#### Workshop Title

Receiving and Incorporating Visual Information in English to ASL Interpreting

#### **Workshop Description**

This workshop is the first of its kind and a real "eye-opener." Hearing speakers in classrooms, at meetings and in other settings rely strongly on a combination of auditory and visual information to convey their message at the same time. However, both interpreters and deaf consumers face challenges in readily accessing and making sense of the visual information since they have to shift their eye gazes. In this workshop, participants will closely examine the role, value and types of visual information which speakers display, e.g. facial cues, body language, electronic slides and videos. The challenges -- interpreters generally work "blind," with their backs to the visual information and deaf consumers have to cope with "Visual Split-Attention."\* The presenter will describe and demonstrate techniques participants may use for effectively receiving and incorporating visual information into English to ASL interpreting.

This information and training in this field is particularly important since no ITP or trainings address or train interpreters in how to properly interpret events with multi-media. When ITPs, licensing bodies and interpreting agencies assess interpreters' skills, multi-media presentations are not included.

Dr. Susan Mather and Dr. Diane Clark described "Visual Split-Attention" as a "situation that requires splitting visual attention between visual linguistic information." Spring 2012 edition of Odyssey published by the Laurent Clerc National Deaf Education Center at Gallaudet University.

#### Educational Objective #1

Participants will be able to list 3 inadequate working conditions and describe how they negatively impact interpreting performance. **Educational Objective #2** 

Participants will be able to define "Visual Split-Attention" and its impact on deaf consumers of interpreting

#### Educational Objective #3

Participants will be able to describe and implement 3 ways to readily view speakers' visual information

#### Stephen Frank, CI & CT Baltimore, Maryland

2022 RID Region 3 Conference Columbus, Ohio Friday, June 16 10:30 am-12:30 pm



# Workshop Path





# What is Visual Information?



# Can we group them into categories?



2D vs. 3D



# Why and how do speakers use Visual Information?

Do we need to view and know the Visual Information?

Panayotis Mouzourakis is a Greek-English Interpreter in the European Parliament and has written several articles on Video Remote Interpreting for spoken languages.

"You need to visually follow the PowerPoint presentation. It has been estimated that as much as 40 percent of the information contained in a speech is conveyed by nonverbal cues. Nothing can compete with the interpreter simply being able to look around the meeting room at will, picking out whatever cues are relevant to the situation at hand. Very often it is the reactions of specific participants rather than the face or body language of the speaker alone that give the interpreter the full story."

Vincent BUCK. "An interview with Panayotis Mouzourakis". aiic.net. March 23, 2000. Accessed September 30, 2016.

According to Dennis Cokely there are seven major stages of cognitive processing with regards to Minimizing Miscues. In Stage 1, Message Reception, he states:

- "Interpreter must be **able** to perceive the message. If unable to perceive, the rest of the process cannot succeed."
- 2. "Message reception occurs through visual perception/reception or auditory perception/reception."
- "Anything that prohibits the ability to perceive/ receive the message (poor eye sight, distance, noise, loss of hearing) will impact on the accuracy of message reception."

*The Cokely Model,* Dennis Cokely, Interpretation: A Sociolinguistic Model of the Interpretation Process, Burtonsville, MD: Linstok Press, 1992.

The Supplemental Notes and Diagrams of the Integrated Model of Interpreting, Dr. Betty Colonomos, 2015

"... the speaker may be speaking English (auditory channel to the interpreter), but may also be pointing/gesturing/posturing (which conveys meaning) through the visual channel. For these reasons it is important to hear and see the speaker whenever possible. Practicing interpreting from audiotape limits the interpreter's ability to discern meaning.

#### Dr. Adan R. Penilla stated: Gesture carries purpose and meaning. It can:

- add emphasis and information to spoken language
- add a level of emotionality to a point
- show transition in topic or organized thoughts

 require less time to express a mood, attitude, or idea as compared to language

Paraphrased from slides of Dr. Adan R. Penilla, II Colorado State U. Adjunct Professor, 2013 RID National Conference aslworldmatters.com



Can you guess how many of these can fit into the other one?



In contrast to the first slide, the sizes are the same but the colors are different.



Here the circle morphs to something out of Batman – "Bam" "Pow"



Finally the circle rolls along here, sharp Left turn and almost escaped out of the box



An interpreter should be like a duck: Above the surface look clam and unruffled ...



Below the surface paddle like hell!



- Shawnee
   Ojibwe
- Wyandotte
   Potawatomi

Spelling and Lists





$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$
¥¥
Symbols





Wellcome to the 2002 RIDE Region III Conference

Mistake/typo

Is it a problem accessing the Visual Information in real-time?




#### The Two Types of Dual Access

"Eye-Looking & Ear-Listening " (Visual and Auditory Access)

"Eye-looking and Eye-Listening" (Double-Visual Access)





## Standard Set-up Mainstream Group Setting



#### Features

- interpreter facing opposite direction and back to sources of information
- Deaf consumer experience
  Visual Split Attention



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## Standard Set-up

## **Direct Fields of View**

- opposite directions
- small overlap



## Video Visual Feed

#### **Benefits**

- more control over seating thus more options for positioning and and visual field
- interpreter has real-time views of speaker's nonverbal cues and visual aids
- visual information helps interpreter comprehend intent

### **Costs and Challenges**

- equipment; tablet and stand
- training
- pre-assignment logistics
- time for set-up



Receiving and Incorporating Visual Information for English to ASL Interpreting

# Ways to receive the Visual Information in real-time

## Video Visual Feed





#### **Features**

- interpreter uses tablet computer with camera, software, display and mount
- interpreter correctly views speaker and visual aids on the tablet display in real time and sees the consumers and sources of information, on the display, in one visual field











Text in images is simulated





# **Dynamic Positioning & Visual Field**

is a singular concept that regards the physical positioning and visual fields of deaf and deafblind consumers and interpreters as highpriority and adaptable elements in the interpreting process.

Stephen Frank and David Cruzan, 2016

Does interpreting provide full access? Marchak showed no but many factors, general consensus that deaf do not leave room with equivalent knowledge PROBLEM



# **Dynamic Positioning & Visual Field**

is important because by highly prioritizing and adapting positioning and visual field, deaf and deafblind consumers and interpreters readily receive visual information that is essential for understanding the intent of the speaker.

Stephen Frank and David Cruzan, 2016





## Video Proximal Interpreting

- Two deaf consumers
- One hearing speaker and three attendees
- Interpreter sits behind the deaf consumers
- Interprets to a laptop camera that connects to a tablet standing on a tripod





# Proximal Interpreting via Video (experimental)











## Video Proximal Interpreting

### **Benefits**

- choice of location & seating
- single forward visual field
- incidental interaction & learning
- appropriate distances
- normalization and blending

### **Costs and Challenges**

- pre-assignment time
- equipment and connectivity
- training and on-site logistics
- equipment and connectivity

#### \* conforming with a standard; <u>become familiar</u> and understood



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Receiving and Incorporating Visual Information for English to ASL Interpreting

Ways to incorporate the Visual Information in interpretation












Caroline Turke produced the slides and placed them on SlideShare.

Receiving and Incorporating Visual Information for English to ASL Interpreting

# Thank you for attending and participating!

**Contact Information:** 

Stephen Frank cvigear@gmail.com (410) 491-9172

2nd Workshop Saturday 8:00 am - 11:00 am Sightful Seating, Sound Sound and Lighten Up Dr. Susan Mather, a Gallaudet researcher postulates that an overriding factor for the lower performance in mainstream classes is Visual Split-Attention. With the only one visual receptive channel, deaf consumers have to continually switch and split their visual attention among the speaker, interpreter and slides.

Jackie Bordaexplains why being aware of splitattention is important...

"By eliminating the need to mentally integrate multiple sources of information, extraneous working memory load is reduced, freeing resources for learning. Any adjustment takes time, energy, cognitive load and coordination." Visual Split-Attention

### STEVE (cont.):

I will describe various situations that really happen and ask you to ponder whether .... goal to ensure full access to equal communication. Remind you of our goals and responsibilities from Derwood and ADA

Thank you for taking the 6-question poll in the beginning of the workshop. I would like to review the answers for Question 1 and 6. Question one has to do with your preferred seating and six with how you feel.

Let's see your answers. Yes, I choose my seats for the same reasons. I asked why you decided where to sit. Now, I want to talk about the impact of your choices. I presume that you are attending the event whether voluntarily or forced to get and understand information. Did you choose seats to maximize your ability to get information? What element makes that seat favorable? Benefit? and does that contribute to comprehension?

# Sightful Seating, Sound Sound and Lighten Up

# Stephen Frank, CI & CT

Baltimore, Maryland

2022 RID Region 3 Conference Columbus, Ohio Saturday, June 17 8:00 am-11:00 am

# Workshop Path



## Sightful Seating, Sound Sound and Lighten Up **Content Path** What are the Is it a problem factors? getting it? How to Receive Do we need it Better them? **Determine what** Why don't We you need, source Have them? and install

Where?

- rooms, spaces,
- educ

What? Media multi-media

- speaker: speaker non-verbal communication (facial expression, gestures)
- display (separate) something in conjunction with narrative, project on surface
- combination; handheld demonstration, proximal
- not involved scenery, environmental, clock
- room and other participants facing

the inputs convey intent and meaning

- overlap
- transiaj hyction
- pace/timing/sequencing
- identification
- directionality/movement
- volume
- size
- emphasis
- characteristics

Sightful Seating, Sound Sound and Lighten Up Thank you for attending and participating!

**Contact Information:** 

Stephen Frank cvigear@gmail.com (410) 491-9172 **Visual Benefits** 

- know segment, begi, mid, end -- sequence immediately
- sign space
- associations
- congruence
- pointing
- bearing, orientation, compass, direction
- manage stress and energy, endurance
- show sample of RI

topics what changes when add visual like terps real understand difference

iddntify referent control anchoring terp knows whole story

## STEVE (cont.):

You may has guessed why I asked this question. What if I posed the same question to deaf consumers. Why chose this seat!

- a. because there was a reserved seat sign for hard of hearing
- b. because this is where interpreters and I always sit.
- c. because if I sat just anywhere interpreter may not see and I may not see terp
- d. away and least distracting to speaker and hearing audience.

Let's compare the answers. Your answers all had to do with preference, comfort, effectiveness. though deaf has none of that thus big disadvantage, disruption with thinking about it the whole time. hearing culture. chat with terps and deaf only, not incidental learning

### **Question 6**

I asked this becuz I really want to make you feel better and be uplifted. Also feel better about physicial conditions.

### STEVE (cont.):

**Number 4.** This block of time is highly interactive and multi-faceted. We ask you to abandon your seat, stretch, move around, visit the interpreting stations and take a break. At the end we will bring on a special guest to explain what we will do during Number 5.

**Number 5.** This is the Small Group Exercise based on our special guest. The goal is for you to discuss in detail what means are there or could there be to bring about the ends. What is the Step-by-step process and rationale for acquiring these means.

**Number 6.** To be announced depending on flow and direction of workshop

**Number 7.** If all goes on time, we will have at least 20 minutes for questions and another walk around.

2. Dynamic Positioning and Visual Field:

STEVE: Now, it is my pleasure to welcome David Cruzan.

DAVID: I am pleased to be here and thank you for coming. The first step in discussing our topic is to familiarize you with the terms we are using.

*Dynamic Positioning and Visual Field* (slide 3) - is a singular concept that regards the physical positioning and visual fields of deaf and deafblind consumers as high-priority and adaptable elements in the interpreting process. The highlighted terms are –

*Positioning* is the way that deaf and deafblind consumers and interpreters locate, place and orient themselves in relation to each other and other sources of information, e.g. speakers, visual aids, other consumers. Positioning partly determines what the individuals see and hear, their posture and sense of calm.

### DAVID (cont.)

*Visual Field* is the entire area of view encompassed by consumers and interpreters when they are looking in one direction. Typically the visual field is measured as an angle from one edge of the field to other and normally is .... Each participant creates their own visual field depending on their positioning. Even if the entire Visual Field is 180 degrees, individuals can only fully focus on a small portion of that field.

High-Priority indicates that the importance of positioning and visual field warrants early attention and in-depth discussion from the moment that an assignment is confirmed. One of our workshop tasks is to demonstrate that *importance*. We believe positioning and visual field are fundamental blocks on which the success of the interpreting process rests.

### DAVID (cont.)

An adaptable element recognizes that interpreting assignments, by nature, are dynamic and unpredictable. Changes, that occur before or during the assignments, may require those in charge to realign positioning and visual field to meet the new requirements.

Back to the original DPVF definition. It asserts that positioning and visual field are dynamic, fundamental and mission-critical elements in the interpreting process. DPVF encourages clients, agencies, organizers, technicians, presenters, deaf consumers and interpreters to be proactive and work cooperatively to arrange favorable positioning and visual field. This effort ensures effective continuity of interpreting services.

Now, I will move on to the WHY or rationale for of DPVF.

DAVID: Presumably, people innovate newness in any field, is because something is broken, isn't working well enough, absent or is outdated. Our belief is that in most mainstream group settings, the interpreting process and results are inadequate and in need of revitalization. This is based on our personal observations, experience and review of the literature. (a couple cites). (Slide) Moving on. WHY?

"Dynamic Positioning and Visual Field is important because by highly prioritizing and adapting positioning and visual field, deaf and deafblind consumers and interpreters readily receive visual information that is essential for understanding the intent of the speaker."

One of the key words in this statement is **readily** whose dictionary definition is "quickly and easily." We are taking some liberty and building in two more elements into readily, comfortably and in cohesion with the consumers.

Consumers and interpreters often strain themselves, e.g. twist necks and contort bodies in order to see critical visual information. The turning also causes interpreters to break eye contact with consumers at unplanned times – methods address this This diagram depicts the Standard Set-up. Here is the deaf consumer in blue up front to the side. The Interpreter in red is sitting diagonal facing the deaf consumer. In this case we also include a team interpreter sitting next to the deaf consumer. A predominant characteristic of this set-up is that several seats around the deaf consumer are unoccupied. This is a very common phenomenon in my own experience and observations. Is this familiar to you, why do you think this is the case? Steve and I believe it is human nature to sit near people you know personally or you think you will feel comfortable with. To help explain the unoccupied seats, Steve and I have coined the term "Peer Sphere," the people near you. If we apply that to the Standard Set-up with deaf consumers, this is what the Peer Sphere looks like. In this case, out of a possible 5, only two are hearing consumers. I will explain the significance of this shortly.

Therefore, consumers and interpreters do not share in their visual fields any sources of information. Does that seem problematic? They are in a communication that frequently refers to objects and people in their immediate environment. The type of communication is simultaneous interpretation that moves quickly. Thus when the speaker refers to something, interpreters must first locate and identify the thing, then incorporate into the interpretation and tie the audio in with what the consumers see. Additionally, when hearing consumers from the audience speak it is good that interpreters can see them directly, though deaf consumers cannot. Thus, in order for consumers to receive the intent of the speakers, the interpreter has to take time and effort to incorporate characteristics into the interpretation that deaf consumers would other see if they could see the audience speakers directly.

We now move on to description of the new set-ups or of arrangements of consumers and interpreters. First "Video Visual Feed." We believe it is a problem that primary sources of information, speaker and visual aids, do not fall within interpreters' ready visual field. With VVF interpreters readily receive a live video feed of the visual information from a laptop or tablet. Interpreters mount and place the device in front of them self-standing on a table or the floor. (Slide like this and actual) show tablet With the device display screen facing them, interpreters direct the device camera at the visual information. Then the interpreter launches an app that displays the visual information non-reversed - that is correct and readable. I emphasize that point since when using the front facing camera for a selfie, for example, before you snap the shot, the display shows your mirror image, thus if you were wearing a shirt saying Bethesda, it would be reversed and unreadable. That won't fly for us. During the interpretation 101 interpreters can see the speaker or visual aids clearly in real-time. Benefits, costs,

VVF: Slide On the slide are pictures that show exactly what VVF does, Critical Link 8. So for VVF, consumers and interpreters in the same location though interpreters positioning may be a little different to optimize the angle and use of VVF. Accordingly positioning and now tools define visual field. Interpreters now have two visual fields, one in each direction. I now ask our front row interpreter to indicate the new visual field. Ask someone else to show the original one. That is depicted here on the diagram. Adding back our consumer visual field where do we see the overlap now? In this angle,

they overlap on the slides. Therefore, as I said earlier interpreters can save time and effort in accessing that information and consumers save time and effort in dealing with errors and distractions that arise without VVF.

Yes, we are aware of other ways to skin this cat, with printed slides, computer monitor, standing, angled chair, turning oneself, reflective surface or monitor in back of room. Having seen these methods convinces us that seeing the slides is importan, not

Video Proximal Interpreting, with VVF the big advancement was adding another ready visual field for the interpreter. However, the consumers and interpreter were still in the same location and the interpreter was still turned around. The next method frees up and divides the consumers and interpreters. They are able to sit anywhere they want and interpreters position themselves facing the front of the room. VVF used a tablet camera feature and the new Video Proximal Interpreting uses two video and Internet-enabled laptops and tablets, strong Internet connection, video calling software and two sets of device mounts and stands. The process is that the interpreter signs into the one computer which then is immediately transmitted to the consumer's display. This is much like VRS and VRI except that with VPI the interpreter is in the same room. In this room the VPI station is here and the consumer is here. If there is, and usually there would be, the cointerpreter would sit here and her responsibility is to monitor the deaf consumer for any issues. Also, if the video link goes down, the co-would immediately go to the front of the ... <sup>103</sup> VPI. Pilot Two deaf people, David and a friend are attending a wellness workshop in a large office with sofa seating. I was one of the interpreters with David's wife, Cathy and we set up the computer behind the sofa in the back of the room. Using WiFi and the video calling software, Zoom, we connected with an iPad that we placed on a short stand in front of the deaf consumers. Here are two views of the iPad. Finally, this is the hearing instructor and there were three other hearing attendees (not shown).

In this case with the VPI arrangement, neither of us had to occupy the limited space between the speaker and attendees. We were not in anyone's actual visual field and the only people who could see us virtually were the only to who had to.

This set-up also allowed the interpreters to view all of the people in a single visual field -thus ultra-high awareness of context and content. There were many names of unfamiliar nutrition and medical terms. Thus our location saved us from turning and interrupting the flow of the workshop to clarify. The team interpreter sat off to the side and monitored the deaf attendees and supported the interpreter. We agreed that the co terp would voice for the deaf people, though a few times when the co-terp was out of the room, the main terp was able to adequately see and voice the deaf attendees' remarks. no staring, healthy distance and interaction among attendees.