

Linguistic coping strategies from international sign to English

Introduction

When interpreting, sign language interpreters apply a range of linguistic coping strategies such as omissions (Janzen, 2005; Napier, 2004; Metzger, 2003; Cokely, 1986). The interpreter uses these strategies consciously and unconsciously. Knowing the possible linguistic coping strategies will assist the interpreter in making more conscious choices while interpreting (Napier, 2004). In this paper I will look at the linguistic coping strategies an international sign interpreter uses.

During the last decade, the request for international sign interpreters has increased in Europe (Nardi, 2008). International sign is not a conventional language (Woll, 1999; Moody, 1994) and there is no formal education for international sign interpreters yet. Currently active international sign interpreters learned their skills in practice, upon request of the deaf society (Moody, 2007). Interpreting from international sign to English, confronts the interpreter with new challenges, involving the diversity of international sign styles, vocabularies, and nationalities of the signers.

The material used for this small pilot study is a spontaneously filmed five-minute video clip of a deaf person presenting in international sign at an international conference and the interpretation of the interpreter into English. The study investigates which linguistic coping strategies an international sign interpreter uses when interpreting from international sign to English. The goal of the study is to identify specific interpreting strategies that can be used when interpreting from international sign to English in a monologue discourse.

Defining interpreting strategies

In simultaneous interpreting, the interpreter conveys the source speaker's or signer's intended meaning into the target language with a slight delay after the source is uttered (Janzen, 2005). The interpreter must convey the source message as faithfully as possible and as closely as possible to the original meaning. This faithful rendition is nearly impossible to achieve and

the interpreter must find a way to build the interpretation on the basis of the meaning of the source text and the intent of the speaker. In order to construct the new target text the interpreter uses different strategies to cope with different challenges. As Janzen (2005) mentions, the interpreter strategizes on different levels, such as how to best represent the speaker's or signer's involvement with her own text across modalities or how to understand the source text when the meaning is vague. The interpreter needs strategies due to environmental, interpersonal, and intrapersonal demands (Dean & Pollard, 2001). The demands could also be associated to the languages, because of the linguistic nature of languages.

Throughout the literature a further distinction is made between the kinds of strategies an interpreter can use and the terms depicting these. Gile (2009), for example, defines preparation before the actual assignment as a 'strategy', as opposed to the term 'tactics' during the assignment. Jones (1998) calls the strategies during the assignment 'techniques'.

A detailed overview of interpreting strategies is made by Bartłomiejczyk (2006) who looked at all the different strategies and especially mentions Kalina (1998) for her comprehensive discussion on the topic. Bartłomiejczyk argues that most strategies are problem oriented and do not look at the prevention of potential problems. She therefore proposes a new definition of what interpreting strategies are, namely:

“Interpreting strategies are methods that are potentially conducive to solving particular problems encountered by interpreters or generally facilitating the interpreter's task and preventing potential problems.” (2006, p. 152)

Napier (2004) in her research on defining coping strategies for sign language interpreters comes to a similar conclusion as Bartłomiejczyk. From her study Napier concluded that coping strategies are not merely used by the interpreter to resolve problems, but used as a technique to ensure that the interpretation is as effective as possible.

Metzger (2003) and Roy (2000) looked at the strategies the interpreters applied in interactive discourse, which are different than in monologue discourse. Metzger (2005) underlines the importance of understanding the interpreters' strategies for coping, in order to apply these strategies in the training of students.

Categories of interpreting strategies

Several studies looked at separating interpreting strategies into categories or taxonomies. Depending on either the aim or the outcome of the specific study, the researcher proposes or identifies new or existing categories. In this section a closer look will be given at some of these studies.

Kalina (1998 mentioned in Barlomiejzyk, 2006) divides the strategies into two major groups: comprehension and production. In addition, Kalina, like Gile (2009) also mention monitoring and preparation strategies. The latter having a crucial effect on the whole interpreting process. In this pilot study preparation is not taken into consideration as a strategy, since no information is available on this.

Gile (2009) creates the categories of interpreting strategies in his Effort Model and mentions comprehension tactics, preventive tactics, and reformulation tactics. The Effort Model is based on the concept that interpreting is a cognitive process and that the interpreter has a limited amount of mental energy and space available to process the interpretation, which sometimes takes more energy and space than the interpreter has available. Gile defines the different Efforts related to the skills the interpreter must have in order to carry out the interpretation task. Moreover, the interpreter must coordinate and manage these Efforts effectively in order to be able to construct the interpretation. The comprehension tactics are used when comprehension problems arise or are anticipated to arise when the interpreter is under time pressure or has limited processing capacity. Preventive tactics are used to limit the risks of saturation or individual deficit. Reformulation tactics are partly similar to comprehension tactics, but the interpreter now actively replaces segments of the source language. Gile designed further subcategories under these three main categories¹.

Pym (2008) questions the pure cognitive approach of Gile, and compares the strategies translators use with the suggested interpreting strategies by Gile. Translators have in general more time to consider an equivalent translation and therefore use the contextual determinants more than interpreters would. Contextual determinants are for example the aim of the discourse, and the speakers cultural background. Pym claims that interpreters should use the contextual notion that translators use, more then looking at interpreting simply as a cognitive process. Interpreting is more than a cognitive process, which calls for a more context approach, in which the context influences the level of omissions the interpreter makes. Pym

¹ For an extensive overview of all the subcategories see Gile (2009)

uses Gile's own research to show that in low-risk context it appears that the interpreter tends to make more omissions, than in high-risk context situations.

Napier (2004), Leeson (2005) and others confirm this and say that in regard to the sign language interpreter this is true as well. The sign language interpreter does not merely focus on interpreting between two individual languages, but is also rendering the culture intentions of the message. Therefore a framework of sociolinguistic parameters should be applied to any study of interpretation. Not only does the interpreter need a full understanding of the languages but also of the cultures involved, and the interaction between them. According to Napier (2004) the interpreter must use the contextual knowledge of both communities, cultural and linguistically, to render a linguistically and cultural appropriate interpretation that is understandable to all participants.

Leeson (2005) demonstrates that Gile's Effort Model can be applied to sign language interpreters as well. The interpreter effectively coordinates and manages the Efforts in order to produce the interpretation. Leeson calls this problem solving and the strategizing of the well trained sign language interpreter, the effective use of 'miscues'. These miscues are so called omissions, additions, and substitutions in the text which are strategically made by the interpreter to produce the interpretation.

Barik (1994) makes the same distinction when comparing the interpreting performance of amateur or students with professional interpreters, and looked at the results of each group in relation to omissions, additions, and substitutions. Barik claims that adding material is not as serious as omitting or mistranslating, unless it would lead to omissions. In his study Barik found that when there is a fast speaker the interpreters tend to have more omissions. The interpreters did have fewer additions in the text when they had the opportunity to prepare the texts.

Cokely (1992) also mentions 'miscues' but gives these a different meaning, namely when the interpreter does not achieve equivalence in their target text, but has considerable deviations. Cokely views the miscues more as errors than as strategies which are made consciously by the interpreter, as is suggested by Gile (2009), Leeson (2005), and Napier (2004). In his study Cokely looked specifically at the relation between miscues and lag time. Interpreters first need to understand the source message before they can start interpreting. Lag time is the time between the utterance of the source message delivery and the rendition of the target message by the interpreter. Cokely found that the longer the lag time was the fewer errors the interpreter made. For example, the interpreter who had a two second lag time made

twice as many errors as the interpreter with the four second lag time. Cokely also divided the strategies into three main categories: omissions, additions, and substitutions.

Napier (2004) looks into further detail at the omissions interpreters make. In her study she analyzes the omission production of interpreters in relation to their metalinguistic awareness, so to define new categories of omissions based on the conscious linguistic choices of the interpreters. Napier argues that the interpreter must develop metalinguistic awareness so that they can make the most appropriate linguistic choices and decisions in order to render the best possible interpretation within a particular context (2005, p.123). In her study Napier identifies and proposes a new taxonomy of five conscious and unconscious omissions: unconscious, conscious strategic, conscious intentional, conscious receptive, and conscious unintentional. The results show that the unconscious and the conscious strategic omissions occur the most frequently. Napier defines strategic omissions as where the interpreter decides to omit certain information in order to enhance the effectiveness of the interpretation. The interpreter then incorporates linguistic and cultural knowledge to decide what information from the source language makes sense in the target language, what information is culturally relevant, and what is redundant (2004, p. 378).

Al-Salman and Al-Khanji (2002) sought in their study either support or refute for the claim that simultaneous interpreters are more efficient when interpreting from a foreign language into the mother tongue. In their study they analyzed the interpreters' performance by a set of criteria and called interpreters' strategies the strategic competence for successful interpretation. Their three main categories are interaction skills (performance criteria), prediction strategies, and compensatory strategies. In addition, Al-Salman and Al-Khanji state that when the interpreter must keep up with the speaker there are communication strategies that are used. To define the communication strategies they select eight strategies from existing taxonomies (Tarone 1981, Bialystok 1984, and Khanji, 1996): skipping, anticipation, summarizing, approximation, code-switching, literal interpretation, and incomplete sentences.

Some of the studies into interpreting strategies also incorporated a retrospective part in their research to uncover the reasons behind the strategic decisions the interpreters made (Barlomieczyk, 2006; Napier, 2004; Vik-Tuovinen, 2002). In the studies the interpreters are interviewed after the interpreting session and are asked to view or listen to their interpretation and comment on the choices they made or the strategies they used. The retrospection provides insight into why an interpreter opts for a certain strategy, and can assist interpreters in understanding their own conscious or unconscious choices, and the possible other options

they might have. These interviews result in a further categorization of interpreting strategies by Barlomiezyk, who categorizes them in strategic, problem, source-text-oriented, word-retrieval, and selection segments.

As is shown by the above, various studies have looked at interpreting strategies and developed related categories and taxonomies combining related strategies. In this pilot study the focus will be on the linguistic demands, and the strategies the interpreter opts for during the interpretation. For that purpose I have drawn on a selection and combination of the categories used by Gile (2009), Barlomiezyk (2006), Napier (2004), and Al-Salman and Al-Khanji (2002). An overview and explanation of the categories is provided further on in the text when discussing the content of the material and findings.

Language modalities

Although this study's main focus is on interpreting and not linguistics, some attention must be given to the forms of communication used in this study: English and international sign. English as a lingua franca is often used as one of the languages in interpreting sessions. International sign on the other hand is not very common, and might require other interpreting strategies, than when using a national sign language. When interpreting from English into international sign or vice versa, the interpretation is done from a visual means of communication into an auditory form of communication. Most of the time sign language interpreters between a spoken and a signed language, but only a few interpreters work with international sign. Therefore, little is known of interpreting from and into international sign. A limited number of studies has been conducted on interpreters working from English into international sign (Rosenstock, 2004; McKee & Napier, 2002) but not in the opposite direction from international sign to English.

During the last decades the views on the status of international sign have been heavily debated. The most frequently question asked on this topic is if international sign is a language. Most of the views agree that international sign is not a full language and that it is used as a tool to help communicate cross linguistically. According to Woll (1995) and Moody (1994), international sign is a contact language and is not conventionalized. In 2007, Woll restated this claim on the SLLING-LIST², digressing that there is no single international sign system and that it has a limited amount of conventionalization. This was also confirmed by

² <http://listserv.linguistlist.org/cgi-bin/wa?A2=ind0711&L=SLLING-L&T=0&F=&S=&P=1487> (last accessed on 18-12-2010)

Rosenstock (2004) who found that international sign has a strong component of role playing, a limited lexicon, and that the users tend to use the iconic signs from their own national sign language.

The European Union of the Deaf (EUD) refers to international sign as an auxiliary language and has published a disclaimer on their website (EUD website³). The EUD uses international sign at their annual general meeting and conferences as one of the main means of communication.

There is no formal educational program to learn international sign or international sign interpreting. According to Moody (2007) to become an international sign interpreter, the interpreter needs to be fluent in more than one sign language. This will create language flexibility and the possibility to quickly adapt to the language needs of the users.

Pilot study

The material

The material used for this small pilot study is a videotape of 5.52 minutes, which is part of a longer twenty minute presentation. The part used in this study is just after the first minute of introduction of the presentation. The presenter is a deaf man, presenting in international sign to a large mainly deaf European audience. The presenter has extensive experience in presenting in international sign and working with an international sign interpreter for an international, mainly deaf, audience.

The interpreter is certified in her national sign language, and has ten years of experience working as a national sign language interpreter, and since seven years as an international sign interpreter. The interpreter has deaf parents and is fluent in one sign language. The interpreter is co-working with another experienced sign language interpreter.

The recording only shows the presenter signing. You cannot see the interpreter on the footage, but you can hear the sound of the interpretation into the microphone.

The video is spontaneously recorded, and the presenter or the interpreter were not informed before the presentation of the video recording. Following the event, the interpreter and the presenter both consented in the use of the material for the purpose of this study.

³ http://www.eud.eu/International_Sign_Disclaimer-i-206.html (last accessed on 18-12-2010)

In his presentation the deaf presenter presents many facts, including numbers, dates, and names. The interpreter is knowledgeable on the content and has experience in interpreting similar information.

The method

To investigate the interpreting strategies the international sign interpreter used, I first watched the signed presentation several times with the audio off. I could then concentrate on the signing, and not focus on or use the audio interpretation to assist me in understanding the content presented in international sign. After watching it a few times I transcribed the content of the signed presentation in written English. I did not use any standard notation system, but wrote down the presentation as I had understood it. I chunked the signing presentation by the natural pauses or logical changes, such as a change of topic, resulting in a total of 50 chunks. I numbered each chunk and added a starting and an ending time. I also noted the parts that I had not understood, or where I was unsure of the meaning.

Second, I listened to the audio interpretation without watching the signed presentation to listen to the interpreted message the interpreter produced. Next I wrote in English the interpretation I heard on the audio track. I wrote down the starting time of the interpretation in relation to the moment it was produced by the presenter. This shows the lag time the interpreter has; the moment from when the source is uttered till the moment the target language is produced. Following that I analyzed the annotation with the selected strategies.

As mentioned earlier I made a selection of strategies (figure 1). Not all strategies found were applicable for the studied material. For example, some strategies are nearly impossible to apply when going from a signed modality into a spoken modality, such as transliterating or transcoding: translating a source language term or speech segment into the target language word for word (Gile 2009, p. 208). Another true impossibility is for example reproduction: using the same word as the speaker with a target language accent (Barlomiejszyk 2006, p. 161). When interpreting from a visual into spoken language modality this is unfeasible due to the form differences in language modality.

Other strategies that I did not incorporate in the study were related to retrospection, where the interpreters are asked after the interpretation to comment on the interpretation choices they made. In my study I could not take this into account, since I did not have the opportunity to interview the interpreter following the assignment. Strategies related to retrospection are for example to know if the interpreter consciously made omissions or used

inferencing. When inferencing the interpreter tries to reconstruct fragments of the original message which were not heard, not understood or forgotten by the interpreter, on the basis of the context or world knowledge relevant to the topic of the message (Bartlomiejczyk 2006, p.160).

There are two strategies that I added following my analyses of the data, which are ‘reverse paraphrasing’ and ‘fillers’. In the existing strategies ‘paraphrasing’ was already mentioned, referring to the interpreter describing the concept instead of using one word. In the data the interpreter also uses this the other way around: interpreting from a concept into one word, that is why I labeled it ‘reverse paraphrasing’. The category ‘fillers’ is used to identify the moments where a gap is filled up with a sound like ‘uhh’.

Figure 1 provides the overview of the selected strategies and the two added strategies.* In the first column a code is given to the type of strategy in column two. The code can be related back to the annotated text of the interpretation (appendix 1). In the third column is a description of the strategy and the fourth column shows which of the four studies mention the specific type of strategy.

Code	Type	Description	Mentioned in
O	Omission	Information transmitted in the source language with one or more lexical items does not appear in the target language, therefore potentially alters the meaning	Gile, Napier, Al-Salman, Bartlomiejczyk
A	Addition	Interpreter adds information as a way of explanation, which the original speaker did not say/sign, because the interpreter thinks that otherwise it will not be understood by the audience	Bartlomiejczyk
R	Reformulation	Changing order of elements; what was mentioned last in the source text is rendered first in the interpretation	Gile
S	Summarize	Rendering of the content in a shorter version	Al-Salman
<i>F*</i>	<i>Filler</i>	<i>A sound to fill up a silent gap or when searching for the correct interpretation</i>	
P	Paraphrase / Approximation	Instead of using one word, describing the concept	Gile, Al-Salman, Bartlomiejczyk
<i>RP*</i>	<i>Reverse paraphrasing</i>	<i>Instead of interpreting the concept, using one word</i>	
ALT	Alter lag time (process time)	Lengthen or reduce the lag time to control the memory processing	Gile, Bartlomiejczyk
RP	Repair	An interpreter error has been made and the interpreter corrects the error by stating the correct interpretation	Bartlomiejczyk
NRP	No repair		Al-Salman, Bartlomiejczyk, Napier

Figure 1: selected interpreting strategies

** Proposed on the basis of findings in the material*

Discussion

In the material all categories of the interpreting strategies in figure 1 could be identified. I will start the discussion of the findings by firstly looking at the beginning of the interpretation and then taking a closer look in more detail at each category that was identified. The numbers of the relevant chunks are mentioned in numbers in brackets.

First part of the interpretation

The video recorded material used follows just after a very short introduction into the presentation. The interpreter is just starting to interpret the presentation. In the first half minute there are different items occurring (1, 2, 3), as can be seen in the transcription below.

1	0.06 – 0.12		Is sign language legislation linked to poverty [P]
	0.11	RP, R, A	Now is there a correlation between sign..... formal sign language recognition and legislation?
2	0.12 – 0.16		and [P] social exclusion [P] EU level [P]?
	0.17	R, RP O	And poverty and social exclusion.
3	0.16 – 0.25		Can I find the link between sign language [P] and poverty?
	0.24	R, S	Poverty and social exclusion [P] and sign language

The presenter is using a sign for ‘social’ and ‘poverty’ that I personally have not seen in international sign before. The sign for ‘poverty’ seems to be a diversion of the sign for ‘poor’ in American Sign Language. The signer is using it in a reverse orientation, where the palm is facing down instead of up. The sign for ‘social’ I am not familiar with. The second item is the interpreter correcting herself in the first sentence by wanting to say ‘sign’ and towards the end of the word pausing shortly and correcting herself saying ‘formal sign language’. The third component is the addition by the interpreter in the first sentence of the word ‘recognition’ and an omission of ‘EU level’, which was signed by the presenter. So in the first three chunks of 25 seconds a range of items occur: reformulation, repair, addition, and an omission. Although the presenter does not give a summary in the presentation, in the third chunk the interpreter opts for this strategy by summarizing and reformulating the three major points the presenter named in the first two chunks. It could be that the interpreter realizes that the interpretation did not go smoothly, and therefore the information had to be recapitulated.

Lag time (ALT)

Lag time, or processing time, is an important part of the interpreting process. If the interpreter shortens the lag time then she might be too close to the source message in order to fully understand the content, resulting in interpretation errors. If the lag time is too long, the interpreter might consciously or unconsciously delete information, resulting in interpreting errors. Figure 2 gives an overview of the lag time in all the 50 chunks in the interpretation. The average lag time starts at nearly 5 seconds, and slowly goes down during the interpretation. According to Cokely (1992), the average lag time is two seconds when the languages are similar in structure, and are longer if they are not similar in structure. The longest measured lag time in Cokely’s study was 6 seconds. The average lag time of 5 seconds in this study can therefore be viewed as relatively high.

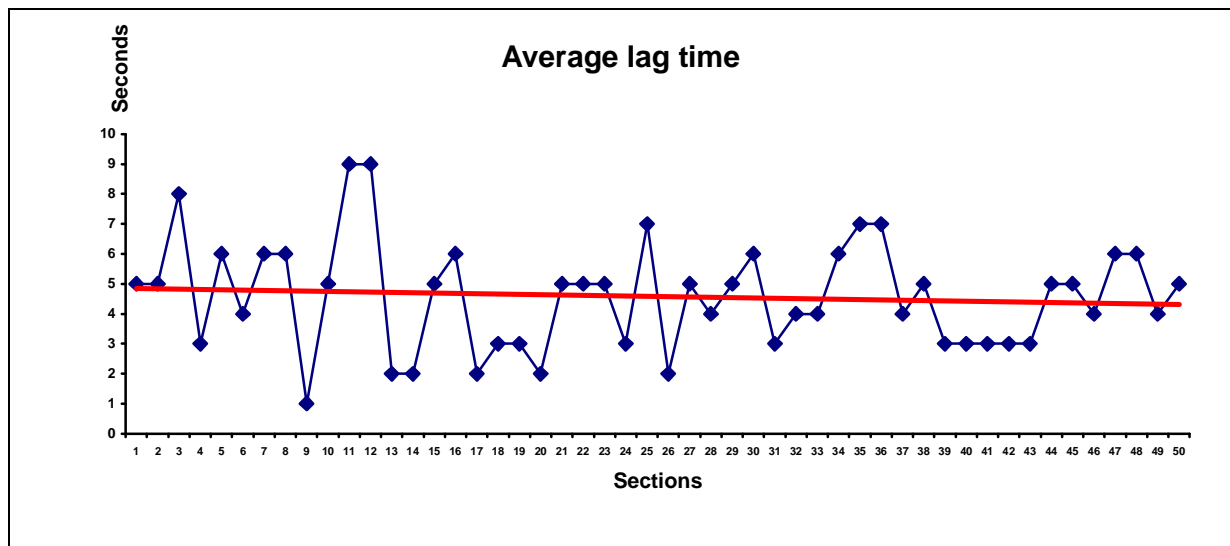


Figure 2: Interpreter lag time per chunk and average lag time

In the transcription of the text it is noted when the lag time significantly goes up or down by the sign < or > after the code ALT. The highest lag time of 9 seconds occurs when the interpreter corrects an error (11). She corrects the error and then waits for 9 seconds before she continues the interpretation. This is the only interpretation error, clearly deviating from what is presented, she makes in the whole analysed interpretation, where the interpretation is clearly different from what is presented. The few errors could be caused by the relatively long lag time (Cokely, 1992).

10	0.58 – 1.02		It was established in 1952
	1.03	RP	It was established in 1992 [P] 1952.

11	1.03 - 1.13		This was not the EU, it was like the European Union, but with European countries cooperation
	1.12	ALT>	And it was a cooperation between a number of European member states.

Omissions & reformulation

When looking at the omissions the interpreter made, different types of omissions were identified. Sometimes the interpreter omitted just one or two words (2, 15, 35, 48, 50), and sometimes a longer chunk (2, 8, 12, 33, 39, 40, 41, 43, 44, 45).

As mentioned above, Cokely (1992) looked at the lag time in correspondence to the interpreter's omissions. The longer the lag time the less omissions the interpreter made. To see if there is possibly a correlation between the lag time and the moments of omissions (red circle) and reformulation (blue circle) another graph is made (figure 3). Right after the omissions the lag time drops (8, 12, 35, 48), almost as if the interpreter realizes that she missed something. The only time the lag does not change after an omission is in chunk 33. An explanation for this could be that the information omitted in chunk 33 is very similar to the information in the previous chunk (32) that the interpreter did interpret.

Another interesting aspect is that of reformulation. Reformulation occurs when the interpreter moves the part of the chunk around; the last utterance of the source message is interpreted first into the target message. The reformulation happens (42) after the interpreter omits a large part (39 – 41). In the reformulation chunk (42) the interpreter incorporates all that was omitted in the earlier omitted chunks (39 – 41).

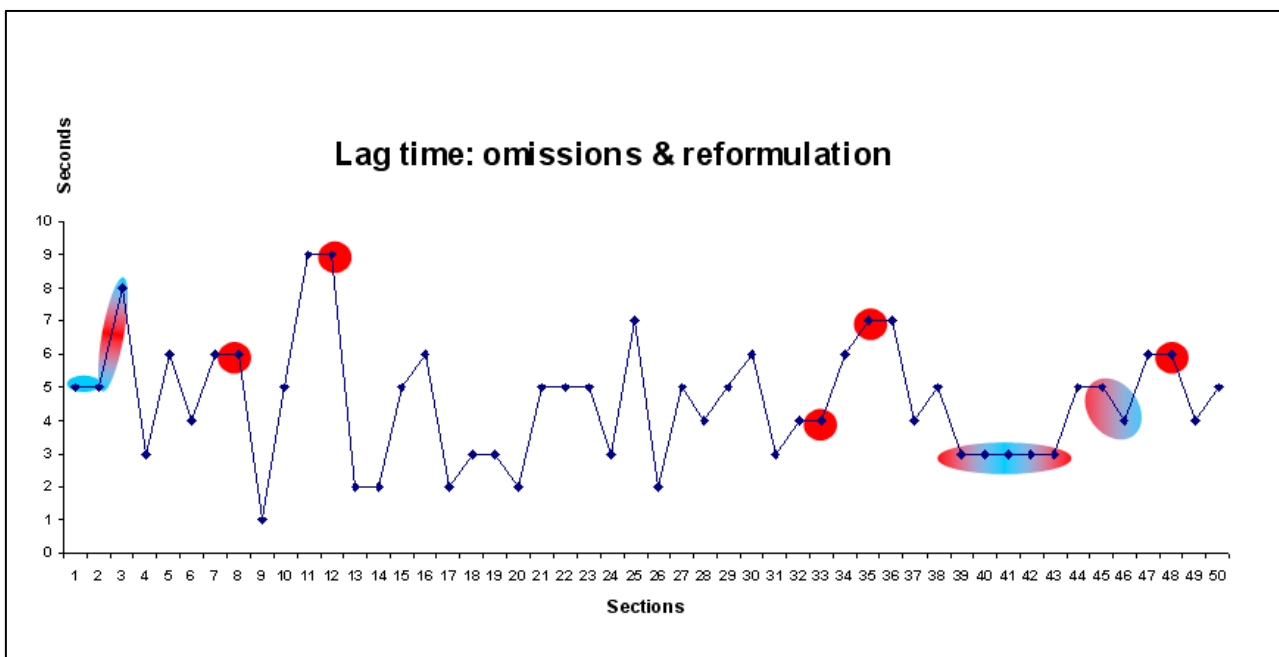


Figure 3: Omissions & reformulation in relation to the interpreter's lag time

Additions (A) & Fillers (F)

The next strategy is that of addition. There are several occasions when the interpreter adds information to the interpretation which the presenter does not mention (1, 18, 31, 35, 38, 44). The most remarkable are where new information is added (31, 35). In chunk 31 the interpreter seems to struggle shortly by saying ‘uhhh’, which is the only time during the whole interpretation, and then adding two parts of new information. The content is not incorrect, but it is not mentioned by the presenter. The presenter is explaining the role of the European Council and the interpreter adds that this is an institution and ministers meet. In this chunk is also the only filler that the interpreter uses. She seems to searching for the right word and then fills the gap by saying ‘uhhhh’.

31	3.41 – 3.49		The government of each country comes together to meet
	3.44	ALT< A F	is uhhh an institution looking at national level governments, where ministers of each national government come together to meet.

The most notable addition is in chunk 35. The interpreter omits most of the sentence and adds new information, a city name ‘Zaragoza’.

35	4.10 – 4.16		They control (monitor) the European Commission and the Council
	4.17	O A	There are people involved in the council here in Zaragoza

In chunk 38 the interpreter chooses to add information that defines what the presenter is referring to. The presenter just says ‘three’, but the interpreter decides to name all three (38). The consequence is that the following chunks (39 – 41) have to be omitted because of time constraints and are then reformulated (42).

38	4.26 – 4.30		All three must be linked together [P]
	4.31	ALT> RVP A	All three institutions, the Council, the Parliament, and the Commission, must work together.
39	4.31 – 4.32		All three laws must be passed [P]
		O	
40	4.32 – 4.35		That is the power of the law
		O	
41	4.35 – 4.40		If one passes the law and the other two not [P] then there is no power
		O	

42	4.40 – 4.45		You must have three, institutions, each passing the law, and then you have power
	4.40	O R	They have to work together, the three institutions, and they are called the EU. [P] When a law is passed it has to go from one institution into another. When all three institutions have ratified that law, that law is very, very strong.

Summarizing (S)

In the whole interpretation there is only one part that could be identified as a summary, although it could be debated that this was a reformulation. It is in chunk 3 when the interpreter repeats the information from the first two chunks. A summary is defined as the rendering of content in a shorter version. This is true for chunk 3, but at the same time the interpreter reformulates by changing the order of the elements in chunk 1 and 2, by starting with the last piece of source message and adding the rest of the previous part of the source message.

Paraphrasing (P)

Instead of using one word the interpreter can describe the concept, which is referred to as paraphrasing or approximation. It can be used when the interpreter can not find the right interpretation or if there is not one word available in the target language. The interpreter uses paraphrasing on several occasions (9, 25, 37). One that is striking and typical for interpreting from a signed communication form into a spoken one, is that of referring to items in space in sign and then knowing the items the signer is referring to in order to interpret it correctly. In this example the signer is pointing to three locations next to each other in space. The interpreter takes a relatively longer lag time (7 seconds) and then starts interpreting.

25	2.51 – 3.07		Now if you look at all the presented items, such as the EU, the commission [SIGN + FS], European council [SIGN + FS] and the European parliament.
	2.58	ALT> P	Previous panel members [P] included people from the European Commission, people from the Council, there is also mention of the European parliament...

Reverse Paraphrasing

Another category I propose to add is that of reverse paraphrasing. In analyzing the data I found that paraphrasing can also be done the other way around from a broader concept to one word or reference (15, 32, 38). I therefore added the category of reverse paraphrasing.

15	1.31 – 1.45		Not a strong cooperation, but integration. Half EU, half integration (?). A strong organization
	1.36	ALT> RVP	And instead of cooperative, it became the EU. Which meant incorporative national level governments. Which made it stronger.

Repair

As mentioned under lag time, the only repair the interpreter makes is when she states a wrong date (11). She corrects her error and continues interpreting. There are no similar errors made in the rest of the interpretation.

No repair

Because no other errors are made in the interpretation but in chunk 11, there is no use of the category of ‘no repair’. No other errors are made and can, therefore, also not be repaired.

Conclusion

In this study I wanted to explore the strategies an international sign interpreter uses when interpreting from international sign to English. There is a variety of definitions to describe interpreting strategies depending on the environmental, interpersonal, intrapersonal, or linguistic demands that are put on the interpreter (Pollard & Dean, 2001). Interpreting strategies used to be viewed as actions that were used to repair errors in interpretation (Cokely, 1992), but Barłomiejzyk (2006) and Napier (2004) propose to take on the view of not only fixing interpretation issues but also pro-actively preventing interpreting problems.

Numerous studies have been carried out in the spoken language field (Gile 2009, Al-Salman & Al-Khanji 2002, Kalina 1998 in Barłomiejzyk 2006) and some in the sign language field to categorize specific interpreting strategies (Leeson 2005, Napier 2004, Cokely 1992). The most frequent researched categories appearing to be omissions, additions, and substitutions. Based on these studies I selected categories to analyze a monologue discourse in international sign presented by a deaf person to a large audience, which was interpreted by a highly experienced international sign interpreter.

An important aspect of the presentation was the use of international sign to a large number of deaf sign language users from various EU member states in a formal conference setting. All sign language users use a different national sign language and only used international sign in these kind of international setting. International sign is not a

conventionalized language (Woll 1995, Moody 1994) and therefore the lexicon can vary greatly depending on the deaf participant's role and aim of the event. The discourse was not interactive, but was a one way presentation, informing the audience on a specific topic. There was little to no possibility for the interpreter to intervene in the presentation to ask for clarifications or repetitions. Until today studies have only looked at interpreting from a spoken language into international sign (Rosenstock 2004, McKee & Napier 2002), and not vice versa. Providing very little research findings to work from in this particular study.

In the 5.52 minute videotape the presenter provides very factual information, such as numbers and dates that asks for an accurate interpretation. The interpreter only makes one error, in a date, which she corrects shortly after. Essential to the correct interpretation is the relatively long lag time of an average of 5 seconds. As Cokely (1992) states, the longer the lag time the less errors the interpreter will make. The lag time is a key strategy throughout the whole interpretation. Due to the long lag time the interpreter is able to omit information, then reformulate it. The omissions are somehow noted by the interpreter, because following the omissions she increases her lag time in order to understand the following message correctly. There are a few additions that add information to the interpretation in order to ensure understanding by the audience. All the additions are related and correct in connection with the content. As noted by Barik (1994, p. 135) more experienced interpreters have a tendency to add more material, which could be attributed to their expertise, which frees them from following the text too closely.

From these findings it can be surmised that a long lag time is the starting point for the international sign interpreter to produce the best interpretation possible. Because international sign is not conventionalized, there will be signs or expressions that are uncommon to the interpreter, for which the interpreter needs more source message information in order to interpret it into an equivalent target message. In addition, the omissions are used closely with reformulation. This strategy can be used after the interpreter has not interpreted the information. The interpreter can then obtain more of the source message, and is then able to reformulate the message starting with the end of the source message back to the beginning of the source message.

There are of course limitations to this study. No comparison has been made with other interpreters interpreting a similar presentation from international sign into English. The results are based on one interpretation of one deaf presenter. Furthermore, no retrospection was used,

one can therefore not know if the interpreter made some decisions consciously or unconsciously or why the interpreter took certain decisions.

Although not all possible interpreting strategies were discussed, the findings give some indication which essential interpreting strategies might lead to a successful interpretation when working from international sign to English. It is recommended that in future studies a comparison is made in selected interpreting strategies between different international sign interpreters, involving a follow up interview on the interpreting decisions they made. This will help us then better understand what interpreting strategies are needed to interpret from international sign to English.

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APPENDIX 1: TRANSCRIPT IS PRESENTATION

PURPLE	Not understood by researcher
BLUE	Unknown sign by researcher
GREEN	Interpreter error in <u>pronunciation</u>
BLUE	Interpreter error
BROWN (RP)	Interpreter repair
ORANGE (A)	Interpreter addition
RED (O)	Interpreter omission
REVERSE PARAPHRASING (RVP)	Interpreter uses a concept instead of one word
PARAPHRASE (P)	Interpreter paraphrases (same meaning)
REFORMULATION (R)	Interpreter changes order of sentence
FILLER (F)	Word used by the interpreter to fill up the utterance
ALT	Alter lag time
P	PAUSE
FS	FINGER SPELLING
S	SIGNER
I	INTERPRETER

Time frame	CODE	What
1 0.06 – 0.12		Is sign language legislation linked to poverty [P]
0.11	RP, R, A	Now is there a correlation between sign..... formal sign language recognition and legislation?
0.12 – 0.16		and [P] social exclusion [P] EU level [P]?
0.17	R/RP O	And poverty and social exclusion.
3 0.16 – 0.25		Can I find the link between sign language [P] and poverty ?
0.24	R / S	Poverty and social exclusion [P] and sign language
4 0.25 – 0.28		Or is there no link?
0.28		is there any connection? That is the question I ask.
5 0.31 – 0.38		I would briefly like to explain what the EU is
0.37		Firstly I 'd like to explain what the EU is.
6 0.39 – 0.47		When I was small and living in Hungary, I noticed that the EU was mentioned a lot in the newspapers As a young boy growing up in Hungary I often read the newspapers and I would see the term EU, but what does it mean? the
7 0.47 – 0.50		At the university I learned more about the EU
0.53		I went to university and studied it more
8 0.50 – 0.55		But before that (I was the same as you?) I did not really study it deeply and had not idea what it meant
	O	
9 0.56 – 0.58		I will explain it briefly
0.57	P ALT<	But I'll take this opportunity to explain what it is
10 0.58 – 1.02		It was established in 1952
1.03	RP	It was established in 1992 [P] 1952.
11 1.03 - 1.13		This was not the EU, it was like the European Union, but with European countries cooperation And it was a cooperation between a number of European member states.
1.12	ALT>	From there progress was made and new treaties were signed
12 1.14 – 1.17		
	O	
13 1.18 – 1.25		In 1992 in Holland, in Maastricht [FS]
1.20	ALT>	In 1992 in Holland in Maastricht
14 1.25 – 1.31		A new treaty signed [P], called the European Union That is where a new treaty was signed. Where it officially became the European Union.
1.27		Half EU, half integration (?). A strong organisation
15 1.31 – 1.45		Not a strong cooperation, but integration. Half EU, half integration (?). A strong organisation And instead of cooperative, it became the EU. Which meant an incorporative national level
1.36	ALT> RVP	governments. Which made it stronger.

16	1.45 - 1.56		The EU now has 27 countries, which are members
	1.51		The EU currently stands at 27 member states
17	1.56 - 1.57		In the future this might expand
	1.58	ALT<	However it is enlarging
18	1.58 - 2.03		The next that will join is Croatia, maybe next year
	2.01	A	The next country could possibly be Croatia [P] who will join the EU [P] in the next year or so
19	2.03 - 2.12		The EU as a whole has many people
			[P]
20	2.12 - 2.17		Nearly 500 million people live in the EU
	2.14	ALT> S	There are about 500 million citizens in Europe
21	2.18 - 2.25		Maybe you know that of all the people about 10 percent is disabled
	2.23		When you look at the world population [P] they say 10 percent is disabled.
22	2.27 - 2.38		If the EU has 500 million people, then in the EU there are 50 million disabled people
	2.32		So [P] it follows that if there are 500 million people in Europe, there are 50 million disabled people living in Europe.
23	2.38 - 2.41		50 those are many people
		O	
24	2.41 - 2.48		The EU is now fighting for equality of disabled people
	2.44		Which is why [P] there is now a fight for equality for all of those disabled citizens.
25	2.51 - 3.07		Now if you look at all the presented items, such as the EU, the commission [SIGN + FS], European council [SIGN + FS] and the European parliament.
	2.58	ALT> P	Previous panel members [P] included people from the European Commission, people from the Council, there is also mention of the European parliament...
26	3.07 - 3.11		What are all these, how are they connected? I will explain it briefly
	3.09	ALT<	But some people often wonder what those three institutions are. So I'll explain.
27	3.11 - 3.16		I myself am in the European parliament, a MEP.
	3.16	ALT>	I am a member of the European parliament
28	3.16 - 3.22		I was voted for and entered into the parliament
	3.20		And I was voted into the European Parliament.
29	3.23 - 3.32		All EU persons voted for me, from Hungary that was set up (?)
	3.28		So I was voted to be as a MEP from Hungary
30	3.33 - 3.41		What is the European Council [SIGN + FS]? [P]
	3.39		The European Council [P]
31	3.41 - 3.49		The government of each country comes together to meet
	3.44	ALT< A F	is uhh an institution looking at national level governments, where ministers of each national government come together to meet.

32	3.51 – 3.59 3.55	Secondly, the European Commission is like one government for the EU Then we have the European Commission [P] Which is basically the executive arm of Europe	
33	3.59 – 4.02	They manage the life of the EU	O
34	4.04 – 4.10 4.10	The European parliament is like that, each country is in the parliament So there are members of parliament of each country	ALT>
35	4.10 – 4.16 4.17	They control (monitor) the European Commission and the Council There are people involved in the council here in Zaragoza	O A
36	4.18 – 4.21	But, I wish to tell you what is important. [P] [P]	
37	4.21 – 4.26 4.25	The EU is a special world. What do they have? [P] The EU is a very distinct beast [P], if you will	ALT< P
38	4.26 – 4.30 4.31	All three must be linked together [P] All three institutions, the Council, the Parliament, and the Commission, must work together.	ALT> RVP A
39	4.31 – 4.32	All three laws must be passed [P]	O
40	4.32 – 4.35	That is the power of the law	O
41	4.35 – 4.40	If one passes the law and the other two not [P] then there is no power	O
42	4.40 – 4.45 4.40	You must have three, institutions, each passing the law, and then you have power They have to work together, the three institutions, and they are called the EU. [P] When a law is passed it has to go from one institution into another. When all three institutions have ratified that law, that law is very, very strong.	O R
43	4.50 - 4.55	Now I am in the European parliament [P].	O
44	4.56 – 5.04 5.01	It is very big. Many, many people, 736 persons in the parliament. That is something. [P] That is many There are 736 members of parliament. Members of the European Parliament.	ALT> A
45	5.04 – 5.08	From each country there is a delegation	O

46	5.08 – 5.15		If it is a big country, then there are many people, MEPs, as delegates in the parliament
	5.12	R	And it works in proportion to the population of the country. So countries with larger populations have more MEPs
47	5.15 – 5.19		If it is a small country, then a small number of people
	5.21		Countries with small populations have less MEPs.
48	5.19 – 5.25		For example, Hungary , live 10 million people
		O	
49	5.26 – 5.30		EU parliament members are then 22
	5.30	ALT>	If a country has [P] 10 million [P] you have 22 MEPs
50	5.31 – 5.40		Germany, a big country, European parliament members, 99 people, quite many
	5.36	ALT<	When you have a country like Germany, who has huge population they have 99 MEPs working in the European parliament
		O	
51	5.40 – 5.44		That is how it is balanced