

Anxiety and Self-Efficacy Constructs within Interpretation

By

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Abstract

Literature on foreign language anxiety and interpretation anxiety suggests such anxieties negatively impact student and practitioner performance in language and interpreting classrooms and in the field. Self-efficacy has recently been identified as a potential anxiety-mitigating factor. However, there is little research on techniques aimed at increasing self-efficacy in an interpretation context. The purpose of this pilot study is to examine what impact a combination of SMART goal-setting and Mastery Rehearsal script writing may have on novice American Sign Language (ASL)-English interpreters' levels of self-efficacy and anxiety in relation to interpreting tasks. There are three participants, two receiving the specified intervention and one engaged in mentorship, who completed the study. For the one participant who completed the entire research period, results suggest setting SMART goals and writing Mastery Rehearsal scripts were as effective as mentorship in increasing self-efficacy and self-confidence, as well as reducing overall interpreting anxiety. Further research with a larger sample size is needed to support these findings.

Keywords: anxiety, self-efficacy, interpretation, American Sign Language, ASL, SMART goals, Mastery Rehearsal

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Anxiety and Self-Efficacy Constructs within Interpretation

Student interpreters, as well as accredited professional interpreters, are not immune from anxiety's effect on their work. I define anxiety as a psychophysiological experience initially triggered by the autonomic nervous system setting off a cascade of physiological events and bodily symptoms to which an individual subsequently ascribes a negative connotation. While research on how anxiety impacts learning, achievement, and performance in general dates back to Spielberger et al.'s 1958 work, research has only recently begun to examine how anxiety impacts interpreters, and what strategies might mitigate its impact. The following literature review, then, starts with the research on anxiety in language learning (L2¹, L3, etc.) classrooms, which is then applied to examining the phenomenon within interpretation classrooms. Research on the characteristics of successful student and accredited interpreters is next examined, paying particular attention to the construct of self-efficacy. Finally, these findings will be extended, where appropriate, to pedagogical strategies for reducing anxiety and enhancing performance among interpreters.

A note on terminology used throughout this document: I acknowledge the inclusion of American Sign Language (ASL) in the category of "foreign language" since William Stokoe's seminal linguistic work published in 1960 verified it as a complete language. Despite Stokoe's evidence, as well as all the additional linguistic research since 1960, sign languages continue to experience language oppression and omission from colloquial usage and understanding of the term "foreign language." Therefore, other than when the literature reviewed uses the term "foreign language," I will refer to it simply as language learning and denote (L2, L3, etc.), thereby clarifying that I am referring to any language other than a user's first acquired language

¹ L2, L3, etc. refers to 2nd, 3rd, etc. language learning

(L1). Furthermore, interpretation/interpreting is used throughout in reference to the process of working between any language pair (e.g. ASL-English, Mandarin-English, etc.). As needed, language pairs will be explicitly indicated. Finally, due to numerous definitions of anxiety and self-efficacy that are used in the interpreting literature, I broadened the scope of each term, so that stress and negative affectivity are included in the construct of anxiety, and self-esteem and self-confidence are included in the self-efficacy construct.

Anxiety in language learning and interpreting classrooms

Prior to Horwitz et al.'s 1986 work, researchers and language (L2, L3, etc.) instructors recognized that some students struggled in their classrooms for reasons beyond lack of competency. Lacking a comprehensive tool to examine what these other factors might be, and proposing communication apprehension, test anxiety, and fear of negative evaluation as contributing elements underlying student struggles, Horwitz and colleagues developed the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz & Cope, 1986). Research with the FLCAS resulted in the conceptualization of foreign language anxiety (FLA) as a specific state anxiety characterized by: "a distinct complex of [negative] *self-perceptions, beliefs, feelings, and behaviors* related to classroom language learning arising from the uniqueness of the language learning process," (Horowitz et al, 1986; p. 128, emphasis mine). If instead one focuses on positive self-perceptions, beliefs, feelings, and behaviors, then the definition describes self-efficacy rather than describing a state anxiety. Thus, anxiety and self-efficacy are two dimensions of the self-perceptions, beliefs, feelings, and behaviors that arise within the context of classroom language learning.

Pfanner (2000) adapted Horowitz's FLCAS instrument for use in eight, second semester American Sign Language classrooms. The adapted measure included items pertaining to

linguistic features specific to a manual-visual language (i.e. non-manual facial grammar, use of space, etc.). Pfanner's results indicated: no difference in anxiety between students with instructors who were Deaf compared to students with instructors who were not Deaf; a significant percentage of students ranked high on anxiety on items pertaining to the non-manual features mentioned above, but this did not correlate to their overall FLCAS score; ASL students experience less FLA than students taking French, Spanish, or Japanese as reported in other studies; and consistent with other studies, a negative correlation between FLA scores and student grades (a common default measure of proficiency) was noted.

Chiang (2006) differentiated interpretation anxiety from foreign language anxiety by creating and testing the Interpretation Classroom Anxiety Scale (ICAS) and comparing it to the FLCAS, a State-Anxiety Inventory, and a Trait-Anxiety Inventory. Analyses indicated that interpreting students and general L2 learners experienced similar levels of foreign language anxiety in both severity and scope. However, interpreting students' levels of interpretation anxiety were both significantly more severe and significantly more prevalent than their levels of foreign language anxiety. Further research, then, is needed to examine the differences between foreign language learning tasks and interpreting learning tasks in order to determine what additional cognitive, linguistic, or affective factors might be responsible for the increased anxiety during interpreting tasks. Additionally, research is also needed to ascertain what pedagogical approaches and activities successfully decrease students' interpretation anxiety levels.

In a published component of his dissertation, Chiang (2010) reported that a little over half of the sampled student interpreters believed English (L2) language learning was not very anxiety provoking. However, approximately a third of the student interpreters did experience moderate to high levels of FLA on items relating to aural/oral components, impromptu or unprepared speech

tasks, interacting with native (L1) English speakers, feelings of inferiority, and items addressing low self-confidence. Therefore, we see elements of both language competence/ability and self-efficacy/self-confidence playing underlying roles in the construct of foreign language anxiety. Chiang's approach to increasing student confidence, however, focused solely on increasing competence via instruction within students' zone of proximal development.

Kao & Craigie's (2013) study examining the relationship between stress (i.e. anxiety) and consequent coping strategies employed by Taiwanese student-interpreters in an English-Mandarin interpreter preparation program found 85% of the student-interpreters had ICAS scores indicative of high stress. No significant gender differences were found among students, and problem-solving was the most frequently used coping strategy, followed by avoidance, and finally seeking social support. Avoidance made the largest unique contribution, explaining the largest amount of variance in stress experienced by the student-interpreter, such that the students who utilized avoidance strategies had higher levels of stress. Problem-solving and seeking social support, however, showed positive associations, e.g., lower stress levels. I suggest that selection of a particular coping strategy employed will be directly related to levels of interpreter self-efficacy. In so much as self-efficacy is the belief that one has the capacity to do well, figure things out, and exert some level of control over a situation, it is reasonable to expect that those with higher levels of self-efficacy would engage in problem-solving or seeking social support, while those with lower levels of self-efficacy would avoid, which ultimately becomes a cycle of negative experience.

Self-efficacy and interpreting

Bandura (1994) defines self-efficacy as "people's beliefs about their capabilities to produce effects." Therefore, self-efficacy is a critical component in the field of performance

psychology, of which sports psychology is a subfield. The goal of performance psychology is to help individuals achieve peak or optimal performance in their specified domain of work. Moser-Mercer (2008) utilized a performance psychology lens to evaluate interpreting skill acquisition. Within this comprehensive model, Moser-Mercer proposes that key affective components for achieving optimal interpreting performance include the effects of stress and anxiety, self-confidence, situational and personal motivation, and arousal and activation. Thus, similar to Horowitz et al. (1986), Moser-Mercer's work includes the dual dimensionality of anxiety and self-efficacy on peak interpreting performance.

In 2006, Shaw and Hughes examined student and faculty perceptions of multiple constructs within three domains of interpreter education: academic habits and skills, cognitive processing skills, and personal characteristics. Students and faculty were asked to rank the constructs in order of importance and identify those most in need of development. Their responses consistently pinpointed self-confidence as the most important personal characteristic. Additionally, using a 3-point Likert scale from "not confident" to "very confident," students rated their confidence in their current interpreting abilities. More than two-thirds of entry-level and advanced-level students reported being either "not confident" or "somewhat confident" in their interpreting ability. Additionally, high percentages of students reported feeling anxious when starting interpretation courses (66.7% of entry-level, and 72.1% of advanced-level). Together, these results suggest a need for evidence-based strategies to bolster student confidence and reduce student anxiety in interpreter preparation programs.

In a study of accredited, practicing Australian Sign Language (Auslan) - English interpreters, Bontempo and Napier (2011) examined the associations between self-efficacy, goal-orientation, negative affectivity (i.e. anxiety), and self-perception of professional competence.

By surveying practicing professional interpreters rather than students, a novice-to-expert cross-sectional perspective of how self-efficacy and anxiety impact the process of interpreting was completed. Correlational analyses indicated self-efficacy was positively related to self-perceived competence, while negative affectivity (i.e. anxiety) was inversely related to competence. The authors concluded, “Teaching interpreting students and accredited practitioners to better manage anxiety and occupational stress may be conducive to improving their interpreting performance (p. 100).”

Looking to identify intrapersonal factors that have the highest predictive value on interpreter performance, Bontempo et al. (2014) conducted a large (n =2193), global (38 different countries) survey of current practicing sign language interpreters. Constructs included in the survey were self-esteem, perfectionism, and aspects of the “Big Five” personality factors. Results indicated that the strongest predictor of performance was self-esteem, followed by openness to experience, and then perfectionism. In reviewing how these results could be used to improve various aspects of interpreter preparation, the authors suggested that interventions or education aimed at enhancing interpreters’ self-efficacy, goal-setting skills, growth mindset, self-reflection, and choice might mitigate the anxiety experienced.

Jiménez et al. (2014) extended the work of Bontempo (2011) by examining how self-efficacy impacts student-interpreter performance on final exams among L2 students with varying degrees of language competency. They found across language competency levels, self-efficacy explained 1.9% of the variance on performance. When combined with competence, self-efficacy contributed 5.4% of the variance on performance for high-proficient L2 students; however, for low-proficient L2 students, no effect on performance was found.

As a whole, the research literature suggests one way to reduce anxiety is through raising self-efficacy. Thus, developing and expanding evidence-based tools, strategies, and pedagogical activities that promote self-efficacy and reduce or better manage the anxiety that comes with interpreting is a logical next step for enhancing professional development among interpreters.

Existing pedagogical approaches

Dean and Pollard's Demand-Control Schema (2001) provided the means to discuss the multitude of factors impacting interpreting work. First, factors (demands) are grouped into four overarching categories: environmental, interpersonal, para-linguistic, and intrapersonal. Second, options (controls) for coping with the demands are listed. This framework of examining the demands present and controls employed quickly moved into ASL-English interpreter preparation programs and mentor-training due to its ability to foster critical thinking—reflectively, proactively, and recursively. The intrapersonal category of demands is especially relevant here as it provides an avenue to engage in professional dialogue regarding how stress/anxiety impacts cognitive-linguistic processing capacity, and what self-confidence/self-efficacy controls could be employed to off-set these demands.

Atkinson and Crezee (2014) also see the importance of self-efficacy on interpreting—particularly as it affects student-interpreters' actions and choices. They include the constructs of explanatory style and locus of control along with self-efficacy in their definition of psychological skill, and suggest interpreter educators use explanation, modeling, and role-play for promoting psychological skill development in students. However, no supporting evidence regarding the efficacy of this approach is provided.

Rather than specifically examining the construct of self-efficacy on interpreting, Motta (2011) focused on how to foster interpreter growth from novice to expert levels. Her approach

combined deliberate practice, meta-cognition, and self-regulation and then she applied them to interpreting by providing a comprehensive list of fifteen guidelines for interpreter education. Motta emphasized goal-setting for improving self-regulation and establishing targeted skills for intentional practice. Additionally, she includes Zimmerman's (2002) list of nine techniques for promoting self-regulation. Among this list is imagery, e.g., the visualization of a task before carrying it out. Sport psychology has also utilized imagery as an effective intervention to increase athletes' self-efficacy. In an unpublished dissertation, Ward (1997) evaluated the effect of Mastery Rehearsal, a specific imagery technique which relies on aspects of deliberate practice and goal-setting in order to build self-efficacy. His study of twenty-four NCAA Division I swimmers, confirmed mastery rehearsal had a positive effect on self-efficacy. It remains to be seen if this technique is equally effective for development of interpreter self-efficacy.

Interpreter professional development, or individualized learning plans, often contain some version of goal-setting. SMART goal-setting, originating in the business world (Doran, 1981), is one framework that has gained increasing popularity and cross-disciplinary use. Specific, measurable, attainable, relevant/realistic, and time-based goals move an individual from thinking about a lofty, undefined, "nice" idea to specifying exactly what the desired outcome is and how one will know progress is being made towards it or if the goal has been achieved. Day and Tosey (2011) critically examine the SMART goal framework in learning environments and suggest using a neuro-linguistic programming (NLP) approach called well-informed outcomes. A component of well-informed outcomes is the use of mental rehearsal as mentioned above. This coupling of goal-setting and mastery (mental) rehearsal appears to have positive results on general learning experience, and should therefore be examined in an interpreter education setting.

This study

Self-efficacy, as an anxiety-mitigating factor, has only recently garnered attention in the research on foreign language anxiety and interpretation anxiety. The literature suggests anxiety negatively impacts student and practitioner performance in language learning and interpreting classrooms, as well as in practice in the field. While Dean and Pollard (2001) provided language for interpreters to talk about intrapersonal demands, such as anxiety and self-efficacy, there has been a lack of evidence-based techniques for improving self-efficacy in interpreters. Jiménez et al.'s (2014) findings that demonstrated a positive association of self-efficacy with interpreter performance in high L2 proficient students reinforced the need for identifying techniques to enhance self-efficacy among interpreters. Ward, via sports psychology, offered a simple technique, supported by the work of Day and Tosey, which warrants further examination in an interpretation context. Therefore, the purpose of this study was to examine what impact, if any, a combination of SMART goal-setting and Mastery Rehearsal script writing might have on novice ASL-English interpreters' levels of self-efficacy and anxiety in relation to interpreting tasks.

Methods

Participants

A convenience sample of volunteer participants was recruited from student-interpreters over the age of 18 who were enrolled in an ASL-English Interpreter Preparation (AEIP) program, and were in good academic standing and eligible to complete their final semester of the program. In addition ASL-English interpreters who had completed an AEIP since 2011, but were not yet fully certified according to Kansas state standards as set by the Kansas Commission for the Deaf and Hard-of-Hearing (i.e., interpreters holding no credential but have passed the NIC written exam; KQAS 3/3; BEI Basic; or EIPA < 4.0) were also recruited. Three Caucasian females (age range 31-55 years), two AEIP alumna and one current student, initially agreed to participate. All participants reported English as their first language with early learning of American Sign Language (age range 0-15); one of the participants self-identified as a child of deaf adults. One participant completed the full six-week intervention (described below), one completed three weeks of the intervention, and one did not receive the intervention but was engaged in an active mentorship opportunity and agreed to take the pre- and post- study period quantitative measures.

Procedures

Following approval from the University of Kansas' Human Subjects Committee Lawrence to conduct the study, participants were contacted and asked to give their consent to participate in the study. In addition to a demographic questionnaire, participants completed the following quantitative measures: (a) the Specific Self-efficacy for Conference Interpreting Questionnaire (Jiménez, Pinazo, & Ruiz, 2014; Appendix A) at baseline (prior to intervention), midpoint, and end of the study, (b) the STAI-6 (Marteau & Bekker, 1992) incorporated into a

self-reflection journal completed (Appendix C) after each practicum or work assignment (i.e., actual interpretation under supervision), (c) and baseline and post- (conclusion of the study) measures on the Interpreting Classroom Anxiety Scale as modified for this study (Appendix B).

In addition to the questionnaire data, participants electronically submitted their SMART goals and Mastery Rehearsal scripts at the beginning of each week during the intervention period. The goals and scripts were reviewed for 'quality' (e.g., how closely did the participants follow the instructions provided), and corrective feedback was offered as needed. Descriptive summaries of thematic patterns from the SMART goals and Mastery Rehearsal scripts were coded. Finally, pre- and post-intervention interviews were conducted consisting of open-ended questions to allow qualitative individual participant feedback regarding the intervention techniques and perceptions of effectiveness.

Intervention

The intervention consisted of a one-time training on SMART goal-setting and Mastery Rehearsal techniques as a way to enhance interpreter self-efficacy and reduce interpretation anxiety. Participants were asked to review their SMART goals and Mastery Rehearsal script prior to each time they performed actual interpreting work under supervision. At the conclusion of each actual work experience, participants were asked to complete a self-reflection journal page, which included the STAI-6, as well as three open-ended questions (see Appendix A).

The aim of the SMART goal-setting technique was to train individuals to explicitly articulate what skill(s) they were striving to improve and how they would achieve their goal(s). The SMART goal training consisted of explaining and assisting participants in writing their own SMART goals. An example of a SMART goal within the context of interpreting was provided (see Appendix D), and then each participant practiced writing her own SMART goals (no more

than 3). Feedback was then provided to participants on their goals to ensure they met the stated SMART goal criteria (i.e. specific, measurable, attainable, relevant/realistic, and time-based).

Participants also learned the Mastery Rehearsal script technique—a visual imagery technique often used in the field of sport psychology to help athletes improve their performance. The Mastery Rehearsal portion was designed to help participants explore, anticipate, visualize, and mentally rehearse an “ideal” interpreting performance in which their SMART goals were achieved. Training on Mastery Rehearsal included an example script, as well as a template outline for script production modified from Ward’s 1997 version (see Appendices E and F) and incorporated aspects of Day’s POWER mnemonic for well-formed outcomes (Day & Tosey, 2011). The POWER mnemonic focuses on utilizing positive language choices, taking ownership in the process, specifying the target, and emphasizing what sensory evidence supports achievement of the goal (i.e. external visual feedback, internal feelings reflective of flow moments, etc.). Creating a detailed script of how the interpreted event should ideally happen, and then practicing (rehearsing) that script, was intended to foster automaticity of specific technical skills, to cognitively prime the brain for what was about to occur, and to boost self-efficacy by visualizing successful completion of the task. Finally, a “booster” session was offered at the mid-point of the study. However, the one participant who completed the full six weeks of the intervention preferred the “booster” occur by email. Thus, her submitted SMART goals and rehearsal scripts were reviewed and any recommendations for revisions were made via email between the researcher and the participant.

Measures

The Specific Self-Efficacy for Conference Interpreting questionnaire (Jiménez, Pinazo, & Ruiz, 2014) is a 10-item, 7-point Likert scale measure adapted from the Baessler and Schwarzer

(1996) scale of general self-efficacy by Jiménez et al. to assess specific self-efficacy within a conference interpreting setting. Jiménez et al. reported acceptable reliability of the measure in their study ($\alpha = .95$). Reliability for this measure in the present sample is also acceptable at $\alpha = .91$. The Specific Self-Efficacy for Conference Interpreting questionnaire was administered prior to intervention, repeated half-way through the intervention period, and again at the conclusion of the study in order to ascertain any growth in self-efficacy over time.

The STAI-6, a short form version of Spielberger's State-Trait Anxiety Inventory, was evaluated by Marteau and Bekker (1992). Marteau and Bekker (1992) reported a Chronbach's internal reliability coefficient of $\alpha = .82$; in addition, they reported evidence for concurrent validity of the short form—e.g., no difference in mean scores when compared using paired *t* tests between the 6-item measure and the 20-item full version. The reliability coefficient for the present sample was $\alpha = .94$. The STAI-6 was embedded as a repeated measure in the self-reflection journal that was completed at the conclusion of each practicum or work assignment. The brevity of this measure was important since participants were logging responses from the field where time may have been limited.

An ASL-English modified version of the 44-item Interpreting Classroom Anxiety Scale (Chaing, 2006) was utilized to assess pre- and post- intervention anxiety specific to interpreting. This measure uses a 5-point Likert scale ranging from “strongly disagree” to “strongly agree” and contains some items requiring reverse scoring. This tool is comprised of three subscales: fear of interpretation and negative evaluation, cognitive processing anxiety, and low self-confidence. Chaing (2006) reported Cronbach's alpha coefficients of .94 for the composite measure, .92 for the fear of interpretation class and negative evaluation subscale, .80 for the cognitive processing anxiety subscale, and .77 for the low self-confidence subscale. Correlational analysis of construct

validity indicated a moderate correlation to the Foreign Language Classroom Anxiety Scale, and a low, but significant, correlation to the Trait Anxiety Inventory (Chaing, 2006). Cronbach's alpha reliability of the modified measure used in this study was: (a) Composite Interpreting Classroom Anxiety Scale as modified $\alpha = .97$, (b) ICAS subscale: fear of interpretation and negative evaluation $\alpha = .88$, (c) ICAS subscale: cognitive processing anxiety $\alpha = .94$, and (d) ICAS subscale: low self-confidence $\alpha = .92$.

A demographic questionnaire was also administered, but due to small sample size, the results are used as descriptive information only. Participants were free to self-identify or refrain from open-ended inquiries as to age, sex, and racial/ethnic identity. Following this basic information, qualifying questions as to educational status (student/recent graduate), and completion of the NIC written exam were asked. Questions regarding language (L1, L2, and beyond) acquisition, interpreting practice, and mentorship were also asked.

Results

Quantitative Analysis

In examining the overall total mean scores on the measures of Specific Self-Efficacy and Interpretation Classroom Anxiety (Figures 1 and 2), participant 1 (P1)—who participated for only half of the research period—showed a relatively small increase on self-efficacy (SE) and a small decrease on interpretation anxiety (IA) from Time 1 to Time 3. The change noted for P1 was in the same direction as the change for participants 2 and 3 (P2, P3).

Participants 2 and 3 had a relatively similar pattern and magnitude of change in SE and IA. P2 participated in the full six week program, while P3 did not receive Mastery Rehearsal or SMART Goal training but was involved in a mentorship experience with a supervisor. Comparing P2 and P3's SE and IA mean scores, there was little difference in mean scores between Mastery Rehearsal/SMART Goal training (P2) and mentorship training (P3).

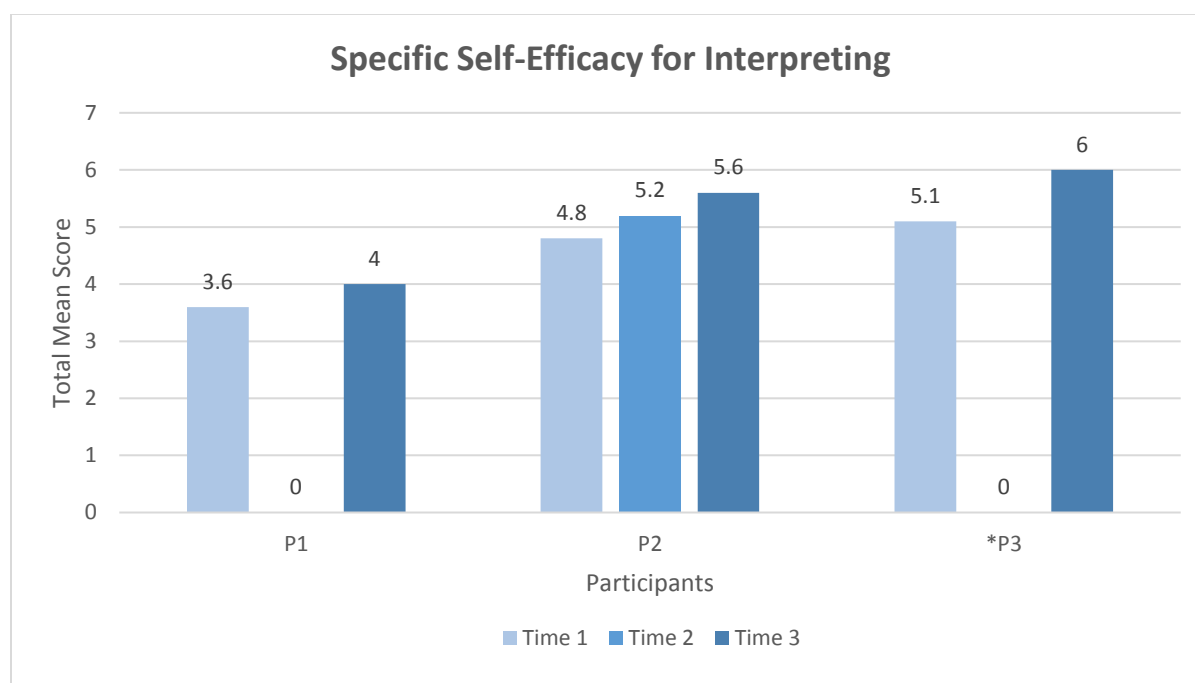


Figure 1: Specific Self-Efficacy for Interpreting total mean scores.

**P3 did not receive training on Mastery Rehearsal or SMART goals. Rather she was actively engaged in a mentorship experience.*

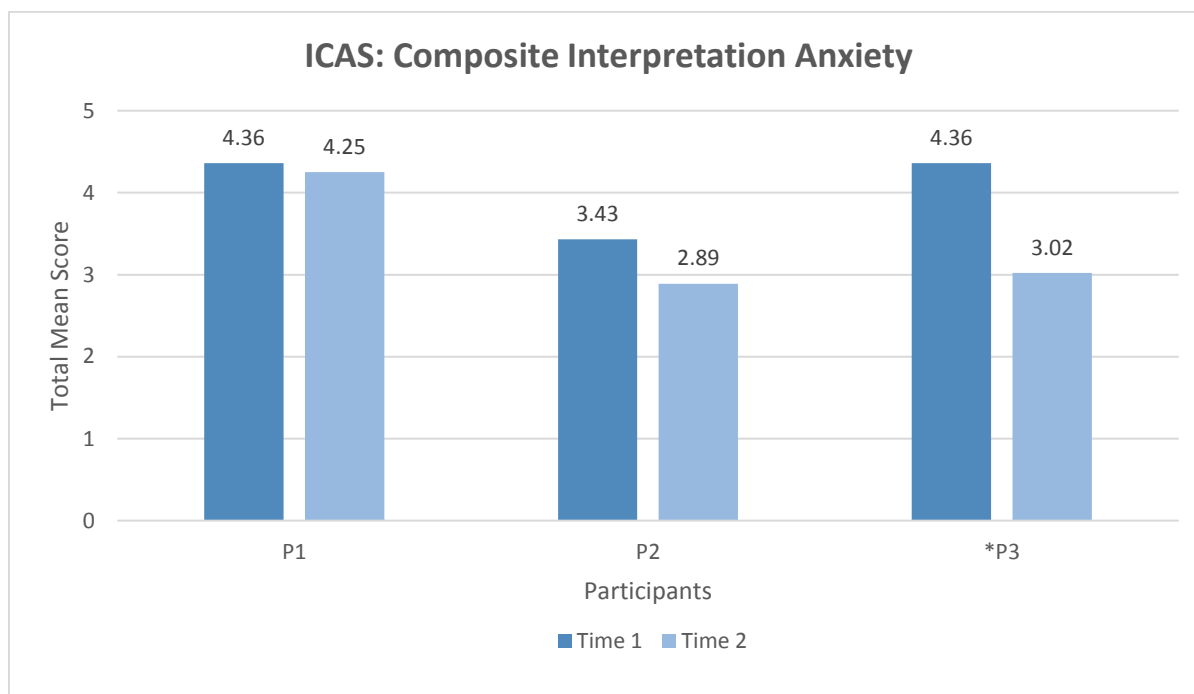


Figure 2: Composite Interpretation Classroom Anxiety total mean scores.

**P3 did not receive training on Mastery Rehearsal or SMART goals. Rather she was actively engaged in a mentorship experience.*

Examination of the ICAS subscales indicated that the fear of interpretation & negative evaluation subscale had the largest change in means possibly due to Mastery Rehearsal and SMART goals training (P1 and P2 only; Figure 3). This change is consistent with the purpose of Mastery Rehearsal. That is, focusing on what an ideal interpreted event would look like should prohibit thoughts about how others are perceiving the person—effectively quieting negative self-talk. Mentorship, as experienced by P3, also appeared to yield a mean decline on the fear of interpretation & negative evaluation subscale, although not to the same magnitude, relatively, as that experienced by P2 who completed the full 6-week intervention.

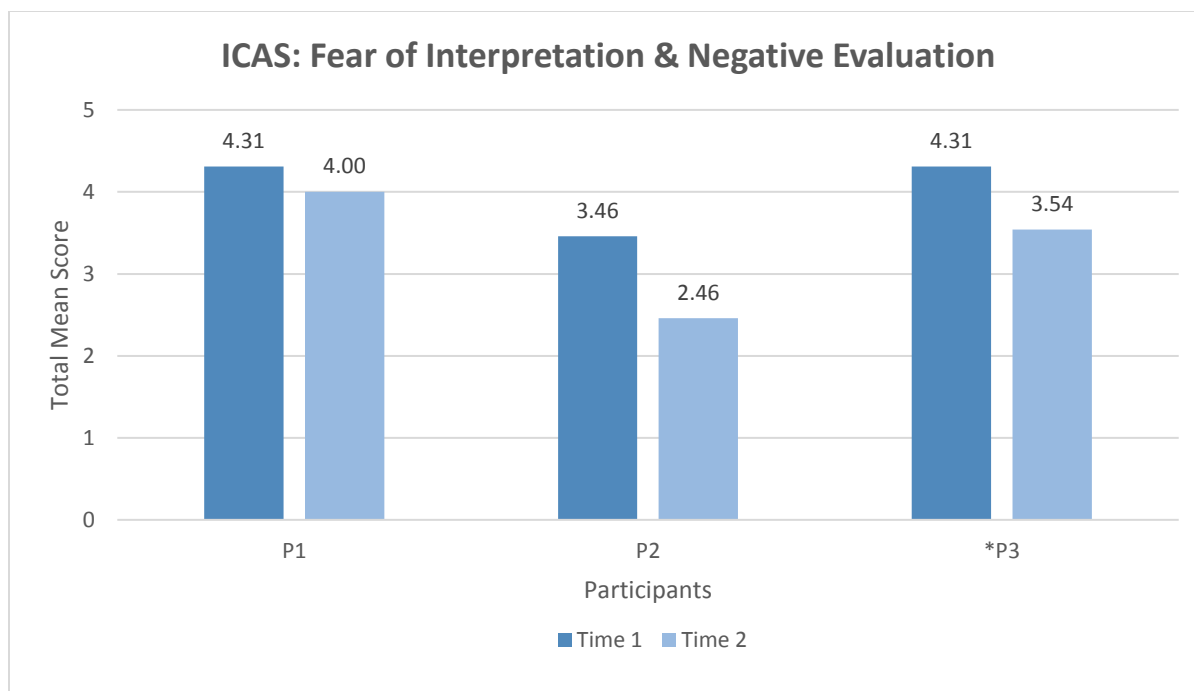


Figure 3: Fear of Interpretation & Negative Evaluation total mean scores.

**P3 did not receive training on Mastery Rehearsal or SMART goals. Rather she was actively engaged in a mentorship experience.*

The one domain where mentorship appeared to be more advantageous than Mastery Rehearsal and SMART goals was cognitive processing anxiety (Figure 4). Comparatively, P1 and P2 showed slight mean declines, while P3's level decreased more substantially.

There was a similar pattern of results on the ICAS self-confidence subscale (Figure 5) as for the Specific Self-Efficacy measure (Figure 1). For P1 who only completed half of the intervention, there was no change in self-confidence. P2 and P3 had a similar mean increase (i.e., magnitude) in self-confidence. It should be noted here that the ICAS subscale items and the Specific Self-Efficacy items are reflective of the difference between self-confidence (i.e. positive feelings about one's work) and self-efficacy (i.e. positive beliefs about one's ability to do the work effectively). However, due to the small sample size it was not possible to run a reliable correlational analysis between these scales.

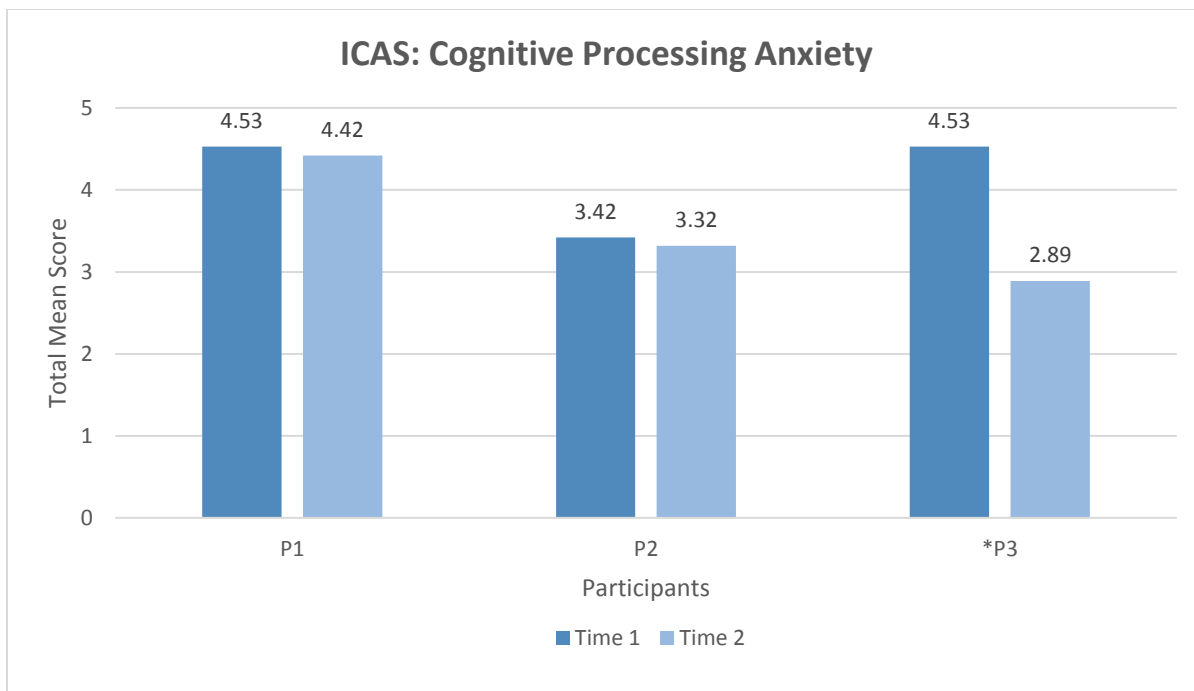


Figure 4: Cognitive Processing Anxiety total mean scores.

**P3 did not receive training on Mastery Rehearsal or SMART goals. Rather she was actively engaged in a mentorship experience.*

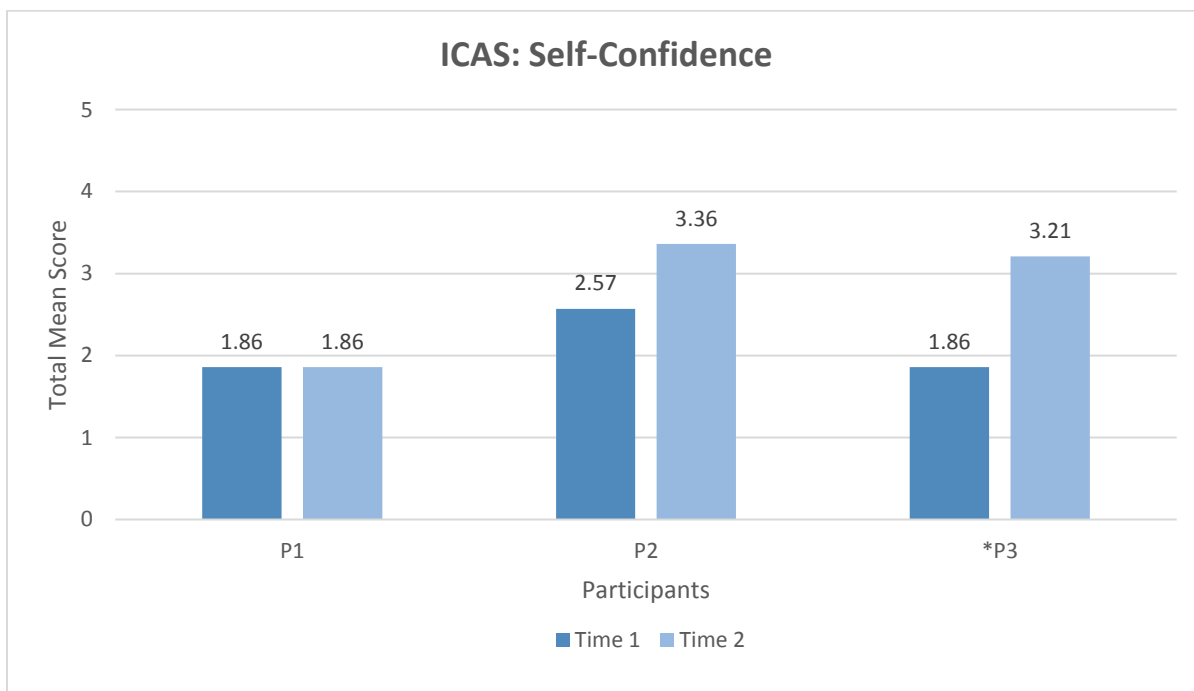


Figure 5: Self-Confidence total mean scores.

**P3 did not receive training on Mastery Rehearsal or SMART goals. Rather she was actively engaged in a mentorship experience.*

Analysis of Goals, Scripts, and Self-Reflection Journals

In addition to the primary measures, participants 1 and 2 submitted their weekly goals, scripts, and self-reflection journal sheets for any work performed over the course of the intervention. These participants also participated in pre- and post- interviews. Participant 3, not participating in the intervention, did not submit goals, scripts, or self-reflection journals, nor did she complete any interviews.

The self-reflection journal (see Appendix C) included the short-form of the State-Trait Anxiety Index (STAI-6) in order to gauge a more immediate experience of anxiety as it related to a just performed interpretation. Three items are coded here as positive and include the statements: “I feel calm, I am relaxed, and I feel content.” While the items coded as negative include the statements: “I am tense, I feel upset, and I am worried.” Participants were also asked explain the feelings experienced, and then describe any aspects of the work discussed with a supervisor/mentor or if not working with a supervisor/mentor to write about a salient portion of the work from their perspective. Finally, participants were asked if they had reviewed their SMART goals and Mastery Rehearsal script prior to do the work.

Participant 1 had more work opportunities, which resulted in more self-reflection data, even though she participated for half of the intervention period. She indicated that she reviewed her SMART goals and Mastery Rehearsal script five out of nine times, and, over the course of these journals, had declining scores on the positive items, and increased scores on negative items (Figure 6). Written comments such as: “I felt some anxiety because I didn’t get to preview the [materials].” and “Interpreting at [type of setting] completely different, so I had anxiety with not know[ing] what to expect. The [source contents] were completely new, and I wasn’t able to get them ahead of time. There was a lot of “in the moment” coping, when normally I would have

been able to prep,” revealed a pattern of dependence on preparation materials and knowing exactly what to expect in order to experience reduced anxiety, while last minute changes or no prep materials increased anxiety.

P1’s initial goals were to increase her L2 (ASL) lexicon, as well as increase the use of an ASL syntactic feature called constructed action/constructed dialogue. During the second week, P1 again focused on lexical items. For the third and final week of participation, P1 focused on a pragmatic language goal of appropriate register within a more formal setting. An example of P1’s goals includes: “By Sunday May 1st I will identify my baseline use of when constructed action/constructed dialogue (ca/cd) should be used. I will do this by analyzing work samples and keeping a ca/cd log.”

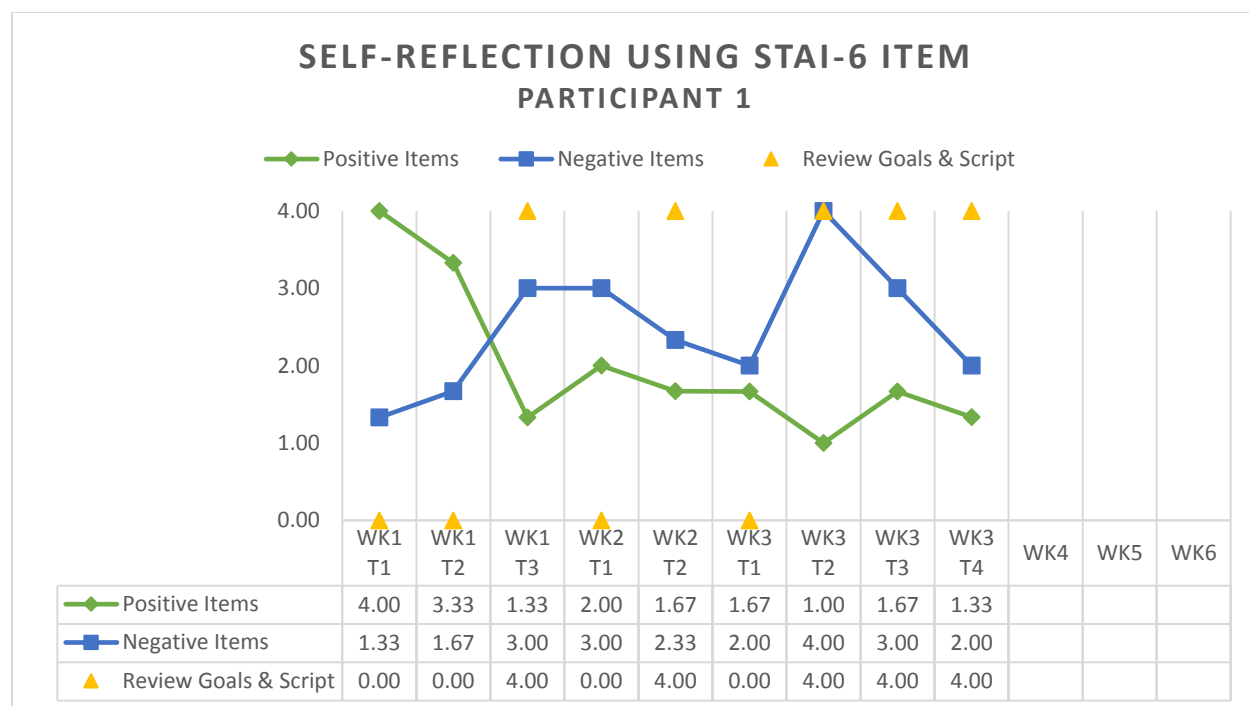


Figure 6: STAI-6 mean trends Participant 1.

Reviewing Goals & Script is coded here as 0 = no and 4 = yes.

Participant 2 had fewer work opportunities and, thus, less self-reflection data. She reported reviewing her SMART goals and Mastery Rehearsal Script three out of four times, and over the course of the research period experienced a decrease in means on negative items, and an increase in means on positive items (Figure 7). P2's pattern is consistent with her results showing an increase in self-efficacy/self-confidence and a reduction in interpretation anxiety reported in the previous section. The common theme noted across P2's self-reflections was the effect of interpersonal relational demands on her perception of the interpreted event. During the post-interview, P2 stated that the arrival of the client(s) is usually when anxious feelings still peak. Review of the Mastery Rehearsal scripts also indicated the presence of interpersonal demands, but the scripts did not include a positive affective description of what an ideal interpersonal interaction with clients or team interpreters would look and feel like.

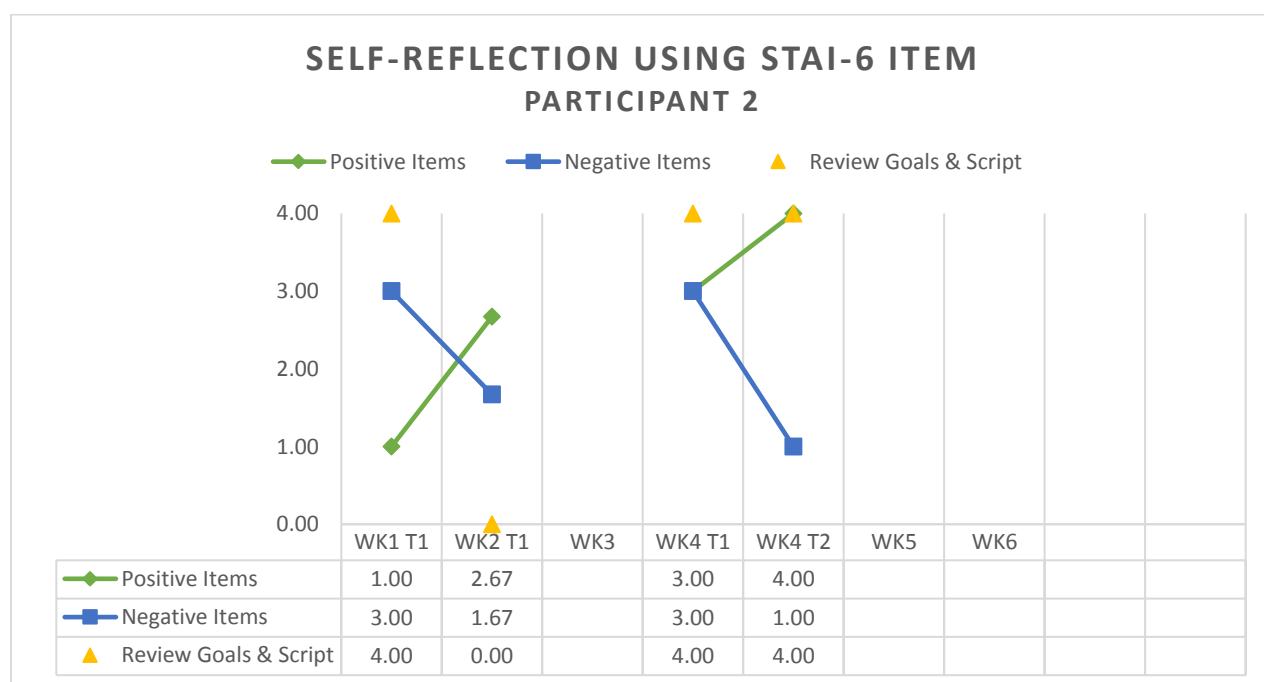


Figure 7: STAI-6 mean trends Participant 2.

Reviewing Goals & Script is coded here as 0 = no and 4 = yes.

Participant 2 took a slightly different approach in choosing her SMART goals. Her first goal related to the process time involved when working between two languages. Participant 2 chose to focus on extending her processing time by starting with shorter chunks of material, and then build endurance over the course of the 6-week research period by increasing the length of the source material. P2's second goal was: "Over the course of 6 weeks, I will expand my repertoire of possible concepts of ASL renderings by recording myself 3x/wk producing as many possible ways as I can. Additionally, I will take notes anytime those concepts show up in work (mine or others') and during each 3rd session I will utilize English synonyms to further stimulate production variations. Concepts will change weekly." Finally, P2 reported the SMART goals were the most beneficial between the two tools due to the ability to increase the difficulty of the tasks just enough to where skill growth was tangible and motivating.

Discussion

The results of this study illustrate that SMART goal-setting and Mastery Rehearsal script writing were associated with increasing levels of self-efficacy and decreasing levels of interpretation anxiety for participants 1 and 2. On all measures, participant 2, who submitted weekly goals and scripts for the entirety of the research period, showed substantial gains in self-efficacy and self-confidence, and declines in levels of anxiety which was parallel to the change in participant 3's levels both in direction and magnitude. P2 and P3 were nearly matched in terms of frequency of contact with native-users of ASL reporting "nearly a daily basis" and "weekly" respectively. Additionally, P2 reported practicing interpreting 2-3 times per week, while P3 reported weekly practice.

Despite participant 1 only participating in the research for the first three weeks, her results on the measures of Specific Self-Efficacy and composite Interpretation Classroom

Anxiety trend in the same direction as participant 2's results. Participant 1's Self-Reflection data indicate a somewhat unexpected large decline in positive items given overall results of previous measures indicating small gains in self-efficacy, and small decreases in interpretation anxiety. When asked in the demographic questionnaire about frequency of contact with native-users of ASL, P1 responded with "not as much as I would like;" and, in terms of frequency of interpreting practice, she indicated only occasional informal discussions of her work. These comments combined with P1's other qualitative components appear to indicate lower levels of L2 language competency. Therefore, her results suggest that SMART goals and Mastery Rehearsal scripts as tools may be less effective at increasing self-efficacy and decreasing anxiety in novice interpreters who have less L2 language competency, which would be consistent with Kao & Craigie's findings. However, P1 reported during the post-interview that these tools were helpful in guiding self-reflection, with the Mastery Rehearsal technique being the most helpful by forcing a "reframing of thought processes."

Maddux & Nicodemus (2016) reported that 65% of participants in their study experienced de-motivating self-talk at least some of the time. This study's results illustrating a large reduction on the fear of interpretation and negative evaluation ICAS subscale suggests Mastery Rehearsal scripts helped participants intentionally reframe their self-perception of an interpreted event, and thereby positively primed affective responses to that event. Therefore, it is proposed that when Mastery Rehearsal scripts incorporate successful performance of skills identified in one's SMART goals, these techniques may help reframe de-motivating negative self-talk.

A surprising finding was that mentorship appeared to be more effective than the intervention in reducing cognitive processing anxiety for this sample of novice interpreters. This

result, however, is reasonable since active mentorship often includes real-time *in situ* interpreting, where support and feedback can be immediately incorporated into the novice interpreter's cognitive processing work of interpretation. P2 chose to work on her processing time through one of her ongoing SMART goal statements. While this appears to have had some positive benefit on her cognitive processing anxiety scores, the intervention alone might not have been as effective as working with a mentor since SMART goals and Mastery Rehearsal are "off-line" techniques. The apparent benefit of mentoring over the intervention strategies in reducing cognitive processing anxiety aligns with research in sport psychology that shows physical practice yields better performance results than imagery, yet engaging in mental rehearsal is better than no practice at all (Ward, class notes, 2013).

Originally, this project called for participants to use SMART goals and Mastery Rehearsal Script writing within the context of a mentor/mentee relationship. Of the three participants, the only one actively engaged in such a relationship was P3 (~20 hours during the research period), who after completing the initial quantitative measures chose not to participate in the training/intervention, but was willing to serve as control/comparison subject by repeating the quantitative measures at the conclusion of the research period. P1 and P2 were not actively engaged in any formal mentor/mentee relationships. This difference among participants allowed for a preliminary comparison of SMART goals and Mastery Rehearsal Script writing to mentorship on novice interpreters' levels of self-efficacy and interpretation anxiety. While the findings of this pilot study cannot be generalized to the broader population of novice interpreters and further research with a larger sample population is needed, results do suggest that setting SMART goals and writing Mastery Rehearsal scripts may be at least as effective as mentorship in increasing self-efficacy and self-confidence, as well as reducing overall interpretation anxiety.

Finally, participants 1 and 2 were asked during the post-intervention interview when student interpreters should learn SMART goal-setting and Mastery Rehearsal script writing techniques. P1 suggested an introduction during the second semester with more application during the third semester (referring to a 2-year, 4-semester program), while P2 recommended instruction in these techniques begin during the first semester. I would suggest SMART goals and Mastery Rehearsal scripts could be implemented in ASL class curriculum prior to students starting interpreting coursework; however, these techniques were studied for their impact on interpreting anxiety. Therefore, based on the findings presented my curricular recommendations include: (1) integration of SMART goals and Mastery Rehearsal scripts as part of interpreting class curriculum, and (2) incorporation of the self-reflection journal page (Appendix C) for all practicum/internship courses.

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Appendices

Appendix A: Specific Self-Efficacy for Conference Interpreting

Specific Self-Efficacy for Conference Interpreting Questionnaire Jiménez Ivars et al. (2014)

When interpreting...	Fully disagree		Disagree	Neither	Agree	Fully agree	
1. I can always manage to solve difficult interpreting problems if I try hard enough.	1	2	3	4	5	6	7
2. If someone opposes me, I can find means and ways to get what I want.	1	2	3	4	5	6	7
3. It is easy for me to stick to my interpreting aims and accomplish them.	1	2	3	4	5	6	7
4. I am confident that I could deal efficiently with unexpected events within an interpreting context.	1	2	3	4	5	6	7
5. Thanks to my resourcefulness, I know how to handle unforeseen situations within an interpreting context.	1	2	3	4	5	6	7
6. I can solve most interpreting problems if I invest the necessary effort.	1	2	3	4	5	6	7
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4	5	6	7
8. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4	5	6	7
9. If I am in a bind, I can usually think of something to do.	1	2	3	4	5	6	7
10. No matter what comes my way during an interpreting task, I'm usually able to handle it.	1	2	3	4	5	6	7

Appendix B: Interpreting Classroom Anxiety Questionnaire

Chaing (2006), Modified for ASL-English Bates (2016)

Directions: Please indicate your *first reaction* to each statement below regarding your feelings when in ASL-English interpreting class. There is no right or wrong answer.

1 Strongly disagree **2** Disagree **3** Neither agree or disagree **4** Agree **5** Strongly agree

1. I feel confident when I interpret into ASL.	1	2	3	4	5
2. I worry about making mistakes when interpreting.	1	2	3	4	5
3. I experience physical symptoms before interpreting (i.e. trembling, nausea, sweaty palms, etc.).	1	2	3	4	5
4. It frightens me when I don't know what the ASL source message to be interpreted is.	1	2	3	4	5
5. It would not bother me to take more advanced interpretation classes (i.e. BA, MA degree level courses).	1	2	3	4	5
6. While interpreting, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. In interpretation class or interpreting workshop, I keep thinking that other students/participants are better at interpreting than I am.	1	2	3	4	5
8. I am usually at ease during class tests or credentialing exams.	1	2	3	4	5
9. I start to panic when I have to interpret into ASL without preparation.	1	2	3	4	5
10. I feel confident when I interpret into English.	1	2	3	4	5
11. I don't understand why some people get so upset over interpreting assignments.	1	2	3	4	5
12. When interpreting, I can get so nervous that I forget how to interpret things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in interpretation class or interpreting workshops.	1	2	3	4	5
14. I would not be nervous interpreting into ASL in front of native ASL users.	1	2	3	4	5
15. I get anxious if there is background visual noise interfering with my ASL-receptive comprehension.	1	2	3	4	5
16. Even if I am well prepared for an interpreting assignment, I feel anxious about it.	1	2	3	4	5
17. I feel relaxed even when the English source message is delivered at a fast speed.	1	2	3	4	5
18. I start to panic when I have to interpret into English without preparation.	1	2	3	4	5
19. I get anxious when my teacher or mentor monitors the accuracy of my interpretation.	1	2	3	4	5

20. It is necessary to have a special aptitude to learn how to do interpretation well.	1	2	3	4	5
21. The more I prepare for an interpretation test, the more worried I get.	1	2	3	4	5
22. In interpretation class or interpreting workshops, I always feel that other students'/participants' ASL is better than mine.	1	2	3	4	5
23. I get anxious if I cannot understand every ASL sign or phrase to be interpreted.	1	2	3	4	5
24. I start to worry if the ASL sentences to be interpreted are long or complicated.	1	2	3	4	5
25. I feel very self-conscious when doing interpreting in front of other interpreters.	1	2	3	4	5
26. I get anxious if there is background noise interfering with my English-receptive comprehension.	1	2	3	4	5
27. The demand to split attention among receptive skills, comprehension, memory, visualization, and expressive production while interpreting makes me feel very stressed.	1	2	3	4	5
28. I start to worry if the English sentences to be interpreted are long or complicated.	1	2	3	4	5
29. I get nervous and confused when I do interpreting practice in front of my peers.	1	2	3	4	5
30. I worry that others will laugh at me when I interpret.	1	2	3	4	5
31. When I am on my way to an interpreting assignment, I feel very sure and relaxed.	1	2	3	4	5
32. Interpreting into ASL is more anxiety-provoking than interpreting into English.	1	2	3	4	5
33. I feel relaxed even when the ASL source message is delivered at a fast speed.	1	2	3	4	5
34. I get nervous when I interpret unfamiliar subjects.	1	2	3	4	5
35. I am afraid of interpreting numbers and figures.	1	2	3	4	5
36. Knowing that my interpretation competence will be evaluated makes me anxious.	1	2	3	4	5
37. I get worried when the English speakers have strong accents	1	2	3	4	5
38. Interpretation of technical jargon bothers me.	1	2	3	4	5
39. The tremendous amount of concentration required during interpreting makes me feel very stressed.	1	2	3	4	5
40. I get nervous when I am aware of making interpretation errors.	1	2	3	4	5
41. I have no fear of having my peers evaluate my interpretation competence.	1	2	3	4	5

42. I have no fear of having my teacher or mentor evaluate my interpretation competence.	1	2	3	4	5
43. Interpreting into English is more anxiety-provoking than interpreting into ASL.	1	2	3	4	5
44. I never feel quite sure of my interpretation ability when I am interpreting.	1	2	3	4	5

Appendix C: Interpretation Self-Evaluation and Self-Reflection

Bates (2016)

This form should be filled out as soon as possible after each interpretation assignment is completed. Please complete all sections of the form.

Feelings post-assignment: A number of statements that people have used to describe themselves are given below. Read each statement and then circle the most appropriate number to the right of the statement to indicate how you feel right now, at this moment. There are no right or wrong answers. Do not spend too much time on any one statement, but give the answer that seems to describe your present feelings best. Please make sure to answer all the questions.

	Not at all	Somewhat	Moderately	Very Much
1. I feel calm	1	2	3	4
2. I am tense	1	2	3	4
3. I feel upset	1	2	3	4
4. I am relaxed	1	2	3	4
5. I feel content	1	2	3	4
6. I am worried	1	2	3	4

(Marteau & Bekker, 1992)

How long was the assignment? _____

Approximately how many minutes were you the active interpreter? _____

Tell me more about the feelings you experienced listed above:

Did you and your supervisor/mentor engage in a post-assignment debriefing? If so, what aspects of the work did you discuss?

Did you review your SMART goal(s) and Mastery Rehearsal prior to going to this assignment?

Appendix D: SMART Goal-Setting in Interpretation

Setting SMART goals provides a means to track *progress* towards or *achievement* of a desired end result. SMART goals are:

Specific: clearly state what detailed end result is desired

Measurable: how you will know progress is happening or the goal is met

Attainable: focus on elements within or slightly stretch your control or ability

Relevant/Realistic: is the how (measurable) applicable to the what (specific)

Time-based: the time-frame in which this goal is actively being pursued and/or achieved

Example of a SMART ASL-English Interpreting goal

Goal statement:	<i>By the end of the week, I will increase proficiency of ASL grammar by focusing on non-manual morphemes, specifically mouth morphemes. I will utilize and analyze video samples of self-expressed ASL narratives, and sample or live interpretations, as well as ask my mentor/supervisor to observe my work. We will count the number of correct productions, and look for patterns of error when mouthed English occurs rather than ASL mouth morphemes.</i>
S:	increase proficiency of ASL grammar... specifically mouth morphemes
M:	video samples... count the number of correct productions, and look for patterns of error...mentor/supervisor observation
A:	I already know what mouth morphemes are and am aware that I incorporate them inconsistently. I believe one week is sufficient time to build consistency.
R:	Counting correct productions and errant production on successive days of the week will indicate progress or achievement of the goal.
T:	By the end of the week...if one week was not sufficient to build consistent accurate use of mouth morphemes I can always extend this goal.

Goal statement:	
S:	
M:	
A:	
R:	
T:	

Goal statement:	
S:	
M:	
A:	
R:	
T:	

Appendix E: Interpretation Mastery Rehearsal Script Outline

Ward (1997); Modified by Bates (2016)

The following is an outline template for creating a four paragraph Mastery Rehearsal Script specific to performing interpretation work.

Paragraph I: Introduction “Today is the day....”

- ...of the exam; of a high profile platform assignment; of an assignment in an emotionally intense forum; of performing more work solo; etc.
- What are the things you do on these days that prepare you for a successful, “in the zone” interpretation (Hoza, 2014)?
 - i.e. food as fuel, sleep, focus on self-care activities
- Focus on general positive thoughts and feelings about yourself and your training/preparation.

Paragraph II: Warm-up

- What are your pre-assignment “warm-up” routines?
- Begin to observe the setting (location, lighting, people, materials, etc.).
- Internal intensity and focus begins to become more acute.
- State general “ready cues” such as feeling relaxed, loose and energized, calm breathing, etc.
- Go through your specific assignment strategy for managing the interpreting process (i.e. incorporating space, constructed action/dialogue, etc.).

Paragraph III: The event/assignment

- Focus turns to “performance cues” such as “I feel mentally calm; I feel relaxed” etc.
- Go through a two-step mental focusing routine:
 - Picture strategy: As you enter the assignment space, picture yourself arriving and working with confidence.
 - Trust: Believe in yourself and let the interpretation happen. Develop a one word or short phrase cue to focus on immediately before the assignment starts (i.e. Breathe! Use space. Clarity, etc.)
- Make a “highlight film (figuratively) of your optimal interpretation. Describe how it feels to receive the source language, deconstruct/reconstruct meaning, and execute the message in the target language. What happens or how does it feel when this process flows with easy fluency? Focus on the feelings you’ve had during your best interpretations.
- Focus is on positive performance cue words and goals throughout the assignment.

Paragraph IV: Conclusion

- Conclude the script by focusing on the positive feelings you experience after a great interpretation (i.e. satisfaction, joy, excitement, growth, etc.).

Additional examples of thoughts and feelings that people have during their best work are listed below. These may be similar to yours; however, feel free to add your own.

Physically relaxed	Effortless	Automatic	Mentally calm
Low anxiety	Energized	Enjoyment	Mentally focused
Self-confident	Alert	Optimistic	In-control

Appendix F: Example Interpretation Mastery Rehearsal Script

Today I will take the NIC exam in a new location, new environment with my new skills. I slept comfortably and sound, awakening to the slow morning sun, leisurely breakfast, and stretches. As I put on my attire, I feel fresh and comfortable.

Arriving early at the test site, I wait patiently remembering to recognize my breath and relax my body. The proctor asks what I might need, and I allow myself to answer honestly. The testing space is then immediately transformed into my comforting safe place. Allowing my positive energy to exude through the room, I take each minute by the moment.

The DVD begins and I remember to breathe and find comfort in my strong body. I picture myself in the classroom surrounded by trusting consumers and colleagues. During every 'break' I take time to breathe and reside in only that moment. Today I will perform with my own unique skill and have **fun** matching the affect with my tone and style.

The last few moments of interpretation are drawing near. I focus on a strong confident finish as I have performed to my honest best. I open the door to exit and feel grounded and happy. I completed the test, showing all of the skills I possess as a well-rounded interpreter.