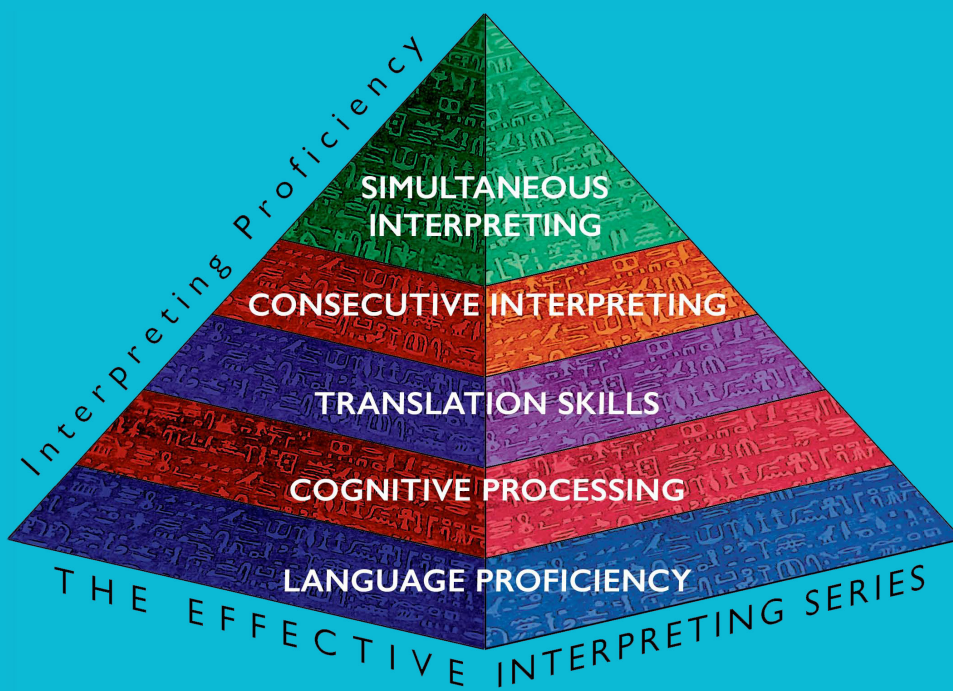# Quick Start Guide To Using The Effective Interpreting Series

A quick and efficient way to look at interpreting work, learn self-analysis and determine appropriate follow up work using *The Effective Interpreting Series*

Contents

Getting Started

This Quick Start Guide provides a quick and efficient way to analyze interpreting work, provide specific feedback and give appropriate follow up work.

The Effective Interpreting Series (EIS) provides a structured way to develop interpreting skills. The series builds from the essential language skills in both languages, (**blue** and then **red** books) through translation (**purple** books), to consecutive interpreting (**orange**) and finally to simultaneous interpreting (**green**). The EIS pyramid on the first page shows the colors of the books and the sequencing from bottom to top that leads to optimal skill improvement.

The quickest way to improve simultaneous interpreting is to refine the skills that underlie it rather than to simply practice additional simultaneous interpreting at various speeds. While some EIS volumes focus on specific skills, the blue, red and purple books contain exercises that ultimately benefit simultaneous interpreting skills.

Each book in the EIS has enough practice material for a 3-credit course (45 hrs). You can choose the exercises from each book that you feel are most relevant to your students and fit the material into your existing curriculum. Begin with "**blue**" and work your way up the pyramid for greatest success in teaching.

To quickly familiarize yourself with the content of each book, simply look at the back cover of each book. You will see the topics listed there. You will also see that the topics in the ASL books parallel those in the English books.

For example in *ASL Skills Development* and *English Skills Development* the topics listed on the back cover are nearly the same in both books. The important thing to note here is that the practice material is in either ASL or English and the responses should be in the same language as the practice material. These intralingual skills in *ASL Skills Development* (blue), *English Skills Development* (blue), *Cognitive Processing in ASL* (red) and *Cognitive Processing in English* (red) are all designed to strengthen skills within each language before working on transferring the message from one language to another. Strong skills in each language underlie and are required for strong interpreting skills.

Creating a Sample of Interpreting Work

In order to know what kinds of practice to suggest, first, it is important to see which skills the student currently has good control over and which skills are weakly controlled. The following describes how you can obtain a sample of interpreting work.

An interpreter-driven approach like the one described here helps interpreters develop control over achieving message equivalence.

- The student should provide a 3-minute sample of simultaneous interpreting work taken from a selection that is about 20 minutes long.

- When looking at simultaneous interpreting it is necessary to attend to message equivalence while the source is ongoing. This complex task is made easier by working from a recorded interpretation and looking first of all for overall message equivalence.

- The 3 minutes of SI should be those that the student feels are the best 3 continuous minutes in the selection. If you are analyzing at CI, then obtain a sample that is about 5 minutes long.

Ideally the student will analyze the segment of work first and then pass it along to you. However, if the student is not yet skilled in self-analysis, you can use this Quick Start Guide to help them learn to analyze their own work and to choose specific skills to practice. The Five-Step-Follow-up, a method of analyzing work, appears in each volume of EIS after each exercise and is fully explained in each book.

Hint: If you are new to analyzing interpreting work, it will be easiest for you to begin analyzing consecutive interpreting (CI). Analyzing CI work allows you to focus on the source message and the interpreted message, one at a time.

Equivalence and Control

Equivalence means the source message is mostly or entirely preserved in the interpretation and sounds natural in the target language or is *idiomatic*.

Control means that the student can reproduce an adequate interpretation, time after time. If control is lacking, the interpretation will vary in equivalence and the message may or may not be faithfully rendered. The student can gain control over the components of the interpreting process by working on specific skills.

The "continuum of message equivalence" image and chart below are designed to show you that the interpretation of a message can range along this continuum from **Literal** (word for word), **Idiomatic** (a broad range of acceptability) to **Unduly Free**, (the message is skewed or distorted by additions or omissions.) When an interpreter has good control over the interpreting process, the message remains in the idiomatic range.
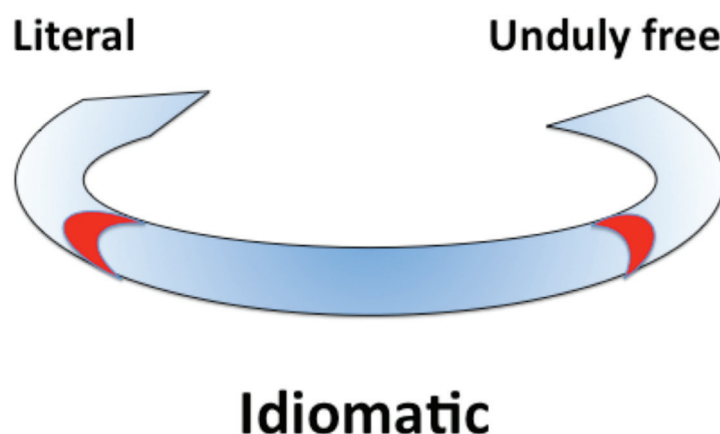

Use this continuum to help you decide if the interpreted message is equivalent to the source message.

Continuum of Message Equivalence

Continuum of message equivalence adapted from Larson (1984).		
LITERAL	**IDOMATIC**	**UNDULY FREE**
Word for word.	Sounds natural. Contains most or all of the information.	Added or missing info.
Message skewed.	Message preserved.	Message skewed.
Languages less available or out of reach.	Indicates languages are very available.	Languages less available or out of reach.
Use blue, red or purple books.	Use purple, orange and green books to continue improving skills	Use blue, red or purple books.

Is this 3 minute sample of interpreting work equivalent to the source message?

(Yes or No)

NO **YES** **NO**
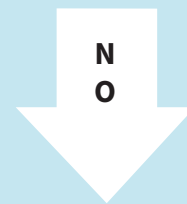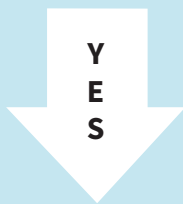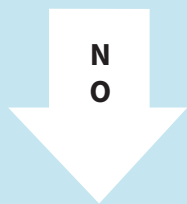
If NO – the message is literal or unduly free, then use the blue and red books followed by work on translation – purple books.

If YES, use purple, orange and green books to solidify control over creating message equivalence.

Gile's Gravitational Model of Language Availability

Hint: The more available the interpreters' language, the more likely the interpretation will be idiomatic. This is an adaptation of Gile's Gravitational Model of Language Availability

Very Available

Available

Less Available

Out of Reach
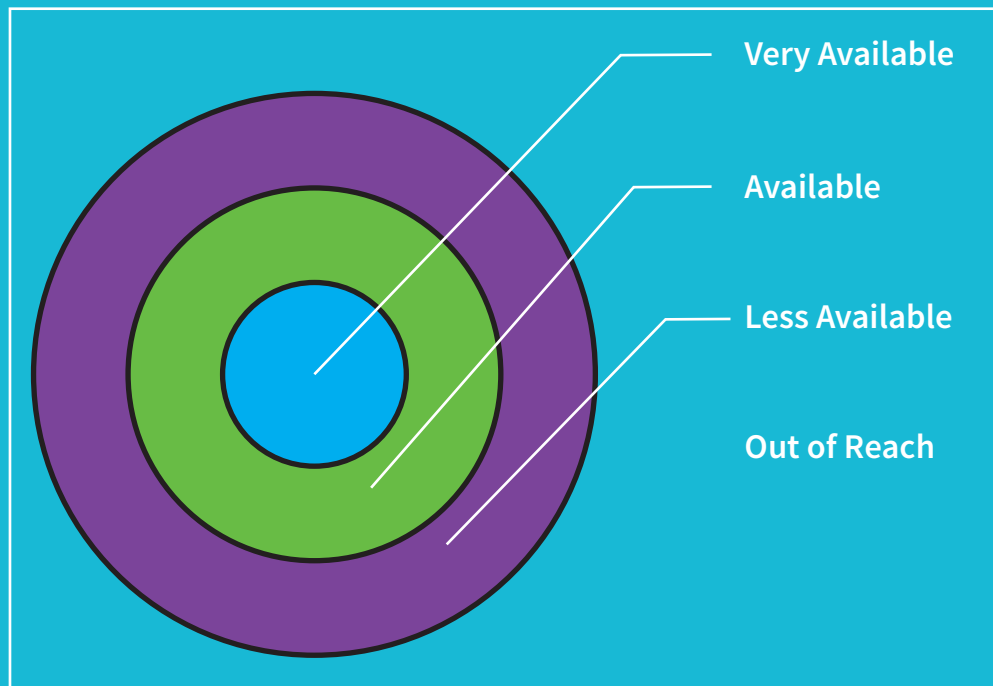
Language availability model (adapted from Gile 2009)

Which Book in *The Effective Interpreting Series* Should I Use?
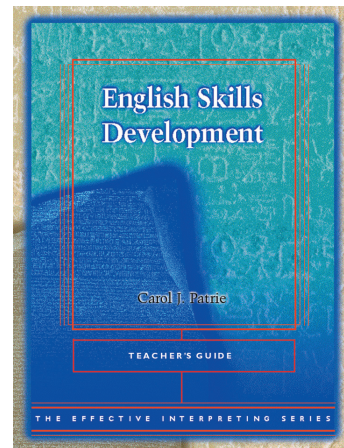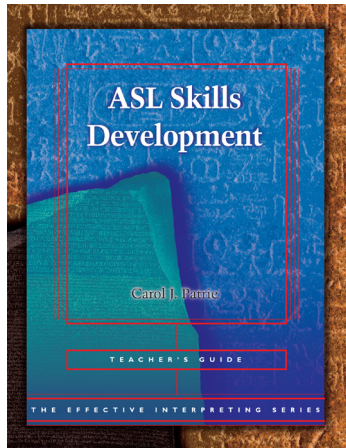
**Blue = ASL Skills Development and English Skills Development**

Topics: Visual Form and Meaning, Meaning and Visual Form, Summarizing, Lexical Substitution, Paraphrasing, and Main idea. The ASL version stresses fingerspelled word recognition.
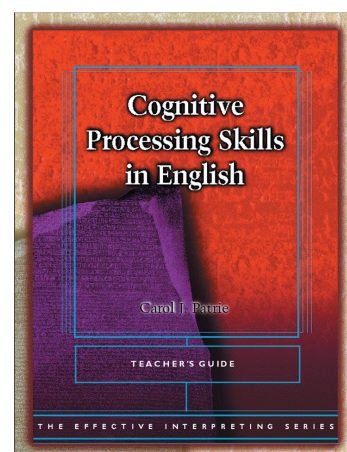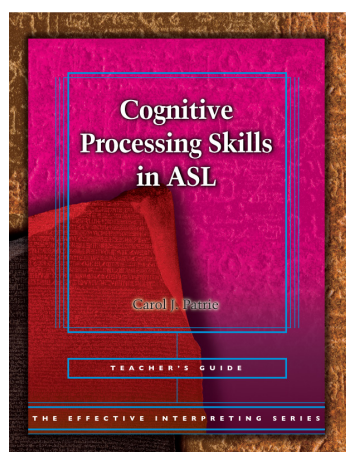
**Red = Cognitive Processing in ASL and Cogntive Processing in English**

Topics: Comprehension, Memory, Immediate and Delayed Repetition, and Pattern Inference. The ASL version stresses fingerspelled word recognition.
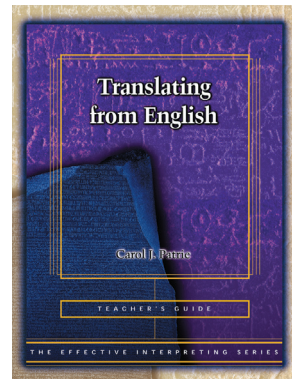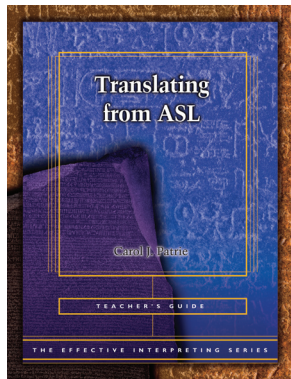
Purple = Translating from ASL and Translating from English.

Topics: Preparing to translate, Analysis, Message Transfer, Reformulation, Priorities, and Testing the Translation.
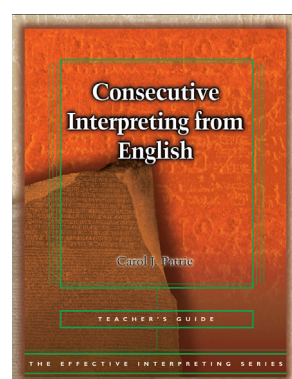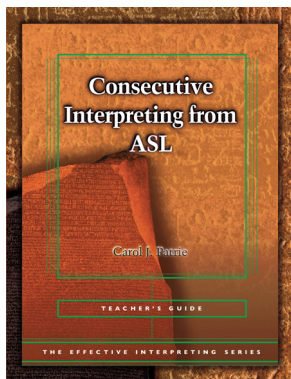
Orange = Consecutive Interpreting from ASL, and Consecutive Interpreting from English

Topics: Uses of CI, Intralngual drills, Error Types, Listening , Memory, and Reformulation in Interpreting.
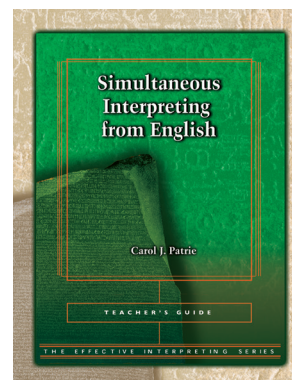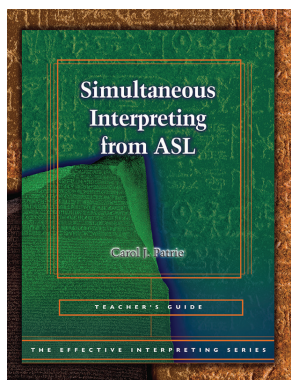
Green = Simultaneous Interpreting from ASL, and Simultaneous Interpreting from English

Topics: Review of CI, Bridging to SI, Sources of Error, Comprehension, Transfer and Reformulation in SI, and Self-Monitoring and Correction.

Examples and Case Studies

Sue has been interpreting in commuity settings for about 3 years.

Sue can achieve an idiomatic interpretation from ASL to English but only for a few minutes, then her work becomes too literal and message is skewed. Her spoken English does not sound idiomatic.

RX: I would suggest working on English skills as a starting point.

Use *English Skills Development* Units 1 and 2. Then proceed with the other units in this book. Each unit has 3 exercises ranging from easy to slightly more difficult. You can choose one or more of the three exercises in each unit for Sue to use.

Paul is a recent graduate of an interpreter education program.

Paul's work from English to ASL tends to follow English word order rather than ASL order.

RX: Use *ASL Skills Development –* remember that the responses are in ASL, not English.

Work on Exercises 6.1 – 6.3 In *ASL Skills Development* to help Paul express ideas following ASL syntax.

Be sure that Paul carefully studies the fingerspelled word comprehension exercises throughout this book.

Cindy has interpreted informally for friends and family but has had no formal training and has not yet worked as an interpreter.

Cindy tends to start signing as soon as she hears the first English word in the source message.

RX: Begin working in *Cognitive Processing from English* to help Cindy gain control of waiting to hear more of the message before beginning to interpret. She tends to be afraid she will forget what is said in English, but with some practice in understanding the cognitive processes, she can learn to listen for larger chunks of the message. She would benefit from doing at least one exercise in each of the units in this book. Remember that the first exercise is the easiest of the 3 in each unit. I suggest that you practice the first exercise with her and ask her to do the second or third exercise in each unit on her own. Then move to translation, CI, SI.

Pat's work tends to omit names and proper nouns due to difficulties in comprehending fingerspelling.

RX: Pat would benefit from using the following product:

Patrie, C J. & Johnson R.E, (2011). *Fingerspelled Word Recognition through Rapid Serial Visual Presentation*. San Diego: DawnSignPress.

In the Effective Interpreting Series, Paul can use both *ASL Skills Development* and *Cognitive Processing Skills in ASL*. These books place a heavy emphasis on ASL comprehension, including fingerspelled word recognition.

Leslie's work suffers from lack of equivalence between source and target.

RX: To work on message equivalence in a situation that is non-threatening, Leslie can work on translation exercises. By allowing her to translate information from ASL to English and vice versa without time pressures and the pressure of interacting with people relying on her for the message, she can hone her message transfer skills.

Use *Translating from ASL* and *Translating from English*. Using these will help you see if there are problems in comprehension in either language and will also help you gauge her ability to render the message in the target language, without filtering it or coloring it with her own views.

You can discuss the difference between brokering and interpreting with her.

If she is able to effectively translate in both directions, then move to skills in Consecutive Interpreting. I would suggest using the exercises she has already translated as beginning consecutive interpreting practice. Moving from translation to CI is a sound developmental sequence.

Tim works in an agency with Deaf people and is often called to interpret. He is still a student but would like to be a professional interpreter. He omits information without realizing it.

RX: Begin with consecutive interpreting to see if he can achieve message equivalence if given enough time. He can develop a greater sensitivity to message equivalence and processing time. If his work still omits information, then work translation skills rather than moving forward to simultaneous interpreting.

If you have questions or would just like to talk about using EIS, contact Carol Patrie at **effectiveinterpretingseries@gmail.com**
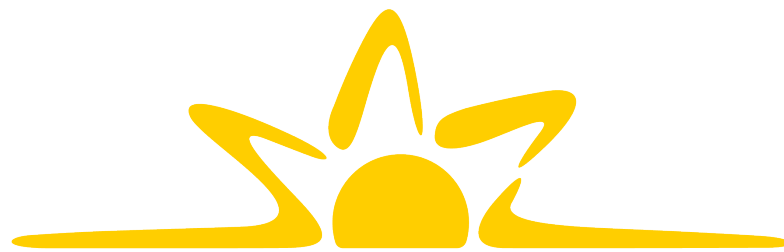
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