Case Study 1
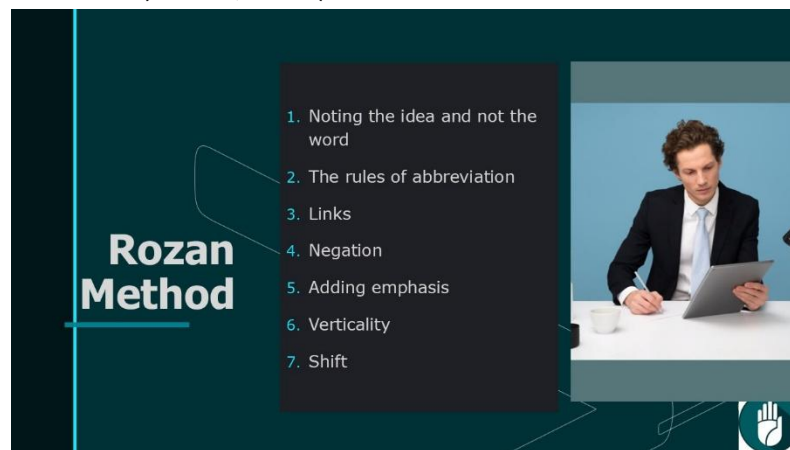
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Teaching Meaning Transfer 650
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1. Interpreting Sample Link -
   https://www.youtubeeducation.com/watch?v=Cz3fjAX5Meg
2. Teachable Moments –
   a. Hesitation articulating the word "reparo" during rendition.
   b. Pause and lingering filler before continuing with section about artillery
   c. Change in flow toward the end of the rendition.
   d. Rozan note-taking method utilized with paper and pen
3. Outline –
   a. Group Task-Based Learning (90 minutes)
      i. For a task-based learning activity, I would have the entire group watch the interpreting exercise together. (15 minutes)
      ii. Then, I would divide learners up into groups of three and give them each a digital or physical copy of Rozan's consecutive note-taking methods (Rozan, 1956).

Rozan Method

1. Noting the idea and not the word
2. The rules of abbreviation
3. Links
4. Negation
5. Adding emphasis
6. Verticality
7. Shift

      iii.
      iv. If the group is not familiar with the Rozan method, the first step would be for them to research the method and learn the meaning of each step. This is in line with Pym's (2019) assertion that "students are made to look for their own solutions, instinctively enacting interactive and collaborative pedagogies that are news to no one" (Pym, 2019, p. 322). (15-30 minutes)
      v. After researching the topic, I would ask each group to go back to the video and observe how the interpreter incorporates concepts from the Rozan method into their note-taking style. (30 minutes)

vi. Finally, I would ask each group to take five minutes presenting their findings to the class. (20 minutes)

vii. To guide the conversation, I would ask them to be specific about which of the steps they are referencing and why.

viii. To conclude class, I would ask them to reflect on if the style of note-taking the interpreter used was effective in rendering the message. This question would lead into the next class, where we would focus on the meaning transfer aspects of the interpretation as a group. Possible reflection questions would include:

    1. What did you observe about the Rozan method that worked well in this case? Why?

    2. If you were to try the Rozan method, how would you start developing this note-taking style?

ix. The organization of this lesson is to create an environment in which learners can work together to research material and come up with solutions. This is aligned with research on pedagogical methods that strive to have "learners' and teachers' roles as active and collaborative agents and facilitators, respectively" (Inoue & Candlin, 2017, p. 61)

b. Individual Task-Based Learning

i. During my time 1:1 with the interpreter, first I would ask the learner some open-ended questions such as:

    1. How did you feel during the consecutive interpreting and note-taking practice?

    2. Were there any moments where you felt especially confident or unsure?

    3. Walk me through a moment when you had to make a quick decision. What factors influenced your choice?

ii. While having the discussion with the learner, I would be listening actively and taking notes if necessary. I would repeat back specifics of what I heard to check for understanding. The intention would be to make them feel heard in an open way and allow them to share their observations about "the work" and/or themselves at the beginning.

iii. This interpreter did an incredible job with the consecutive note-taking activity. Based on their response, I would want to take one or two approaches. If they were unduly critical of their work, I would want to give examples of the accuracy I noted in their work, along with the confidence they exuded. If they were able to verbalize an

appreciation for their work without being overly critical, I would proceed to point out some areas I noticed and inquire about them.

iv. For option one, my strategy would be to explore the reasoning behind their critiques of themselves. Why did they notice what they did? What is the deep-seeded reason for the critical nature of their analysis? The focus on self-confidence is based on research which shows that self-confidence "appears as a factor coordinating and governing [mental processes] and is therefore considered to be fundamental to successful and effective translating" (Hönig, 1991, as cited in Haro-Soler, 2018, pp. 78, 88). I would explore with the student the relationship between self-confidence and self-efficacy and how the two are neither mutually exclusive nor come together. Drawing from Haro-Soler (2018), I would be able to converse with the student about how self-confidence refers to one's belief that "they can deal with a wide variety of situations and tasks thanks to their abilities," while self-efficacy is an individual's belief that "they are able to perform that specific task because they have the specific abilities that are needed to do so" (Haro-Soler, 2018, p. 138).

v. For option two, I would use the teachable moments I noted and explore them with descriptive questions:

1. I noticed you hesitated when pronouncing the word "reparo" during rendition. Tell me about that.

2. I observed you pause and utilize a lingering filler before continuing with section about artillery. What was going through your mind as you rendered that part of the message?

3. I perceived a change in the flow of speech during the last three minutes of your rendition. What could have caused a change in the flow of speech at that point?

4. If the student is interested in the neurocognitive and psychophysiological changes that occur as a result of interpreting, I could use this to my advantage as an instructor. For example, studies show that "significant neural and behavioral effects are detected before the first eighteen months of [interpreter] training," which shows the neuroplasticity of the brain and how it molds relatively quickly with consistent practice (García, 2019, p. 188). This could be encouraging to show that with each practice session, they are literally reshaping their brain to become even more efficient at

skills such as "auditory perception, conceptual processing...vocabulary search, interlinguistic operations, and handling of unfamiliar materials" (García, 2019, p. 194).

vi. After our conversation, I would ask them to write a summary of our discussion and send it to me. Then, I would ask them to keep this reflection in their own records to analyze how their work and self-perception change over time. This will also serve as feedback for my approach with the learner. Did we reach a mutual understanding? Did my approach foster or hinder their self-confidence or self-efficacy? Which approach seemed to resonate more? How can I incorporate these themes in future lessons?

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