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Confidence—What Does It Have To Do With It? Everything!

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Confidence—What Does It Have To Do With It? Everything!

By

Christina M. Woods

An action research project submitted to

Western Oregon University

In partial fulfillment of the requirements for the degree of:

Master of Arts in Interpreting Studies

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ABSTRACT

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Through my short history of being an interpreter, confidence has always been a factor in my interpretations. In this paper, I seek to shed some light, from the lens of a new interpreter, on how confidence has an impact on interpreting skills while testing different techniques to improve interpreting confidence level. As Harwood (2017) stated, “Individuals start with a fundamental concept of self and then layer on a variety of identities, including a professional identity, thereby forming the answer to the question: who are you?” (p. x). Confidence helps shape this identity for new interpreters, which reflects on every decision-making skill, especially in uncertain situations. When novice interpreters lack in confidence, some strategies may help support their confidence with interpreting.

CHAPTER 1: INTRODUCTION TO THE STUDY

Background

After working as an interpreter, it became apparent to me that my confidence with my signing skills and finding the meaning behind the words or signs has affected both me and my interpreting abilities. Communication is very complex, especially considering the different aspects involved when working between ASL and English. In an English message, the words themselves have a low percentage of the actual meaning that is being conveyed. In an ASL message, most of the message is in the body language/facial expressions/gestures, followed by the signs themselves (Humphrey & Alcorn). Beyond this, culture has a significant impact on the meaning being conveyed. I must take all of this into account when interpreting and also have confidence in my interpreting skills. I have experienced lack of confidence in different avenues throughout my life. My lack of confidence during my life has impacted my confidence within my interpreting skills. I am learning that confidence has to come from within, but as a new interpreter it is very hard to have confidence most of the time. I have wondered many times: why do I lack confidence in my interpreting skills? Do other novice interpreters also struggle with confidence? When will I reach the point where I will have confidence in my interpreting skills? Unfortunately, there is limited information on how to build an interpreter's confidence in the interpreting profession. I have learned about different strategies within

the interpreting field and other practice professions that may help me as an interpreter improve my confidence.

Statement of the Problem

I found limited research related to on the topic of self-confidence for a new interpreter. However, research on this topic has been done in another practice profession, nursing. This research is necessary because, in the field of interpreting, new interpreters such as myself can experience a “lack of confidence either in ourselves or in the goal of the action” (Putman, 2001, p. 463). Many novice professionals, like myself, lack confidence which makes it hard for them to be brave and continue beyond the mental barriers they placed on themselves. As Brown (2017) stated, “In my earlier years, I tried the opposite approach—filling my mind with critics and naysayers. I would sit at my desk and picture the faces of my least favorite professors, my harshest and most cynical colleagues” (p. 6). As a new interpreter, I do the same thing in my mind, which can hinder my ability to effectively interpret because the words of those critics and naysayers affect me as a new interpreter more than I would like to admit. As an interpreter, I need to build my confidence so that I can be confident with my interpretations. In this study, I seek to shed light on how the level of confidence impacts me as an interpreter, implementing possible strategies that may build confidence in my interpretation abilities.

Purpose of the Study

The purpose of this study is to discover the impact that the lack of confidence has on me as an interpreter and other interpreters as well as to determine what techniques help build my confidence as an interpreter and what techniques have worked for other interpreters. In this study, some techniques that interpreters have implemented to build

interpreting confidence will be revealed. The results will help other new interpreters learn what techniques may help build my confidence the most and see the impact the techniques had on interpretations.

Study Limitations

During my research, I could not take notes every time I was interpreting, so I relied on my own recall after the interpretation was finished. Sometimes I did not have adequately remember every aspect of how the demands happened or how they affected my confidence. My emotions sometimes were clouding my recollection of the whole situation? There are so many different factors in every situation because no two situations are the same, but I did collect data on confidence that depended on the situation and the impact on confidence.

The next limitation is that all interpreters and I have different backgrounds, experiences, and knowledge. It was challenging to take all these different aspects and factors into account during and analyzing the date. No two situations or interpreters are the same, and all factors and aspects have to be put into account, but how do I incorporate all the different factors and aspects? Also, are the interpreters recalling the situation accurately?

Theoretical Framework

Limited research was found on the topic of confidence with a new interpreter. However, research done in another practice profession, nursing, is relevant. Benner's (1982) nursing theory discussing the development of expertise is the theoretical framework for this study. Benner defined five levels of skills achievement and development: novice, beginner, competent, proficient, and expert. New interpreters are in

the novice category within Benner's model. Benner's (1982) novice-to-expert theory is a theory of skill development that "takes into account increments in skilled performance based upon experience as well as education. It also provides a basis for clinical knowledge development and career progression" (p. 402) in a practice profession. As Benner further outlined:

The levels reflect changes in two general aspects of skilled performance. One is a movement from reliance on abstract principles to the use of past, concrete experience as paradigms. The other is a change in the perception and understanding of a demand situation so that the situation is seen less as a compilation of equally relevant bits and more as a complete whole in which only certain parts are relevant. (p. 402)

As Messmer, Jones, and Taylor (2004) stated, "Benner's work revealed that as nurses advance in experience and education, they become more proficient and competent in clinical situations, passing through five levels of nursing proficiency: novice, advanced beginner, competent, proficient, and expert" (p. 122). The concept of this theory is that skill and understanding build from a strong educational foundation and continue to grow with experience. A new interpreter is a novice in the field of interpreting. As the expertise builds from past experiences, the novice interpreter will move to the next phase within the novice-to-expert phases (see Figure 1).

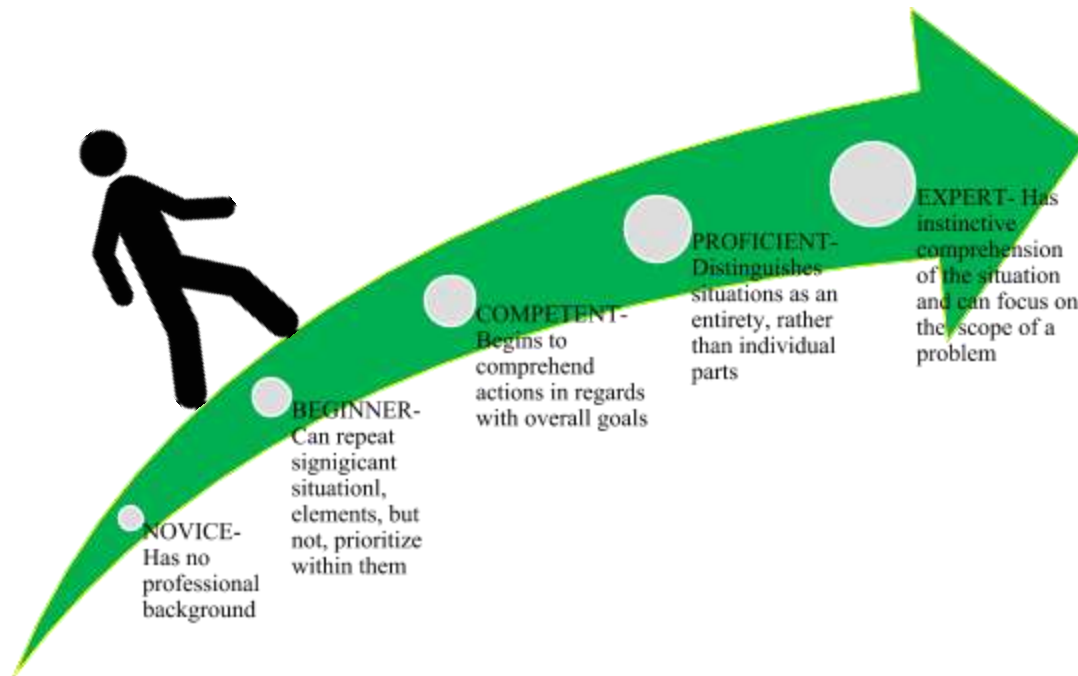


Figure 1. Novice-to-Expert (adapted from Benner, 1982)

While looking through the lens of a new interpreter, Watkins, Meiers, and Visser's (2012) performance improvement framework will be used to assess the different models tested in this study. The Watkins et al. framework is illustrated in Figure 2. It includes five key stages of the process that I use to evaluate each model's effectiveness on building confidence. Watkins et al. explained that "improving refers to the measured progress from a less-than-desirable state to a desirable state, whereas performance refers to the results" (p. 6) of the desired achievement.

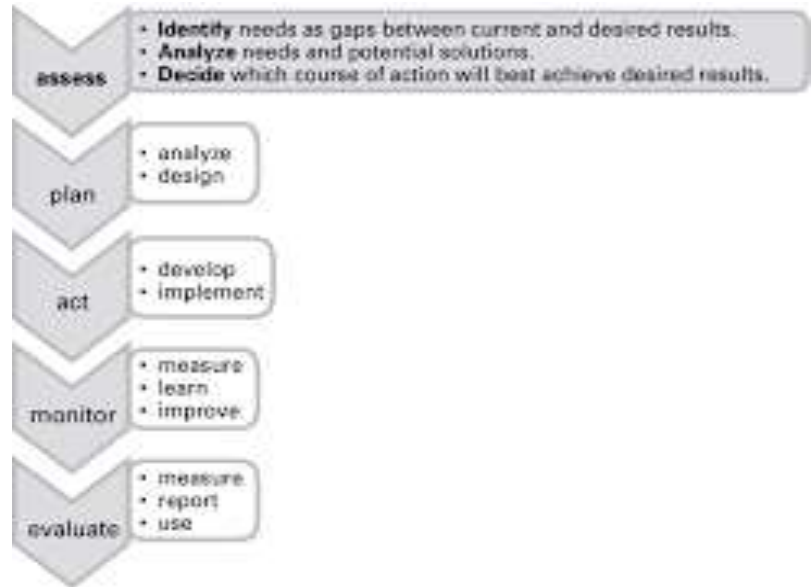


Figure 2. Needs Assessment within a Performance Improvement Framework

(adapted from Watkins et al., 2012, p. 7)

CHAPTER 2: LITERATURE REVIEW

“Confidence can be defined as having a firm trust in one’s ability, having a sense of reliance or certainty” (Wesson, 2005, p. 1). “The subjective nature of confidence is of a dynamic character and is highly individualized, based on factors such as one’s perspective, role, self-esteem, sense of efficacy, sense of self, and experiences related to the context or setting” (Perry, 2011, p. 228). Evans, Bell, Sweeney, Morgan, and Kelly’s (2010) definition of confidence is “an acquired attribute that provides individuals with the ability to maintain a positive and realistic perception of self and abilities” (p. 335). Feltz (2007) stated that “research has consistently demonstrated that confidence (while not a replacement for skill) has a positive impact on performance” (as cited in Owens & Keller, 2018, p. 98). On the other hand, as Compte and Postlewaite (2004) stated, confidence depends on the person’s perception of past success and “perceived bad average past performance would trigger anxiety, hence a decrease in performance. There are plausible alternative assumptions concerning the genesis of confidence (or lack of confidence), or more generally, how past perceptions affect current performance” (p. 1545) as shown in graph below.

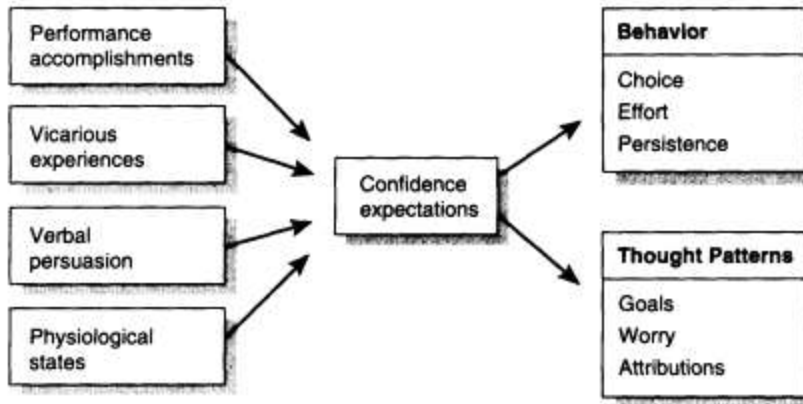


Figure 3. Relationship between sources of confidence information, confidence expectations, and behavior/thought patterns (Druckman & Bjork, 1994, p. 181)

Confidence and self-esteem are intertwined within each other. As Zulkosky (2009) stated, “self-esteem and self-confidence are terms that are personal characteristics and have a stable influence on a person’s behavior” (p. 99). “‘Self-esteem’ is another concept related to self-confidence and pertains to one’s personal judgment of worthiness” (Feltz, 2007, p. 279), where judgment of worth directly affects confidence. “High-self-esteem people have positive, well-articulated beliefs about the self, the prototypic low-self-esteem person does not, in contrast, have a well-defined negative view of the self” (Campbell et al., 1996, p. 142). Expert interpreters usually have high self-esteem and novice interpreter usually have low self-esteem towards their ability with interpreting. People who experience a lack of confidence usually experience “cognitive anxiety, typified by negative self-talk, and images of failure, is proposed as debilitating of performance (Chapman, Lane, Brierley, & Terry, 1997, p. 1275). This lack of confidence hinders their ability to acquire new knowledge and face difficult situations (Lundberg, 2008). Ministry of Health report validated the relevance that new interpreters need to

combine their knowledge and skills while “developing skills in decision-making and priority setting, and gaining confidence through the increased application of what has been learnt as an undergraduate” (Ministry of Health, 1998, p. 52). Interpreter students many times are “unable to make this transition from theory to practice with confidence and effectiveness” into the interpreting field (Wrenn & Wrenn, 2009, p. 258). As a new interpreter, confidence has always been a factor as I am entering the interpreting field. This paper will shed some light, from the lens of a new interpreter, on how confidence impacts interpreting skills while testing different techniques to improve interpreting confidence level.

Holland, Middleton, and Uys (2012) stated, “confidence is a part of an individual’s personality” (as cited in Greenless-Rae, 2016, p. 21). “Confidence is recognized as one of the most influential factors to affect performance” (Owens & Keller, 2018, p. 97). As Macnamara (2012) stated, “interpreting can provoke anxiety and other heightened emotional states due to a multitude of factors” (p. 12), which can cause fear, anxiety, and stress. This consumes the interpreter, and in turn reduces the capability of processing information, which then can lower the interpreter’s confidence. Self-confidence has an enormous impact on how I perceive my interpreting skills and myself as a capable and knowledgeable interpreter. “People fear and tend to avoid threatening situations they believe exceed their coping skills, whereas they get involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating” (Bandura, 1977, p. 194). This research will also discuss these boundaries, find interpreting techniques, and find ways to build my confidence.

“Self-confidence refers to a person’s perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation” (Singh, 2017, p. 12). As Bontempo, Napier, Hayes, and Brashear (2014) stated, “interpreters have to ‘act’ as other parties, often dealing with complex content in stressful circumstances – they need a great deal of resilience and confidence to maintain their sense of self in such an occupation” (p. 34). Interpreters are frequently put into interpreting assignments where they believe their skills are inadequate (as a result of low self-confidence) when in reality, the assignment does not exceed skills only the interpreter’s confidence level. As Bandura (1988) stated, people who “do not feel confident in difficult situations experience more stress and anxiety” (as cited in Owens & Keller, 2018, p. 104). “Stress and negative affectivity are included in the construct of anxiety, and self-esteem and self-confidence are included in the self-efficacy construct” (Bates, 2016, p. 2). Many novice/new interpreters have “some trepidation concerning skill-level competence” (Duchscher, 2008, p. 1106). Mental confidence boundaries that I place on myself have lasting effects on me as an interpreter and my interpretations. As Napier and Barker (2004) stated, interpreters need to “recognize their linguistic abilities in both languages and apply that knowledge to the interpretation process. That is, they need to draw on their metalinguistic awareness to enhance their ability to produce successful and equivalent interpretations” (p. 371). The new interpreter then has the “ability to maintain a positive and realistic perception of oneself and abilities” (Evans, Bell, Sweeney, Morgan, & Kelly, 2010, p. 335).

Benner “theorized that working one-on-one with a preceptor would help new graduates develop better cognitive and judgmental skills as they progress through the

proficiency levels” (Messmer, Jones, & Taylor, 2004, p. 132). Many times, new interpreters “not having immediate access to previous educators or peers to provide intellectual counsel, emotional support, or practice consultation and feedback potentiated the novice practitioners’ feelings of isolation and self-doubt” (Duchscher, 2008, p. 1107). At the same time new interpreters who have moderate to low self-confidence find it intimidating to work with expert/experienced interpreters (Duchscher, 2008). New interpreters may feel they have to be a perfect interpreter who produces a perfect interpretation without any guidance from other experienced interpreters, which in turn makes me feel lost and isolated. When I have to interpret in front of an expert interpreter, I feel intimidated to the point I do not want to interpret. As Cantwell stated, “Still, there’s no taking the first step without a sense of self-worth” (as cited in Clark, 2010, p. 268).

New “interpreters, as well as accredited professional interpreters, are not immune from anxiety’s effect on their work” (Bates, 2016, p. 1). New interpreters think a lack of confidence only happens to them, which is not the case. As Leonard and Bonacum (2004) stated, “there is always room to grow” (p. 2); no one person knows everything, so neither new interpreters nor experienced interpreters can expect to know everything. New interpreters need to recognize why experienced interpreters do not show a lack of confidence. They do this after gaining prior experience, which is based on principles, experiences, and real-time situations (Benner, 1982). Experienced interpreters bring years of experience built with them that gives them confidence in themselves and their interpreting skills. Carroll stated, “I believe confidence is developed through practice and hard work, and by taking risks and thereby discovering our full capacities” (as cited in Clark, 2010, p. 268). As Owens and Keller (2018) stated, “confidence play[s] essential

roles in achieving success and the absence of confidence has been connected with failure” (p. 97). It is essential that new interpreters have confidence in their interpreting skills, so that they can be confident in their skills.

“The common adage ‘no one is perfect’ suggests that perfection is an unrealistic and unachievable goal” (Shafique, Gul, & Raseed, 2017, p. 312). Qin, Marshall, Mozrall, and Marschark (2008) “found an association between interpreters’ concerns about maintaining high job performance standards (a hallmark of perfectionism) and the development of stress related physical injury and fatigue” (as cited in Schwenke, Ashby, & Gnilka, 2014, p. 210). Lambert (1988) and Gile (1995, 1999) state, “both from the paradigm that described and analyzed interpreting as a cognitive process” (as cited in Shaw, Grbic, & Franklin, 2004, p. 73). Interpreting strategies can demystify the interpreting process and help make the interpretation closer to the unrealistic goal of perfection. Expert interpreters have larger collections of “tools in their toolbox” (strategies) than novice interpreters. Expert interpreters have years of field experience to master and refine the strategies that work for them, while novice interpreters are still learning what strategies work for them. As Dean and Pollard (2011) stated, “Interpreters acquire the majority of their knowledge and professional insights from on-the-job experience” (p. 167); novice interpreters do not have a lot of on-the-job experience.

“While confidence is not a substitute for competency, it creates trusting relationships, empowerment, and resiliency to persevere when challenges arise” (Owens & Keller, 2018, p. 97). In *Legacies and Legends*, Virginia Lee Hughes stated, “you can’t interpret what you don’t understand” (as cited in Ball, 2013, p. 18). In the introductory interpreting book *So You Want to be An Interpreter?* Humphrey and Alcorn (2007)

stated, “Remember: You will stumble and fall – ‘To err is human’ ... Give yourself time; just remember that to grow, you must learn from the mistakes you make” (p. 317). New interpreters lose confidence in their interpreting skills when they do not understand the meaning of the message or make mistakes. As Singh (2017) stated, “lacking of self-confidence is the biggest hurdle in recovery aspect of an individual, other psychological and psychosocial aspect” (p. 22). New interpreters “are influenced in the judgments we make, and the decisions we opt in or out of, by the confidence that another person express” (Wesson, 2005, p. 1). When the client shows they have confidence in the new interpreter’s skills, this helps build the confidence within the new interpreter to continue the interpretation with trust in their interpreting skills.

“Self-confidence is having confidence in oneself” (Aoina, 2006, p. 2). As Bandura states, “Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives” (as cited in Druckman & Bjork, 1994, p. 173). As Pajares stated, “self-confidence influences virtually every aspect of an individual’s life, from the individual’s ability to think optimistically, persevere through difficulties, and ultimately, complete activities” (as cited in Lundberg, 2008, p. 86). Once the new interpreter has a “sense of confidence, we are able to believe in our ability to accomplish our aims and are much more likely to pursue goals, take advantage of the opportunities we see, and free ourselves from reliance on the approval of others” (Clark, 2010, p.268). When new interpreters have “gained the knowledge and the skills that allow them to deal with the unpredictable challenges” (Saied, 2017, p. 95) they will have the confidence within their interpreting abilities and strategies. When the new interpreter has enough confidence to admit they do not understand the meaning of the message and

stop the interpretation to receive clarification on the meaning, this shows that the new interpreter's mindset has grown to understand that it is not about their interpreting skills, it is about having the confidence on putting the interpretation before yourself.

CHAPTER 3: METHODOLOGY

My level of Confidence has always been a factor in my interpretations as a new interpreter. The purpose of this study is, first, to determine what effects confidence has on me as an interpreter along with other interpreters, and second, to discover the different techniques that impact/improve interpreting confidence level in other interpreters and in myself.

This study will reveal a strategy or strategies to help improve my confidence as an interpreter. As novice interpreter, I will be utilizing strategies such as the Gish model (Gish, 1996), Discourse Mapping (visual mapping/prep work), consecutive interpreting, and dancing. I can utilize the Gish model (see Figure 4) before and during an interpretation. The Gish model:

proposes an approach that provides the interpreter with a set of guidelines, based on strategies for text analysis, for understanding the meaning of the message, the structure of the message, and for making predictions about the next utterance and the ultimate goals of the speaker. (Wilcox & Shaffer, 2005, p. 32)

Gish Model of Interpreting

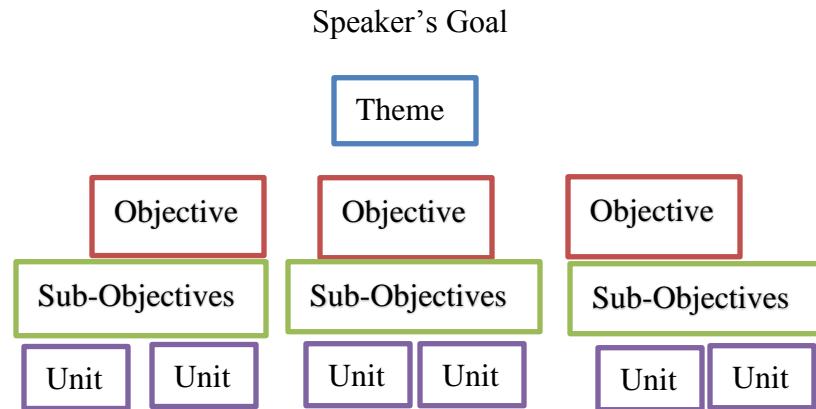


Figure 4. Gish Model of Interpreting (adapted from Gish, 1996)

The visual mapping that I used is taken from the discourse mapping concept (Witter-Merithew, 2001), but I also do pre-work within this concept of visual mapping. First, I visualize what can take place during the interpretation and do research if needed. Then I visualize all the different concepts and what they look like to help my interpretation be more visual; this is why I call this visually mapping. I can utilize visual mapping before and during an interpretation. With consecutive interpreting, as Humphrey and Alcorn (2007) defined, “the speaker completes an idea in the source language and pauses while the interpreter transmits that idea into the target language Consecutive means “in sequence” or “in order” (p. 156). The power pose (Superman) I would use five minutes before an interpretation. Power poses, like the Superman pose as Carney et al. (2010) stated, “increase the sense of power and self-confidence due to their association with interpersonal dominance” (as cited in Golec de Zavala, Lantos, & Bowden, 2017, p.1). The last strategy is dancing, which I always feel good after I dance, so I wanted to see if dancing would have an impact on my confidence. I would just freely dance for five minutes before an interpretation to release all my anxiety.

In this study, I will utilize action research (see Appendix A), self-reporting my experience with confidence before and after an interpretation by utilizing my pre- and post-questionnaires (see Appendix C and D). I will also be taking notes during the interpretation. I created a questionnaire (see Appendix B) using Google Forms that was approved by the IRB. I posted on interpreting pages on Facebook that I have requested fellow colleague interpreters to fill out anonymously.

Data Collection

I would complete a pre-questionnaire (see Appendix C) before an interpretation, I collect data during the interpretation, then I complete a post-questionnaire (see Appendix D). During the development of this questionnaire, I have made several modifications with the guidance of my professor.

I also created a survey with consent form approved by the IRB for other interpreters to fill out. I posted a link to the consent form with the survey on Facebook interpreting page and requested interpreters to complete my questionnaire for this Action Research project. As part of the questionnaire, participants were required to click “I agree to participate in this study” to show they have read and consent (see Appendix A) before being directed to the questionnaire.

Data Analysis

Google Forms was used to analyze most of the survey data while at the same time creating graphs, charts, and percentages. The data produced by participants answering my questionnaire described their confidence and different strategies they use to help build their confidence. My first goal was to see the impact confidence has on me as a new

interpreter. The second goal is to test the different strategies that are available, so I can utilize strategies that work best to build my confidence.

CHAPTER 4: RESULTS

The purpose of the study was to document what strategies might help build my confidence as an interpreter, knowing that my confidence impacts my interpretation. The data was collected through my own interpreting work by self-reporting utilizing an online questionnaire (see Appendix C) before an interpretation. I collected data during the interpretation by taking notes during or right after the interpretation was finished. Then I completed a post-questionnaire (see Appendix D) after the interpretation. In this study I hoped to build confidence utilizing different strategies, gathering the data through the pre-questionnaire, taking notes during the interpretation, and completing a post-questionnaire about my interpretation. In addition, other interpreting professionals completed a questionnaire.

In all, 41 participants consented to take the questionnaire. All 41 participants are professional, working interpreters. No names were collected from my online questionnaire, so the participants would be kept anonymous. I completed 72 pre- and post-questionnaires on five different strategies along with notes taken during interpretations to help me investigate which strategies help build my confidence the most.

Survey Responding

The first section of the questionnaire gathered demographic information about the participant. Forty-one interpreters completed the questionnaire. All 41 participants are American Sign Language interpreters in the United States of America. Thirty-eight

participants were female, two participants were male, and one participant preferred not to state their gender. Thirty-six participants identified as hearing, zero participants identified as Deaf, zero participants identified as hard-of-hearing (identified as Deaf), three participants identified as hard-of-hearing (identified as hearing), one participant identified as hard of hearing (identify as Deaf but work as hearing interpreter with residual hearing), and one participant identified as CODA (child of a Deaf adult). Thirty-five participants identified as Caucasian, one participant identified as Black/African American, one participant identified as Middle Eastern/North African, one participant identified as Native American/Indian/Alaska Native, three participants identified as Hispanic/Latin/Latinx/Spanish origin, and one participant preferred not to declare a race/ethnic identity. Eleven participants were in the age range of 18-25, nine participants were 26-32, six participants were 33-39, six participants were 40-47, six participants were 48-55, three participants were 56-63, and zero participants were 64-70. Participants lived throughout the United States of America. One participant lived in Arizona, three participants lived in California, two participants lived in Colorado, one participant lived in Georgia, one participant lived in Illinois, one participant lived in Indiana, one participant lived in Kansas, one participant lived in Kentucky, three participants lived in Maryland, one participant lived in Minnesota, one participant lived in New Hampshire, two participants lived in New York, three participants lived in North Carolina, one participant lived in Ohio, one participant lived in Oklahoma, five participants lived in Oregon, two participants lived in Pennsylvania, seven participants lived in Texas, and three participants lived in Virginia.

The participants were asked which language they consider to be their native language(s). They were also instructed to “check all that apply.” Forty-one of the participants considered English their native language; two participants consider Spanish their native language, and two participants consider American Sign Language their native language. Then the participants were asked which following languages they used fluently. Thirty-eight participants use English fluently, three participants use Spanish fluently, thirty-eight participants use American Sign Language fluently, one participant uses French fluently, and one participant uses Italian fluently. One of the participants had some college/trade/technical/vocational training, seven participants had an Associate degree, twenty participants had a bachelor’s degree, eight participants had some graduate school, four participants had a master’s degree, and one participant had some professional or doctoral school. Within those 41 participants, 33 did complete an Interpreter Training program (ITP), six participants learned and gained experience through interpreting in the field, one participant finished most classes, stating that “1980s the programs were not as robust as they are now,” and one participant was unsure of what is meant by training program, stating “completed required training for learning to become an interpreter, but not at a college.” Thirty-four participants that did complete an Interpreter Training Program: 12 indicated their highest level completed was an Associate in ASL, 19 indicated a bachelor’s degree in ASL interpreting, and three indicated a master’s degree in ASL interpreting.

Two of the participants learned American Sign Language before they were 5 years old, 8 were between 5-15 years old when they learned American Sign Language, 24 were between 15-25 years old, 5 were between 25-35 years old, and two participants

were 35+ years old when they learned American Sign Language. Twenty-seven participants have been an ASL/English interpreter for 1-10 years, five participants have been an ASL/English interpreters for 10-20 years, seven participants have been an ASL/English interpreters for 20-30 years, and one participant has been an ASL/English interpreter for 30+ years.

Fourteen participants work as freelance interpreters, 12 participants work as educational interpreters, four participants work as staff interpreters for an agency/business, two participants work as VRS interpreters, one participant works as a freelance interpreter/VRS/educational interpreter (through an agency), one participant works as a VRS and community (freelance) interpreter, one participant works as an educational and freelance interpreter, one participant works as a mental health interpreter, one participant works as an educational and religious interpreter, one participant works as a staff interpreter for an agency/business/freelance interpreter/educational interpreter/and a VRS, one participant is an over-the-phone interpreter, and one participant works as a VRS/freelance/pro bono/pop culture events/religious events/and a full-time director of an ITP. On average, 12 of the participants work 0-15 hours a week, 11 work on an average of 35-45 hours a week, 10 work on an average of 25-35 hours a week, 4 work on an average of 45+ hours a week, and three work on average 15-25 hours a week.

Eight participants are NIC certified, eight participants meet their state's requirements for the EIPA, seven participants have Provisional certification, five participants do not have any certification, four participants passed the BEI, two participants have RID Ed:K-12 certification, two participants are CI and CT, one participant has California Teaching Credential, one participant passed the BEI (from

Michigan), one participant is licensed by the Ohio department of education, one participant has the BEI: Basic (Texas), one participant has the BEI-Advanced, one participant has VQAS, one participant has passed the written NIC, one participant has an BEI: Advanced and had the NIC until 2017, one participant has CMI via NBCMI, one participant has VQAS, and one participant has RIC CI. Participants were asked how have they experienced a lack of confidence in the past. One participant answered, "I don't always trust my decisions, I rely too much on my team. I leave assignments doubting everything that I said/signed/did. I am concerned when the consumer doesn't backchannel because I think that it is because of my signing." Another participant stated, "I have lacked confidence, many times, in Community settings, and other areas where I was not provided enough information for preparation, prior to an assignment."

Then participants were asked, "Do you feel that your past lack of confidence impacts your confidence to this day?" Of those responding, 70.7% feel that their past lack of confidence has a current impact on their confidence. I have had a lack of confidence throughout my life that does have an impact on my interpretations to this day. I have noticed this lack of confidence in my interpretations in the areas of decision making, fingerspelling, and confidence in my interpreting skills. This leads me to overthink and second guess myself and my skills. Participants were then asked, "Do/did you face a lack of confidence in other areas of your life and work?" Of those who participated, 65.9% selected "Yes, I do," 31.7% of the participants selected "Yes, I did in the past, but I have overcome the lack of confidence in other areas," and 2.4% of the participant selected "No, I do not lack confidence in other areas." Then the participants were asked, "If you face a lack of confidence in other areas of your life or work, what is the lack of

confidence with (i.e., speaking my mind or interpreting jobs in front of a large audience) and how do you handle it (i.e., start saying what is on my mind regardless of how I feel or work with a team for support)?” One participant stated:

Sometimes I feel less confident when there is an ethical dilemma. When I make a decision in that moment I usually did the right thing, but I do question myself. I think that might come with the territory of being a first-year certified interpreter. I also have less confidence asserting myself in unfamiliar environments, but I focus on my job and what my role is and do what I need to do. Take myself out of the equation because it’s not about me.

Another participant stated:

I have always struggled with self-esteem. During the times that this is very apparent, I notice myself doubting my interpreting abilities. Instead of processing the interpreting information, I am just listening to inner worries about my interpreting. I handle it by as soon as possible reminding myself that I am a good and qualified interpreter, and that outlook greatly influences my interpreting.

With my life I always overthink every decision that I make. This, in turn, makes me doubt myself all the time when I interpret. I am trying to make myself just do the best I can. If my interpretation does not come out perfect, I tell myself it is okay and that I have learned something for next time.

The participants were asked, “When you are not interpreting do you work with a...to help improve your ASL/interpreting skills?” Thirteen participants stated working with an interpreting mentor, 10 participants stated that they practiced by themselves to improve, seven participants stated they worked with a Deaf coach or Deaf friends, five

participants stated all of the above, and 16 participants stated working with a professional peer. I practice all of these options listed above.

From a 1 (“No confidence”) to a 5 (“Strongly confident”), participants were asked “How do you feel your confidence is with your interpreting skills?” Six participants selected 2, 13 participants selected 3, 19 participants selected 4, and three participants selected 5. With my interpreting skills I would select a 3 with my overall confidence level. Before an interpretation I usually feel anxious, worried, content, or calm. The participants were asked, “How confident do you feel interpreting from ASL to English?” (1—“No confidence” to 5—“Strongly confident”). One participant selected 1, seven participants selected 2, 13 participants selected 3, 3 participants selected 4, and 6 participants selected 5. From ASL to English, I would select a 4. Since English is my first language, I am able to make my ASL to English interpretation sound natural compared to my English to ASL.

Then the participants were asked, “How confident do you feel interpreting from English to ASL?” (1—“No confidence” to 5—“Strongly confident”). Three participants selected 2, nine participants selected 3, 22 participants selected 4, and six participants selected 5. I would select a 3, because I am not as confident with my English to ASL, since ASL is my second language. With my interpretations, I want to find the meaning behind the words and not follow the English words or get stuck on the English words. I also want my interpretations to be visual and easy on the Deaf eyes. When interpreting, everything is happening so fast, and I do not have as much time as I would like to make my interpretations everything I want them to be.

When asked, 85.4% of the participants stated they have used strategies before an interpretation to see if the strategy will help build their confidence in the interpretation. Participants stated they have used: pre-work/mapping/research/etc. (selected 32 times), visual mapping (selected 12 times), superman pose (selected 9 times), Gish model (selected 7 times), self-talking/journaling (selected 5 times), and consecutive interpreting (selected 4 times). For my action research, I would cycle through the 6 strategies listed above. I would do each strategy for 5 or more minutes before the interpretation depending on the strategy that I was utilizing.

Then the participants were asked, “What strategy do you feel will or has improved your confidence the most with your interpreting skills?” The participants stated they have used: pre-work/mapping/research/etc. (selected 34 times), experience (selected 28 times), back knowledge (ELK) (selected 27 times), visual mapping (selected 5 times), superman pose (selected 5 times), and the Gish model (selected 4 times). I have found during my action research that having experience/ELK, utilizing pre-work, and visual mapping really helps to prepare for all the possibilities that might take place during the interpretation. By applying the Needs Assessment within a Performance Improvement Framework (Watkins, Meiers, & Visser, 2012), I have found utilizing all or multiple strategies during an interpretation is most beneficial for me. At first, I focused on one strategy at a time. Then, I did one interpretation where I used as many strategies as I could (pre-work/research, visual mapping, Superman Pose and the Gish Model), which boosted my confidence tremendously. This, in turn, made the interpretation very effective. I was able to utilize the strategies that were needed depending on the needs of the interpretation.

Participants were asked, “During an interpretation, if you make a mistake does your confidence lower?” More than two-thirds (68.3%) of the participants answered “yes,” while 31.7% of the participants answered “no.” I also noticed during my interpretation, if I would make a mistake my confidence would drop. Then the participants were asked, “If your confidence lowers how do you bring yourself back to confidence and correct your mistake?” One participant answered:

I wish “it depends” had been an answer to the question above. The context of the error makes a big difference to how the mistake impacts my confidence. Also, the significance of the mistake—and whether or not I need to make a repair, etc.—will also impact how much that mistake influences my confidence level.

If the mistake has impacted my confidence, I might switch off with a team to do some positive self-talk. If no team is available, I soldier on and my ability to keep going will bolster my confidence.

Another participant stated:

I try to correct my mistake during the moment (if it is an appropriate time), if not then I will after or during a pause and/or break. To bring myself back to confidence I try to move forward and focus on the task at hand, rely on my team for support/help/feeds, self-talk (pep talk), and learn from it.

During my action research, I started to keep track of what strategy helped my confidence raise back to normal after I make a mistake. The strategies that help me the most are breathing, strategies (Gish model or visual mapping), or positive self-talk. After using one of these strategies, my confidence is able to return to where it was before the mistake.

Many things happen during an interpretation. I asked participants, “Do you ever doubt your multi-functioning interpreting skills (i.e., split attention among: receptive skills, comprehension, memory, visualization, and expressive production) while interpreting?” Among the respondents, 85.4% answered “yes.” Participants were then asked, “What are some strategies you use to help your multifunctioning?” One participant answered, “Working with a strong team to support you when you have gaps, or you drop something, until you have mastered the ability on your own.” Another participant answered, “Breathing and visual mapping.” I have learned through this action research that practice and experience with multifunctioning is the only way to improve my skill.

The participants were asked, “What are you the most confident in with your interpreting skills?” Nearly half (42.5%) stated “making the interpretation visual,” 15% stated “processing time,” 15% stated “matching the source language,” and 7.5% stated “fingerspelling” were the top areas interpreters were most confident in with interpreting. In my research, I was most confident in matching ASL and my processing time when interpreting ASL. Then participants were asked, “What are you the least confident in with your interpreting skills?” More than half (59%) chose fingerspelling, 23.1% chose processing time, 20.5% chose making the interpretation visual, 17.9% chose matching the target language, and 7.7% chose matching the source language as the areas in which participant/interpreters were least confident in with their interpretations. I am also least confident in my fingerspelling abilities.

Then the participants were asked, “The area you are least confident in how do you balance the effects?” One participant answered:

I try to watch videos of very visual Deaf people to help me broaden my understanding of the language, how Deaf people perceive the world, how Deaf people discuss topics that don't seem visual to me. I try to expose myself to language models who can help me enrich my own output.

Another participant stated, "I do fingerspelling production and reception exercises."

Another stated, "Spell it the best I can or if the word is accessible to show them (medicine list)." I try to balance the effects on trying different techniques (i.e., showing the client the medicine list or giving the definition first, so maybe they already know the word). I also reflect and meet with my mentor, and we collaborate together different strategies that I can implement to help me build this skill and balance the effects. "When you were unsatisfied with your interpretation do you?" Half of the participants state they will criticize themselves, and the other half state they mentally accept it as a growing experience. Through my research, I have found that I criticize my skills and myself, which leads to a lack of confidence.

Most (90.2%) of the participants consistently self-evaluate and self-reflect on the effectiveness and performance of their interpretations. More than half (56.4%) of the participants do not feel that they must be perfect or have a perfect interpretation, leaving 43.6% of participants who do feel that their interpretation or themselves have to be perfect. Then the participants were asked, "if they have been able to change their perspective on perfection, how did they change their perfection perception." One participant stated, "With age and experience comes wisdom" Another participant stated:

All brains are different and all human interactions, even when people are using the same native language, are subject to misunderstandings and disagreements. If

I hold myself to a perfection standard, I would not be able to be an interpreter.

What I need to do is strive to get better—always. Work with interpreters and Deaf people who challenge me. Work in challenge +1 environments. Continue to learn.

Talking with Deaf people about what they expect and seeing how varied the responses are has also helped to change my perception of "perfection."

One participant stated, "Time. It took a long time for me to realize that there will never be a perfect way because there's no such thing. Perfection is subjective and the sooner one realizes that, the better interpreter there will be." I am still trying to change my perception on perfection. I have been taught that nobody can interpret everything perfectly, but I am not at the point that I accept that yet.

Then the last thing the participants were asked, "What do you recommend for new interpreters who are lacking confidence to increase their self-confidence?" One participant stated:

Don't be afraid to mess up, because that is inevitable: you will. To err is human, but also to learn and pick our self-back up and dust ourselves off and get back in the saddle is extremely important. If you mess up, well, you will, but keep a love for learning in your heart and mind. Become flexible. Learn to take feedback. Learn to see the positive side of everything ... everything. Learn to get your mind on something else when your confidence is down, to distract your mind a little then come back to the issue fresh ... just know how to take care of your mind and improve your skill set.

While interpreting and analyzing the data, I began to realize that no interpreter thinks their interpretations are perfect. All participants have used strategies to help build

their confidence. I have been given a lot of advice from a lot of different interpreters and all the advice is about the same, but we are always the harshest critic of ourselves. Novice interpreters need to understand there is always room for growth and to learn, but I know my problem is I always feel I should be farther than where I am, at this time and place. We as novice interpreters have to stop being our own worst critic, and understand we are just human. All novice interpreters can do is the best we can do and never stop learning.

My Survey Responding

During my pre self-analysis I found utilizing strategy does help my confidence raise. The data shows that each strategy helped my confidence one way or another. The best strategy for me was visual mapping. Visual mapping helped me the most before and during an interpretation. I was able to prepare and picture the information. The next best strategy was the Gish model (Gish, 1996). The Gish model (Gish, 1996) helped me during the interpretation. I was able to “Gish up” or “Gish down” when needed. Then next best strategy for me was consecutive interpreting. When I would utilize consecutive interpreting, I found I am not right behind the speaker. I listened to the whole phrase and interpreted the meaning not words. The last strategy was dancing. Dancing did help get my anxiety out for a little bit, but as soon as I got in the car, I would start getting nervous. I have also found through my notes that I started using more than one strategy at a time. During one interpretation my pre self-analysis I utilized visual mapping then during the interpretation I was utilizing the Gish model (Gish, 1996). I did not realize that I was using more than one strategy until I started seeing a pattern. Then I decided that I should use as many strategies as I can a few times and collect that data. The data shows when I

utilize more than one strategy at a time during an interpretation, I am more confident in my interpretation and myself.

CHAPTER 5: CONCLUSION

ASL/English interpreting is a fairly new profession, so there is not extensive research with ASL/English interpreting. Research has been conducted in other fields, such as nursing, that implies new entrants to those professions experience different levels of skills achievement and development. As Obst (2010) stated:

The professional interpreter is required to carry more general knowledge into each job than architects and engineers need in the daily exercise of their profession. It requires the analytical skills of trial lawyers and their acting ability in the courtroom. It also requires a great deal of creativity. (p. xi)

New interpreters have, as Ott (2012) stated, “pressure to constantly appear as if one knows everything” (p. 58).

Through my short history of being an interpreter, confidence has been a factor in my interpretations. With the requirements I feel are expected of new interpreters, it is easy for the new interpreter, like myself, to lose confidence in myself and my skills. This research has shed some light, from my lens as a new interpreter and also experienced interpreters, on how confidence impacts interpreting skills. Within this research, not one interpreter who consented to take my questionnaire is 100% confident in their skills. We all have areas that we struggle with and want to improve on, which helped me realize I am not the only interpreter that does not have 100% confidence in their interpreting skills. When interpreters utilize different strategies to gain knowledge about the topic,

this, in turn, gives the interpreter confidence about the subject, which also reflects the confidence of the interpreter.

According to Kruse and Louis (1993), “supportive leadership is necessary for a professional community to emerge” (p. 21). Through the support of expert interpreters toward novice interpreters, we will gain knowledge and confidence from the start of our journey. Having opportunities of working with a supportive leader in the interpreting field will evolve and nurture new interpreters to become supportive leaders for the next generation of interpreters. I still meet with a mentor almost every Wednesday. My mentor is an expert interpreter, which he leads/guides me in areas of my interpreting that I am lacking confidence in to help build my skills and confidence.

The aim of this study was to discover the impact confidence levels have on me as a novice interpreter, as well as to determine what techniques helped build my confidence as a novice interpreter. When new interpreters learn how and when to utilize strategies, we see the growth in our confidence. Through this action research, if I had to pick one strategy that helped my confidence the most, the data shows that visual mapping helped me the most. I have also found through my research that when I utilize more than one strategy at a time during an interpretation I am more confident in my interpretation and myself. I have been able to discover that utilizing all strategies (not only one strategy) during an interpretation is extremely effective for building my confidence. The more strategies I am able to utilize during an interpretation to help build my confidence will, in turn, help me interpret effectively, which also helps me grow as an interpreter.

Obst (2010) stated, “Few people, especially in the United States of America, have a good understanding of what a professional interpreter is and what that person does” (p.

33). Therefore, looking through my lens as a new interpreter I must shape “the world with their courage and creativity” (Brown, 2017, p. 7). In Benner’s (1982) novice-to-expert theory, novice interpreters do not have the experience that guides the expert interpreters. Therefore, while looking through my lens as a new interpreter utilizing Watkins et al.’s (2012) conceptual framework “*Needs Assessment within a Performance Improvement Framework*,” I have found, as Watkins et al. stated, that “needs assessments play a critical role in starting the improvement process” (p. 7). As a novice interpreter using strategies to build my confidence will help me as a novice interpreter progress on building my experience from novice to expert (Benner, 1982).

After looking through and analyzing the data for further research, the data does not show how confidence impacts interpreter decision making during an interpretation. Interpreters have to make decisions throughout the entire interpretation, and a lack of confidence in oneself and one’s skills could have an impact on their decision making. This is an area for future research.

As Owens and Keller (2018) stated, “Confidence is recognized as one of the most influential factors to affect performance” (p. 97). Novice interpreters like myself lack confidence but strive for perfection. As Brown (2012) explained it:

Perfectionism is not self-improvement. Perfectionism is, at its core, about trying to earn approval. Most perfectionists grew up being praised for achievement and performance (grades, manners, rule following, people pleasing, appearance, sports). Somewhere along the way, they adopted this dangerous and debilitating belief system: “I am what I accomplish and how well I accomplish it. Please. Perform. Perfect.” (p. 129)

Future research would be needed to see if new interpreters who take leadership training are able to build self-confidence and self-worth. In the book, *The Gifts of Imperfection*, Brown (2010) wrote:

Wholehearted living is about engaging in our lives from a place of worthiness. It means cultivating the courage, compassion, and connection to wake up in the morning and think, No matter what gets done and how much is left undone, I am enough. It's going to bed at night thinking, I'm imperfect and vulnerable and sometimes afraid, but that does not change the truth that I am also brave and worthy of love and belonging. (p. 1)

Would this training have an impact on boosting the new interpreter confidence with their interpreting skills? Would this training put into perspective what perfection is when it is referring to interpreting? If a novice interpreter came into the profession with a strong sense of confidence, they may start ahead of where I started.

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APPENDIX A: CONSENT FOR ACTION RESEARCH

Hello, Colleagues and friends

My name is Christina Woods. I am a student at Western Oregon University, pursuing a Master of Arts in Interpreting Studies degree under the supervision of Dr. Elisa Maroney. I am conducting an action research study to determine what effects confidence has on interpreters. In addition, I want to discover different techniques that impact/improve interpreter's confidence level.

For this survey, any participant ages 18+ willing to participate in my survey may access the link at the bottom of this post to access the Google form. All data collected during the survey will be kept anonymous, so the data should be untraceable to the participants and their computers. As the researcher, I will be the only person that has access to the data. All data will be stored on my laptop that is password protected.

I am inviting your participation, which will involve taking an online survey that can be accessed directly through this Google link at the bottom of this page. Entering to participate in the survey will serve as your consent. The survey will take around 15 minutes.

Your participation in this study is voluntary. Participants do not have to answer any questions they do not want to answer, and there is no penalty if you choose not to participate or to withdraw from the study at any time.

Participants will have an opportunity to share their knowledge and experiences with interpreting and confidence. The research will, hopefully, give current and future interpreters more knowledge and strategies about confidence.

Thank you,

Christina M. Woods

APPENDIX B: QUESTIONNAIRE

* Required

I have read the consent form and... *

I agree to participate in this study

I do not agree to participate in this study

What is your gender identity?

Male

Female

Prefer not to say

How do you identify yourself?

Hearing

Deaf

Hard-of-Hearing (identify as Deaf)

Hard-of-Hearing (identify as Hearing)

CODA

Other:

Which categories best describe you?

Native American, Indian, Alaska Native

Asian, Asian American

Hispanic, Latino, Latinx, Spanish origin

Black, African American

Middle Eastern, North African

Native Hawaiian, Other Pacific Islander

White, Caucasian

Prefer not to answer

Other:

What is your age range?

18-25

26-32

33-39

40-47

48-55

56-63

64-70

Other:

Where do you live? (Drop down menu of States)

Which of the following would you consider your native language(s)? Check all that apply.

English

Spanish
American Sign Language
French
Other:

Currently, which of the following languages do you use fluently? Check all that apply.

English
Spanish
American Sign Language
French
Other:

What is the highest level of education you have completed?

Some high school
High school graduate, diploma, GED
Some college Trade/technical/vocational training
Associate Degree
Bachelor's Degree
Some graduate school
Master's Degree
Some professional or doctoral school
Professional Degree
Doctorate Degree
Other:

Did you complete an Interpreter Training program (ITP)?

Yes
No
Or Learned and gained experience through interpreting in the field
Other:

If so what is your highest level of Interpreter Training Program (ITP) Education?

Associate's in ASL
Bachelor's degree in ASL interpreting
Masters in ASL interpreting
Doctorate in ASL interpreting

At what age did you learn ASL?

Less than 5 years
5-15 years old
15-25 years old
25-35 years old
35+ years old

How many years have you been an ASL/English interpreter?

1-10 years
10-20 years

- 20-30 years
- 30+ years

What kind of interpreter are you?

- Staff interpreter for an agency/business
- Freelance interpreter
- Educational interpreter
- VRS interpreter
- Other:

On average how many hours a week do you work?

- 0-15 hours
- 15-25 hours
- 25-35 hours
- 35-45 hours
- 45+ hours

Your current professional certification and/or licenses?

- NIC
- RID Ed:K-12 certification
- CDI
- Meet their state's requirement for the EIPA
- Provisional certification
- None
- Other:

How have you experienced lack of confidence in the past?

Do/did you face a lack of confidence in other areas of your life and work?

- Yes, I do
- Yes, I did in the past, but I have overcome the lack of confidence in other areas
- No, I do not lack confidence in other areas

If you face a lack of confidence in other areas of your life or work, what is the lack of confidence with (i.e., speaking my mind or interpreting jobs in front of a large audience) and how do you handle it (i.e., start saying what is on my mind regardless of how I feel or work with a team for support)?

Do you feel that your past lack of confidence impacts your confidence to this day?

- Yes, all the time.
- Yes, sometimes has an impact
- No, I do not feel my past lack of confidence has an impact

How do you feel your confidence is with your interpreting skills?

1 (No confidence) 5 (Strongly confident)

When you are not interpreting do you work with a ... to help improve your ASL/interpreting skills

- I work with an interpreting mentor

I practice by myself to improve
I work with a Deaf coach
A professional peer
Other:

Have you used any strategies before an interpretation to see if the strategy helps you build confidence in your interpretation?

Yes
No

If yes, which strategies have you used?

Superman Pose
Visual Mapping
Dancing
Consecutive Interpreting
Gish Model
Pre-Assignment Analysis
Other:

What strategy do you feel will or has improved your confidence the most with your interpreting skills?

Gish model
Superhero pose/Power pose
Visual mapping
Dancing
Experience
Extralinguistic knowledge (ELK)
Pre-Assignment Analysis
Other:

How confident do you feel interpreting from ASL to English?

1 (No confidence) 5 (Strongly confident)

How confident do you feel interpreting from English to ASL?

1 (No confidence) 5 (Strongly confident)

During an interpretation, if you make a mistake does your confidence lower?

Yes
No

If your confidence lowers, how do you bring yourself back to confidence and correct your mistake?

Do you ever doubt your multi-functioning interpreting skill (i.e., split attention among: receptive skills, comprehension, memory, visualization, and expressive production) while interpreting?

Yes
No

What are some strategies you use to help your multi-functioning?

What are you the most confident in with your interpreting skills?

- fingerspelling
- matching the SL
- matching the TL
- processing time
- making the interpretation visual
- Other:

What are you the least confident in with your interpreting skills?

- fingerspelling
- matching the SL
- matching the TL
- processing time
- making the interpretation visual
- Other:

The area you are least confident in how do you balance the effects?

Do you consistently self-evaluate and self-reflect on the effectiveness and performances of your interpretation?

- Yes
- No
- Other:

When you were unsatisfied with your interpretation do you...

- Mentally accept that as a growing experience
- Criticize yourself/skills
- Other:

Do you feel that you must be perfect or have a perfect interpretation?

- Yes
- No

If you have been able to change your perspective on perfection, how did you change your perfection perception?

What do you recommend for new interpreters who are lacking confidence to increase their self-confidence?

APPENDIX C: MY PRE-QUESTIONNAIRE

Visual Mapping Confidence (This is the questionnaire that I would administer to myself before an interpretation. All models have the same questions)

I have ____ before I did the model and in "other" put the number I am feeling?

tense
upset
worried
anxious
calm
relaxed
content
Other:

Did I do the Model for 5 min before? (Yes/No)

Did I still have the same level of feelings after the model and in "other" put the number I am feeling?

Better
Same as above
Worse
Other:

My Confidence level after the model?

Extremely Confident
Very Confident
Somewhat Confident
Not so Confident
Not at All Confident

Do I have Back Knowledge (ELK) on this situation? (Yes/No)

Do I feel I will interpret the situation effectively?

Extremely effective
Very effective
Somewhat effective
Not so effective
Not at all effective

What do I think I will do good in the interpretation?

Finding the Meaning not interpret the words
Making the interpretation Visual
Controlling the Demands
Not getting Stuck on the words
Confidence

Thoughts that are running through my mind:

Do I have more environmental, interpersonal, paralinguistic, or intrapersonal demands right now?

- Environmental
- Interpersonal
- Paralinguistic
- Intrapersonal
- None

Am I experiencing any physical symptoms before the interpretation?

- Trembling
- Nausea
- Sweaty palms
- head hurting
- Overthinking
- None

APPENDIX D: MY POST-QUESTIONNAIRE

POST Visual Mapping Confidence (This is the questionnaire that I would administer to myself after an interpretation. All models have the same questions)

* Required

My confidence level after the interpretation *

- Extremely confident
- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

Did my back knowledge (ELK) help?* (Yes/No)

Did I feel I interpreted the situation effectively?*

- Extremely effective
- Very effective
- Somewhat effective
- Not so effective
- Not at all effective

What do I think I will do good in the interpretation?*

- Finding the meaning not interpreting the words
- Making it visual
- Interacting/people
- Controlling my EIPi demands
- Not getting stuck on the words
- Confidence

What is running through my mind?*

Do I have more EIPi demands right now?*

- Environmental
- Interpersonal
- Paralinguistic
- Intrapersonal
- None

Was I more confident with ASL to English or English to ASL?*

- ASL to English
- English to ASL
- Both
- None

Did I freeze during the interpretation?*

Yes a little

Not at all

Yes a lot

What did I do to bring my confidence back after I froze?*

Breath

Used the model again

Self-talk ex: I can do this, everyone makes mistakes

Nothing just continued

Was I prepared for the interpretation?*

Yes, for the most part

Yes, all the way

Somewhat

No