1960).

The first few sentences are used as a warm-up practice and are read very slowly. Once the candidates understand how to shadow and begin to relax, the pace picks up gradually and is maintained at a normal delivery throughout most of the shadowing test. The last paragraph, however, is read at breakneck speed to see where the breakdown point occurs. So as not to discourage students, they are warned ahead of time that very few candidates are able to maintain such a rapid pace and that they are certainly not expected to keep up, but that they are nevertheless welcome to try. This provides the examiners with an opportunity to see which candidates are stimulated by such a challenge and which do not even dare to make an attempt.

Shadowers quickly fall into one of the following categories: 1) those for whom shadowing seems effortless and who are "born shadowers"; 2)those who begin sentences properly but who are unable to complete them; 3) those who wait for pauses in the input delivery before speaking in order to avoid listening and speaking at the same time; 4) those who are totally incoherent and who sound as though they are talking, praying, or muttering to themselves but who keep

trying anyway; and finally 5) those who give up and remain silent.

Some candidates complain that shadowing is a new experience for them and that the test is therefore somewhat unfair, that with more practice they would have performed better, etc. The examiners' opinion is that those candidates who keep trying in spite of certain initial difficulties in catching on, those who do not show their frustration, those with a positive attitude, who find the tests "fun" and challenging, and have the kind of personality needed to carry them through.

2.3 Oral Paraphrasing (L1 and L2)

As explained in section 1.2, paraphrasing tests the candidates' ability to render the meaning of the message in other words. But in the case of oral paraphrasing, the material is presented aurally, via headphones, and candidates are expected to paraphrase within the confines of time, a further step towards approximating the simultaneous interpretation situation. In contrast, written paraphrasers work with written material and under less rigorous time constraint.

Oral paraphrasing or expressional fluency is assumed to involve the ability to think rapidly of words, groups of words, or sentences. According to the authors of these subskill-based tests (Eckstrom, French, Harman, and Dermer, 1976), expressional fluency contrasts with the production of single words by focusing on the compositional aspects of sentences and on the manipulation of syntactic constructions. Paraphrasing does not require the production of new ideas but does include a search into lexico-semantic memory (Carroll, 1976) with special attention to the grammatical features of lexical items and different syntactic patterns of phrases and sentences. This type of re-expression is basic to the interpreter's task.

Texts used for oral paraphrasing in this exam usually have a fairly high degree of redundancy (for example, we choose welcoming speeches to foreign heads of state) and are read to students at a slower than normal pace at first. Further, a pause is inserted after each sentence at the beginning so that the candidates can paraphrase during a silence, rather than have to paraphrase and listen to the next sentence simultaneously. This is done to put students at ease and introduce them gradually to the task that is required of them. Little by little, the pace picks up until the sentence to be paraphrased is presented to candidates while they are still in the process of paraphrasing the former sentence, which

once again approximates the simultaneous interpretation condition. They are instructed to paraphrase each phrase or sentence both lexically and syntactically.

Candidates are judged on their ability to retain the original message without unnecessary padding. Oral paraphrasing measures candidates' quickness of mind, verbal flexibility, command of L1 and strength of L2. Paraphrasing also tests for memory and comprehension of the original message and is thus a particularly useful tool when it comes to determining comprehension of L2. It has been found that students who perform poorly in paraphrasing are also poor overall test performers, which indicates that the ability to paraphrase is a key criterion for the selection of interpreters.

2.4 Cloze (L1 and L2)

The cloze procedure is a method of test construction which consists of deleting words from text, say every tenth word, and asking subjects to fill in the blanks. The term "cloze" comes from the psychological concept of closure, which is the perception of apparent wholeness of visual or auditory inputs that are actually incomplete. Through closure the missing parts are ignored or compensated for by projections based on past experience.

The cloze technique has been used quite extensively during experiments on bilingualism and is used increasingly as a test of second-language proficiency. Stubbs and Tucker (1974), for example, are convinced that the cloze technique represents an extremely useful evaluative tool for ESL specialists and pedagogical device for the teacher in the field because it has proven itself to be a good index of general language proficiency, purportedly encompassing lexical, syntactic and semantic aspects of language processing. Since one of the foundations of language skills is the capacity to anticipate elements in sequence, especially when elements are generated within the confines of time, Oller (1972) felt that the cloze procedure was an excellent device for testing this sort of expectancy. Studies by Darnell (1968), Bowen (1969), Kaplan and Jones (1970), and Oller and Conrad (1971) have demonstrated that the cloze test does in fact have merit. The test can be carried out in both of the candidates' working languages, the idea being that the more proficient a person is in a language, the less difficult it is to cloze on the incomplete material in that language.

Generally the cloze technique uses written texts presented visually. An auditory form was designed by John Long (Gerver, Longley, Long and Lambert, 1984) because

interpreters normally work from spoken discourse and because auditory cloze effectively paces the hearer at the speed of a conference speaker. It is also assumed to measure "integrative" skills. That is the anticipatory processes involved when native speakers of a language engage in normal conversation both as listeners and speakers (Oller and Conrad, 1971). Thus, the cloze test is included as part of the University of Ottawa's oral examination since it reflects text processing. Two short cloze passages are prepared. Each text (one in English and one in French) consists of a passage of approximately 250 words. Apart from initial and final sections of about 50 words which are left intact, every tenth word is deleted from the passage. The passages are read in the language of the test by native speakers, and candidates are instructed to listen to the texts attentively, shadow simultaneously in the language of presentation, and, when they hear a beep, try and fill in the blank as quickly as possible with an appropriate word. The tests are scored by counting the total number of correct responses. Both the exact words eliminated from the original text or appropriate synonyms are considered correct responses.

2.5 Memory tests (L1 to L1, L2 to L2, L2 to L1, L1 to L2)

Text memory tests are based on the assumption that interpreters need to remember as well as understand the information conveyed by discourse, that is, to store the meaning of the speech. A grasp of the informational structure of a piece of discourse is assumed to facilitate comprehension in the case of simultaneous interpretation and recall in the case of consecutive interpretation.

Two short text memory tests were chosen from the Wechsler Memory Scale (Wechsler, 1945). Since these happen to be only in English, two similar texts were designed in French. All four texts consist of approximately 65 words, which are grouped into precisely 24 "memory units". The candidates are scored in terms of the number of memory units correctly recalled.

Each of the four memory texts constitutes a means of testing one of four conditions:

1) Wechsler I (L1 to L1), the control condition, tests only retentive ability, and involves no code-switching and no testing of the second language. In other words, the first Wechsler text is presented to the candidates in L1 and they are instructed to listen

attentively, without taking notes, and to recall as much as possible in the same language.

2) Wechsler II (L2 to L2) tests both the retentive ability of the candidates, as in condition one, as well as their command of L2 both in terms of decoding (comprehension of the incoming message) and encoding (recall and oral reconstruction of the original message). In this condition, the text is presented to the candidates in L2 and they are instructed to recall as much as they can in the same language.

3) Both Wechsler III and IV conditions test the translation factor, since code-switching (i.e. decoding the information in one language but encoding it in another) is now introduced as a variable. In condition 3 (L2 to L1), candidates are presented with the third Wechsler text in L2 and are asked to recall as much as possible in L1.

4) Finally in the fourth condition (L1 to L2), candidates hear the fourth Wechsler text presented in L1 and are asked to recall it in L2. As in condition 3, both retentive memory and translation abilities are being tested.

3. Interview (L1 and L2)

The oral examinations are followed by private interviews of approximately 15-20 minutes' duration. The interviews are normally given by two faculty members who will be training the diploma students. The aim of the two examiners during the interviews is twofold: 1) to ascertain the candidates' abilities in both working languages and 2) to assess their general knowledge and awareness of current events throughout the world.

Interviews are held in both working languages: usually, one examiner interviews in L1, while the other interviews in L2. The L1 is normally used to start with; once the interviewer feels he has conversed with the candidate for a sufficient length of time to assess his/her competence in L1, the interview proceeds in L2. This switch occurs at no specific point during the interview and is left to the discretion of the examiners.

Examiners usually begin by asking candidates about their general linguistic and educational background. For

example, candidates may be questioned about previous studies, residence abroad (especially if they know foreign languages), areas of expertise and interest, types of newspapers and magazines read or subscribed to, general political interests, and reasons for wanting to become interpreters. Next, candidates are questioned about current events, both in Canada and, in the case of foreign students, in their native country. For example, they may be asked about the most pressing problem(s) facing their country. Questioning may then take other directions. For example, the examiner may select a controversial subject or some item that comes up frequently in the news and see how candidates react. Should candidates encounter difficulties at this point, it is highly unlikely that they will be capable of dealing effectively with unfamiliar subject matter in L1 and L2 when interpreting.

4. Discussion

The various screening instruments described above provide the examiners with an understanding of six general characteristics assumed to be very important for candidates to the interpretation programme:

1) Command of L1 and L2. All components of the examination indicate to some degree the candidates' command of their working languages; while a high level of competence in the L2 is important, a superior command of the L1 is a primary requirement for admission into the programme.

2) Ability to transfer meaning. The translation, summarizing and paraphrasing components, both oral and written, indicate the candidates' ability to transfer meaning accurately from one form into another, whether intra- or inter-lingually.

3) General knowledge. The general knowledge components, both in the written exam and in the interview, indicate the candidates' general knowledge, and particularly their awareness of current events.

4) Pronunciation and enunciation. All oral components of the examination, to varying degrees, indicate the candidates' ability to pronounce and enunciate in both L1 and L2. Pronunciation is usually a problem for non-native speakers, whereas enunciation is often a problem for native speakers. General voice quality plays a major role in the selection process: those who murmur or sound as though they

are talking to themselves during shadowing and/or sight translation are usually disqualified.

5) Personality traits. All components of the examination indicate, to varying degrees, two personality traits considered important for successful interpreters. First, candidates must b able to deal with stress. This ability is particularly put to the test by increased input rates (e.g. oral paraphrasing and shadowing), dual-task exercises (e.g. shadowing), and memory tests—all of which create time stress. While occasional incidences of fatigue are considered normal, a significant failure to cope with examination conditions can eliminate a candidate.

Furthermore, candidates who persevere during difficult parts of the examination, trying their best to say as much as possible, are viewed more favorably than those who give up trying. In certain cases, candidates themselves admitted an inability to cope with the stress and decided not to pursue interpretation any longer. Second, candidates must be able to demonstrate a certain amount of assertiveness. Insecure candidates usually sound unconvincing, and as professional interpreters, would likely have trouble convincing audiences. The candidates' level of assertiveness can be seen during the oral examination (particularly through voice, i.e. their ability to project) and during the interview (through voice, as well as demeanors and reactions).

6) Specific interpretation-related skills. Two specific components of the oral examination are designed to test two corresponding interpretation-related skills. First, the ability to listen and speak at the same time (crucial for simultaneous interpretation), is evaluated in the shadowing exercises. Second, memory skills (i.e. retentive ability and recall) are evaluated specifically in the memory tests, and to some degree in the general knowledge components of the written exam and interview.

Based on our experience devising and administering selection examinations at the School of Interpreters at the Polytechnic of Central London with Patricia E. Longley and the late David Gerver from 1976 to 1979, at the Monterey Institute of International Studies in California from 1979 to 1983, and at the University of Ottawa since 1984, we feel that while there seems to be no fool proof predictor of potential interpreters' success, the University of Ottawa's current battery of selection instruments at least appears to discourage or reject those candidates who have little or no chance of ever succeeding in interpretation. In order to verify this impression (which is still preliminary, since the selection examination described above has only been implemented

since 1984), we are currently collecting data on the proportion of candidates who apply, take the courses, pass the final examination at the end of the programme, and go on to become successful interpreters. In short, we hope to gather enough data over the next few years to determine whether or not there exists a significant correlation between the results obtained on our selection tests and those subsequently obtained in the Diploma Programme.

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Curriculum and Evaluation Plan for ASL–English Interpretation

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Since what we are about is teaching, it is important to understand how learning takes place. The following curriculum and evaluation plan are presented within the frame of reference of Albert Bandura's (1977) Social Learning Theory. According to this theory, a crucial first step in the learning process is observation by the student of correctly modeled behaviors. Eventually, the student's progress is positively influenced by his progress. Bandura refers to this positive influence and interaction between a person and his environment as reciprocal determinism.

Piaget's (1951) work on how children develop cognitively, demonstrates that lower order events must be mastered prior to cognitively more difficult tasks. One of these lower order events must be the development of symbolic representation or a kind of internal rehearsal which is similar in concept to Bandura's notion of the importance of appropriate models.

Bandura (1977) notes that "In Piaget's view, Schemata, which refer to schematic plans of action, determine what behaviors a person can or cannot imitate. The critical issue in observational learning is not how input is matched to performed plans but how input creates the plans" (31). Although Piaget did not address the cognitive task of interpretation directly, an analogy may be drawn when his (1960) notion of conservation of matter is considered. He demonstrated this experimentally by having a child pour a specific amount of water from a tall beaker to a short, wide one. The child then begins to see that the amount of matter is not altered by the form of the container. Much in this way, we are charged with helping our students to preserve the message while altering only the external form or language which carries it. The basic tenets of the work of these cognitive psychologists may also be applied to the complex process of ASL to English interpretation.

The following sequenced set of educational experiences are designed to move an intermediate level interpreting student with little or no prior experience in ASL to English interpreta-

tion, through the skill acquisition process necessary for ASL to English interpretation. As each discrete skill unit is presented, evaluation techniques are also suggested in order to determine whether the student is ready to progress to the next level of difficulty. If the student is not able to easily meet the evaluation criteria suggested, further work at the current level may be undertaken along with remediation. Although this curriculum was originally designed to cover two academic semesters, it can be altered to fit shorter time frames. The materials suggested for use combine "in house" productions as well as a set of video tapes which can be purchased.

I. Preparatory Exercises

A series of preparatory visual short term memory exercises includes a series of utterances in a sign language unknown to the students. The student is asked to watch a series of 3 or 4 signs and then asked to recall them in the order that they were presented. The length of the list is increased to 7 or 8. Typically, students are unable to manage a list this long particularly when they are unable to attach meaning to any of it. This demonstrates in an experiential way, the "magic number" of 7 + 2 as posited by Miller (1956). This number is thought to be the number of discrete units of the same sort, which short term or immediate memory, can effectively manage. This also illustrates the importance of "chunking" or grouping incoming stimuli so that memory is less taxed. Since the student must divide short term memory capacity between visual (watching the signer) and auditory (monitoring their own verbal output), it is clear that effective chunking strategies must be mastered early in the learning process.

Students are then encouraged to experiment briefly with shadowing the sequence of signs and noting the effect of this motoric interference. As a further interference some auditory distraction may be added. This introduces the concept of blocking out or not attending to irrelevant stimuli, in order to have greater resources available for the primary tasks.

Next a videotape of ASL utterances are introduced and shadowing with and without interference is practiced. The students are usually better able to manage these tasks when the utterances are in ASL because they can derive meaning and chunk ideas more effectively. Unfortunately, at this point they are still grouping most of the information based on the English gloss. This step is unnecessary and redundant as the student must then make a further extrapolation from English glosses to spoken English.

It is important to include verbal shadowing at this point in this curriculum. It appears that the combined use of shadowing in signs and verbal shadowing exercises may be predictors of eventual success in ASL to English interpretation. Lambert (1988) points out that the skill of shadowing is an important screening technique used at the University of Ottawa in selection of candidates for the Masters program in interpretation.

Assessment of Comprehension

Comprehension of the ASL message is required for ASL-English interpretation. One way to assess this is to present a brief monologic segment of discourse in ASL followed by questions about the segment. At this point, the questions best may be posed in written English, so that this does not become an exercise in expressive ASL usage. Free-response type questions are preferable to multiple choice questions in order that recall and comprehension process may be tapped rather than recognition. A more difficult task consists of providing a brief dialogic segment with appropriate questions.

Summarizing

Once the student has established the ability to appropriately answer questions related to the content of the signed passage, the student may be asked to recount the events in the order of occurrence which assesses memory for sequences in a cursory way. Typically, a student can recall all the events, but sequencing them correctly may require practice. Mastery of this stage is to be encouraged before moving to summarizing.

Summarizing a different and somewhat longer passage, still into English, assesses the students ability to link the information in a cohesive manner. Summarizing into written English will allow the instructor to assess not only expressive English skills, but also the accuracy of the concepts and the order in which they occurred in the original ASL passage. It is also possible to do these exercises by asking the student to respond in ASL rather than English. This will depend on the entry level skills of the students. Important benchmarks at this point will include correct identification and interpretation of who's talking or pronominalization, correct use of negatives, as well as comprehension of fingerspelled information and numbers. These three categories describe the most frequent types of errors made by students.

Although students at this level are expected to be able to express themselves well in ASL, this expressive ability is not tapped until this point. The next series of exercises require that

the student be able to express themselves accurately in ASL. In preparation for this more advanced set of tasks, a series of shadowing exercises are suggested, which are designed to be more difficult than the shadowing exercises introduced in the preparatory exercises.

II. Skill Building Exercises

Shadowing exercises are best implemented after comprehension has been assured so that the student has some ability to judge if their repetitions make sense. The student is to shadow in ASL, the ASL discourse that is presented live or on video tape. This typically moves from shorter to longer utterances. The instructor may watch student's reproduction of the signs, to assess accuracy of concept transmission as well as sign production. Sign production errors need to be monitored and corrected at this point as does integrity of the concepts. If the student is not able to do this exercises accurately and effortlessly, it indicates that the student may need further work on visual short term memory exercises and may continue to work on shadowing exercises until they are mastered.

Once the student has demonstrated the ability to shadow successfully in ASL, the student may then be asked to begin to verbally shadow the voice of the interpreter which is on the video tape. This exercises is designed to introduce the student to the process of watching ASL and speaking English simultaneously. The cognitive load however is expected to be less than in true simultaneous interpreting, because the student is not also obliged to deal with comprehension at this stage, but simply to deal with repetition of the message accurately into spoken, cohesive English.

Dual tasks may be used at this point to begin to stress cognitive capacity. For example, students may be asked to deal with competing tasks such as shadow a spoken passage while writing the numbers from 100–0 by two's or threes.

A student may then move to paraphrasing. In order to be successful at paraphrasing, the students must at this time, be able to express themselves accurately in ASL. The student is to watch a brief discourse, either monologic or dialogic given in ASL, either live or on video tape. Then the student is asked to restate the message in ASL, but not simply repeating the message verbatim. This exercise typically goes from phrases to longer utterances.

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III. Consecutive Interpreting

The student who has successfully completed the units on paraphrasing is now ready to begin consecutive interpretation. Consecutive interpretation ideally begins with working on short phrases and individual sentences with the understanding that the student is not under any time constraints to produce the interpretation. For example, the student may be given a series of ASL phrases or sentences and be asked to provide the interpretation by the next class period. This will allow the student to prepare the best language equivalents possible, given their current command of language. The time frames may be shortened as the students demonstrate mastery of this task. The students may then be asked to provide the interpretation by the end of the current class period, and eventually to provide the interpretation as soon as the ASL utterance is completed. Exercises of this sort provide the foundation for the Master of Arts in Interpreting at Gallaudet University. This curriculum was written and developed by the Department and will be available in 1989.

By gradually decreasing the time frames allowed, the student will experience success in their interpretation without undo pressure related to time constraints. The length of the utterances may be varied within each of the time frames described. It typically is the case that students do not experience great success if the utterances are more than two or three sentences long. The students who have had some experience in simultaneous interpreting may experience considerable difficulty in practicing consecutive interpreting, possibly because it may require a different sort of memory processing. That is, it stretches the short term memory capacity.

In a 15 week semester format, it requires approximately ten weeks for a student to be able to successfully complete all the prerequisite exercises as well as experience success in consecutive interpretation of 2 to 3 sentence utterances. This is with the caveat that the interpreting student is fluent in both ASL and English at the beginning of the semester. During the ten weeks the student typically meets twice a week for an hour and a half per meeting and has out of class assignments ranging from 30 minutes to 90 minutes.

IV. Simultaneous Interpreting

Students who have successfully completed the consecutive interpretation unit are ready to begin simultaneous interpretation from ASL to English. It is suggested that students be

encouraged to work from a very early stage with a backup. A backup is another interpreter, who provides assistance during interpretation when necessary. It is important to note that at this point the backup should be either the instructor or another expert at ASL to English interpretation. Having an expert as a backup provides the student with the experience of having a reliable model and source of content information as well as moral support.

Backup Interpreting

There is more to the specific process of effectively using a backup than may meet the eye at first. It is apparent that using a backup effectively is a discrete skill in itself, but it is also an integral part of simultaneous interpreting, particularly in the case of ASL to English. In order for a student to use a backup successfully, they must continue watching the ASL message as it is being delivered by the Deaf speaker and be able to hear and use the information being fed to them by the backup. The particular point at which most students have difficulty is in using the information that the backup has given them. This requires nearly an "overload" situation in the student's cognitive capacity. Not only are they continuing to process information visually in a short term capacity they must be monitoring themselves auditorially, monitoring the backup auditorially, and fitting in that piece of material that they have missed while still sounding like a native speaker of English.

It may be wise to suggest that the student make use of the "right ear advantage." (Kimura 1961). Research on the location of the dominant center for language has long suggested that the left hemisphere plays a dominant role in language perception (Broca 1861). Each ear has richer neural connections with the side of the brain in the opposite or contralateral side. Kimura (1961) suggested. This suggests that the most direct pathways to the language center are via input from the right ear, provided that hearing is within normal limits. Students may need to experiment and then decide which side is most comfortable to have backup seated on.

In the first several weeks of using a backup, the students may simply only be able to continue to watch the discourse, know that they have missed something and listen to the expert feeding them the information. Within approximately four to six class periods, the students may then be able to cognitively manage the complex array of incoming information well enough to be able to repeat what the backup has said when information has been missed. At this stage, it may be mechanical repetition rather than understanding the message for themselves. The

ability to "take" fed information represents a breakthrough in the process for most students. This establishes the beginning of the interdependence that characterizes the successful team of interpreters.

Another aspect of using a backup includes working out a system of agreed upon signals for a variety of contingencies such as the instance when the interpreter "A" needs assistance or information from the backup, or "B" interpreter, and who will stop the speaker in the case of both interpreters needing clarification. Also, student teams must agree what to do in the instance that the "A" interpreter is unable to continue and the backup is to take over. These issues, and others, taken in concert, need to be addressed prior to expecting the student to be able use a backup or be part of the team effectively. Once these protocols have been established, the instructor can monitor the student teams in order to see that the necessary dialogue has occurred prior to beginning the interpretation.

Evaluation of Back-Up Skills

It is necessary to evaluate the student's effective use of the backup. One can determine that a student is being successful at this when they are able to take "fed", information and use it cohesively and effectively in rendering the interpretation. However, it must be noted that the experience of providing the backup is also an essential part of ASL to English interpretation. The student who provides effective backup will be supportive without being intrusive and must be particularly alert in order to know exactly what was missed.

Ideally, by the end of this curriculum the student will have had the opportunity to practice both the experience of being the backup and being backed up and have attained some level of mastery in both. The student who is beginning to learn to be a backup for a peer needs to address the following issues: When should they provide the information, when should they provide correction in the event that the interpretation was erroneous, and what system of cuing will be used between the interpreter and backup. Both the interpreting student and the interpreting student as backup are to have their performances evaluated. One way to accomplish this is to provide the interpreting student who is rendering the interpretation with a microphone and record the performance. In the event the "B" or backup interpreter is heard on the tape recorder, that may be an indication that the "B" interpreter is overriding the work of the "A" interpreter. The end result should be one continuous spoken message heard in "A's" voice only.

Another way to evaluate this kind of work is to provide video taped feedback of the students while also taping the speaker at the same time they are working as a team. In this case, the video camera is focused on the students while they are working. It is often the case that students are unaware of the nonverbal information which they are projecting to their consumers. For example, when a student shakes their head in a negative fashion indicating that they do not understand, in fact it appears as though they are disagreeing with the speaker or in some respect disaffirming the message. This nonverbal feedback to the Deaf speaker is a very important one to monitor. Videotaping the student's performance while they are working is a very effective way of accomplishing this. Other things that can be monitored in this kind of exercise are extraneous foot movements, extraneous hand movements or a hand held over the mouth, as well as other negative non-verbal behaviors. Students also tend naturally to physically look at the backup for information. They should be encouraged to continue watching the speaker at all times so as not to miss valuable visual input.

V. Equipment and Settings

Included in this curricula is a unit on physical factors. This refers to correct use of a variety of microphone systems. Depending on what is available at your institution, you may wish to explore the use of a variety of amplification systems and their concomitant microphones. This allows that students a variety of experiences with various systems.

It has been beneficial to provide the students with a variety of settings in which to work. For example, I find it useful to take the students to a large auditorium and have them practice rendering their interpretation without the use of microphones or other amplification systems. In other words they need to experience the awkward situation of "projecting the voice backward while facing forward." This is often the case when the audience is seated behind the interpreter who must face forward in order to see the speaker. Many students find this very difficult and it is indeed very taxing on the vocal mechanism. Therefore, I would suggest only doing this for brief periods unless the students have been provided with a series of exercises designed to improve vocal endurance.

VI. Vocal Cord Endurance

It is important to provide these exercises early in the semester so that the student will not experience undue fatigue as the assignment increases in length. Vocal cord endurance

may be increased by assigning the student a series of readings of increasing length which they are to conduct on their own and tape record. This gives the student the opportunity to not only increase their vocal endurance, but to listen to their own vocal quality, pronunciation, pitch and projection. All of these aspects of the interpreter's voice and diction may be evaluated and improved upon in most cases. It is also important to include, at some point in the curricula, the effect of eating and drinking on the vocal cords. For example, it is typically unwise to drink either milk or cola just prior to beginning an ASL to English interpretation exercise. This would also hold true for dry foods such as crackers. It is suggested that the student provide themselves with a glass of room temperature water to use during their assignments.

VII. Skills Checklist

Since there are so many aspects of each student's work in this kind of curriculum, it is useful to have an extensive skills list for each student. As the student works alone or in pairs the classroom, the skill may be dated and a brief comment included. Also in this check list may be a space to note work on assignments and evaluations. By the end of the semester, a full profile of the students work may be provided in this way.

VIII. Out of Class Activities

Videotape Analysis

An out of class assignment that has been particularly useful in conjunction with this kind of course uses the "Models of American Sign Language" tapes produced by Bowling Green University of Ohio. There are seven tapes in this series. Each tape has a variety of signers ranging from a young boy to older deaf adults and includes both men and women. At the beginning of the semester, teams of two students are assigned to each tape. Each tape is 30 minutes long, therefore, each student is responsible for 15 minutes of the tape. The students are expected to demonstrate mastery of the interpretation in a number of ways. First of all, the students are required to comprehend entirely, the speakers on the tape. It is strongly suggested that the students work in a team throughout this exercise. After both students feel they understand not only their own 15 minute portion, but the other student's portion as well, it is suggested that they then begin a transcription of the videotape.

This line by line, sign by sign, analysis of the tape requires that the students study and understand very clearly what each signer is saying. Requiring a written transcription into English also requires that the student understand it well. Next, the students are required to practice rendering the interpretation with their team member as a backup. Help is available from the faculty throughout the entire semester with regard to this assignment so that if a student is unable to understand the utterance, this will not prevent them from mastering the tape.

During the last week of class, students give their prepared interpretations and are able to experience success in interpreting a 15 minute prepared segment. This is a very effective exercise. Students find that although takes a full 14 weeks to accomplish this, they complete the semester with a feeling of success and are able to demonstrate this before their peers. Please be advised that this project, while remarkably successful and well liked by the students, is labor intensive for the faculty member. It requires frequent meetings with the students and corrections prior to the final rendition in order to ensure that the students are practicing correct interpretation, rather than reinforcing erroneous patterns.

Audiotape Analysis

Other out of class assignments typically include a series of audiotapes used throughout the semester. As the semester begins, students are expected to practice increasing vocal endurance. At this point, students turn in audiotapes which begin at 5 minutes duration and increase to 30 minutes. Early in the semester, we are simply focusing on vocal endurance, voice quality, pitch, nasality, and breath control. Students are asked to make these audiotapes both while sitting and while standing in order to determine the differences in breath control in these two positions.

Once the students have begun to develop consecutive interpretation skills the audiotapes assigned during that time are also done in consecutive fashion. The student watches a videotape for approximately one sentence, turns off the videotape, turns on the audiotape recorder, records the interpretation, then turns on the videotape player again, and so on. This process allows the instructor to monitor accuracy of the message, provided that the instructor is very familiar with the videotapes being used. Practice of this sort firmly establishes the consecutive interpretation process for the student. These audio tape assignments increase in length from 5 to 30 minutes. Although the students initially have found this to be a great deal of work, students report that they enjoy this in depth analysis and

careful feedback. With the audio tape, the student is also required to submit a written description of where the errors occurred and what the corrections are.

The weekly homework that is due from each student consists of an audio tape, at this point done in consecutive fashion, along with a written error analysis. Since the instructor is already familiar with the videotapes being used, the instructor need only to listen to the audiotape in a "spot-check" fashion and read the error analysis in order to see how the student is progressing. If it is apparent that the student did not comprehend fully, missed and had erroneous intonation patterns or incomplete error analysis they must re-do the exercise. These weekly assignments are not graded in A,B,C, fashion but rather are "pass or re-do." Since each assignment is mandatory failure to re-do results in a zero.

In the next unit, when the students begin doing simultaneous interpreting, the weekly audiotapes increase from 5 minutes to 30 minutes in length as the semester progresses. Each of these tapes is also accompanied by a written error analysis which requires that the student carefully listen to their own work and analyze the errors.

Term Project

As another term project the students are asked to make a videotape of a deaf person signing and to record their own voice onto the same videotape while interpreting for this person simultaneously. Once this part of the project has been completed, the students write a paper to go with it. The paper consists primarily of error analysis. In other words, the students will identify the place on the videotape where the error occurred, write the error, and then write the correction as it should sound in reasonable spoken English. Although this project is very time consuming, students have reported that they found it very useful.

IX. End of Semester Evaluation

The end of the semester evaluation for this kind of work must of necessity be done one student at a time. It is useful to have prepared two to four different models on videotape and these tapes should be sequenced in order of difficulty. The first videotape that is shown as part of the final evaluation should be a tape that the students have viewed in class and analyzed carefully for content and English equivalence. This usually is a tape of a speaker who has come to class and interacted with the students. So they are familiar with the person's style, live and

on videotape. While the student is speaking English, the instructor reads the script which corresponds and is able to note where errors occur. Typically these errors fall into three broad categories: receptive fingerspelling, omissions and concept errors. The most frequent kind of error within the concept category is "who is talking;" or pronominalization.

The second tape on the final evaluation is usually someone that the students have studied either in person or on videotape, but it is not a tape that they have seen. Again, the instructor monitors errors from a printed script. The third and final portion of the evaluation consists of a videotape of a model that the students have not yet worked with, so that this information is "cold" rather than rehearsed or moderately familiar. It is important to sequence these evaluation tasks in this order to allow the students to warm up and to feel comfortable with the task, and therefore provide a more fair evaluation. In addition, the entire evaluation, which is approximately 30 minutes, is audiotaped. This provides an accurate record of the student's performance and captures intonation, parsing and other aspects of vocal quality. When the evaluation is completed there should be three papers for each student to review. These are the scripts from each tape that they have interpreted for, and on each paper their specific errors have been circled and commented on.

The grades can typically be divided into two categories. The first is quality of spoken English; in other words is the student's interpretation clear, reasonable, connected English that native users of English would be comfortable listening to? In this category, one would note correct grammar, verb tenses, complete sentences, audibility and pronunciation at a minimum. The second category is conceptual accuracy. Is the interpretation faithful to the message as originally rendered by the user of ASL? Have correct equivalents been chosen, fingerspelling and numbers read correctly the agent and recipient of actions correctly identified and the time frames correctly noted?

In conclusion, it is hoped that this series of sequenced and integrated exercises, along with suggestions for evaluating students as they progress through these steps, will be of use in interpreter education programs throughout the country.

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Process Diagnostics: A Powerful Tool

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Process Diagnostics[1] (or diagnostic feedback) is an interactive, creative process. The goal is to gain insight into the interpreting process and provide usable information towards more effective interpreting. This approach offers a structured way of thinking about feedback, and ways of offering and receiving it.[2]

Discussion of a specific interpretation is to a certain extent sterile, since the product will never be replicated. For this reason Diagnostic Feedback focuses on the interpreting process, not the product. This approach identifies how and why the product came to be produced as it was. This is done by analyzing the process leading to the delivery of the interpretation.

Diagnostic Feedback **is**:

descriptive
specific, with examples
non-judgmental
interactive
sincere
sharing of hypotheses
discussion of cognitive styles and strategies
a way to get in touch with answers in own brain
useful and meaningful information
insight gained into the interpreting process

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[1]The terms "process diagnostics" and "diagnostic feedback" will be used interchangably for the purposes of this discussion.

[2]For deeper discussion and understanding of concepts used in this paper, the reader is referred to the Colonomos Model of Interpretation. The current paper followed a presentation by Betty M. Colonomos entitled "The Process of Interpreter Assessment" and reference to that presentation was made in this presentation.

Diagnostic Feedback provides information and insight which may be generalized to any interpretation (the interpreting process) and/or specific to the interpreter (individual style, language use). The results may be realized immediately, or at a later time.

The ability to offer and/or receive feedback is not proportionate to interpreting skill.

Diagnostic Feedback **is not**:

amorphous
formulaic
statement of the person's worth
an evaluation of a person — judgmental
threatening, attacking, punishing
statement preceded by qualification
"nice for nice's sake" ("counseling model")

Diagnostic Feedback must be distinguished from much of what passes for "feedback" in our field. What is often characterized as "feedback" is in fact criticism or empty praise and takes on one or more of the above forms under "Diagnostic Feedback is not". When you think about it, this so-called feedback leads to frustration, competition, inaccurate assessment of interpretation, bad feelings, and little or no greater clarity than before the feedback session. What does this accomplish for our students and ourselves?

When entering into this process we must not forget that the word "feedback" carries with it negative connotations and experiences for many, if not most, people. Therefore, establishing rapport and trust is crucial. Otherwise our best intentions and information will be lost due to non-receptiveness.

Being specific and providing examples cannot be overemphasized. This seemingly simple idea is the backbone of this approach. To be descriptive strips the threat of attack or evaluation of another person's worth. To be descriptive is to say "this is what I saw/heard ... (give the example)". From there the discussion begins.

Offering Feedback

establish rapport, trust and credibility
be specific, provide examples (in the language you are talking about)
prioritize feedback
what discussion would be most useful
what would lead to greater message equivalence
consider time constraints
consider participants' experience
consider participants' relationship(s)
value the items you offer
be honest and sincere
don't qualify your feedback
use precise vocabulary
lends greater meaning and understanding
specifies what you are talking about

It is also important that when using English examples, the participants speak in English, and when using Sign examples, the participants use Sign. This will minimize confusion and aid the discussion.

Prioritizing feedback has a number of functions. Overall, it sets a framework from which to work. A good question to ask yourself is "what discussion will lead to the most useful information about message equivalence?" Take into consideration the participants' experience in this approach, their skill level and their eagerness or resistance to participate, as well as the comfort level among yourselves. These factors may affect how much and to what depth the discussion goes. Also, consideration of time constraints will be a factor. If you have a limited amount of time, decide what is the most pressing to talk about by deciding what holds less weight or might wait until another time.

Value the items you offer. Lack of sincerity, hedging and using qualifiers ("well, I don't know if this is right or not ...", "I'm not sure if this is what you want, but ... ", "I'm not good at this, but I think I saw ... ") waters it down and gives less credibility to your statements. It also indicates a lack of confidence in what and how you are offering, sending messages devaluing your participation and what you have to offer.

Use of precise vocabulary will avoid confusion and misunderstanding. It gives us the tools for analyzing interpretations and the ability to directly apply our new knowledge.

Receiving Feedback

specify whether you want it or not
be clear: if you want it, say so; if you don't want it, say so
listen, engage in dialogue, interact
defensiveness and excuses are unnecessary
consider relationships among participants
ask directed questions
modify and restate what you are offered
go beyond the form of what is offered
this is an extension of the interpreting process
what is the intent and goal of the feedback

To make this approach work for ourselves, others, and the field at large, we have to be honest with ourselves. Sometimes we are just not in the mood for a feedback session. If this is the case, or if you have a limit on how much or how deeply you want to go, say so. Diagnostic Feedback hinges on interaction and discussion. It can not happen without participation.

The participation must be active. It takes the form of discussion and dialogue. Feedback sessions may begin with an observation (description + example), sharing of a hypothesis with a possible explanation of why what happened did, and a discussion of other possibilities for explanation. This type of discussion would include what the observer (the offerer) saw and hypothesized (an external stimulus), and what the interpreter (the receiver) remembers happening and intuits about their own behavior and strategies (internal stimulus). With this external and internal information, along with the participant's experience and skill in analyzing the interpreting process, they will arrive at one or more possible explanations for the behavior, strategies, and production. This is the heart of the session.

We need to identify the cognitive strategies and behaviors which either enhance or hinder the interpreting process. Once

identified, we can then encourage and develop those which are useful, and we can replace those which hinder with more effective and efficient strategies and behaviors.

It should be clear by now that defensiveness and excuse-making are inappropriate for this approach. The focus is on the interpretation, not on the interpreter. While the interpretation is something that a specific person produced and carries with it some personal investment, it is also a gem that can now give us information that we may not have had access to in any other way.

As suggested above, consideration of the participants' experience in this approach, their skill level and their eagerness or resistance to participate, as well as the comfort level among those involved are factors in receiving feedback as well as offering it. These factors may affect how much and to what depth the discussion takes place. Additional factors affecting the effectiveness of the feedback session will be the conception and understanding of the task, how thetask is approached, and the self-image of participants.

The purpose of Diagnostic Feedback is to gain information. The "receiver" of the feedback (really, all participants are "receivers" because they are all receiving information throughout the process) may have specific components of the process on which she wants to focus. One way to do this is by asking questions directly to those points. Restating comments or questions will also provide additional information by getting deeper into the analysis.

This brings us to "going beyond the form of what is offered". This is merely a carry-over of the interpreting process itself; looking beyond the words/signs to the heart of the meaning. Ask yourself, "what is the intent and goal of the feedback?" How can we analyze the information provided more deeply; what is it really speaking to?

Feedback as a Tool

self-assessment (diagnostic tool)
identifies patterns, strengths, problems areas
focuses energy and attention
identifies which and why strategies are effective
empowerment — take charge of own assessment
measure of interpreting and personal growth
immediate usable information
confirms intuitions
broadens monitoring abilities
reinforces different ways to meet the same goal
easy to model and put into practice
trust building — paves the way for discussions and interactions with students and colleagues

Teaching Considerations

Process Diagnostics is an inherent part of the interpreting process. As a regular component of the process, the imposition of a "feedback system" and teacher imposition is eliminated. It becomes an expected part of learning about interpretation and how to interpret effectively, as opposed to an additional "burden" on the student.

Student motivation and an increased desire to analyze is one result of this approach. This applies not only when involved in a feedback session, but also when interpreting, as well as when analyzing discourse and cultures.

The characteristics of diagnostic feedback are easily introduced from the first course in any curriculum and can help set a respectful and caring learning environment. The element of surprise is eliminated because students will know and understand what this type of assessment involves, and what is being evaluated. An additional benefit for educators is receiving feedback on our own interpreting as we model this approach for the students.

Diagnostic Feedback can take a variety of forms for different activities. Its multi-dimensional focus will change according to the context established, the type of text used, and who is participating in the feedback session (intimates vs. non-intimates, experience with feedback offering/receiving).

Identification of patterns in production can give language specific information. This is useful and necessary for *language modification*. It is imperative that we remind ourselves and our students of this. Process information is gained not merely by observation of the product. It is gained through such observation in conjunction with analysis of the entire context and the participants' backgrounds and relationships interacting with each other and the context. Keep in mind that a particular interpretation renders itself meaningless since it will never be reproduced.

Feedback sessions give us the ability to focus on the process of the session itself, as well as the interpreting process. In other words, analyze how the feedback was offered and received, what was focused on: feedback on the feedback session.

The possibilities and adventures are endless. I hope that those of you who make use of the suggestions and experience that have been presented here have as much success and fun with this as I have.

Acknowledgements

I'm so glad I get to do acknowledgements! Heartfelt thanks and hugs go to Betty Colonomos, MJ Bienvenu, Ron Coffey, Marie Philip, Sarah Rauber, Sharon Cervasoni and Diana Tighe.

Appendix A

Examples of Evaluative Statements:

"Your voice is too high and whiny."

"Your signing is sloppy."

"If I were deaf, I wouldn't understand you."

"You need to make your interpreting style more conceptually accurate."

"This is the right way to do it." (give example)

Example of Non-diagnostic Statements

"You waited two sentences before moving your hands."

"You didn't seem to match the affect."

"You did such a nice job".

"You were very clear"

"I'm a novice at this and I couldn't write down any examples while listening and watching at the same time, so I have no feedback for you."

"You were positioned in front of a dark back drop."

"As the speaker ended her presentation you were 2 sentences behind, but no information was lost."

Appendix A (cont.)

Examples of Diagnostic Feedback Statements

"Rabinowitz is spelled r-a-b-i-n-o-w-i-t-z. You spelled it with an 's' at the end, instead of a 'z'.

"Your concentration seemed strong and you seemed to understand the text fine for the most part; your visualization seemed to break down when she started talking about being stuck on top of a chicken coop with cows all around. Have you not had much experience with cows and rural areas?"

"Do you know where the Jefferson room is? It's at the other.end of this hallway, about 50 feet away. You said it is at the other end of the building (show the sign(s) used)."

"Do you know that your brow is knit for a good deal of your interpretation? I put down a couple of examples (show examples). I was watching for it, trying to figure out a pattern — it seems not to be related to your ease of difficulty with processing the information, because I know you know this stuff well. It may be something that you do a lot; I'll keep watching. Anyway, it is having an effect on the message, which is being skewed by it."

"Volume was appropriate for this size of room. I could hear you clearly from the back of the room and it didn't sound like you were straining."

Appendix B

Sample Form for Categorizing Process Diagnostics

I. Process Skills

a. Depth

b. CVR

c. Management (analysis, decisions, chunking ...)

d. Monitor (repair, function..)

e. Context (physical environment, social rules, power ...)

II. Message Equivalence

a. Omissions and Additions

b. Accuracy

c. Affect

d. Register

e. Cultural Adjustment

III. Target Language

a. Semantics/Vocabulary

b. Grammaticality (syntax, agreement ...)

c. Production/Pronunciation

d. Discourse (openings, closings, transitions)

e. Register

f. Overall (rhythm, flow, comfort ...)

A Cataloguing System Used to Identify Specific Features of Audio-Visual Materials for Precise Skill Development

Marty Taylor
Grant MacEwan Community College

If you work in the typical interpreter education program in North America, then you most likely have a variety of video and audio materials that you use for instruction. If you are one of the lucky ones you may have these catalogued by title, a short description of the content, and possibly an identification number so that you can locate and share these materials among faculty and students.

You probably also have excellent materials with a variety of models *all on one tape*. You may know the tapes by heart if you have taught for several years, but how do you share them with new faculty members and new students? Are they stored only in your private office because you are the only person who knows what is on the tapes?

The student and the instructor can easily identify areas in need of improvement within the task of interpretation and transliteration. Instructors usually have a list of activities that the student can practice which aim at enhancing these identified skills. Most of the time, it is difficult to give students concrete and *specific materials* to work with to develop their interpreting abilities.

All interpreter education programs have audio tapes and video tapes which are used to instruct students. Very few of the institutions in North America have a method for cataloguing specific features that may vary within the *same* tape.

A method of cataloguing which was developed at Grant MacEwan Community College will demonstrate how one can find *detailed information about any segment on any tape.*

If a student needs practice articulating classifiers into English, this method will identify which sections of which tapes would be most useful. It will identify the amount of classifiers used in a particular section as well as other influencing factors such as fingerspelling amount and speed, usage of ASL, MCE, and PSE. How often is characterization used? What is the age of

the signer? Is the signer male or female? What is the content of a particular segment?

With over 26 features identified, a student and instructor can zero in on the development of specific skills. Using this system, the instructor can tailor the complexity of the task so that the student master it completely before going on to more difficult tasks.

The same is true for audio-visual materials for English to ASL interpretation. How fast is the speaker? How often is characterization used? Is the speaker organized or random? Does the speaker have an accent? What is the content of the passage? Is the vocabulary technical? Would there be a considerable amount of fingerspelling required? This system answers these questions and also provides information about the amount of use of each feature on every segment of the audio tape.

It would indeed be wonderful if every interpreter education program would have at their fingertips the ability to focus on specific interpreting tasks. Out of the ten or fifty or one hundred tapes a program has, instructors could access detailed information in order to assist the students' learning, not only through the instructor's ability to choose exact materials for instruction but also the ability to assist students in choosing materials that would benefit them in their individualized practice.

Appendices A and B provide examples of the cataloguing format that we use at Grant MacEwan Community College. Thanks go to Ron Hahn, who assisted us in developing this extensive work and without whose hard work we could not have done such an extensive project. Also, thanks go to our Instructional Material Development Fund for providing us with the necessary resources to accomplish such an endeavor.

We have catalogued all of the commercial tapes we purchased, our own "home-made" tapes, and the professional tapes we have developed. We would be willing to share our catalogue of these tapes in exchange for work you have done.

For information about how to receive a complete copy of our cataloguing system manual which accompanies this format, please see the ordering information in Appendix C. The manual clearly explains all of the features and how one can catalogue audio and video materials in a manner consistent from person to person within a program and across programs.

Appendix A

Video Tape Summary Form

A	B Title:									D VCR Identification #						
C Synopsis:										E Quality						
										Tape						
										Heads						
F Segment #																
G Counter #																
H Presumed Gender/Age																
I Audio/Caption/Script																
J Features	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
K ASL																
L PSE																
M SCE																
N Fingerspelling Amount																
O Fingerspelling Speed																
P Oral Movements																
Q Clarity																
R Affect																
S Sign Size																
T Signing Speed																
U Use of Space																
V Directionality																
W Classifiers																
X Characterization																
Y Narrative																

Z Content	
1	
2	
3	
4	
5	

Appendix B

Audio Cassette Summary Form

A	B Title:									D Tape Recorded					
C Synopsis:										E Quality: Tape / Prod'n					
F Segment #	1			2			3			4			5		
G Counter #															
H Speaker(s) Gender/Age															
I W.P.M.															
J Script															
K Type of Format															
L Features	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
M Voice Quality															
N Accent															
O Register															
P Affect															
Q Vocabulary															
R Idioms															
S Cultural Content															
T Organization															
U Redundancy															
V Fingerspelling															
W Numbers															
X Classifiers															
Y Indexing															

Z Content	
1	
2	
3	
4	
5	

Appendix C

Ordering Information

The Audio and Video Tape Catologuing System, developed by the Interpreter Training Program at Grant MacEwan Community College, is copyrighted. We are willing to share it, however, for a nominal charge for printing and mailing and in exchange for audio-visual materials appropriate for our students' use in classroom and laboratory setting.

How To Order:

1. Indicate whether you wish the Audio tape or Video tape cataloguing system manual.
2. For each of the manuals, send a cheque for $10.00 (Canadian) payable to Grant MacEwan Community College.
3. If you are ordering the video tape cataloguing manual, send two video tapes you have developed in your program (and for which you hold copyright). These videotapes should be in VHS 1/2 inch format, at least 20 minutes in length, of deaf signers, and of good production quality.
4. If you are ordering the audio tape cataloguing manual, send two audio tapes you have developed in your program (and for which you hold copyright). These audiotapes should be on good quality audio tape, at least 30 minutes in length, and of good production quality.

   (The Interpreter Training Program reserves the right to decline the audio-visual materials you offer if we judge them to be of inappropriate quality for instructional use in our Program.)
5. Please send the cheque and audio/video tapes along with a return address to:

   Interpreter Training Program
   Grant MacEwan Community College
   P.O. Box 1796
   Edmonton, Alberta, Canada
   T5J 2P2
   Attention: Marty Taylor, Program Head
6. Inquiries about the Cataloguing System or ordering procedures should be directed to Marty Taylor at (403) 477-0211 (voice), or (403) 477-3153 (TDD).